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Cooperation or Irritation: The Relationship Between Teacher-Librarians and Public Librarians in the North Central Iowa Library Service Area

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Cooperation or Irritation: The Relationship Between Teacher-Librarians and Public Librarians in the North Central Iowa Library Service Area

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Abstract

This study explored the role of cooperation between teacher librarians and public librarians in Iowa's North Central Library Service Area. The methodology used for this study was a qualitative study of current cooperative attitudes and methods among the school and public librarians of Iowa's North Central Library Service Area. The researcher conducted a survey among 48 school districts including 143 buildings located in the North Central Library Service Area (NCLSA). A second survey was conducted concurrently with the first and included 83 public libraries in the North Central Library Service Area. The survey response rate included 56 school libraries and 59 public libraries. Once data collection was completed, the researcher discovered that a majority of school and public library staff in the NCLSA value the pursuit of cooperation. As high as 90% of public librarians indicated that they do not consider themselves to participate in a cooperative relationship while as much as 73% of school library staff expressed a similar result. It should be noted that as many as 25% of the school library respondents gave no answers for the questions in this portion of the survey. When they did cooperate, school and public library staff shared an acquaintance with one another either in person or over the phone and made it a point to obtain one another's contact information. They also felt comfortable asking another librarian for help and were generally willing to share resources such as reference or reading materials. A link to another library's online public access catalog was also seen as cooperative behavior. On the other hand, activities that would require staff time or financial resources were not highly favored forms of cooperation. A very small minority have developed a joint mission statement, policies and procedures, materials for student use, goals or cooperative buy agreements. Both groups acknowledged that cooperation between teachers and public librarians is higher than that of school library and public library staff. Both groups were willing to publicize one another's activities. School and public library staff saw barriers to cooperation that included time constraints, financial concerns, staffing limitations, divergent missions, disinterest, transportation issues and a tendency for teachers to cooperate more often with public librarians than school library staff.

COOPERATION OR IRRITATION: THE RELATIONSHIP BETWEEN TEACHER-
LIBRARIANS AND PUBLIC LIBRARIANS IN THE NORTH CENTRAL IOWA

LIBRARY SERVICE AREA

Submitted in Partial Fulfillment

of the Requirements for the

Degree of Master of Arts

Joette L. Kofoot

University of Northern Iowa

This Research Paper by: Joette L. Kofoot

Titled: Cooperation or Irritation: The Relationship between Teacher-Librarians and Public Librarians in the North Central Iowa Library Service Area

has been approved as meeting the research requirements for the degree of Master of Arts.

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ABSTRACT

This study explored the role of cooperation between teacher librarians and public librarians in Iowa's North Central Library Service Area. The methodology used for this study was a qualitative study of current cooperative attitudes and methods among the school and public librarians of Iowa's North Central Library Service Area. The researcher conducted a survey among 48 school districts including 143 buildings located in the North Central Library Service Area (NCLSA). A second survey was conducted concurrently with the first and included 83 public libraries in the North Central Library Service Area. The survey response rate included 56 school libraries and 59 public libraries. Once data collection was completed, the researcher discovered that a majority of school and public library staff in the NCLSA value the pursuit of cooperation. As high as 90% of public librarians indicated that they do not consider themselves to participate in a cooperative relationship while as much as 73% of school library staff expressed a similar result. It should be noted that as many as 25% of the school library respondents gave no answers for the questions in this portion of the survey. When they did cooperate, school and public library staff shared an acquaintance with one another either in person or over the phone and made it a point to obtain one another's contact information. They also felt comfortable asking another librarian for help and were generally willing to share resources such as reference or reading materials. A link to another library's online public access catalog was also seen as cooperative behavior. On the other hand, activities that would require staff time or financial resources were not highly favored forms of cooperation. A very small minority have developed a joint mission statement, policies and procedures, materials for student use, goals or

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DEDICATION

This paper is dedicated to the memory of Judy Havlik a phenomenal teacher-librarian, colleague and friend who through her example inspired me to explore and promote cooperative relationships between school and public librarians. This work is also dedicated to my husband Allen and our children who gave me the time and support needed to pursue my dreams, and to Misty my dearest girlfriend, classmate and colleague for her unfailing support and encouragement.

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CHAPTER ONE

INTRODUCTION

When our teachers and our school librarian packed us off for regular visits to the town library, they managed to convey to me the concept of a lifetime of reading. I understood that the school library served me when I was in school. When school ended, for the year or with graduation, I would be prepared for the public library. Both were preparing me for the university library, which was preparing me for research libraries, corporate libraries, and a lifelong relationship with the public library. (Kniffel, 2005, p. 33)

School librarians and public librarians share a common pedagogical role whether demonstrated through prescribed methods such as library skills instruction or informal *reference* interactions (Harris, Arp, & Woodward, 2003, p. 221). By combining instructional knowledge and resources school and public librarians can provide students with a broader learning foundation (Jones, 2004, p. 45). The preparation of students to use the continuum of library services throughout the life cycle may, therefore, be facilitated by the cooperation of school and public librarians (Kniffel, 2005, p. 33; Webster, 2006, p. 345). It is incumbent upon libraries and librarians to work cooperatively to fulfill the needs of students through the delivery of services and resources (Gorman, 1986, p. 255).

This research will investigate the cooperative relationship or lack thereof between the school librarian and the public librarian in providing services to the youth of the North Central Library Service Area in Iowa, a public library region that includes 13 Iowa counties and portions of two Iowa educational units, Area Education Agency 8 and AEA 267. An examination of the history and current mission of public libraries and school

libraries will provide a foundation for further study of the relationship between these two types of libraries.

Historical Perspective and Focus of the Public Library

Public libraries in the United States were first established on the east coast as book lending institutions in the seventeen forties (Bobinski, 1969, p. 4). These early libraries known as *proprietary* or *social* libraries required members to purchase *stock* in the library. Eventually, these libraries collected a yearly fee from each member to meet ongoing financial obligations (Harris, 1984, p. 172).

As American society embraced the principles of democracy including equal education and opportunity for all free male citizens, at about the turn of the nineteenth century, the idea of free access to library materials became prevalent (Bobinski, 1969, p. 6; Lerner, 1998, p. 138). At this time fee-based social libraries began to be superseded by libraries supported with public dollars levied in the form of taxes and operated by local governments (McMullen, 2000, p. 123). The first of these tax supported libraries was established in Boston, Massachusetts, in 1854 (Tolzmann, Hessel, & Peiss, 2001, p. 119).

Midwestern states including Iowa soon followed the lead of Massachusetts (Lee, 1971, p. 121). According to Witt (2003) Fairfield, Iowa, became the first city outside of Pennsylvania to receive a Carnegie grant for the construction of a new library building beginning a trend in Iowa that spanned a quarter of a century (p. X). By 1899 Iowa had 177 public libraries, and citizens were beginning to push for the development of a state library commission to oversee these and future Iowa libraries (Iowa Libraries, 1899, p. 255). The following year the Legislature voted to enact several laws concerning Iowa libraries including the desired library commission and the right of cities to levy taxes to

build and support public libraries (Iowa and Libraries, 1900, pp. 103-104). Decades later the Federal Library Services Act of 1965 and increased state funding revitalized public libraries throughout the country. This revitalization continued into the nineteen eighties (Tolzmann, Hessel, & Peiss, 2001, p. 153).

Initially envisioned as a means to educate citizens for the development of a democratic society, the public library has evolved to include the provision of cultural and leisure activities (Ditzion, 1971, p. 133; Lee, 1971, pp. 121-122; Lerner, 1998, pp. 138-139; Tolzmann, Hessel, & Peiss, 2001, p. 117). Libraries began to recognize the need to provide collections and services for the working class as well as immigrants. Children's programming became a top priority and included such services as puppet shows, story time and films (Lerner, 1998, p. 156). In the latter portion of the twentieth century public libraries initiated outreach programs to meet the needs of underserved citizens (Harris, 1984, pp. 231-232). Technologies such as online catalogs and databases have moved public libraries into the modern era (Tolzmann, Hessel, & Peiss, 2001, p. 157). It seems likely that this shift toward technological services will continue as a part of public libraries' continuing evolution (Tolzmann, Hessel, & Peiss, 2001, p. 158). Currently, the focus of the public library also includes the free provision of a wide variety of information and entertainment resources and formats open to all patrons regardless of age or background (Kenney, 2005, p. 11).

Iowa Public Library History, Development and Organizational Structure

The Iowa public library system grew out of the combined efforts of the Iowa Library Association, the Iowa State Legislature and the Iowa State Library. Prior to the nineteen fifties library service in rural areas of Iowa was provided by small local libraries

the collections of which were supplemented by materials received from the state's traveling libraries (Cochran, 1990, pp. 1-25).

In 1955, to offer more consistent state supported services to small towns and rural libraries, the 56th General Assembly of Iowa expanded the scope of the Iowa State Traveling Library. The rejuvenated traveling libraries included but were not limited to support for the implementation of standardized record keeping among libraries, advisory services and training opportunities for librarians, the collection of statistics to determine the need for library growth and improvement and the continued circulation of a shared collection (State Plan, 1957, pp. 1-3). To further enhance outreach to Iowa libraries a plan for extension services was developed for a demonstration period. This plan included the establishment of regional library offices in seven geographic areas of the state. Each office provided a hub for purchasing, cataloging, reference and interlibrary loans for the citizens of its region. It was expected that the state would continue such programs at the end of the demonstration period (Cochran, 1990, p. 33; State Plan, 1957, p. 27).

Iowa's regional library system was further refined during the 1971 Iowa Governor's Conference on Libraries. The 1971 state legislature enacted Regional library legislation to help level the economic playing field among libraries and to make provisions for free library service to all citizens of the state. The geographic areas previously established for extension services were maintained and regional library boards were founded (Smock, 1983, pp. 1-2). In 1973 Iowa's Regional Library System was officially established (Iowa Regional Library System, 1990, p. 2).

A library service task force was formed in 2000 to examine the possibilities for improving all types of library service. The task force recommended that a service district

model which would provide for continuing education and consulting services be adopted to replace the independent regional system which focused on the provision of interlibrary loan coordination and reference services. At the time of this recommendation, new technologies allowed public librarians to complete interlibrary loans and reference transactions without assistance, and it was believed that the service district model would provide consistent oversight and services through centralized administration at the state level (Library service task force..., 2000, pp. 21-22).

In 2001 the Iowa Legislature followed the task force's recommendation and replaced the regional library system with the current system of library service areas. Staff from each of the seven service areas provide libraries with services including but not limited to consultation, continuing education, interlibrary loan and reference. A seven member board of trustees oversees each service area (Iowa's Library Service Areas, 2003, p. 1). Today Iowa's public libraries fall under the oversight of the State Library of Iowa, now a bureau within the Iowa Department of Education (Wetteland, 2006).

As a part of this oversight, the State Library administers public library accreditation and librarian certification (Dixon, 2001, pp. 57-58). Iowa's public librarians are certified by the State Library. There are six levels of certification; the first 3 require a high school diploma or GED and completion of the State Library of Iowa's Public Library Management classes 1 and 2. Level I requires no prior library work experience whereas Level II requires 5 years experience and Level III requires 10 years of library work experience. A bachelor's degree from an accredited college or university is required for Levels IV and V. The completion of Public Library Management 1 and 2 is also required

for Level IV, and college credit for the completion of four core professional library courses satisfies the requirements for Level V. A graduate degree in library or information science from an accredited college or university assures certification at Level VI (State Library of Iowa, 2006).

A library director must hold a designated certification level within two years of employment for the library that he/she administers to be accredited by the State Library (In Service to Iowa, 2004, p. 10). While accreditation is voluntary (Dixon, 2001, p. 57), libraries depend on accreditation to determine levels of state funding and as an indicator of excellence in library service (Rowland, 2006b).

Director certification requirements for state accreditation are correlated with population. A community with a population between 0 and 2,499 must employ a library director with a certification level between I and VI. A community with a population between 2,500 and 4,999 must employ a library director with a certification level between II and VI. A community with a population between 5,000 and 19,999 must employ a library director with a certification level of IV or V. A community with a population of 20,000 and above must employ a library director with a certification level of VI (In Service to Iowa ..., 2004, p. 29).

Historical Perspective and Focus of the School Library

The development of school libraries was similar to that of public libraries in that both types of library began on and spread from the east coast of the United States. Along with proprietary or subscription libraries school libraries predate public libraries (Harris, 1984, p. 176). Early in the nineteenth century forward-thinking individuals believed it was important not only to teach students to read but also valuable to provide students

with reading materials. In an attempt to provide these reading materials, school district libraries were first established in New York and then spread to Massachusetts and Michigan (Harris, 1984, p. 177). Iowa followed this trend by enacting a school district library law in 1840 (Bobinski, 1969, p. 5).

Early attempts to start school libraries were stymied by a lack of financial support (Harris, 1984, p. 241; McMullen, 2000, p. 156). Inadequate collections and a lack of space in school buildings also contributed to the slow start of school libraries (Harris, 1984, p. 177). While waiting for school libraries to flourish, public librarians often filled the gaps (Woolls, 2001, p. 8). In an attempt to offer library services to schools, public libraries, which were more readily supported by tax dollars, were often located near high schools or provided schools with books (Harris, 1984, pp. 241, 242; Lerner, 1998, p. 157).

Although their development was slow, by the mid nineteenth century school libraries began to flourish (Lerner, 1998, p. 157). In 1878, Iowa schools were encouraged to provide teachers with libraries that included books for grades three through five as well as classical literature and works by authors from other countries (Churchill, 1878, p. 1). By 1908 those recommendations included the expansion of the collection to include a dictionary, an atlas, and special subject and general reference books. Also included were recommendations for the library's location and aesthetic qualities (A Public School, 1908, pp. 270-271). Sadly, however, the depression of the nineteen thirties and the ensuing Second World War arrested school library growth (Harris, 1984, p. 246).

Following World War II school libraries were swept up in a national resurgence fueled by suburban growth and rural school consolidation (Lerner, 1998, p. 157). Qualified librarians were heralded as the school libraries' "greatest need" (Libraries need trained personnel, 1948, p. 7). This period also saw the development of national school library service guidelines, including objectives and standards (Harris, 1984, p. 247). School library growth and prosperity continued into the late twentieth century (Harris, 1984, pp. 247-250; Lerner, 1998, pp. 156-158). This prosperity was due in part to an influx of federal dollars directed at school library programs (Burke & Shields, 1974, p. 33). Trained school librarians became a valued necessity in schools thanks in part to this prosperity (Media specialists, 1974, p. 12).

The original focus of the school library in the nineteenth century was to provide reading materials to supplement reading education (Cecil & Heaps, 1940, p. 86). Harris (1984) points out that by the time the first national standards were written in 1925 school libraries were expected to provide supplemental materials for a wider array of subject areas in addition to reading (p. 242). By the mid twentieth century, school libraries continued to focus on the curriculum and expanded to include the recreational reading interests of students and the professional development needs of educators (Burke & Shields, 1974, p. 33). The impact of student learning as measured by scores on standardized tests is the focus of today's school library (Haycock, 2006, p. 490; Johnson, 2006, p. 98). The presence of an effective school library program that includes a certified librarian has been shown to raise reading test scores, promote reading for education and recreation, have a positive impact on student learning in general, encourage the use of

technology and collaborate with teachers to integrate library instruction into classroom units (U.S. National Commission on Libraries and Information Science, 2006).

Iowa School Library History, Development and Organizational Structure

Iowa school librarians first organized as a subgroup of the Iowa State Teacher's Association in the early nineteen twenties (Cochran, 1990, p. 13). Through many incarnations, this group most recently reorganized as a division of the Iowa Library Association as the Iowa Association of School Librarians in December of 2003 (Vande Haar, 2005, p. 31).

Iowa's school libraries fall under the broad purview of the Iowa Department of Education as a part of the Division of Early Childhood, Elementary, and Secondary Education (Iowa Department of Education, 2006c). In accordance with the Iowa Code school libraries are to be supported by the Area Education Agencies (AEA) (Iowa Code 273.2, 2003). The Area Education Agencies divide the state geographically into regional service areas (Iowa Area Education Agencies, 2006b). There are eleven such agencies in Iowa (Iowa Area Education Agencies, 2006a).

Certified teacher librarians have not always been required in Iowa schools. In 1966 the Iowa Legislature passed into law a requirement that schools in the state employ a school librarian. Over a period of eight years, beginning in 1987, changes occurred in the Iowa Code that eventually led to the complete revocation of any requirement for librarians in school districts in the state (Krueger, 2008, pp. 17, 23). School librarians were not required by Iowa law from 1995 to 2006. In 2006, the Iowa Code was changed to require each school district to employ at least one licensed school librarian. At this time the title of Iowa school librarians was also changed from *media specialist* to *teacher*

librarian which better reflects the educational nature of their role (Pinkowski, 2006, p. 18). As teachers, Iowa school librarians are required to hold the same educational certification as those of a teacher with a content area degree. Teacher certification in Iowa requires a bachelor's degree in either elementary education or a content area at the secondary level. To obtain an endorsement as a teacher librarian the individual must also carry a license, either as an elementary or secondary teacher. This endorsement requires an additional "twenty-four semester hours in school library coursework" (Iowa Department of Education, 2006c). Should the individual prefer, school librarian licensure and kindergarten through twelfth grade endorsement may also be obtained through the completion of a masters degree with *at least 30 semester hours in school library coursework* and appropriate core education classes (Iowa Department of Education, 2006c).

In the school library, the focus is on learning and the teacher librarian is required to meet specific educational standards (Stripling, 1999, pp. 327-328). School library standards first developed at the beginning of the twentieth century expanded the scope of the school library and the teacher librarian's role. This growth continues to the present day (Gann, 1998, pp. 153-193). The current focus in Iowa is the implementation of an articulated K-12 library program as defined and adopted by the Iowa Board of Educational Examiners in response to legislation enacted by the Iowa Legislature and outlined in the Iowa Administrative Code Rule 281 – 12.2(256) (State Library of Iowa, 2006; Iowa Department of Education, 2007, p. 4).

Public Library and School Library Cooperation

In addition to the individual histories and missions of the public library and school library there is the history, development and focus of public and school library cooperation to be considered. Cooperation between school and public librarians has been practiced in greater or lesser degrees for nearly two centuries (Woolls, 2001, p. 8). Cooperative relationships, however, do not occur of their own accord. Indeed, there are significant impediments to building such relationships. Cooperative relationships must be initiated and then cultivated (Baxter & Haggberg, 2000, p. 33) by both parties. A belief that cooperation can be worthwhile as well as an adherence to the philosophy and performance of cooperation is the foundation for a thriving partnership (Gorman, 1986, pp. 327-328).

Public and school libraries may operate in different settings and have divergent needs and goals, but relationships that allow for cooperative pursuits can be constructed if there is the will to do so (Borek, Bell, Richardson, & Lewis, 2006, pp. 455-456). Success is enhanced when librarians take the time to develop a relationship that leads to a better understanding of each individual (Baxter & Haggberg, 2000, p. 33). A better understanding of the individuals involved helps to improve appreciation for the strengths of each program (Ziarnik, 2003, p. 19). The stage for successful cooperation is, therefore, set when an atmosphere of appreciation for the differences in each library's mission and goals occurs in conjunction with communication between librarians (Kniffel, 2005, p. 33).

Once librarians begin to communicate and move outside of the confinement of traditional library structures, the stage is set for actual cooperation (Kniffel, 2005, p. 33).

Cooperation has taken a variety of forms over the years but has always included collection materials shared with schools by public libraries (Woolls, 2001, p. 9). Assignment notifications sent from the school librarian to the public librarian, the joint planning, promotion and implementation of programs and the creation of *homework centers*, which offer students help with school assignments outside of school hours, are examples of current aspects of school and public library cooperation (Harris, Arp, & Woodward, 2003, p. 221). Classroom visits to public libraries and public librarians presenting book talks in schools are further evidence of cooperation between school and public libraries (Woolls, 2001, p. 9).

Obstacles to Public Library and School Library Cooperation

Many obstacles exist to successful cooperation between school and public libraries, making such a venture a challenge (Olson, 1994, p. 580). Working with a partner or group is frequently more complicated and/or time consuming than working as an individual (Johnson, 2006, p. 98). A failure of interpersonal skills, in particular oral and written communication skills, can create a barrier to effective cooperation (Connor, 1990, p. 120). Along with communication failures there may be personality and values conflicts which endanger the cooperative process (Dyer, 1978, p. 7). Even under the best of circumstances, cooperation can be difficult due to an inability to find sufficient time to schedule joint projects (Johnson, 2006, p. 98). Budget cuts and increased scheduling demands have also caused librarians to see cooperative professional relationships as less than advantageous (Minkel, 1999, p. 108).

Differences between the roles of the school librarian and the public librarian may limit the ability of librarians to cooperate (Ziarnik, 2003, pp. 14-15). Public librarians

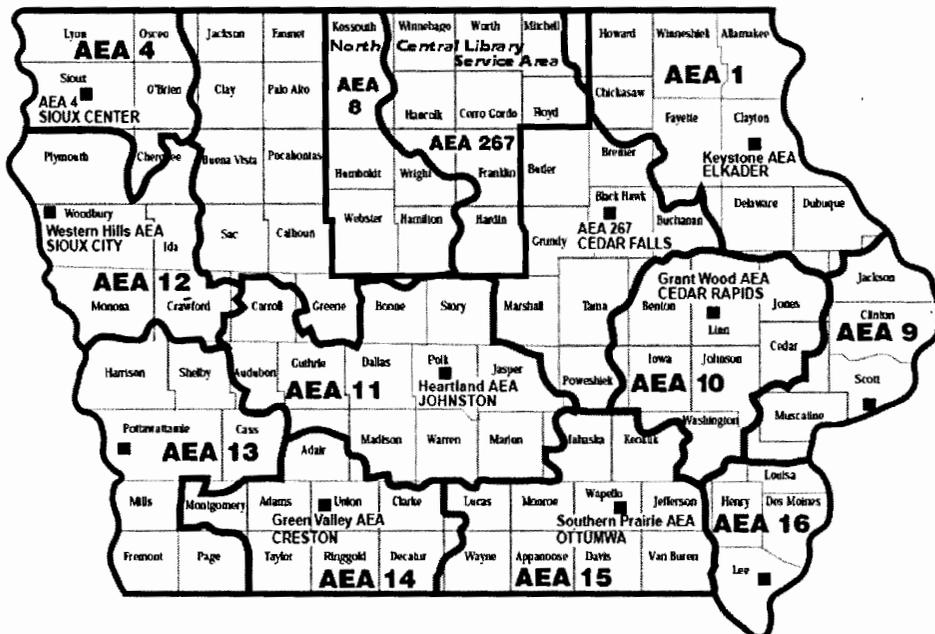
traditionally provide patrons with informational and recreational materials and programs (Kenney, 2005, p. 11). The teacher librarian on the other hand provides instruction on how to gather and use information and provides resources to support the school’s academic curriculum (State Library of Iowa/Iowa Department of Education, 2007). In conjunction with this, public librarians and teacher librarians may not understand each others’ mission, funding and supervisory bodies, and unique role in the school and public communities (Hagen, 2004).

North Central Iowa Library Service Area Demographics

The North Central Iowa Library Service Area (NCLSA) consists of 13 counties that encompass 7,336 square miles in North Central Iowa. In alphabetical order those counties are: Cerro Gordo, Floyd, Franklin, Hamilton, Hancock, Hardin, Humboldt, Kossuth, Mitchell, Webster, Winnebago, Worth and Wright (Iowa’s library service areas, 2003) (See Figures 1).

Iowa Counties and Area Education Agencies in the North Central Library Service Area

Figure 1



Kossuth County is geographically the largest of these with 973 square miles while Worth and Winnebago Counties are geographically the smallest with 400 square miles each (U.S. Census Bureau: State and county quick facts, 2006) (See Table 1 in Appendix A). The total population served by the North Central Library Service Area as of 2000 was 234,020. Cerro Gordo County had the largest estimated population of 46,447 while Worth County's was the smallest population at 7,909 (U.S. Census Bureau: State and county quick facts, 2006). The 13 counties in this Library Service Area were home to 129 incorporated communities with a total population of 170,754 in 2000. The rural population of this area during this same time was 63,266. The largest communities in the area are Mason City in Cerro Gordo County with a population of 29,172 and Fort Dodge in Webster County with a population of 25,136. The smallest towns include Galt in Wright County with a population of 30 and Pioneer in Humboldt County with a population of 21 (State Data Center of Iowa, 2007, pp. 1- 30). (See Table 2 in Appendix A).

Public libraries in Iowa are categorized by the State Library of Iowa according to the size of the population of the community in which the library dwells (Dermont, 2008, p. 3) (See Table 3 in Appendix A). In the NCLSA there are 83 public libraries. The majority of those libraries are of the two smallest sizes as categorized by the State Library of Iowa. The largest libraries in the area are of the second largest size and are located in Fort Dodge and Mason City. The libraries that remain fall within the mid range (Dermont, 2008) (See Table 4 in Appendix A).

There are 48 school districts in the North Central Library Service Area with a total of 143 buildings (Iowa Department of Education, 2006a). These districts lie within

the boundaries of 2 area education agencies, Prairie Lakes AEA 8 and part of AEA 267 (Iowa Area Education Agencies, 2006b) (See Table 5 in Appendix A).

In recent years, the number of farm inhabitants in Iowa has decreased dramatically. Yet there has been an increase in the number of individuals living in areas characterized as rural. The number of persons living in small towns has held steady (Iowa General Assembly, 2004, p. 248).

According to the 2000 Federal Census the NCLSA population included 114,655 males and 119,365 females. The median age for citizens in this area ranged from 37.7 years in Webster County to 41.4 years in Wright County. In each of the 13 counties the population was lowest for the 85 and over age group followed by a split between the 20 to 24 age group in Floyd, Franklin, Hancock, Humboldt, Kossuth, Mitchell, Worth and Wright Counties and the 60 to 64 age group in Cerro Gordo, Hamilton, Hardin, Webster and Winnebago Counties. Except for Floyd County the highest population concentration in each county was among the 35 to 44 age group. Floyd County's highest population was found in the 45 to 54 age group (U.S. Census Bureau: American fact finder, 2007) (See Table 6 in Appendix A). The Iowa General Assembly expects Iowa's population to become older due to an increase in life span coupled with slow population growth (Iowa General Assembly, 2004, p. 248).

The 2005 ethnicity estimates indicated that the population of this area was predominately White with a range of 97% White in Cerro Gordo County to 99.5% White in Mitchell County. Other 2005 estimated ethnicity ranges represented in this area included Hispanic 0.6% to 10.5%, Black 0.1% to 3.8%, Asian 0.2% to 1.8%, two or more races 0% to 1.1%, Native American 0% to 0.4% and Hawaiian/Pacific Islander 0% to

0.2%. The 2000 immigrant population for this area ranged from 0.5% in Mitchell County to 4.4% in Franklin County (U.S. Census Bureau: State and county quick facts, 2006) (See Table 7 in Appendix A). Ethnic diversity in the classrooms of the NCLSA is rare with 92% of the students enrolled for the 2005 - 2006 school year being White. Hispanic students were the largest ethnic group enrolled in area schools with a total population of 1,579 students followed by Blacks at 943, and Asians at 498. Native American students were less than one half of a percent of the total enrollment for the area with only 101 students. Webster and Cerro Gordo Counties reported the largest nonwhite school enrollments while Mitchell and Worth County schools were the least ethnically diverse. The Fort Dodge school district in Webster County had the highest number of nonwhite students at 730 followed by the Mason City school district in Cerro Gordo County with 503 nonwhite students. The Meservey-Thornton and Rockwell-Swaledale school districts in Cerro Gordo County and the Sheffield-Chapin district in Franklin County had a 100% White student enrollment for the 2005 - 2006 school year (Iowa public school prek-12, 2005-2006b) (See Table 8 in Appendix A).

While the school districts in this area were not especially diverse ethnically, the gender balance was much more equitable. 51% of those enrolled for all of the schools combined were male whereas 49% were female. The schools in Franklin and Worth Counties had a slightly higher enrollment of females. The females in the Franklin County school districts outnumbered the males by eight students and in the Worth County school districts there were just four more females than males. The school districts of Cerro Gordo County had the largest deficit between males and females with 191 more males while the Kossuth County school districts had the smallest deficit of

males over females with just four additional males (Iowa public school prek-12, 2005-2006b) (See Table 8 in Appendix A).

The top industry in the NCLSA area was split nearly equally between education, health and social services at 20% and manufacturing at 19%. The agriculture industry accounted for only 8% of the employed individuals in this area. The unemployment rate was highest in Cerro Gordo County at 3.2% and lowest in Hamilton County at 1.7% (See Table 9 in Appendix A). The majority of employed citizens worked in private businesses with government jobs and self-employment jobs, nearly equal across the thirteen counties in having the lowest number of employees. Seven counties: Floyd, Franklin, Hancock, Kossuth, Mitchell, Winnebago and Worth had lower employment rates among government jobs. Six counties: Cerro Gordo, Hamilton, Hardin, Humboldt, Webster and Wright, had lower employment rates among the self-employed (U.S. Census Bureau: American fact finder, 2007) (See Table 10 in Appendix A).

The areas' median income in 2003 ranged from \$36,778 in Mitchell County to \$40,407 in Hamilton County. The county with the highest percent of adult citizens living below the poverty level in this area in 2003 was Webster County with 10.8%. Hancock County, at 6.8%, had the smallest percentage of persons living below the poverty level during the same time period (U.S. Census Bureau: State and county quick facts, 2006) (See Table 11 in Appendix A).

The mean percentage of students eligible for free or reduced price lunch for the entire NCLSA was 32.6% for students enrolled in the 2005 – 2006 school year. During this same time period the Dows school district in Wright County had the highest number of students eligible for free or reduced price lunch with a mean percentage of 62.7.

Northeast Hamilton in Hamilton County had the lowest number of students eligible for free and reduced price lunch with a mean percentage of 17.9 (Iowa public school pk-12, 2005-2006a) (See Table 12 in Appendix A).

In 2000 Cerro Gordo, Hamilton and Winnebago Counties had the highest percentage of high school graduates at 87.3% among the population of persons 25 years of age and older. Franklin County had the lowest percentage of high school graduates among this same population with 84%. At 20.3% Cerro Gordo County had the highest percentage of persons who held a bachelors degree, Worth County had the lowest percentage of persons who held a bachelors degree at 12.7% (U.S. Census Bureau: State and county quick facts, 2006) (See Table 13 in Appendix A).

During the 2005 - 2006 school year, five NCLSA schools had 100% graduation rates. Fort Dodge school district had the lowest graduation rate during that school year at 77.51%. All other graduation rates in the area for that time period were no lower than 84% with the majority falling at 90% or higher (Graduation and dropout, 2005-2006) (See Table 14 in Appendix A). The communities in which the public and school libraries are found in the North Central Library Service Area share a wide range of common characteristics.

Problem

Cooperation between teacher librarians and public librarians may not be the, or even a, key factor in providing library service to the youth of North Central Iowa.

Research Questions

What evidence is there of cooperation between teacher librarians and public librarians in the North Central Iowa Library Service Area?

What types of cooperation are currently undertaken by the teacher librarians and public librarians in the North Central Iowa Library Service Area?

What barriers to cooperation are identified by librarians?

Purpose

Cooperation should be a key factor in the relationship between teacher librarians and public librarians when providing library service to the youth of Iowa's North Central Library Service Area. This research will explore the role of cooperation between teacher librarians and public librarians in Iowa's North Central Library Service Area.

Assumptions

Teacher librarians and public librarians share a common purpose that makes cooperation advantageous to both types of librarians and the young people of the NCLSA.

The pursuit of school library and public library cooperation is a worthwhile endeavor to enhance student learning.

Limitations

This research will not examine cooperation as it exists in combined use library buildings.

This study will examine the cooperative relationships between a limited number of teacher librarians and public librarians in a specific geographic area in Iowa therefore the results of this study will not be generalized.

This research will not investigate classroom teacher and public library cooperation which bypasses the school library and librarian.

This research will not examine cooperation between public libraries and private schools.

Definitions

AEA – Area Education Agency: a regional system of educational support agencies in Iowa that provide schools with curriculum support and school improvement services (Iowa Area Education Agencies, 2006a).

Cooperation, for the purposes of this study, refers to, “planned activities and efforts mutually carried out by one or more libraries in a community or an area” (Thompson, Eberhart, Imhoff, & Franckowiak, 1976, p. 2).

LSA – Library Service Area: Seven service areas through out the state of Iowa that provide consulting, continuing education, interlibrary loan and reference services to public libraries (Iowa Library Service Areas, 2003).

Significance

This research will add to the relatively few studies which address the cooperative relationship between teacher librarians and public librarians. The addition to current research will stimulate a dialog between teacher librarians and public librarians which, in turn, will open communication in regard to cooperative efforts.

If, in fact, no increase in cooperation occurs between these organizations as a result of this research, young people will still see an improved provision of services from either type of library. This will result from a better perspective of how to serve youth in both school and public libraries will be garnered from this research.

Most importantly, this research will enhance the library communities’ understanding and practice of cooperation between teacher librarians and public librarians. These advances will in turn generate a renewed commitment to cooperation between teacher librarians and public librarians.

CHAPTER 2

LITERATURE REVIEW

The preparation of students to use the continuum of library services throughout the life cycle may be facilitated by the cooperation of school and public librarians (Kniffel, 2005, p. 33; Webster, 2006, p. 345). The problem as identified by the researcher is that cooperation between teacher librarians and public librarians may not be a key factor in providing library service to the youth of North Central Iowa. Previous research related to the current study fell into three categories: the school libraries' impact on student learning, the value of the public library in modern society and school and public library cooperation.

The School Libraries Impact on Student Learning

Rodney, Lance, and Hamilton-Pennell (2002) were asked by Iowa Area Education Agency (AEA) media directors to duplicate in Iowa a Colorado study of school library media programs. The AEA media directors were concerned that administrators at the local and state level did not understand the importance or impact of such programs on academic achievement. The intention of the study was to determine the connection, if any, between student achievement in reading and the presence of a strong library media program directed by a school librarian (pp. 2-3).

Schools that participated in this study were self selected from all of those that serve students in grades four, eight and eleven in the state of Iowa. These grades were selected because reading achievement scores for Iowa students are gathered and analyzed annually for each of these grade levels (Rodney, Lance, & Hamilton-Pennell, 2002, p. 29). The tests used to gather these data included the reading portions of the *Iowa Test of*

Basic Skills for the fourth and eighth grades and the *Iowa Tests of Educational Development* for the eleventh grade (Rodney, Lance, & Hamilton-Pennell, 2002, p. 33). At the fourth grade level 169 schools participated, with 162 at the eighth grade level and 175 at the eleventh grade level. Each of these groups was maintained as a separate sample group across the study (p. 29).

A survey was compiled and distributed to participating schools to collect a variety of data regarding library media programs and their impact on reading success. Sections included in this questionnaire were titled: *Respondent Information*, *Hours of the Library Media Center*, *Library Media Staff*, *Paid Staff Activities*, *Library Media Technology*, *Usage of Library Media Services*, *Library Media Resources and Annual Operating Expenditures for the Library Media Center*. Each section was designed to elicit specific information about the library media program, staff and resources that in previous studies correlated to reading achievement. Not included in previous studies, the final section Area Education Agency Services was included at the request of AEA media directors. They were interested in how AEA programming impacts library media programs (Rodney, Lance, & Hamilton-Pennell, 2002, pp. 29-32).

Demographic data were obtained from the schools, the Iowa Department of Education and the United States Census Bureau web sites. Specific information was collected from each source. The number of students per school and the number of students who could possibly receive free or subsidized school lunches were used to determine a poverty variable for each school. Race and ethnicity data for each school were used to determine minority percentages for regression analysis. Educational attainment data were used to assess the general education level of persons in the schools'

area (Rodney, Lance, & Hamilton-Pennell, 2002, p. 32). Total school and per student expenditure data were gathered as was information regarding average years of service and average salaries for teachers as well as the percentage of those with an advanced degree (p. 33).

The researchers found that at all three grade levels, when school libraries were staffed at an average to above average level, reading scores were apt to be at an average to above average level. This trend was also shown to be true in the reverse; whereas when library staffing was below average tests showed below average reading scores. The school librarian's effect on reading scores is not, however, the only factor to consider when assessing the importance of the library media program on reading achievement (Rodney, Lance, & Hamilton-Pennell, 2002, pp. 39-41).

At the elementary level, Rodney, Lance, and Hamilton-Pennell (2002) found that, beyond staffing, when librarians worked in cooperation with teachers and oversaw the computer network reading scores were higher. Reading scores were also more likely to be higher in schools that provided a collection with a greater number of books, periodical subscriptions and videos. Finally, an increase in the number of resources used in the library was associated with higher test scores (p. 42).

Test scores showed that middle school students were more likely to benefit from an increase in the school library's hours of operation. The researchers found that before-school hours and more hours per week were key to increased reading scores as was increased student use of the school library (Rodney, Lance, & Hamilton-Pennell, 2002, p. 43).

Rodney, Lance, and Hamilton-Pennell (2002) found that high school students also benefited from increased time. The emphasis, however, was on an increase in school librarian time per student and a greater focus on hours devoted to reading motivation activities. The researchers also found that higher reading test scores were associated with high school libraries that contained a greater number of audio resources (p. 44).

The researchers also found that other factors impacted reading scores at all grade levels. The degree of staffing directly affected the amount of technology as well as its availability. In turn, an increased level of and accessibility to technology was related to an increase in test scores. Schools that scheduled a librarian for more hours saw an increase in library usage. A greater degree of school library use was related to elevated reading test scores. The overall budget impacted test scores indirectly because schools with a qualified librarian had a better advocate for the enhancement of the library budget. A higher library budget provided for increased librarian staffing, increased access to materials, a greater number of resources and more technology (Rodney, Lance, & Hamilton-Pennell, 2002, pp. 46-62).

Rodney, Lance, and Hamilton-Pennell (2002) examined the correlation between school and community variables that might have an impact on the findings regarding the school library program in a regression analysis. Those factors included the percentage of teachers with master's degrees, poverty levels, student race/ethnicity and the educational attainment of adults in the community. A composite score was developed regarding the following four library program development variables: professional librarian hours per one hundred students, total hours of staff time per one hundred students, number of resources available per student and school library expenditures per student (pp. 63-68).

The library program development variables at the middle school level also included library program expenditures per student (p. 68).

In consideration of these variables the researchers found that at the elementary level increased levels of poverty had the greatest impact on lower test scores (Rodney, Lance, & Hamilton-Pennell, 2002, p. 66). Race/ethnicity was the second greatest factor as lower test scores were associated with higher numbers of minority students. Improved test scores were related to strong school library program development and a higher level of educational attainment for adults in the community (p. 67).

Rodney, Lance, and Hamilton-Pennell (2002) found at the middle school level poverty was once again the overriding factor in lower test scores. In fact poverty alone was responsible for greater than a fifth of the variation in test scores at this level. Poverty obliterates the importance of any other variable on eighth grade reading test scores (p. 70). Expenditures per student account for the greatest percentage of difference in test scores when community factors are eliminated from consideration followed by school library development factors. Overall middle school test scores were higher for schools with well developed library programs (p. 71).

The researchers found that regression analysis was an ineffective tool at the high school level because there was not enough difference in school librarian staffing. Nearly 70% of Iowa high schools employed a full time professional school librarian at the time of this study (Rodney, Lance, & Hamilton-Pennell, 2002, p. 72).

Rodney, Lance, and Hamilton-Pennell (2002) found that the professional school librarian has a far reaching effect on the school library program. When such a librarian is present in the school students are more likely to be successful. The influence of the

school librarian is enhanced when he/she works with other teachers and administrators to create an environment that allows for access to resources, collaborative relationships between the librarian and other teachers and encourages student achievement (p. 74).

In light of these findings, Rodney, Lance, and Hamilton-Pennell (2002) concluded that, "Iowa reading test scores rise with the development of library media programs" (p. 73). The researchers noted that augmenting the school library program will in turn improve reading test scores by degree. When considered in light of community differences and school differences the school library program falls between the two in its impact on reading test scores. Community differences tend to have a greater impact and school differences a lesser impact (p. 73).

Rodney, Lance, and Hamilton-Pennell (2002) concluded that a quality school library program should address four main areas. First, the school library should be, "... adequately staffed, stocked and funded" (p. 74). There should be no less than a full time professional librarian and an aide in each school library. It is noted, however, that even small improvements in any of these areas will yield equivalent results in improved test scores. Second, the program's staff should be, "... actively involved leaders in their school's teaching and learning enterprise" (p. 74). This entails a good working relationship with the principal, other teachers and staff. Third, the program's staff should also, "... have collegial, collaborative relationships with classroom teachers." (p. 74). As the school librarian works with classroom teachers on educational units and provides teachers with in-service training student achievement will rise. Fourth, the program should, "... embrace(s) networked information technology" (p. 74). To incorporate the

school library program into the academic environment new technologies that deliver services to teachers and students must be embraced (p. 74).

Smith (2001) conducted a study similar to Lance, Rodney, and Hamilton-Pennell's (2000) Colorado study which was also the forerunner to the Rodney, Lance, and Hamilton-Pennell (2002) Iowa study. She outlined three objectives for this study. The first was to verify if the Texas *standards* and *guidelines* for school library programs need to be updated to improve services. The second looked at the effect school libraries have on student achievement. The third was to emphasize what *library practices* occurred in schools with the best performance (Smith, 2001, p. 19).

Of the 7,407 Texas schools at the time of this study 600 schools received a survey. Schools at each of four grade levels including elementary schools, middle/junior high schools, high school and elementary-secondary schools were included in the survey. The percentage of each grade level in comparison to the whole was used to determine how many surveys were to be distributed at each grade level (Smith, 2001, p. 25). Five hundred and three surveys were returned and 500 of those were used to compile the data for three grade levels. The elementary-secondary schools were not included in the final analysis (p. 6).

A questionnaire was compiled and distributed to participating schools to collect a variety of data similar to the studies of Rodney, Lance, and Hamilton-Pinnell (2002). Sections included in this questionnaire were titled Identifying Information, Library Management, Library Staff, Service Hours, Staff Activities, Library Use, Library Technology, Library Collection, Library Operational Expenditures and Capital Outlay.

Each section was designed to elicit specific information about the library media program, staff and resources in Texas schools (Smith, 2001, p. 23-24).

The Texas Education Agency's Public Education Information Management System (PEIMS) provided additional data regarding the financial, staff and student characteristics of schools as well as test data from the *Texas Assessment of Academic Skills* (TAAS). Economic data were obtained from the Federal Reserve Boards' Federal Financial Institutions Examination Council (FFIEC) (Smith, 2001, p. 26). Census data were retrieved from the U.S. Census American Factfinder web site (p. 27). The percent of students who achieved the lowest acceptable TAAS scores for reading was used as a base of comparison of school library programs (p. 86).

Ms. Smith (2001) compared 25 schools with the highest percent of students that scored at the minimally acceptable level for reading on TAAS with the same number of schools that had the lowest percent of students that scored at the minimally acceptable level for reading on TAAS at all four grade levels. She found that at the elementary level schools with the higher percent of students whose TAAS scores were at the minimally acceptable level for reading were more likely to have superior library programs and additional resources. These schools had more per student library staff, longer open hours, more print materials, more periodicals and a library budget with two times more money than schools with the lowest percent of students who scored at the minimally acceptable level for reading on TAAS (p. 172).

Schools at the middle school/junior high level schools with the higher percent of students whose TAAS scores were at the minimally acceptable level for reading were also more likely to have superior library programs and additional resources. These

schools had per student more library staff, increased staff hours, longer open hours, more print materials, an increased number of videos per student and a library budget with 38 percent more money than schools with the lowest percent of students who scored at the minimally acceptable level for reading on TAAS (Smith, 2001, p. 177).

At the high school level the results were the same in that schools with the higher percent of students whose TAAS scores were at the minimally acceptable level for reading were also more likely to have superior library programs and additional resources. Per student these schools had more library staff, increased staff hours, longer open hours, more print materials, more computer software and a library budget with eighty two percent more money than schools with the lowest percent of students who scored at the minimally acceptable level for reading on TAAS (Smith, 2001, p. 180).

Ms. Smith (2001) also found that schools with the lowest test performance had a higher number of students living at a lower economic level, and these schools had a higher degree of minority students as well. Economic factors were the greatest forecaster of TAAS performance across grade levels, followed by library *variables* (p. 184). Once again across grade levels schools with no librarian showed lower TAAS scores than schools with a librarian (p. 187). When considered in conjunction with economic status schools with no librarian had a larger percentage of students at lower economic levels; whereas higher economic levels were associated with schools that had a librarian at each grade level (p. 192).

Todd and Kuhlthau (2004) also undertook a study to determine the effectiveness of school libraries in relationship to student learning. This study differed from that of Rodney, Lance, and Hamilton-Pinnell (2002) and Smith (2001) in that it was conducted

in Ohio and did not measure the libraries' effectiveness against academic achievement as measured by standardized tests.

In their study Todd and Kuhlthau (2004) noted that previous studies that sought to examine the relationship between library services and student achievement depended upon the comparison of defined library services with that of student achievement as measured by standardized test scores. These researchers saw a need to conduct a study that explored student learning beyond standardized test scores. They, therefore, sought to examine the relationship between student achievement and school library services as perceived by library users (p. 2).

To achieve this, the researchers sought to determine the degree of perceived help students received from the school library and the usefulness of that help in the students' opinions rather than depend upon the relationship of library variables to standardized test scores. It was important to Todd and Kuhlthau (2004) that the research examine evidence-based practice to determine a level of best practice for comparison (p. 2). For the researchers the most pressing question was, "... if effective school libraries impact positively on test scores, what is the impact on other dimensions of student learning?" (p. 4).

Schools were allowed to submit applications to be selected for this study. These applications were reviewed by a group of 11 community leaders in the school library and education fields. This group of experts also made recommendations for schools to include in the study. For this study the standards based *Ohio Guidelines for Effective School Library Media Programs* provided the criteria by which schools were judged for inclusion in the study. Those criteria included, "...credentialed staff, curriculum-

centeredness, adequate, appropriate and diverse resources, information technology infrastructure for accessing and using information in various media and formats, information literacy instruction and reading enrichment programs” (Todd & Kuhlthau, 2004, p. 3). Thirty-nine schools statewide were selected to participate in the study (p. 3).

Two surveys were created to collect data. The first survey targeted students grades three to twelve and contained 48 statements related to help received by the student from the library. These statements were based upon prior scholarly research in the field and “...the Information Literacy Standards for Student Learning as elaborated in *Information Power: Building Partnerships for Learning* (Chicago: ALA, 1998)” (p. 3). A final question was also included to allow the respondents to describe a time when assistance was sought from the library and the outcome of that encounter. This was done to give participants an opportunity to freely express feelings about their library experiences and to garner information that may not have been elicited from the responses to the 48 statements (Todd & Kuhlthau, 2004, p. 3). One change was made in the language of the survey before it was given to the faculty and administration of the selected schools. The change was made from *me* in the original survey to *student* for the survey distributed to the adult respondents (p. 3).

Each survey was made available to participating schools on the Internet via the use of a protected server. Study participants were presented with a Likert type scale for each statement. The scale included text and pictures for each of the 48 statements and participants were asked to select one of four choices. The choices included four smiley faces = most helpful, three smiley faces = quite helpful, two smiley faces = some help and one smiley face = a little help. If a participant was unable to determine a response

for any of the statements a *Does Not Apply* option was made available as well (Todd & Kuhlthau, 2004, p. 4). Analysis of the data was completed through the use of a computer software program. Both quantitative and qualitative data were extracted from these surveys and allowed the researchers to compile a multifaceted view of library help provided in the study schools (p. 3).

The data compiled were derived from 13,123 *valid* replies to the 48 statements from a total response of 13,328 surveys. The 10,316 *valid* replies were obtained for the final free response question (Todd & Kuhlthau, 2004, p. 3). The responses were received from students ages seven to 20 with the majority being between 12 and 18 years of age in grades three through 12. The ethnicity of the student respondents was largely Caucasian with 5.5% being African-American and 4.1% of mixed race. Based on standards set forth in the No Child Left Behind Act of 2001 performance ratings for the schools included in the study were 62% Excellent, 22.9% Effective, 12.8% Continuous Improvement and 2.3% Academic Watch. The majority of the school districts were considered to be urban/suburban with 9.8% rural and 2.3% large city (p. 4).

Regarding the 48 statements of the libraries' helpfulness the researchers organized the data according to seven categories. Those categories and the resulting findings are as follows:

How helpful the school library is with getting information you need.

According to the data students appreciate a school librarian's help in discerning what is suitable and useful to their needs. The librarian plays an important role in helping students gather a collection of quality information with a balanced perspective while

mediating the stress and anxiety of an unfocused information search (Todd & Kuhlthau, 2004, p. 9).

How helpful the school library is with using the information to complete your school work.

The researchers found that when information is used to finish classroom assignments the library is viewed to be extremely helpful in teaching students how to use the information that has been located. Students indicated that they were able to transfer search skills learned in the school library to other areas. They also felt more comfortable when called upon to use such skills outside of the school library (Todd & Kuhlthau, 2004, p. 10).

How helpful the school library is with your school work in general.

The help the school library provides to allow students to locate and use information was a key factor in the helpfulness of the library in regard to school work. Student comments indicated that the majority felt the school library helped them with school work beyond the basic information search. School libraries provide access to information but beyond that they are places to study where students can find someone to help them focus their efforts and sort out misconceptions (Todd & Kuhlthau, 2004, p. 10).

How helpful the school library is with using computers in the library, at school, and at home

The researchers found that students saw the school librarian as a means by which they were able to learn, develop and perfect technology skills. Students also recognized

that the librarian provided them with the expertise necessary to continue their use of technology outside of school (Todd & Kuhlthau, 2004, p. 11).

How helpful the school library is to you with your general reading interests.

It was clear to students that help to broaden their interest in reading came from the school library. The researchers noted that students attributed this to the librarian's attention to their current interests and reading ability as well as suggested reading materials (Todd & Kuhlthau, 2004, p. 12).

How helpful the school library is to you when you are not at school.

Students indicated that the school library was indeed helpful to them outside of school. This help was seen to be largely related to the development of areas of interest beyond topics given for school assignments (Todd & Kuhlthau, 2004, p. 12).

General aspects focusing on academic achievement.

The researchers found that students clearly associated the school library with academic success. Students attributed this to the librarian's assistance with information selection, study skills, assignments and test taking strategies (Todd & Kuhlthau, 2004, p. 13).

With regard to the additional question to allow the students to express individual library experiences the researchers found that students had a wide variety of responses. Students indicated that the school library gave them an appropriate environment to study, helped them to manage their time when doing homework, encouraged the completion of homework in a timely fashion, removed stress associated with learning, allowed for the discernment of individual strengths and weaknesses and much more (Todd & Kuhlthau, 2004, p. 13).

In relationship to demographic data the researchers found that when gender differences were considered girls found some aspects of the school library more helpful than did boys. Those things that girls found particularly helpful were to get the assistance needed to find information, do homework, and use the computer as well as the availability of readers' advisory. No differences were noted between the opinions of boys and girls regarding the school library outside of school time nor was there a difference in opinions related to the library's help with being successful in school (Todd & Kuhlthau, 2004, p. 14).

Younger students were of the belief that the school library was helpful more than older students. Quantitative data indicated, however that even though they did not recognize a significant need for the library's help middle school and high school students still benefited from that help. Students' remarks indicated that in upper grade levels they may not have readily recognized a strong need for library help as their independent library skills have become more proficient over the years (Todd & Kuhlthau, 2004, p. 14).

African American students found the library to be more helpful when they were engaged in educational pursuits outside of school and in the areas of literacy development and reader's advisory than did Caucasian students. Otherwise there was little if any difference between the students' perception of the school library's ability to help between African American and Caucasian students. The study found that the school library was overall of greater assistance to African American students than Caucasian students (Todd & Kuhlthau, 2004, p. 14)

Mean plot analysis indicated that school libraries have a part in helping schools to achieve greater performance rating levels. This analysis also showed rural schools most certainly appreciated *information technology* and teaching strategies for the improvement of *technological literacy* (Todd & Kuhlthau, 2004, p. 14).

The researchers noticed that issues they had not considered surfaced during the analysis of the data. They noted that students wanted instruction to make sense. In other words, they wanted *library instruction* to build on prior knowledge and relate to what was being taught. Students appreciated communication that was *professional, respectful* and *courteous*. Access to information that was readily accessible was valuable to students as was technology that was current and in good working order (Todd & Kuhlthau, 2004, p. 16).

It was found that adult respondents to the survey believed that the school library and its programs was helpful to students and contributed to student achievement both at school and beyond (Todd & Kuhlthau, 2004, p. 17). When adult survey data were judged against student data the researchers found that the adult responses rated the value of the school library even more highly than the student responses (p. 19). The researchers concluded that,

An effective school library, led by a credentialed school librarian, one who is particularly engaged in an instructional process centering on the development of students' intellectual scaffolds for engaging with and using information for building knowledge, clearly plays a vital role in facilitating student learning. (Todd & Kuhlthau, 2004, p. 20)

While the previously examined studies helped to determine the value of school library programs and school librarians additional studies have been conducted that scrutinize the importance of public libraries.

The Value of the Public Library in Modern Society

Long Overdue (2006) a study by The Americans for Libraries Council in conjunction with the Bill & Melinda Gates Foundation hired Public Agenda to conduct *an in-depth opinion study* to explore current public opinion as it relates to public libraries. This qualitative study was undertaken to demonstrate the value of libraries to the communities they serve in a time when the worth of libraries is in question (p. 5).

Focus groups were assembled in seven cities in five states including Arizona, California, Georgia, Kentucky, and Rhode Island. Thirty-four experts from five disciplines including politics, business, education, public health and library service were interviewed extensively. Telephone interviews were then conducted with 1,203 persons 18 years of age and older. Of those surveyed 1,000 were chosen across the *contiguous* United States via the use of a *random-digit-dialing technology*. The remaining 458 were selected after prior screening to determine status as a community leader. The study does not indicate how this status was determined nor does it expound upon the method for selection of the participants included in the focus groups and for the expert interviews (*Long overdue*, 2006, p. 62).

Gender, age, race, region and education were used to weight the data for the telephone interview portion of the study. A software program was employed to determine weight values of the variables through the use of, “a ranking procedure to simultaneously equate weights by each variable...” (*Long overdue*, 2006, p. 62). For the

main study or first 1,000 interviews the “Counts for the weights were obtained through the 2005 U.S. Census Current Population Survey, March Supplement” (p. 62). For the community leaders portion of the telephone interviews, “demographic frequencies ... within the main study were used to weight the oversample completes” (p. 62). The main study and community leader portions, “were then combined and balanced to the original number of main study completed interviews” (p. 62). Every effort was made to diminish the effects of errors in the survey process (p. 62).

This study yielded a number of findings. Americans appreciate libraries and believe that they are managed efficiently. In fact libraries ranked number one among other community agencies in efficiency including the police, schools, news media and local government (*Long overdue*, 2006, p. 20). Most Americans value time-honored library services such as story hour and a well-informed librarian (p. 23). Free library service, an ample supply of up-to-date children’s books and plenty of print reference materials were top priorities (p. 24). Citizens also value computers and free access to the internet. More than half of those surveyed believe that libraries should provide free internet access for lower-income individuals (p. 27). Persons involved in the community at other levels are more likely to have a library card and support the library (p. 29). Those with a high school diploma are more likely to value the services libraries have to offer (p. 30). Community leaders value libraries and library services but are concerned about the future longevity of libraries in the digital era (p. 36). Among library users over half believe taxes should be increased to improve library funding whereas just under half believe taxes should not be raised to support library funding (p. 42). In the future, study participants would like to see libraries provide or continue to provide programs for teens,

adult literacy services, access to government documents and public access computers (pp. 44 - 48). It is important to note that although subjects were 18 or older, many comments relate to public library programs serving students.

Studies conducted to determine the value of both school libraries and public libraries have shown that both are valuable and that each type plays an important educational role in modern society.

School and Public Library Cooperation

The previous research indicated that school and public libraries are valuable assets as individual institutions. Additional research has been done to underscore the relationship between school and public libraries as cooperative entities.

Suzanne R. Larson (1988) identified a need to examine cooperative activities undertaken by school libraries and public libraries. She was also interested in how communication impacted cooperation between these two groups and what the benefits might be of such cooperation (p. 2).

Participants in Ms. Larson's (1988) study included elementary school library media specialists and public library children's librarians. She chose to limit her study to the eighty cities served by the Northeast Iowa Regional Library System in 1988 (p. 24).

The researcher developed two questionnaires: one for school librarians and one for public librarians. Each survey included two preliminary questions. The first question was to determine in what type of library the respondent worked. The second question was to determine if the respondent spent at least 50% of his/her time working with elementary age children in either the school or public library. If the respondent worked with elementary age students less than 50% of the time, Ms. Larson (1988) did not

the resulting data in her findings. The surveys were distributed directly to the respondents. Respondents were given a two week period to reply to the questionnaire (pp. 24-25). Ms. Larson received a total of 150 replies to 187 initially distributed surveys. She eliminated the replies that did not meet the 50% requirement for time devoted to work with elementary age children. This left her with 61 surveys to tabulate from the school library media specialists and 32 from the public librarians (p. 26).

Ms. Larson (1988) found that school and public librarians did indeed cooperate with one another. She noted, however, that this cooperation was not always consistent nor was it always entered into amicably. The majority of librarians both school and public would visit the others' library at least once each year. Mutual program planning or delivery of services was not a high priority for either the school or public librarians (p. 35).

Communication between the two types of librarians was noted by Ms. Larson (1988) to be poor at best. School and public librarians failed to rely upon one another as a professional resource. They did not seek to work as a team to set goals nor did they communicate with other area organizations about the value of library service. Scheduled communication between school and public librarians regarding the availability of materials in each ones library also did not occur (p. 36).

Oddly enough, Ms. Larson (1988) found that most of the respondents were in favor of cooperation between school and public libraries. She notes that only a small minority ever went beyond the basic cooperation and communication previously mentioned (p. 36).

Ms. Larson (1988) concluded that while the majority of school and public librarians gave lip service to the desirability of cooperation only a handful were willing to actually take the measures needed to work as a team (p. 37).

Kristi Anhalt (1999) conducted a case study in which she looked at the cooperative relationship between the public library and the public school libraries of Bettendorf, Iowa.

Ms. Anhalt (1999) wanted to answer the question, "How and why does the Bettendorf Public Library cooperate with the schools or the community?" (p. 18). Bettendorf, Iowa, was selected for this study for two reasons. First, it was identified by the Youth Services Consultant for the State Library of Iowa as having a public library that cooperates with the local schools (p. 15). Second the public library had applied for and received a grant from the Library Services and Construction Act specifically to foster cooperation with the Bettendorf Public Schools (p. 17).

The community includes three private and two public schools (Anhalt, 1999, p. 15) but this study was limited to the relationship between the public library and the Bettendorf Community Public School system (p. 18). With a total enrollment of 4,550 students, the Bettendorf Community School District includes six elementary buildings, a middle school, a senior high school and an alternative high school.

A case study approach was selected to answer Ms. Anhalt's (1999) research question because it allowed her to gather data from a variety of sources. This method also allowed the researcher to study an existing and ongoing program in an attempt to discover the reasoning behind specific decisions, their implementation and outcomes (p. 32). Employees of the Bettendorf Public Library and the school librarian provided data

for the study in the form of, "... interviews, documentation, direct observations and physical artifacts" (p. 32). Ms. Anhalt conducted individual interviews over a three day period with school and public library personnel. The school principal answered the interview questions on paper as a personal interview could not be arranged due to schedule constraints (pp. 33-34). The documents inspected included anything with current relevance to the operation of the cooperative program, grant materials and any other papers regarding cooperation held by the library. Observation was made of two programs. The first program was presented by the liaison librarian for students in fourth grade and the second was for seventh grade students presented by the young adult librarian (p. 34). Because this study was limited to one specific case the conclusions garnered cannot be generalized to other instances of cooperation between public and school libraries (p. 19).

Ms. Anhalt (1999) found that the public library shouldered the majority of the burden for administration and implementation of the cooperative program between the school district and the Bettendorf Public Library. The public library director obtained the grant that funded the library liaison position. When grant funds were depleted the position was funded with a small contribution from the school budget until eventually the public library took over the entire cost of this individual's salary. Public library personnel also were responsible for planning and carrying out programs with minimal verbal contributions from teachers and school librarians (p. 68).

It was felt that the support of both public library and school administration were vital to the success of this cooperative venture. Support was strong from administration on both sides but over time school administration changed hands and the support of

school administrators faltered. In fact the principal who had originally agreed to complete a written survey failed to do so, asking the building librarian to complete the document on his behalf. This was seen by the researcher as a lack of interest and understanding of the program on the principal's part (Anhalt, 1999, pp. 67-68).

The availability of funding was considered to be a possible motive for implementing the program. Ms. Anhalt (1999) found that a need for cooperation was most likely the driving factor in the creation of this cooperative venture. On the other hand, a direct inquiry into the plausibility of such a program's success without the availability of grant monies at the outset was never addressed (p. 69).

According to Ms. Anhalt's (1999) findings the students who used the public library were the chief beneficiaries of the cooperation between the school and the public library. Use of the public library with increased ease, improved research and reading skills as well as a collection that more readily conformed to the needs of the students were viewed as the main advantages of this program. The researcher mentions that, "...there are a few benefits for the public library staff and the school staff", but does not delineate those benefits (pp. 69-70).

It was presumed that because the school and library staffs were acquainted and regular communication occurred between them that communication would be a factor in the success of the program. Ms. Anhalt (1999) found that communication was not regular and tended to occur only as necessary. She points out that a newsletter from the public library to the schools was distributed each month. The researcher also notes that all staff members were not acquainted with one another as was previously assumed.

It was noted that participants employed a wide range of cooperative activities. Ms. Anhalt (1999) found that there were no limits placed on the types of cooperation in which the two entities would engage. She also found that those interviewed believed that the reasons for cooperation as well as the ability to cooperate were not distinctive to Bettendorf. No clear pattern emerged when individuals were asked to identify areas for improvement, however the researcher was aware of, "... a need for more time" (p. 70). Neither school nor library staff were able to identify factors that could hinder cooperation (p. 71).

Ms. Anhalt (1999) concluded that individual personalities asserted an impact on cooperative efforts and very little advanced planning occurred in common between the school and the public library. The researcher felt that the support of administrators was vital to the success of cooperation. She states, "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" (p. 72). Communication and time for cooperation to evolve are essential for success, and once success has been achieved more success will follow. Ms. Anhalt finally concludes that cooperation uses an immense amount of time (p. 72).

While the Larson (1988) and Anhalt (1999) studies examined the cooperative relationships between school and public libraries Fitzgibbons (2006) conducted a literature review that examined this relationship.

The purpose of this review was to examine the extent to which thriving cooperation between school and public librarians exists, and to discover what factors influenced the ability of these relationships to flourish. Ms. Fitzgibbons (2006) based her

study on two suppositions. The first was a belief that cooperative relationships between school and public librarians are worthwhile and they do have a positive impact on library service and access. The second was that cooperation between school and public librarians is vital to changes in the educational system that would allow for enhanced *student learning* (p. 2).

Documents related to school and public library cooperation from 1980 to the time of this undertaking were reviewed. Both scholarly research and relevant opinion papers were included in this study as were pieces of Ms. Fitzgibbons (2006) own previous research. The author organized this paper to include reasons to cooperate, the history of cooperation, a modern viewpoint of cooperation, an examination of the functions and purposes of each library type, examples of cooperation and shared facilities (p. 2).

Fitzgibbons (2006) found that the articles reviewed demonstrated that cooperation between school and public librarians is important to the academic success of students as well as their success in the activities of daily living. According to the literature cooperation between these librarians contributes to a standard of life-long learning (p. 1). Ms. Fitzgibbons also found that the literature pointed out that it was not easy to establish the aspects of the cooperative relationship between school and public librarians and their cooperative ventures that influenced the success of their cooperation. She did, however determine the literature showed, "... that a certain process should be a part of any ongoing and substantial cooperative effort" (p. 45). Factors included in this process are a joint *vision* and *goals*, a method for structured preparation that includes common *policies* and *procedures* in conjunction with an assessment plan, administrative support, effective communication, a sufficient budget and satisfactory staffing levels. Ms. Fitzgibbons also

noted that according to the literature adequate *time*, *incentives* and *technology* along with *communication* and *commitment* are key aspects in the success of cooperation between school and public librarians (p. 46).

To develop successful cooperation Ms. Fitzgibbons (2006) made a number of recommendations based on the literature she reviewed not only for school and public librarians but for policy makers and community members as well. First she suggested the development of an *action plan* at the state level which addresses the needs of students both within and outside of school. This plan should not only involve librarians but also government officials, citizens, teachers, parents and students (p. 48). The second recommendation is a *needs assessment* conducted across the entire community prior to developing plans for individual libraries within the community. Agreement between librarians, school authorities and government officials regarding the implementation of *common goals* is Ms. Fitzgibbon's third recommendation (p. 49). Her fourth suggestion includes the undertaking of new trial programs and long-term studies to ascertain the disadvantages and benefits of school and public library cooperation. Finally, Ms. Fitzgibbons suggested that a focus on *literacy* and *reading* be maintained in spite of the fact that they may be easily overshadowed by technology (p. 50).

Summary

Researchers have looked at the impact of school libraries on student achievement. In similar studies in two different states Rodney, Lance, and Hamilton-Pennell (2002) and Smith (2001) found a strong correlation among quality school library programs with credentialed school librarians and student achievement on standardized tests. These correlations were second only to levels of poverty. In a third state Todd and Kuhlthau

(2004) approached this question from the perspective of student satisfaction and found high correlations between quality school library programs with credentialed school librarians and student satisfaction. All of these researchers found that a quality school library program and credentialed school librarian have a positive impact on student achievement at all grade levels.

While these studies found that school libraries are important to student achievement an additional study sought out the opinions of American citizens regarding their feelings about public libraries. *Long Overdue* (2006) found respondents in five states hold libraries in high regard. The respondents in these states believed libraries to be more efficiently run than other community services including police, schools, news media and local government. Respondents ranked libraries as number one among other community agencies in efficiency including the police, schools, news media and local government. Americans in these five states want to see libraries continue to provide programs for teens, adult literacy services, access to government documents and public access computers.

Finally three studies were conducted to explore cooperation between school libraries and public libraries. The first two researchers Larson (1988) and Anhalt (1999) found that librarians value a variety of cooperative activities between school and public librarians. In fact Anhalt noted that both school and public librarians were willing to try any type of cooperative activity. In the final analysis these activities benefited students more than librarians, teachers or administrators. These benefits included easier student access to public library information, better research and reading skills and both school and public library collections more closely aligned to the needs of the students.

The librarians were, however less than enthusiastic about the possibility of giving up time for planning or making the effort to increase communication. Both researchers saw the expenditure of time for planning and better communication as integral to the success of cooperative ventures. It was noted that the staff of one library type felt the burden for coordinating these efforts much more keenly than did the staff of the other library type. A failure to understand the importance of cooperation as well as a misunderstanding of how cooperation works between library types on the part of either libraries' administration was seen to be an additional barrier to cooperation. Fiscal responsibility for a cooperative venture was linked with administrative support and could make or break cooperative efforts.

Fitzgibbons (2006) conducted a literature review and found that the articles reviewed demonstrated cooperation between school and public librarians to be important to academic success. The literature she reviewed was in agreement with Larson (1988) and Anhalt (1999) regarding successful cooperation. Cooperation between school and public libraries according to the literature reviewed could be enhanced through shared vision, goals, policies, procedures, administrative support, effective communication, sufficient budget, satisfactory staffing levels and a plan for assessments. Fitzgibbons also found that the literature pointed out the same reluctance of librarians to devote the necessary time and effort needed to develop quality cooperative relationships that were noted by Larson (1988) and Anhalt (1999).

All three researchers concluded that school and public librarians believed school and public library cooperation was valuable. They also found, however, that this was

more of an idealistic perspective as librarians from either library type were reluctant to expend significant amounts of time and communication on cooperative pursuits.

The current research will further explore the role of cooperation between teacher librarians and public librarians as it applies to the libraries in Iowa's North Central Library Service Area.

CHAPTER 3

METHODOLOGY

Even though evidence indicates multiple-type library use will help students, cooperation between teacher librarians and public librarians may not be a key factor in providing library service to the youth of North Central Iowa. This research examined the relationship between school librarians and public librarians to discover current cooperative attitudes and methods.

Research Design

Surveys are used by researchers to elicit information from the population being studied to determine thoughts, opinions and behaviors related to the research question. This type of quantitative research allows the researcher to form tentative conclusions based upon an understanding of the population being studied. It is expected that this type of research will explain tendencies in the data as opposed to offering *rigorous explanations* (Creswell, 2002, p. 396). For this study the researcher used a survey to gather data for a quantitative study of current cooperative attitudes and methods among the school and public librarians of Iowa's North Central Library Service Area. The researcher chose this method rather than conducting correlational research as the focus of the study made discoveries about the population as opposed to searching for relationships.

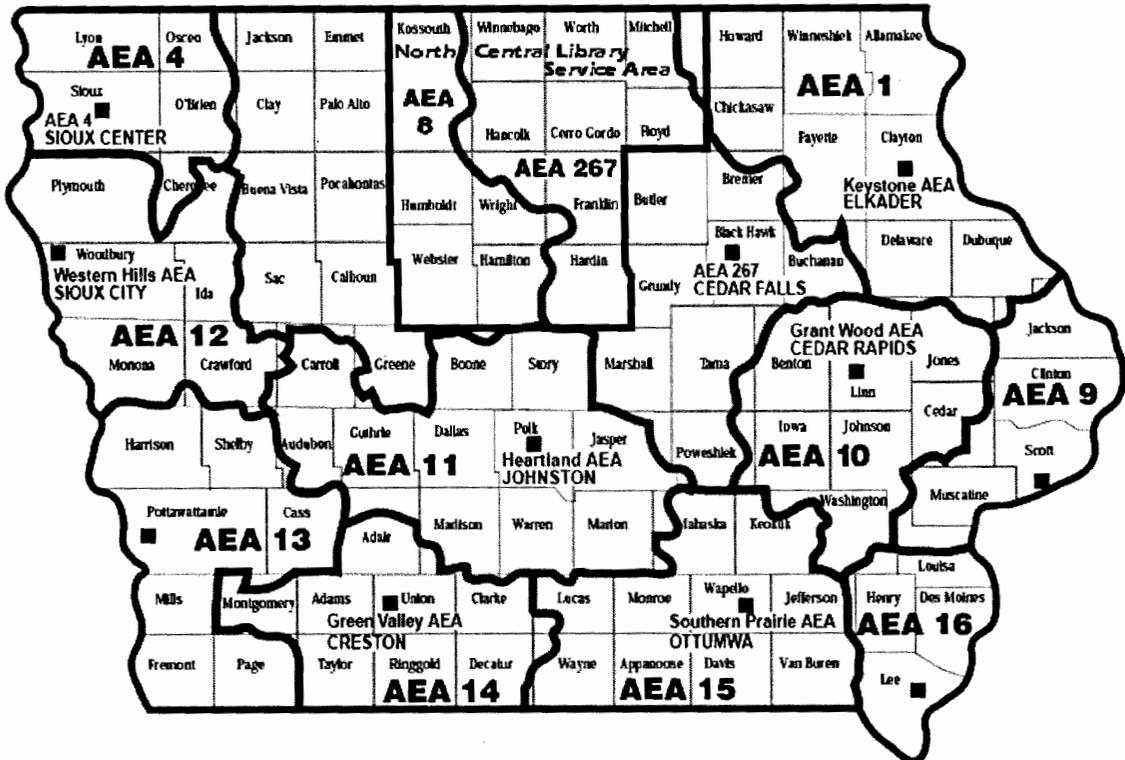
Population

There are 48 school districts in the North Central Library Service Area with a total of 143 buildings (Iowa Department of Education, 2006a). These districts lie within

the boundaries of 2 area education agencies, AEA 267 and Prairie Lakes AEA 8 (Iowa Area Education Agencies, 2006b) (See Figure 1 and Table 5).

Iowa – Counties - North Central Library Service Area - Area Education Agencies

Figure 1



The majority of the counties in this area have three to four school districts within their borders. Mitchell and Worth Counties have only two school districts while Cerro Gordo and Hardin Counties each have five school districts. In all of these 48 districts combined there are 35,590 students enrolled in grades kindergarten through 12 (Iowa public school prek-12, 2005-2006b) (See Table 5 on following page).

Each school district is required by Iowa law, enacted in 2006, to employ at least one teacher librarian (Pinkowski, 2006, p. 18). School districts were allowed to apply for a one year waiver to comply with this law during the time this study was being conducted (Iowa Department of Education, 2007). As long as a school district employs one teacher

librarian the individual responsible for the library in any one building may not necessarily be a teacher librarian.

TABLE 5
School Districts in Each County in the North Central Library Service Area

County	School Districts	County	School Districts
Cerro Gordo	Clear Lake	Humboldt	Gilmore City-Bradgate
	Mason City		Humboldt
	Meservey-Thornton		Twin Rivers
	Rockwell-Swaledale		
	Ventura	Kossuth	Algona
Floyd	Charles City		LuVerne
	Nora Springs-Rock Falls		North Kossuth
	Rudd-Rockford-Marble Rk		Sentral
			Titonka Consolidated
Franklin	CAL	Mitchell	Osage
	Hampton-Dumont		St Ansgar
	Sheffield-Chapin		
Hamilton		Webster	Fort Dodge
	Northeast Hamilton		Prairie Valley
	South Hamilton		Southeast Webster Grand
	Stratford		
	Webster City	Winnebago	North Iowa
Hancock	West Hancock		Forest City
	Corwith-Wesley		Lake Mills
	Garner-Hayfield	Worth	North Central
	Woden-Crystal Lake		Northwood-Kensett
Hardin	AGWSR	Wright	Belmond-Klemme
	Alden		Clarion-Goldfield
	Eldora-New Providence		Dows
	Hubbard-Radcliffe		Eagle Grove
	Iowa Falls		

This individual could have been a teacher's aide, school administrator, other school staff or a volunteer (Iowa Department of Education, 2007; Rowland, 2007). Sixteen school districts in the NCLSA applied for teacher librarian waivers for the 2006-2007 school

year. These districts include Charles City, Dows, Eldora-New Providence, Gilmore City-Bradgate, Hubbard Radcliffe, Meservey Thorton, North Central, Northeast Hamilton, Northwood Kensett, Rockwell-Swaledale, Sheffield-Chapin, Stratford, Titonka, Ventura, West Bend-Mallard and West Hancock (Iowa Department of Education, 2007).

The State Library of Iowa conducts an annual survey of Iowa school libraries. The individual responsible for the library in each building is asked to complete this survey (Rowland, 2006a). Of the 143 school buildings in the NCLSA 87 buildings from 38 school districts responded to the 2004-2005 school year survey. Total enrollment for the schools that responded was 21,507 students with a range from 22 in the smallest school to 679 in the largest. Forty-two of the surveys returned were completed by school librarians, 33 by teacher associates, two by classroom teachers, two by secretaries, four by other paid staff and four did not indicate who completed the survey (Rowland, G., 2007).

Eighty-three public libraries serve the communities that lie within the borders of the 13 counties that make up the NCLSA (Iowa's library service areas, 2003). These libraries are spread throughout the service area with no fewer than four per county and as many as 12 in the largest county of Kossuth. One hundred percent of Worth County's incorporated communities have a library. This is the highest percentage of communities to have a library in one county. Worth County is followed by Kossuth County which has libraries in 92% of its incorporated communities and Hancock County with 88%. Humboldt County has the lowest percentage of incorporated communities with a library at 33% with Franklin County second lowest at 44%. The remaining counties have

libraries in 55% or more of their incorporated communities (State Data Center of Iowa, 2007) (See Table 2).

TABLE 2
2000 Population of Cities/Towns/Rural Areas of NCLSA

Towns with Libraries		Population		Population	
pt = Towns That Overlap Counties		Population		Population	
County	Cerro Gordo	46447	Floyd	16900	
Towns	Mason City	29172	Charles City	7812	
	Clear Lake	8161	Nora Springs	1532	
	Rockwell	989	Rockford	907	
	Ventura	670	Rudd	431	
	Plymouth	429	Floyd	361	
	Thornton	422	Marble Rock	326	
	Meservey	252	Colwell	76	
	Swaledale	174			
	Rock Falls	170			
	Dougherty	80			
Percentage of Towns with Libraries	70%		57%		
Total Town Population		40519		11445	
Remaining Rural Population		5928		5455	
		Population		Population	
County	Franklin	10704	Hamilton	16438	
Towns	Hampton	4218	Webster City	8176	
	Sheffield	930	Jewell	1239	
	Latimer	535	Stratford pt	720	
	Coulter	262	Ellsworth	531	
	Geneva	171	Stanhope	488	
	Alexander pt	165	Williams	427	
	Dows pt	105	Blairsburg	235	
	Hansell	96	Kamrar	229	
	Popejoy	78	Randall	148	
	Ackley	51			
Percentage of Towns with Libraries	40%		66%		
Total Town Population		6611		12193	
Remaining Rural Population		4093		4245	
Table Continues					

	Population		Population	
County	Hancock	12100	Hardin	18812
Towns	Garner	2922	Iowa Falls	5193
	Britt	2052	Eldora	3035
	Kanawha	739	Ackley pt	1758
	Klemme	593	Alden	904
	Corwith	350	Hubbard	885
	Forest City pt	349	Radcliffe	607
	Crystal Lake	285	Union	427
	Woden	243	Steamboat Rock	336
	Goodell	174	New Providence	227
			Whitten	160
			Buckeye	110
			Owasa	38
Percentage of Towns with Libraries	89%		67%	
Total Town Population		7707		13680
Remaining Rural Population		4393		5132

	Population		Population	
County	Humboldt	10381	Kossuth	17163
Towns	Humboldt	4452	Algona	5741
	Dakota City	911	Bancroft	808
	Livermore	431	Swea City	642
	Bode	327	Titonka	584
	Renwick	306	Burt	556
	Gilmore City pt	298	Whittemore	536
	Thor	174	Wesley	467
	Rutland	145	Fenton	317
	Bradgate	101	Lakota	255
	Ottosen	61	Lu Verne pt	254
	Hardy	57	Lone Rock	157
	Lu Verne pt	45	Ledyard	147
	Pioneer	21	West Bend pt	33
	Percentage of Towns with Libraries	31%		92%
Total Town Population		7329		10491
Remaining Rural Population		3052		6672

Table
Continues

		Population		Population	
County	Mitchell	10874	Webster	40235	
Towns	Osage	3451	Fort Dodge	25136	
	St. Ansgar	1031	Gowrie	1038	
	Riceville pt	524	Dayton	884	
	Stacyville	469	Badger	610	
	McIntire	173	Otho	571	
	Mitchell	155	Lehigh	497	
	Carpenter	130	Duncombe	474	
	Orchard	88	Callender	424	
			Harcourt	340	
			Moorland	197	
			Barnum	195	
			Clare	190	
			Vincent	158	
			Stratford pt	26	
		Farnhamville pt	0		
Percentage of Towns with Libraries		50%	60%		
Total Town Population		6021		30740	
Remaining Rural Population		4853		9495	

		Population		Population	
County	Winnebago	11723	Worth	7909	
Towns	Forest City pt	4013	Northwood	2050	
	Lake Mills	2140	Manly	1342	
	Buffalo Center	963	Fertile	360	
	Thompson	596	Grafton	290	
	Leland	258	Kensett	280	
	Rake	227	Joice	231	
	Scarville	97	Hanlontown	229	
Percentage of Towns with Libraries		71%	100%		
Total Town Population		8294		4782	
Remaining Rural Population		3429		3127	

Table
Continues

		Population
County	Wright	14334
Towns	Eagle Grove	3712
	Clarion	2968
	Belmond	2560
	Goldfield	680
	Dows pt	570
	Rowan	218
	Woolstock	204
	Galt	30
Percentage of Towns with Libraries	63%	
Total Town Population		10942
Remaining Rural Population		3392

Iowa's public libraries are assigned a size code by the State Library of Iowa. This code corresponds to the population of the community in which the library is located.

The size codes and corresponding populations include: A with a population of less than 500, B with a population between 500 and 999, C with a population between 1,000 and 2,499, D with a population between 2,500 and 4,999, E with a population between 5,000 and 9,999, F with a population between 10,000 and 24,999, G with a population between 25,000 and 49,999, H with a population of 50,000 and above and I which designates a county library. The libraries in the NCLSA fall into the size classifications from *A* to *G*. Forty two percent of the libraries in the NCLSA are classified as *A* size. *B* size libraries account for 28% while both *C* and *D* sizes each make up 11% of the area's libraries. *E* size libraries at 6% are the second smallest class with *G* size libraries at 2% the smallest. There are no *F* size libraries in the NCLSA (Wegner & Dixon, 2005, pp. 3-74) (See Table 4 on next page).

TABLE 4
NCLSA Public Libraries

County	Library Name	Library Size Code
Cerro Gordo	Meservey Public Library	A
	Swaledale Public Library	A
	Thorton Public Library	A
	Rockwell Public Library	B
	Ventura Public Library	B
	Clear Lake Public Library	E
	Mason City Public Library	G
Floyd	Marble Rock Public Library	A
	Rudd Public Library	A
	Rockford Public Library	B
	Nora Springs Public Library	C
	Charles City Public Library	E
Franklin	Alexander Public Library	A
	Coulter Public Library	A
	Sheffield Public Library	B
	Hampton Public Library	D
Hamilton	Stanhope Public Library	A
	Williams Public Library	A
	Ellsworth Public Library	B
	Stratford Public Library	B
	Montgomery Memorial Library	C
	Kendall Young Library	E
Hancock	Corwith Public Library	A
	Juanita Earp Media Center	A
	Woden Public Library	A
	Kanawha Public Library	B
	Klemme Public Library	B
	Britt Public Library	C
	Garner Public Library	D
Hardin	Steamboat Rock Public Library	A
	Union Public Library	A
	Dr. Grace O. Doane Alden Public Library	B
	Hubbard Public Library	B
	Radcliffe Public Library	B
	Ackley Public Library	C
	Eldora Public Library	D
	Robert W. Barlow Memorial Library	E
Humboldt	Bode Public Library	A
	Livermore Public Library	A
	Renwick Public Library	A
	Humboldt Public Library	D
Kossuth	Fenton Public Library	A
	Lakota Public Library	A
	Ledyard Public Library	A
	Lu Verne Public Library	A

Table Continues

Kossuth (Cont)	Wesley Public Library	A
	Bancroft Public Library	B
	Burt Public	B
	Swea City Public Library	B
	Titonka Public Library	B
	West Bend Public Library	B
	Whittemore Public Library	B
	Algona Public Library	E
Mitchell	Stacyville Public Library	A
	Riceville Public Library	B
	Nissen Public Library	C
	Osage Public Library	D
Webster	Callender Heritage Public Library	A
	Clare Public Library	A
	Duncombe Public Library	A
	Harcourt Public Library	A
	Lehigh Public Library	A
	Badger Public Library	B
	Dayton Public Library	B
	Gowrie Public Library	C
	Fort Dodge Public Library	G
	Winnebago	Rake Public Library
Buffalo Center Public Library		B
Thompson Public Library		B
Lake Mills Public Library		C
Forest City Public Library		D
Worth	Fertile Public Library	A
	Grafton Public Library	A
	Kinney Memorial Library	A
	Joice Public Library	A
	Kensett Public Library	A
	Manly Public Library	C
	Northwood Public Library	C
Wright	Rowan Public Library	A
	Dows Community Library	B
	Talbot Belmont Public Library	D
	Clarion Public Library	D
	Eagle Grove Memorial Library	D

The relationship between the schools and the public libraries in the NCLSA is not always a one-to-one affair. Many school districts are consolidated and students from one district often reside in a variety of communities with public libraries. This is evident in the districts of Meservey-Thornton, Rockwell-Swaledale, Nora Springs-Rockfalls, Rudd-Rockford-Marble Rock, CAL, West Hancock, Corwith-Wesley, Woden-Crystal Lake,

AGWSR, Hubbard-Radcliffe, North Kossuth, North Iowa, Northwood-Kensett and Belmond-Klemme. The opposite could also be true when one public library serves all of the communities in a consolidated school district such as Sheffield-Chapin, Northeast Hamilton, South Hamilton, Garner-Hayfield, Eldora-New Providence, Gilmore City-Bradgate, Southeast Webster Grand, North Central and Clarion-Goldfield (Iowa public school prek-12, 2005-2006b; Wegner & Dixon, 2005, p. 3-74).

This researcher has examined the cooperative relationship between teacher-librarians and public librarians in Iowa's North Central Library Service Area.

Data Gathering Instrument

Two data gathering instruments were used for this research. The instruments included one survey each for the school libraries and the public libraries (See Appendix B and Appendix C). The development of the surveys was guided by the research questions and based on previous research as summarized in the literature review of this paper.

Procedures

The researcher conducted a survey among all of the schools from the schools located in the North Central Library Service Area. A second survey was conducted concurrently with the first and included all of the public libraries in the North Central Library Service Area.

Cover letters and one survey were mailed to each school building and one to each public library in Iowa's NCLSA. See Cover Letters: Appendix D (principal), Appendix E (library director), Appendix F (school library contact) and Appendix G (public library person responsible for youth services). The cover letters and surveys were mailed to the attention of the school principal or the public library director. The cover letters for either

administrator asked that the administrator pass the second cover letter and the survey on to either the school library contact or the person responsible for youth services in the public library.

The cover letter and data gathering instruments were tested prior to the commencement of the study. The school cover letter and survey were sent to a school library and the public library cover letter and survey were sent to a public library both outside of the NCLSA. The library staff in each of these libraries was asked to evaluate and return them to this researcher. When the cover letters and surveys were returned corrections were made prior to their dispersal to study participants.

A mailing list was compiled and the cover letters and surveys were mailed on April 18, 2008. The participants were asked to return the completed surveys in self addressed stamped envelopes supplied in the mailing with a return deadline of May 1, 2008. The collection of data ended May 7, 2008.

A database was constructed using the mailing list as a foundation that included participant responses. Upon receipt of the responses, the name and address of the library was replaced in the database with a code to maintain respondent confidentiality.

CHAPTER 4

DATA ANALYSIS

The purpose of this study is to discover current cooperative attitudes and methods in school and public libraries throughout the North Central Library Service Area (NCLSA) in Iowa. This study included 48 school districts with a total of 143 buildings and the 83 public libraries that serve the communities that lie within the borders of the 13 counties that make up the NCLSA. Surveys were sent to 142 school libraries and 82 public libraries. Completed surveys were returned by 44 school library staff and 43 public librarians which represents a return rate of 30% of school library and 52% of public library surveys. The survey questions and all responses, including comments, may be found in Appendix H.

The first research query speculated that there would be evidence of cooperation between teacher librarians and public librarians in the NCLSA. Table 15 illustrates the responses given by library personnel in regard to survey questions 40-44, 46 and 48-51 for public librarians and 51-55, 57 and 59-62 for school librarians which addressed cooperation. An overwhelming majority of public librarians and school library staff who responded indicated that they did not consider themselves to participate in a cooperative relationship with the other library's staff. It should be further noted that many of the school library respondents gave no answers for the questions in this portion of the survey.

School and public library staff indicated that financial resources impacted their ability to cooperate. Rising costs and static dollars, as well as insufficient availability of staff, were cited as reasons for failures to cooperate.

Table 15: Responses Indicating Cooperation

	Public Librarians			School Librarians	
Q40	0	0 %	Q51	1	2 %
Q41	6	14 %	Q52	5	11 %
Q42	7	16 %	Q53	4	9 %
Q43	5	12 %	Q54	2	5 %
Q44	4	9 %	Q55	2	5 %
Q46	4	9 %	Q57	0	0 %
Q48	7	16 %	Q59	2	5 %
Q49	6	14 %	Q60	2	5 %
Q50	2	5 %	Q61	0	0 %
Q51	3	7 %	Q62	0	0 %

Assessments of completed projects and the cooperative relationship were not high priorities among public or school library staff. When library staff responded with an answer other than not applicable, 93% of public librarians and 100% of school library staff indicated they had no assessment plans. It is apparent from the high level of *does not apply* responses that a majority of librarians surveyed do not believe they cooperate; however, responses to questions related to specific types of cooperation presented a different picture.

The second query sought to discover types of cooperation taking place between teacher librarians and public librarians in the NCLSA. Types of cooperation practiced by

librarians in the NCLSA have been delineated from data listed in Table 16 and notes made by library staff in the comments section of the survey.

Table 16: Responses Indicating Types of Cooperation

	Public Librarians			School Librarians	
Q20	30	70 %	Q31	28	64 %
Q21	25	58 %	Q32	24	55 %
Q22	34	79 %	Q33	25	57 %
Q23	36	84 %	Q34	31	70 %
Q24	2	5 %	Q35	1	2 %
Q25	5	12 %	Q36	3	7 %
Q26	15	34 %	Q37	12	18 %
Q27	14	32 %	Q38	15	34 %
Q28	9	21 %	Q39	4	6 %
Q30	17	40 %	Q41	26	59 %
Q31	6	14 %	Q42	2	5 %
Q33	14	32 %	Q44	1	2 %
Q34	17	40 %	Q45	6	13 %
Q36	11	26 %	Q47	10	23 %
Q38	1	2 %	Q49	0	0 %
Q39	39	91 %	Q50	34	77 %

Library staff in both types of libraries felt comfortable asking their counterpart for help with 84% of public librarians and 70% of school library personnel indicating an

affirmative response. One public library respondent remarked that while comfortable with asking for help such help was certainly not required. A majority of survey respondents in both groups signified that they were acquainted with one another either over the phone or via personal visits, and at the very least, they had their counterparts' contact information on file.

Both public librarians at 91% and school library staff at 77% agreed that cooperation between school libraries and public libraries is a worthwhile goal. Practice, however, lags behind principle as a small minority have developed a joint mission statement, policies and procedures, materials for student use or goals. The percentage of school library staff that shared curriculum materials or assignments was only moderately higher with 34% and 32% of public library staff acknowledging receipt of such items while 18% and 34% of school library personnel indicating delivery of these same items. School and public library respondents noted that teachers are generally more inclined to share curriculum and assignment materials with the public library than school library staff.

Resource sharing is somewhat higher among both types of libraries; however, library staff commented that this type of sharing is generally confined to reference materials or collections of reading materials delivered to classrooms. Only one public library and none of the school libraries were engaged in cooperative buying agreements with a library of another type. Other resources were shared between libraries and were noted in the comment section of the survey. One public library sends out the school library newsletter using the public library's bulk mailing capabilities. Some public libraries provide an Accelerated Reader (AR) section in their youth departments while

one public library even allowed for AR testing. A few school and public librarians noted in their comments that a link to the other's online public access catalog (OPAC) was available on their web site.

School libraries were more inclined at 59% to publicize upcoming public library programs whereas only 40% of public librarians publicized school library programs. School library respondents noted that summer reading programs were among those most publicized for public libraries. Joint activities were planned for special celebrations such as Children's Book Week or National Library Week, as indicated in the comment section of the survey, among some school and public libraries.

The third query wondered what barriers to cooperation librarians identify. Respondents made comments or notes that identified a wide variety of barriers to cooperation. Of those who chose to make comments 28 were public librarians and 29 were school library staff.

Of those librarians that chose to make comments 14% of both the school and public librarians noted a lack of time for cooperation. Reasons for this deficit included an overextension of school library staff related to additional teaching assignments, extra duties outside of the library or classroom, only one certified librarian in a school district and travel between buildings often to additional communities. Certified teacher librarian and respondent number 43 exclaimed, "This year I have three buildings and next year I'll be responsible for five buildings. I don't have time to deal with anything additional." Respondent number 29 reiterated this feeling, "I'm spread too thin to be able to do what I would like to do at each level."

This time crunch is magnified by a limited number of hours allocated for support staff and created additional barriers when coupled with inadequately trained and inexperienced staff. A teacher librarian and a public librarian indicated that being new to the profession kept them from being more willing to cooperate. Inadequate number of staff was cited as a barrier to cooperation by 11% of public library and 10% of school library staff that made comments.

Many factors impact schedules and staffing and create barriers to cooperation. A lack of support from school administrators was cited, in the comment section of the surveys, by two teacher librarians and one public librarian as one of those barriers. Survey results contained in Table 17 show that 59% of building administrators and 73% of district administrators did not encourage cooperation between school library staff and public library staff.

Table 17: Responses Indicating Administrative Support for Cooperation in Schools

	School Librarians	
Q23	18	41 %
Q24	4	9 %
Q25	20	45 %
Q26	12	27 %
Q27	2	5 %
Q28	13	30 %

When school library staff specifically approached administrators about cooperating with the public library this number was drastically reversed with 45% of

building and 30% of district administrators supporting cooperation. School library respondent number 25 states, "Library services should be a part of school administrator training so that they know how important school libraries are." According to this same respondent, librarians should promote the school library "...because administrators don't realize the value of things like collaboration."

Administrative barriers, budget shortfalls or the fear of budget reductions kept library staff from cooperating according to one public librarian and two teacher librarians. School library respondent number 12 lamented that she would like to borrow resources from the public library more often but feared administration would see this as a reason to cut the school library budget.

The ease of access to information on the internet was noted by two certified teacher librarians who also saw the public library as a recreational service for adults and young children. Respondent number 36, a certified teacher librarian, wrote, "The public library caters more to adult residents & elementary students - Most research at MS/HS is done online."

Personal feelings of the individual librarians account for a failure to cooperate. One public librarian was intimidated by the schools' requirements regarding standards and benchmarks and believed this to be a barrier to cooperation. Inertia was cited as a barrier by two school librarians while one public librarian perceived school library staff to be disinterested in cooperation.

Additional barriers to cooperation were of a logistical nature. Transportation or the lack of transportation for students to and from the public library prevented one school librarian from taking students to the public library to do research or check-out books. A

public librarian noted that cooperation was impeded by the fact that the school building was located in a community other than that where the public library is located.

Finally, 36% of public library respondents making comments noted that contact with the school was made with teachers rather than with school library staff. No explanations were offered for this trend.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS FOR FURTHER STUDY

It has been demonstrated that teacher librarians and quality school library programs have a positive impact on student learning. Cooperation between school library staff and public library staff has also been shown to be beneficial to student learning. This researcher questioned whether or not school and public librarians studied in the North Central Library Service Area (NCLSA) cooperated, and if so, what types of cooperation were practiced. The researcher was also interested to learn what each set of librarians saw as barriers to cooperation.

Summary

The purpose of this study was to explore the role of cooperation between teacher librarians and public librarians in Iowa's North Central Library Service Area. The methodology used for this study was a qualitative study of current cooperative attitudes and methods among the school and public librarians of Iowa's North Central Library Service Area, a public library regional service agency. The researcher conducted a survey among 48 school districts including 143 buildings located within the studied area. A second survey was conducted concurrently with the first and included 83 public libraries in the studied area. The survey response rate included 56 school libraries and 59 public libraries.

Conclusions

Once data collection was completed, the researcher discovered that a majority of school and public library staff in the studied area value the pursuit of cooperation. As many as 90% of public librarians indicated that they do not consider themselves to

participate in a cooperative relationship while as many as 73% of school library staff expressed a similar opinion. It should be noted that as many as 25% of the school library respondents gave no answers for the questions in this portion of the survey. When they did cooperate, school and public library staff communicated with one another either in person or over the phone and made it a point to obtain one another's contact information. They also felt comfortable asking another librarian for help and were generally willing to share resources such as reference or reading materials. A link to another library's online public access catalog was also seen as cooperative behavior. On the other hand, activities that would require staff time or financial resources were not highly favored forms of cooperation. A very small minority have developed a joint mission statement, policies and procedures, materials for student use, goals or cooperative purchasing agreements. Both groups acknowledged that cooperation between teachers and public librarians is higher than that of school library and public library staff. Both groups were willing to publicize one another's activities. School and public library staff saw barriers to cooperation that included time constraints, financial concerns, staffing limitations, divergent missions, disinterest, transportation issues and a tendency for teachers to cooperate more often with public librarians than school library staff.

As was the case with research conducted by Larson (1988) and Anhalt (1999), this current study found that an overwhelming majority of school and public library staff value the pursuit of cooperation. There is, however, a serious disconnect between what is valued and what is practiced which Larson (1988) and Anhalt (1999) also noted. Library staffs in both types of libraries in the studied area indicated in their responses that they do not have the time or resources to make cooperation a priority nor do they practice

cooperation beyond personal acquaintances and basic resource sharing. This is a shame as Anhalt's (1999) research shows that cooperative activities benefit students more than just librarians, teachers or administrators individually.

The barriers to cooperation between school and public library staff are numerous but not insurmountable. A small minority of library personnel in the studied area make an effort to overcome these barriers. These efforts provide students, as noted in Anhalt's (1999) research, with easier student access to public library information, better research and reading skills as well as building both school and public library collections more closely aligned to the needs of the students. The significance of cooperation between school and public library staff cannot be understated, and an effort to increase such cooperation should be more than a closely held value. Practice should be more closely aligned with principle with regard to library cooperation. As Fitzgibbons (2006) points out, cooperation between school and public libraries could be enhanced through shared vision, goals, policies, procedures, administrative support, effective communication, sufficient budget, satisfactory staffing levels and a plan for assessments.

Recommendations for Further Research

As professionals, school and public librarians should feel compelled to develop a broader scope of cooperation to enhance student learning. The focus of this research included cooperation between school and public librarians in the NCLSA of Iowa. This study could, of course, be duplicated in other areas to examine the working relationships of those librarians. It may, however, be more advantageous for new research to examine other aspects of cooperation between school and public librarians.

The barriers to cooperation are numerous, and librarians often see these barriers as too time consuming and expensive to breakdown even though they are aware of the benefits of cooperation. New research that studies both the failure to cooperate and successful cooperative relationships may help uncover insights that would reduce the gap between professional values and professional practice.

One barrier in particular, the school administrators' understanding of the teacher librarians' roles and responsibilities may warrant independent study. Future research could explore what school administrators are taught, know and believe about the work of teacher librarians and the role of the school library. An examination of the school administrator's role in successful school and public library cooperation would also be beneficial. Conclusions garnered from such research may prompt a better understanding of how teacher librarians and quality school library programs enhance student learning and prompt school administrators to encourage cooperation between school library staff and public library staff.

School and public librarians often identified a "lack of time" and "resources" as reasons for a failure to cooperate. These responses have caused this researcher to wonder if school and public librarians might see themselves as rivals rather than colleagues. Perhaps there is a fear that one will usurp control over both libraries engendering a threat to job security or perchance a fear that one's professional skills are not equal to the other creates insecurities. Future research that investigates these attitudes may help librarians overcome their inability to make cooperation a priority. Related research that scrutinizes the training of librarians may reveal additional insights that could facilitate the improvement of school and public library cooperation.

This research did not examine the roles of the Area Education Agencies and the Library Service Areas in the promotion of cooperation between school and public libraries. Future research could be undertaken to develop a clearer picture of the roles these organizations play as resources to and role models for cooperation between school and public libraries.

Finally, the current study has led this researcher to wonder why teachers cooperate more often with public librarians than do school library staff. New research that explores cooperative relationships between teachers and public librarians might uncover aspects of these relationships that would enhance cooperation between librarians.

Cooperation between teacher librarians and public librarians has been demonstrated to enhance student learning. The benefits of such activities are well worth the efforts necessary to improve cooperative relationships.

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TABLE 1
Size of Counties in the NCLSA

County Area in Square Miles	
County	Square Miles
Winnebago	400
Worth	400
Humboldt	434
Mitchell	468
Floyd	500
Cerro Gordo	568
Hardin	569
Hancock	571
Hamilton	576
Wright	580
Franklin	582
Webster	715
Kossuth	973

TABLE 2
2000 Population of Cities/Towns/Rural Areas of NCLSA

Towns with Libraries		Population		
pt = Towns That Overlap Counties				
County	Cerro Gordo	46447	Floyd	16900
Towns	Mason City	29172	Charles City	7812
	Clear Lake	8161	Nora Springs	1532
	Rockwell	989	Rockford	907
	Ventura	670	Rudd	431
	Plymouth	429	Floyd	361
	Thornton	422	Marble Rock	326
	Meservey	252	Colwell	76
	Swaledale	174		
	Rock Falls	170		
	Dougherty	80		
Percentage of Towns with Libraries	70%		57%	
Total Town Population		40519		11445
Remaining Rural Population		5928		5455

		Population		(Table Continues)	
County	Franklin	10704	Hamilton		
Towns	Hampton	4218	Webster City	8176	
	Sheffield	930	Jewell	1239	
	Latimer	535	Stratford pt	720	
	Coulter	262	Ellsworth	531	
	Geneva	171	Stanhope	488	
	Alexander pt	165	Williams	427	
	Dows pt	105	Blairsburg	235	
	Hansell	96	Kamrar	229	
	Popejoy	78	Randall	148	
	Ackley	51			
Percentage of Towns with Libraries	40%		66%		
Total Town Population		6611		12193	
Remaining Rural Population		4093		4245	

(Table Continues)

		Population		Population	
County	Hancock	12100	Hardin	18812	
Towns	Garner	2922	Iowa Falls	5193	
	Britt	2052	Eldora	3035	
	Kanawha	739	Ackley pt	1758	
	Klemme	593	Alden	904	
	Corwith	350	Hubbard	885	
	Forest City pt	349	Radcliffe	607	
	Crystal Lake	285	Union	427	
	Woden	243	Steamboat Rock	336	
	Goodell	174	New Providence	227	
				Whitten	160
			Buckeye	110	
			Owasa	38	
Percentage of Towns with Libraries	89%		67%		
Total Town Population		7707		13680	
Remaining Rural Population		4393		5132	

		Population		Population	
County	Humboldt	10381	Kossuth	17163	
Towns	Humboldt	4452	Algona	5741	
	Dakota City	911	Bancroft	808	
	Livermore	431	Swea City	642	
	Bode	327	Titonka	584	
	Renwick	306	Burt	556	
	Gilmore City pt	298	Whitemore	530	
	Thor	174	Wesley	467	
	Rutland	145	Fenton	317	
	Bradgate	101	Lakota	255	
	Ottosen	61	Lu Verne pt	254	
	Hardy	57	Lone Rock	157	
	Lu Verne pt	45	Ledyard	147	
	Pioneer	21	West Bend pt	33	
Percentage of Towns with Libraries	31%		92%		
Total Town Population		7329		10491	
Remaining Rural Population		3052		6672	

(Table Continues)

		Population		Population	
County	Mitchell	10874	Webster	40235	
Towns	Osage	3451	Fort Dodge	25136	
	St. Ansgar	1031	Gowrie	1038	
	Riceville pt	524	Dayton	884	
	Stacyville	469	Badger	610	
	McIntire	173	Otho	571	
	Mitchell	155	Lehigh	497	
	Carpenter	130	Duncombe	474	
	Orchard	88	Callender	424	
			Harcourt	340	
			Moorland	197	
			Barnum	195	
			Clare	190	
			Vincent	158	
		Stratford pt	26		
		Farnhamville pt	0		
Percentage of Towns with Libraries	50%		60%		
Total Town Population		6021		30740	
Remaining Rural Population		4853		9495	

		Population		Population	
County	Winnebago	11723	Worth	7909	
Towns	Forest City pt	4013	Northwood	2050	
	Lake Mills	2140	Manly	1342	
	Buffalo Center	963	Fertile	360	
	Thompson	596	Grafton	290	
	Leland	258	Kensett	280	
	Rake	227	Joice	231	
	Scarville	97	Hanlontown	229	
Percentage of Towns with Libraries	71%		100%		
Total Town Population		8294		4782	
Remaining Rural Population		3429		3127	

(Table Continues)

		Population
County	Wright	14334
Towns	Eagle Grove	3712
	Clarion	2968
	Belmond	2560
	Goldfield	680
	Dows pt	570
	Rowan	218
	Woolstock	204
	Galt	30
Percentage of Towns with Libraries	63%	
Total Town Population		10942
Remaining Rural Population		3392

TABLE 3
State Library of Iowa: Public Library Size Codes

Town Population	Library Size Code
Less than 500	A
500 – 999	B
1,000 – 2,499	C
2,500 – 4,999	D
5,000 – 9,999	E
10,000 – 24,999	F
24,000 – 49,999	G
50,000 and over	H

TABLE 4
NCLSA Public Libraries

Libraries	City	Population	Size Code
Ackley Public Library	Ackley	1809	C
Dr. Grace O. Deane Alden Public Library	Alden	904	B
Alexander Public Library	Alexander	165	A
Algona Public Library	Algona	5741	E
Badger Public Library	Badger	610	B
Bancroft Public Library	Bancroft	808	B
Belmond Public Library	Belmond	2560	D
Bode Public Library	Bode	327	A
Britt Public Library	Britt	2052	C
Buffalo Center Public Library	Buffalo Center	963	B
Burt Public Library	Burt	556	B
Callender Heritage Library	Callender	424	A
Charles City Public Library	Charles City	7812	E
Clare Public Library	Clare	190	A
Clarion Public Library	Clarion	2968	D
Clear Lake Public Library	Clear Lake	8161	E
Corwith Public Library	Corwith	350	A
Coulter Public Library	Coulter	262	A
Juanita Earp Media Center	Crystal Lake	285	A
Dayton Public Library	Dayton	884	B
Dows Community Library	Dows	675	B
Duncombe Public Library	Duncombe	474	A
Eagle Grove Memorial Library	Eagle Grove	3712	D
Eldora Public Library	Eldora	3035	D
Ellsworth Public Library	Ellsworth	531	B
Fenton Public Library	Fenton	317	A
Fertile Public Library	Fertile	360	A
Forest City Public Library	Forest City	4362	D
Fort Dodge Public Library	Fort Dodge	26309	G
Garner Public Library	Garner	2922	D
Gowrie Public Library	Gowrie	1038	C
Grafton Public Library	Grafton	290	A
Hampton Public Library	Hampton	4218	D
Kinney Memorial Library	Hanlontown	229	A
Harcourt Public Library	Harcourt	340	A
Hubbard Public Library	Hubbard	885	B
Humboldt Public Library	Humboldt	4452	D
Robert W. Barlow Memorial Library	Iowa Falls	5193	E

(Table Continues)

Libraries	City	Population	Size Code
Montgomery Memorial Library	Jewell	1239	C
Joice Public Library	Joice	231	A
Kanawha Public Library	Kanawha	739	B
Kensett Public Library	Kensett	280	A
Klemme Public Library	Klemme	593	B
Lake Mills Public Library	Lake Mills	2140	C
Lakota Public Library	Lakota	255	A
Ledyard Public Library	Ledyard	147	A
Lehigh Public Library	Lehigh	497	A
Livermore Public Library	Livermore	431	A
LuVerne Public Library	LuVerne	299	A
Manly Public Library	Manly	1342	C
Marble Rock Public Library	Marble Rock	326	A
Mason City Public Library	Mason City	29172	G
Meservey Public Library	Meservey	252	A
Nora Springs Public Library	Nora Springs	1532	C
Northwood Public Library	Northwood	2050	C
Osage Public Library	Osage	3451	D
Radcliffe Public Library	Radcliffe	607	B
Rake Public Library	Rake	227	A
Renwick Public Library	Renwick	306	A
Riceville Public Library	Riceville	840	B
Rockford Public Library	Rockford	907	B
Rockwell Public Library	Rockwell	989	B
Rowan Public Library	Rowan	218	A
Rudd Public Library	Rudd	431	A
Sheffield Public Library	Sheffield	930	B
Nissen Public Library	St. Ansgar	1031	C
Stacyville Public Library	Stacyville	469	A
Stanhope Public Library	Stanhope	488	A
Steamboat Rock Public Library	Steamboat Rock	336	A
Stratford Public Library	Stratford	746	B
Swaledale Public Library	Swaledale	174	A
Swea City Public Library	Swea City	642	B
Thompson Public Library	Thompson	596	B
Thornton Public Library	Thornton	422	A
Titonka Public Library	Titonka	584	B
Union Public Library	Union	427	A
Ventura Public Library	Ventura	670	B
Kendall Young Library	Webster City	8176	E

(Table Continues)

Libraries	City	Population	Size Code
Wesley Public Library	Wesley	467	A
West Bend Public Library	West Bend	834	B
Whittemore Public Library	Whittemore	530	B
Williams Public Library	Williams	427	A
Woden Public Library	Woden	243	A

TABLE 5
School Districts in Each County in the NCLSA

County	School Districts	County	School Districts
Cerro Gordo	Clear Lake	Humboldt	Gilmore City-Bradgate
	Mason City		Humboldt
	Meservey-Thornton		Twin Rivers
	Rockwell-Swaledale		
	Ventura		
Floyd	Charles City	Kossuth	Algona
	Nora Springs-Rock Falls		LuVerne
	Rudd-Rockford-Marble Rock		North Kossuth
	Sentral		
			Titonka Consolidated
Franklin	CAL	Mitchell	Osage
	Hampton-Dumont		St Ansgar
	Sheffield-Chapin		
Hamilton	Northeast Hamilton	Webster	Fort Dodge
	South Hamilton		Prairie Valley
	Stratford		Southeast Webster Grand
	Webster City		
Hancock	West Hancock	Winnebago	North Iowa
	Corwith-Wesley		Forest City
	Garner-Hayfield		Lake Mills
	Woden-Crystal Lake		
Hardin	AGWSR	Worth	North Central
	Alden		Northwood-Kensett
	Eldora-New Providence		
	Hubbard-Radcliffe	Wright	Belmond-Klemme
	Iowa Falls		Clarion-Goldfield
		Dows	
		Eagle Grove	

TABLE 6
2000 Census Population NCLSA – Age and Gender Breakdown

	under 5	5-9	10-14	15-19	20-24	25-34	35-44	45-54
Cerro Gordo	2757	3045	3187	3526	2705	5112	7134	6490
Floyd	1045	1176	1237	1200	766	1817	2314	2321
Franklin	601	701	745	847	484	1066	1506	1491
Hamilton	1057	1130	1245	1128	789	1855	2595	2148
Hancock	737	846	978	961	482	1196	1891	1685
Hardin	1076	1139	1330	1737	946	1777	2701	2426
Humboldt	562	647	826	832	440	936	1622	1330
Kossuth	931	1157	1363	1390	640	1547	2629	2293
Mitchell	662	817	887	785	393	1025	1604	1295
Webster	2536	2697	2802	3277	2998	4417	5827	5215
Winnebago	654	734	883	1026	676	1133	1696	1672
Worth	448	556	541	544	349	830	1249	1090
Wright	816	990	1025	1002	609	1428	2086	1967
	13882	15635	17049	18255	12277	24139	34854	31423

	55-59	60-64	65-74	75-84	85 & over		Male	Female
Cerro Gordo	2216	2056	4034	2978	1207		22354	24093
Floyd	930	845	1452	1248	549		8164	8736
Franklin	567	500	1046	835	315		5254	5450
Hamilton	790	739	1426	1103	433		8137	8301
Hancock	590	564	984	842	344		5951	6149
Hardin	938	856	1701	1499	686		9200	9612
Humboldt	536	471	1004	845	330		5077	5304
Kossuth	851	908	1655	1266	533		8377	8786
Mitchell	541	519	1064	848	434		5318	5556
Webster	1845	1631	3347	2554	1089		20143	20092
Winnebago	548	483	991	817	410		5728	5995
Worth	400	370	696	552	284		3925	3984
Wright	703	670	1320	1164	554		7027	7307
	11455	10612	20720	16551	7168		114655	119365

TABLE 7
2000 Census Ethnicity other than White for NCLSA

	Hispanic	Black	Asian	2 or More	Indian	Hawaiian/ Pacific Islander
Cerro Gordo	3	1	0.8	0.9	0.2	0
Floyd	1.6	0.6	0.6	0.5	0.1	0.1
Franklin	10.5	0.1	0.4	0.2	0.2	0.2
Hamilton	2.1	0.4	1.8	0.5	0.3	0
Hancock	3.5	0.1	0.6	0.3	0.1	0
Hardin	2.9	0.8	0.3	0.2	0.1	0.1
Humboldt	2.3	0.4	0.4	0.3	0.1	0.1
Kossuth	1	0.2	0.4	0.2	0.2	0
Mitchell	0.6	0.2	0.2	0	0.1	0
Webster	2.8	3.8	1	1.1	0.4	0
Winnebago	2.3	0.2	0.8	0.4	0.3	0
Worth	1.8	0.3	0.2	0.2	0	0
Wright	7.1	0.2	0.3	0.3	0.3	0

TABLE 8
Ethnicity and Gender Breakdown in School Populations in NCLSA

County	Schools	White Males	White Females	Total White	Black Males	Black Females	Total Black
Cerro Gordo	Clear Lake	686	612	1,298	16	14	30
	Mason City	1,815	1,770	3,585	105	84	189
	Meservey-Thornton	71	59	130	0	0	0
	Rockwell-Swaledale	180	178	358	0	0	0
	Ventura	184	165	349	2	3	5
Floyd	Charles City	780	696	1,476	38	41	79
	Nora Springs-Rock Falls	229	204	433	2	4	6
	Rudd-Rockford-Marble Rk	281	291	572	5	2	7
Franklin	CAL	121	133	254	0	0	0
	Hampton-Dumont	497	491	988	5	6	11
	Sheffield-Chapin	160	186	346	0	0	0
Hamilton	Northeast Hamilton	157	135	292	1	2	3
	South Hamilton	353	324	677	0	0	0
	Stratford	70	58	128	0	0	0
	Webster City	801	819	1,620	4	8	12
Hancock	West Hancock	286	278	564	1	2	3
	Corwith-Wesley	82	89	171	1	0	1
	Garner-Hayfield	421	397	818	3	3	6
	Woden-Crystal Lake	67	65	132	1	1	2
Hardin	AGWSR	318	281	599	2	0	2
	Alden	91	78	169	1	0	1
	Eldora-New Providence	309	307	616	1	2	3
	Hubbard-Radcliffe	226	199	425	2	4	6
	Iowa Falls	556	546	1,102	12	8	20
Humboldt	Gilmore City-Bradgate	69	81	150	0	0	0
	Humboldt	644	589	1,233	7	4	11
	Twin Rivers	76	71	147	0	0	0

Appendix A – Demographic Tables

County	Schools	White Males	White Females	Total White	Black Males	Black Females	Total Black
Kossuth	Algona	656	634	1,290	7	9	16
	LuVerne	48	46	94	0	0	0
	North Kossuth	150	166	316	2	0	2
	Sentral	90	92	182	1	0	1
	Titonka Consolidated	79	74	153	0	2	2
Mitchell	Osage	483	497	980	2	4	6
	St Ansgar	380	354	734	0	1	1
Webster	Fort Dodge	1,710	1,600	3,310	200	205	405
	Prairie Valley	379	362	741	3	2	5
	Southeast Webster Grand	343	290	633	1	3	4
Winnebago	North Iowa	278	285	563	14	15	29
	Forest City	685	621	1,306	5	11	16
	Lake Mills	378	347	725	2	4	6
Worth	North Central	247	264	511	0	1	1
	Northwood-Kensett	256	246	502	7	2	9
Wright	Belmond-Klemme	357	297	654	3	6	9
	Clarion-Goldfield	445	381	826	6	11	17
	Dows	26	26	52	0	0	0
	Eagle Grove	409	405	814	5	12	17
County	Schools	Asian Males	Asian Females	Total Asian	Hispanic Males	Hispanic Females	Total Hispanic
Cerro Gordo	Clear Lake	20	22	42	30	19	49
	Mason City	43	37	80	124	125	249
	Meservey-Thornton	0	0	0	0	0	0
	Rockwell-Swaledale	0	0	0	0	0	0
	Ventura	2	1	3	2	2	4
Floyd	Charles City	21	14	35	23	29	52
	Nora Springs-Rock Falls	1	1	2	2	4	6
	Rudd-Rockford-Marble Rk	1	0	1	2	1	3

County	Schools	Asian Males	Asian Females	Total Asian	Hispanic Males	Hispanic Females	Total Hispanic
Franklin	CAL	0	0	0	30	20	50
	Hampton-Dumont	2	2	4	125	110	235
	Sheffield-Chapin	0	0	0	0	0	0
Hamilton	Northeast Hamilton	2	1	3	1	0	1
	South Hamilton	15	22	37	2	0	2
	Stratford	0	0	0	1	0	1
	Webster City	35	45	80	40	29	69
Hancock	West Hancock	1	2	3	35	35	70
	Corwith-Wesley	0	2	2	0	0	0
	Garner-Hayfield	4	9	13	6	3	9
	Woden-Crystal Lake	1	0	1	2	5	7
Hardin	AGWSR	2	0	2	36	40	76
	Alden	0	0	0	2	3	5
	Eldora-New Providence	8	4	12	9	13	22
	Hubbard-Radcliffe	1	1	2	4	2	6
	Iowa Falls	2	7	9	12	7	19
Humboldt	Gilmore City-Bradgate	0	0	0	1	0	1
	Humboldt	8	1	9	19	19	38
	Twin Rivers	0	0	0	2	1	3
Kossuth	Algona	10	6	16	7	16	23
	LuVerne	1	2	3	1	0	1
	North Kossuth	0	0	0	2	5	7
	Sentral	0	0	0	0	1	1
	Titonka Consolidated	0	0	0	0	0	0
Mitchell	Osage	8	2	10	1	3	4
	St Ansgar	0	4	4	0	2	2
Webster	Fort Dodge	47	35	82	96	107	203
	Prairie Valley	1	1	2	4	4	8
	Southeast Webster Grand	0	2	2	0	7	7

County	Schools	Asian Males	Asian Females	Total Asian	Hispanic Males	Hispanic Females	Total Hispanic
Winnebago	North Iowa	2	2	4	3	2	5
	Forest City	13	9	22	10	11	21
	Lake Mills	1	0	1	14	14	28
Worth	North Central	0	0	0	1	1	2
	Northwood-Kensett	1	0	1	1	3	4
Wright	Belmond-Klemme	2	3	5	35	36	71
	Clarion-Goldfield	2	0	2	76	75	151
	Dows	0	0	0	10	13	23
	Eagle Grove	1	3	4	21	20	41
County	Schools	American Indian Males	American Indian Females	Total American Indian	Total Males	Total Females	
Cerro Gordo	Clear Lake	4	1	5	756	668	
	Mason City	6	6	12	2,093	2,022	
	Meservey-Thornton	0	0	0	71	59	
	Rockwell-Swaledale	0	0	0	180	178	
	Ventura	0	1	1	190	172	
Floyd	Charles City	0	0	0	862	780	
	Nora Springs-Rock Falls	0	0	0	234	213	
	Rudd-Rockford-Marble Rk	4	1	5	293	295	
Franklin	CAL	1	0	1	152	153	
	Hampton-Dumont	1	2	3	630	611	
	Sheffield-Chapin	0	0	0	160	186	
Hamilton	Northeast Hamilton	1	1	2	162	139	
	South Hamilton	3	1	4	373	347	
	Stratford	0	0	0	71	58	
	Webster City	1	0	1	881	901	
Hancock	West Hancock	4	1	5	327	318	
	Corwith-Wesley	0	0	0	83	91	
	Garner-Hayfield	3	2	5	437	414	
	Woden-Crystal Lake	3	1	4	74	72	

County	Schools	American Indian Males	American Indian Females	Total American Indian	Total Males	Total Females
Hardin	AGWSR	0	0	0	358	321
	Alden	0	0	0	94	81
	Eldora-New Providence	4	4	8	331	330
	Hubbard-Radcliffe	1	0	1	234	206
	Iowa Falls	1	1	2	583	569
Humboldt	Gilmore City-Bradgate	0	0	0	70	81
	Humboldt	5	1	6	683	614
	Twin Rivers	0	0	0	78	72
Kossuth	Algona	0	1	1	680	666
	LuVerne	0	0	0	50	48
	North Kossuth	2	0	2	156	171
	Sentral	1	0	1	92	93
	Titonka Consolidated	1	0	1	80	76
Mitchell	Osage	1	0	1	495	506
	St Ansgar	0	0	0	380	361
Webster	Fort Dodge	8	7	15	2,061	1,954
	Prairie Valley	1	0	1	388	369
	Southeast Webster Grand	0	1	1	344	303
Winnebago	North Iowa	1	1	2	298	305
	Forest City	0	1	1	713	653
	Lake Mills	1	3	4	396	368
Worth	North Central	1	0	1	249	266
	Northwood-Kensett	0	1	1	265	252
Wright	Belmond-Klemme	0	4	4	397	346
	Clarion-Goldfield	0	0	0	529	467
	Dows	0	0	0	36	39
	Eagle Grove	0	0	0	436	440

TABLE 9
Population Engaged in Particular Industries in NCLSA

INDUSTRY	Cerro Gordo	Floyd	Franklin	Hamilton
Educational, health and social services	5,469	1,899	1,123	363
Manufacturing	4,312	1,612	981	508
Retail trade	3,349	809	490	294
Agriculture, forestry, fishing and hunting, and mining	594	653	755	747
Arts, entertainment, recreation, accommodation and food services	1,745	439	297	1,843
Construction	1,201	413	299	747
Transportation and warehousing, and utilities	1,060	259	256	757
Wholesale trade	897	279	218	1,991
Other services (except public administration)	1,219	397	288	425
Finance, insurance, real estate, and rental and leasing	1,289	373	198	157
Professional, scientific, management, administrative, and waste management services	1,291	338	197	276
Public administration	592	251	136	385
Information	563	127	86	454
INDUSTRY	Hancock	Hardin	Humboldt	Kossuth
Educational, health and social services	1,099	2,071	864	1,662
Manufacturing	1,790	1,373	1,085	1,446
Retail trade	644	1,001	573	950
Agriculture, forestry, fishing and hunting, and mining	664	940	445	1,049
Arts, entertainment, recreation, accommodation and food services	199	442	223	485
Construction	242	727	261	510
Transportation and warehousing, and utilities	312	363	346	383
Wholesale trade	212	513	206	257
Other services (except public administration)	151	369	256	313
Finance, insurance, real estate, and rental and leasing	290	328	218	493
Professional, scientific, management, administrative, and waste management services	188	343	127	364
Public administration	153	291	220	233
Information	92	173	89	95
INDUSTRY	Mitchell	Webster	Winnebago	Worth
Educational, health and social services	1,108	4,263	1,191	654
Manufacturing	1,151	3,332	1,975	1,026
Retail trade	568	2,606	593	548
Agriculture, forestry, fishing and hunting, and mining	714	788	429	369
Arts, entertainment, recreation, accommodation and food services	209	1,176	286	210
Construction	303	928	356	316
Transportation and warehousing, and utilities	185	1,113	264	167

(Table Continues)

Wholesale trade	140	734	105	149
Other services (except public administration)	246	969	211	118
Finance, insurance, real estate, and rental and leasing	157	697	215	207
Professional, scientific, management, administrative, and waste management services	143	867	206	163
Public administration	91	790	126	102
Information	89	442	88	36
INDUSTRY	Wright			
Educational, health and social services	1,492			
Manufacturing	1,380			
Retail trade	640			
Agriculture, forestry, fishing and hunting, and mining	705			
Arts, entertainment, recreation, accommodation and food services	284			
Construction	415			
Transportation and warehousing, and utilities	536			
Wholesale trade	261			
Other services (except public administration)	336			
Finance, insurance, real estate, and rental and leasing	235			
Professional, scientific, management, administrative, and waste management services	281			
Public administration	136			
Information	228			

TABLE 10
Population by Type of Employment in NCLSA

	Private	Government	Self-Employed
Cerro Gordo	19257	2360	1881
Floyd	5980	886	942
Franklin	6820	699	762
Hamilton	6333	1211	918
Hancock	4622	652	723
Hardin	6667	1349	890
Humboldt	3692	628	579
Kossuth	6014	869	1271
Mitchell	3711	573	784
Webster	15089	2253	1270
Winnebago	4772	531	705
Worth	3143	417	475
Wright	5320	841	718
	91420	13269	11918

TABLE 11
Median Income and Percentage of Persons Living Below Poverty Level
in NCLSA in 2003

County	Median Income	Poverty Percentage
Cerro Gordo	\$37,794.00	9.0%
Floyd	\$37,101.00	9.5%
Franklin	\$37,512.00	8.1%
Hamilton	\$40,407.00	7.2%
Hancock	\$40,388.00	6.8%
Hardin	\$36,865.00	8.7%
Humboldt	\$39,593.00	8.3%
Kossuth	\$37,843.00	9.1%
Mitchell	\$36,778.00	8.7%
Webster	\$37,048.00	10.8%
Winnebago	\$40,288.00	8.3%
Worth	\$37,003.00	7.2%
Wright	\$38,620.00	8.3%

TABLE 12
Free or Reduced Price Lunch Eligibility in Schools in the NCLSA

County	District Name	Number Eligible				Percentage Eligible
		Total Number of Students PK-12	Free Lunch	Reduced-Price Lunch	Free or Reduced-Price Lunch	Free or Reduced Price Lunch
Cerro Gordo	Clear Lake	1,424	228	121	349	24.5%
	Mason City	4,115	1,046	371	1,417	34.4%
	Meservey-Thornton	130	16	19	35	26.9%
	Rockwell-Swaledale	358	33	46	79	22.1%
	Ventura	362	67	23	90	24.9%
Floyd	Nora Springs-Rock Falls	447	53	60	113	25.3%
	Rudd-Rockford-Marble Rk	588	169	40	209	35.5%
Franklin	CAL	305	113	21	134	43.9%
	Hampton-Dumont	1,241	287	100	387	31.2%
	Sheffield-Chapin	346	49	26	75	21.7%
Hamilton	Northeast Hamilton	301	25	32	57	18.9%
	South Hamilton	720	112	56	168	23.3%
	Stratford	129	23	7	30	23.3%
	Webster City	1,782	365	147	512	28.7%

(Table Continues)

					Number Eligible	Percentage Eligible
County	District Name	Total Number of Students PK-12	Free Lunch	Reduced-Price Lunch	Free or Reduced-Price Lunch	Free or Reduced-Price Lunch
Hancock	West Hancock	645	151	89	240	37.2%
	Corwith-Wesley	174	48	22	70	40.2%
	Garner-Hayfield	851	98	88	186	21.9%
	Woden-Crystal Lake	146	28	28	56	38.4%
Hardin	AGWSR	679	150	53	203	29.9%
	Alden	175	43	20	63	36.0%
	Eldora-New Providence	661	236	54	290	43.9%
	Hubbard-Radcliffe	440	63	49	112	25.5%
	Iowa Falls	1,152	307	95	402	34.9%
Humboldt	Gilmore City-Bradgate	151	50	19	69	45.7%
	Humboldt	1,297	270	101	371	28.6%
	Twin Rivers	150	36	9	45	30.0%
Kossuth	Algona	1,346	278	117	395	29.3%
	LuVerne	98	28	13	41	41.8%
	North Kossuth	327	77	36	113	34.6%
	Sentral	185	75	18	93	50.3%
	Titonka Consolidated	156	37	37	74	47.4%

(Table Continues)

Appendix A – Demographic Tables

					Number Eligible	Percentage Eligible
County	District Name	Total Number of Students PK-12	Free Lunch	Reduced-Price Lunch	Free or Reduced-Price Lunch	Free or Reduced Price Lunch
Mitchell	Osage	1,001	134	64	198	19.8%
	St Ansgar	741	98	66	164	22.1%
Webster	Fort Dodge	4,015	1,458	414	1,872	46.6%
	Prairie Valley	757	161	62	223	29.5%
	Southeast Webster Grand	647	168	58	226	34.9%
Winnebago	North Iowa	603	181	59	240	39.8%
	Forest City	1,366	245	92	337	24.7%
	Lake Mills	764	115	51	166	21.7%
Worth	North Central	515	103	50	153	29.7%
	Northwood-Kensett	517	109	46	155	30.0%
Wright	Belmond-Klemme	743	171	50	221	29.7%
	Clarion-Goldfield	996	315	102	417	41.9%
	Dows	75	35	12	47	62.7%
	Eagle Grove	876	282	44	326	37.2%

TABLE 13
Percentage of Persons 25 Plus in NCLSA in 2000
having Graduated High School and Those with Bachelors Degrees

	High School Graduates	Hold Bachelors Degrees
Cerro Gordo	87.3	20.3
Floyd	85.9	14.8
Franklin	84.0	14.5
Hamilton	87.3	17.5
Hancock	85.8	15.4
Hardin	85.7	17.1
Humboldt	86.3	15.4
Kossuth	85.6	13.6
Mitchell	84.4	12.8
Webster	84.2	16.9
Winnebago	87.3	16.5
Worth	86.0	12.7
Wright	84.4	13.5

TABLE 14
Graduation Rates for Schools in NCLSA for 2005-2006 School Year

County	District Name	High School?	Graduation Rate
Cerro Gordo	Clear Lake Comm School District	Yes	94.95%
	Mason City Comm School District	Yes	87.24%
	Meservey-Thornton Comm School District	No	
	Rockwell-Swaledale Comm School District	Yes	100.00%
	Ventura Comm School District	Yes	100.00%
Floyd	Charles City Comm School District	Yes	84.03%
	Nora Springs-Rock Falls Comm School District	Yes	85.71%
	Rudd-Rockford-Marble Rk Comm School District	Yes	100.00%
Franklin	Cal Comm School District	Yes	90.63%
	Hampton-Dumont Comm School District	Yes	99.01%
	Sheffield-Chapin Comm School District	Yes	95.56%
Hamilton	Northeast Hamilton Comm School District	Yes	96.67%
	South Hamilton Comm School District	Yes	91.94%
	Stratford Comm School District	No	
	Webster City Comm School District	Yes	86.36%
Hancock	West Hancock Comm School District	Yes	91.67%
	Corwith-Wesley Comm School District	Yes	100.00%
	Garner-Hayfield Comm School District	Yes	98.67%
	Woden-Crystal Lake Comm School District	Yes	96.15%
Hardin	AGWSR Comm School District	Yes	98.53%
	Alden Comm. School District	No	
	Eldora-New Providence Comm School District	Yes	86.21%
	Hubbard-Radcliffe Comm School District	Yes	97.67%
	Iowa Falls Comm School District	Yes	98.82%
Humboldt	Gilmore City-Bradgate Comm School District	No	
	Humboldt Comm School District	Yes	93.14%
	Twin Rivers Comm School District	Yes	93.55%
Kossuth	Algona Comm School District	Yes	94.23%
	LuVerne Comm School District	No	
	North Kossuth Comm School District	Yes	97.37%
	Sentral	Yes	100.00%
	Titonka Consolidated School District	No	
Mitchell	Osage Comm School District	Yes	87.63%
	St Ansgar Comm School District	Yes	96.92%

(Table Continues)

County	District Name	High School?	Graduation Rate
Webster	Fort Dodge Comm School District	Yes	77.51%
	Prairie Valley Comm School District	Yes	88.00%
	Southeast Webster Grand	Yes	92.86%
Winnebago	North Iowa Comm School District	Yes	94.34%
	Forest City Comm School District	Yes	95.08%
	Lake Mills Comm School District	Yes	88.41%
Worth	North Central Comm School District	Yes	87.80%
	Northwood-Kensett Comm School District	Yes	94.44%
Wright	Belmond-Klemme Comm School District	Yes	98.18%
	Clarion-Goldfield Comm School District	Yes	97.14%
	Dows Comm School District	No	
	Eagle Grove Comm School District	Yes	92.54%

School Library Cooperation Survey

Please circle the answer that best describes your situation or fill in the blanks as requested.

School District _____ Building _____

What is the building census for: Library Staff _____ Students _____ Faculty _____

What grade levels are taught in this building? _____

How long have you been responsible for the library? _____

How many hours are you scheduled in the library? _____

Are you assigned duties outside the library? YES NO

If you answered yes please describe these duties. _____

Do you teach library skills? YES NO

Do you ...

A: hold a teaching license with a library endorsement.

B: hold a teaching license but no library endorsement.

C: a library associate.

D: a volunteer.

Are there other buildings in the school district? YES NO

If you answered yes how many buildings are in your school district? Where are they located and what grade level(s) is/are in each building?

Are you responsible for the library in any of the other buildings in the school district? YES NO

If you answered yes please answer the following:

List the other building(s) _____

How is your time divided between buildings? _____

Has your **building** administrator ever encouraged you to cooperate with the public library staff? YES NO

If you answered no have you approached your building administrator about cooperating with the public library staff? YES NO

If you answered yes was the building administrator supportive of cooperation with the public library? YES NO

Has your **district** administrator ever encouraged you to cooperate with the public library staff? YES NO

If you answered no have you approached your district administrator about cooperating with the public library staff? YES NO

If you answered yes was the district administrator supportive of cooperation with the public library? YES NO

Do students in this district use more than one public library? YES NO

If you answered yes what are the names of these libraries? _____

If your students use more than one public library please answer the following questions with any of those libraries in mind.

Have you ever met or spoken on the phone with the public library staff? YES NO

Have you visited the public library in your capacity as school library staff? YES NO

Do you have the contact information for the public library staff? YES NO

Do you feel comfortable asking the public library staff for help? YES NO

Have you developed a mission statement for cooperation with the public library staff?
YES NO

Have you developed a list of goals for cooperation with the public library staff? YES NO

Have you shared curriculum materials with the public library staff? YES NO

Have you notified the public library of upcoming classroom assignments? YES NO

Have you agreed upon policies and/or procedures that govern cooperation between your library and the public library? YES NO

If you answered yes do you have a document that outlines these policies and/or procedures? YES NO

Have you publicized youth programs or events for the public library? YES NO

Have you developed materials for student use such as (pathfinders, special signage, etc.) with the public library staff? YES NO

If you answered yes please list the materials you have developed/created. _____

Have you taken students to the public library to conduct research? YES NO

Have you taken students to the public library for other reasons? YES NO

If you answered yes please list the other reasons. _____

Do you share resources such as books/automated systems/reference materials/databases /etc. with the public library? YES NO

If you answered yes please list what you share. _____

Do you have a cooperative buying agreement with the public library (e.g. the school purchases *Something About the Author* and the public library purchases *Contemporary Authors*)? YES NO

Do you believe the pursuit of cooperation between school library staff and public library staff is worthwhile? YES NO

If you cooperate with the public library staff please answer the following questions.

Do you schedule regular time to discuss plans with the public library staff? YES NO

Does the public library staff carry their fair share of the load for planning? YES NO

Does the public library staff carry their fair share of the load for implementing plans and programs? YES NO

Do you have financial resources available to help with the planning and implementation of cooperative endeavors? YES NO

If such funds are available are you responsible for the oversight of these resources?
YES NO

If you answered no, who is responsible for these funds? _____

Do you believe these funds are sufficient? YES NO
Why or why not? _____

Do you have sufficient staff available for planning? YES NO

Do you have sufficient staff available to implement programming and carry out projects?
YES NO

Do you have a plan for the assessment of your cooperative relationship? YES NO

Do you have a plan for the assessment of the projects and programs that have been
completed? YES NO

If you would like to share any additional thoughts or information please do so in this space.

Thank you so much for your time and attention to this survey. Your input is greatly appreciated!

Public Library Cooperation Survey

Please circle the answer that best describes your situation or fill in the blanks as requested.

Library Name _____ Library Size Code _____

Is this library accredited by the State Library of Iowa? YES NO

Is the director of this library certified by the State Library of Iowa? YES NO

If you answered yes, what is the director's level of certification? _____

Are other members of the library staff certified by the State Library of Iowa? YES NO

If you answered yes, please list the job title of each individual and their level of certification. _____

What is your title? _____ Length of time in this position? _____

How many hours do you work at this library? _____

Are all of these hours devoted to youth services? YES NO

If you answered no, please indicate how your hours are divided? _____

Do students attend public school in a building in your community? YES NO

If you answered no, where do students in your community attend public school?

If you answered yes, is there more than one public school building in your community? YES NO

If there is/are (a) public school building(s) in your community, what is/are the grade level(s)? _____

If your library administrator is someone other than yourself has this person ever encouraged you to cooperate with the school library staff? YES NO

If you answered no and you are not the library administrator, have you approached your administrator about cooperating with the staff of the school library/libraries?
YES NO

If you answered yes, was your library administrator supportive of cooperation with the school library/libraries? YES NO

Have you ever met or spoken on the phone with the staff of (any of) the school library/libraries? YES NO

Have you visited the school library(s) in your area in your capacity as public library staff?
YES NO

Do you have the contact information for the staff of (any of) the school library/libraries?
YES NO

Do you feel comfortable asking the staff of (any of) the school library/libraries for help?
YES NO

Have you developed a mission statement for cooperation with the staff of (any of) the school library/libraries? YES NO

Have you developed a list of goals for cooperation with the staff of (any of) the school library/libraries? YES NO

Has the staff of (any of) the school library/libraries shared curriculum materials with you?
YES NO

Has the staff of (any of) the school library/libraries shared upcoming classroom assignments with you? YES NO

Have you agreed upon policies and/or procedures that govern cooperation between your library and (any of) the school library/libraries? YES NO

If you answered yes, do you have a document that outlines these policies and/or procedures? YES NO

Have you publicized youth programs or events for (any of) the school library/libraries?
YES NO

Have you developed materials for student use such as (pathfinders, special signage, etc.) with the staff of (any of) the school library/libraries? YES NO

Has staff of (any of) the school library/libraries brought students to the public library to conduct research? YES NO

Has the staff of (any of) the school library/libraries brought students to the public library for other reasons? YES NO

If you answered yes, please list the other reasons. _____

Do you share resources such as (books, automated systems, reference materials, databases, etc.) with (any of) the school library/libraries? YES NO

If you answered yes, please list what you share. _____

Do you have a cooperative buying agreement with (any of) the school library/libraries (e.g. the school purchases *Something About the Author* and the public library purchases *Contemporary Authors*)? YES NO

Do you believe the pursuit of cooperation between public library staff and the staff of the school libraries is worthwhile? YES NO

If you cooperate with school library staff please answer the following questions.

Do you schedule regular time to discuss plans with the staff of (any of) the school library/libraries? YES NO

Does the staff of (any of) the school library/libraries carry their fair share of the load for planning? YES NO

Does the staff of (any of) the school library/libraries carry their fair share of the load for implementing plans and programs? YES NO

Do you have financial resources available to help with the planning and implementation of cooperative endeavors? YES NO

If such funds are available are you responsible for the oversight of these resources?
YES NO

If you answered no, who is responsible for these funds? _____

Do you believe these funds are sufficient? YES NO

Why or why not? _____

Dear School Principal:

I am a graduate student at the University of Northern Iowa in the department of School Library Media Studies. I am currently conducting research to complete the requirements for my masters degree. My research is intended to study cooperation between school librarians and public librarians in the North Central Library Service Area.

I have enclosed a letter for the person responsible for the library in your building, a survey and a self-addressed stamped envelope to facilitate the survey's return. The survey is the data gathering instrument for my research and has been constructed to help me develop an understanding of current practices and opinions regarding school and public library cooperation. It should take no more than a few minutes to complete the survey. I would appreciate it if you could pass these materials on to the person responsible for the library in your building. If there is no such individual it would be equally appreciated if you would return the materials to me indicating that the survey cannot be completed.

When reporting my research, I will identify the school libraries and public libraries in the North Central Library Service Area as the area from which I have drawn the population for my study. I will recognize your school as a participant in the study and any information I receive may be used to make comparisons or draw conclusions. I will not, however, specifically identify your particular school building or district. When the enclosed survey has been returned to me, I will replace any identifying information with a code to maintain confidentiality.

If you have any questions or concerns please contact my faculty advisor Dr. Barbara Safford at the University of Northern Iowa via phone at 319-273-2551 or email at barbara.safford@uni.edu.

Thank you so much for your time and attention to this matter. I know your time is valuable!

Sincerely,

Enclosure

Dear Library Director:

I am a graduate student at the University of Northern Iowa in the department of School Library Media Studies. I am currently conducting research to complete the requirements for my masters degree. My research is intended to study cooperation between school librarians and public librarians in the North Central Library Service Area.

I have enclosed a letter for the person responsible for youth services in your library, a survey and a self-addressed stamped envelope to facilitate the survey's return. The survey is the data gathering instrument for my research and has been constructed to help me develop an understanding of current practices and opinions regarding school and public library cooperation. It should take no more than a few minutes to complete the survey. If the person responsible for youth services is someone other than yourself I would appreciate it if you could pass these materials on to that individual.

When reporting my research, I will identify the school libraries and public libraries in the North Central Library Service Area as the area from which I have drawn the population for my study. I will recognize your library as a participant in the study and any information I receive may be used to make comparisons or draw conclusions. I will not, however, specifically identify your particular library. When the enclosed survey has been returned to me, I will replace any identifying information with a code to maintain confidentiality.

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Thank you so much for your time and attention to this matter. I know your time is valuable!

Sincerely,

Enclosure

Dear School Library Contact:

Cooperation between school libraries and public libraries has been going on since libraries began in the United States. The level of cooperation has varied from place to place and time to time yet it endures. To garner a better understanding of the cooperative relationship between school libraries and public libraries I have undertaken the study of this topic as a graduate student at the University of Northern Iowa.

You will find enclosed a copy of a survey regarding cooperation between school libraries and public libraries. This survey is the culmination of my research for the completion of my master's degree in School Library Media Studies. I hope you will take a few moments to complete this study, and return it to me by Tuesday 1 May 2007 in the enclosed self-addressed stamped envelope provided.

Your response is extremely valuable to the outcome of my research. Any identifying information in your response will be replaced upon receipt of your reply with a numerical designation keeping your identity completely confidential. I appreciate the time and effort you have taken to help me with this matter. I realize that a librarian's time is precious!

If you have any questions or concerns please contact my faculty advisor Dr. Barbara Safford at the University of Northern Iowa via phone at 319-273-2551 or email at barbara.safford@uni.edu.

Sincerely,

Enclosures

Dear Public Library Youth Services Contact:

Cooperation between school libraries and public libraries has been going on since libraries began in the United States. The level of cooperation has varied from place to place and time to time yet it endures. To garner a better understanding of the cooperative relationship between school libraries and public libraries I have undertaken the study of this topic as a graduate student at the University of Northern Iowa.

You will find enclosed a copy of a survey regarding cooperation between school libraries and public libraries. This survey is the culmination of my research for the completion of my master's degree in School Library Media Studies. I hope you will take a few moments to complete this study, and return it to me by Tuesday 1 May 2007 in the enclosed self-addressed stamped envelope provided.

Your response is extremely valuable to the outcome of my research. Any identifying information in your response will be replaced upon receipt of your reply with a numerical designation keeping your identity completely confidential. I appreciate the time and effort you have taken to help me with this matter. I realize that a librarian's time is precious!

If you have any questions or concerns please contact my faculty advisor Dr. Barbara Safford at the University of Northern Iowa via phone at 319-273-2551 or email at barbara.safford@uni.edu.

Sincerely,

Enclosures

School Library Survey Results		1	2	3	4	5	6
1	Main PL(s)	9	23	17	no response received from PL	23	no response received from PL
2	Building	All	Elementary	HS	All	HS	Elementary
3	Building Census for Library Staff	1	1	2	1	1	2
4	Building Census for Students	No Answer	347	468	720	425	360
5	Building Census for Faculty	21	50	34	No Answer	32	50
6	Grade Levels Taught in Building	PK-12	K-12	9-12	K-12	9-12	PK-5
7	Length of time the respondent has been responsible for the library	1st Yr	6 yrs	5 yrs	3 yrs	11 yrs	3 yrs
8	How many hours the respondent is scheduled in the library	6-7/D	30/W	5/d	2 h/d	8	Flexible
9	Is the respondent assigned other duties outside the library	Yes	Yes	Yes	Yes	No	Yes
10	If Yes - What are these duties	6th SS	Lunch/Computers	3 Classes	Enrichment/Remedial Read/Travel	N/A	Computers before school 2x/w & Lunch 2x/w
11	Does the respondent teach library skills	Yes	Yes	No	Yes	Yes	Yes
12	Does the respondent hold a teaching license w/library endorsement	Yes	No	Yes	Yes	Yes	Yes
13	Does the respondent hold a teaching license w/o library endorsement	No	Yes	No	No	No	No
14	Is the respondent an associate	No	No	No	No	No	No
15	Is the respondent a volunteer	No	No	No	No	No	No
16	Are there other buildings in the school district	No	Yes	Yes	Yes	Yes	Yes
17	If Yes - How many	N/A	3	4	2	4	3
18	If Yes - Where Located	N/A	2 in Town & 1 Nearby Town	In Town	Nearby Communities	3 in Town & 1 Nearby Town	All in Town
19	If Yes - Grade Levels	N/A	2-12 in town/1st nearby	PK-K/1-2/3-5/6-8	PK-4/5-8/9-12	2-8 in town/PK-1 nearby	K-5/6-8/9-12
20	Is respondent responsible for the library in other building(s)	N/A	Yes	No	Yes	No	Yes
21	If Yes - Which Ones	N/A	14	N/A	All	N/A	2nd Elementary
22	How is time divided between buildings	N/A	4h/d this building/2h/d at 14	N/A	2h/w-ele, 2hx3/w-HS, 10-4 MS	N/A	2/3 here & 1/3 at 2nd building
23	Do you have a written cooperative agreement	No	Yes	No	Yes	Yes	Yes
24	If Yes - Has implementation started? If not when should start	No	Yes	No	N/A	No	Yes
25	If respondent agreed to hold building within some district boundaries	N/A	Yes	N/A	Yes	Yes	Yes
26	Has district already purchased coop	No	Yes	No	Yes	No	No
27	If Yes - Has cooperative agreement been signed? If not when should start	No	N/A	No	N/A	No	Yes
28	If respondent agreed to hold building within some district boundaries	N/A	N/A	N/A	Yes	N/A	Yes
29	Do students in district use more than one PL	Yes	Yes	Maybe	Yes	No	No
30	If Yes - Which Ones	9/1	other Nearby towns	other Nearby town	other Nearby towns	N/A	N/A
31	Have you ever met or spoken with PL Staff in your capacity as SL Staff	Yes	No	Yes	Yes	Yes	Yes
32	Have you visited the PL in your capacity as SL Staff	No	No	Yes	No	Yes	Yes
33	Do you have contact info for PL Staff	Yes	No	Yes	Yes	Yes	Yes
34	Do you feel comfortable asking PL Staff for help	Yes	Yes	Yes	Yes	No	No
35	Have you developed a mission statement for coop w/PL Staff	No	No	No	No	No	No
36	Have you developed goals for coop w/PL Staff	No	No	No	No	No	No
37	Have you shared curriculum materials w/PL Staff	No	No	No	No	No	No
38	Have you shared upcoming assignments w/PL Staff	No	No	No	Yes	Yes	Yes
39	Have you agreed on policies and Procedures for coop w/PL Staff	No	No	No	No	No	No
40	If Yes - Do you have a document that outlines policies & procedures	No	N/A	N/A	N/A	N/A	N/A
41	Have you publicized programs or events for PL Staff	No	Yes	Yes	Yes	No	Yes
42	Have you developed materials for student use w/PL Staff	No	No	No	No	No	Yes
43	If Yes - Please List	N/A	N/A	N/A	N/A	N/A	AR Books/Iowa Child Choice Books/Units of Study
44	Have you taken students to PL to do research	No	N/A	N/A	N/A	No	No
45	Have you taken students to PL for any other reason	No	No	No	No	No	Yes
46	If Yes - What reason(s)	N/A	N/A	N/A	N/A	N/A	Booktalks
47	Do you share resources w/PL	No	No	No	No	No	No
48	If Yes - List	N/A	N/A	N/A	N/A	N/A	N/A
49	Do you have a cooperative buying agreement w/ PL	No	No	No	No	No	No
50	Do you believe the pursuit of coop is worthwhile	No	Yes	Yes	Yes	Yes	Yes
If You Cooperate w/SL Staff Answer the Following							
51	Do you believe the money is the priority	N/A	No	No	N/A	N/A	N/A
52	Does the PL Staff carry their fair share of the load for planning	N/A	N/A	N/A	N/A	N/A	N/A
53	Does the PL Staff carry their fair share of the load for implementation plans & goals	N/A	N/A	N/A	N/A	N/A	N/A
54	Do you have financial resources for planning & implementation of coop activities	N/A	No	No	N/A	N/A	N/A
55	If Yes - Are you responsible for those funds	N/A	N/A	N/A	N/A	N/A	N/A
56	If you are not who is	N/A	N/A	N/A	N/A	N/A	N/A
57	Do you believe these funds are sufficient	N/A	N/A	N/A	N/A	N/A	N/A
58	Why or Why Not	N/A	N/A	N/A	N/A	N/A	N/A
59	Do you have sufficient staff available for planning	N/A	N/A	No	N/A	N/A	N/A
60	Do you have sufficient staff available to implement & carry out projects	N/A	N/A	No	N/A	N/A	N/A
61	Do you have a plan for assessment of the cooperative relationship	N/A	N/A	No	N/A	N/A	N/A
62	Do you have a plan for assessment of completed projects and programs	N/A	N/A	No	N/A	N/A	N/A

7	8	9	10	11	12	13
no response received from PL	no response received from PL	?	24	no response received from PL	10	no response received from PL
One K-12	Elementary	Jr/Sr High	Elementary	MS/HS	Elementary	MS/HS
respondent wrote 54	1	1	No Answer	2	2	1
548	55	260	No Answer	385	160	197
21	13	33	No Answer	35	18	36
K-12	K-5	7-12	PK & 5-8	7-12	PK-4	6-12
6 yrs	1 yr	6 yrs	5 yrs	2 yrs	1 yr	3 yrs
40h/w	4h/d	7.5/d	8h/d	20/w	12h/w	7.5 h/w
No	Yes	Yes	Yes	No	No	No
N/A	One on one w/student/recess/shuttle bus	Office work/Study Hall	Comp Lab/Before school/Lunch	N/A	N/A	N/A
Yes	Yes	No	No	Yes	Yes	No
Yes	No	No	No	Yes - MA SLMS	Yes	No
No	No	No	No	No	No	No
No	Yes	Yes	Yes	No	No	Yes
No	No	No	No	No	No	No
No	No	Yes	Yes	Yes	Yes	Yes
N/A	N/A	1	2	1	9	2
N/A	No	In Town	In 2 Nearby Towns	No Answer	All in Town	16/And in two Nearby Towns
N/A	N/A	K-6	K-4/9-12	PK-6	6 PK-4/1: 5-6/1: 7-8/1: 9-12	PK-3/4-5
No	No	No	No	Yes	Yes	No
N/A	N/A	N/A	N/A	Elementary	26/Duncombe	N/A
N/A	N/A	N/A	N/A	50/50	This building=1.5 d/w -Duncombe 1d/w- 26=2.5 d/w	N/A
No	No	Yes	Yes	No	No	No
No	No	No	No	No	No	No
No	No	Yes	Yes	No	No	No
No	No	Yes	Yes	No	No	No
No	No	Yes	Yes	No	No	No
No	No	Yes	Yes	No	No	No
Yes	Don't know	No	Yes	Yes	No	Yes
other Nearby towns	N/A	N/A	24/21/And one other nearby town	2 nearby towns	N/A	3 nearby towns
Yes			Yes	No		Yes
Yes			Yes	No		Yes
Yes			Yes	No		Yes
Yes			Yes	No		Yes
No			No	No		No
No			No	No		No
Yes			Yes	No		Yes
No			Yes	No		Yes
No	No		No	No		Yes
N/A	N/A		N/A	N/A		No
Yes	No		Yes	No		Yes
No	No		No	No		No
N/A	N/A		N/A	N/A		N/A
No	No		No	No		No
No	No		No	No		No
N/A	N/A		N/A	N/A		N/A
Yes	No		No	No		Yes
Books	N/A		N/A	N/A		Reference Mat/LL Books
No	No		No	No		No
Yes	Yes		Yes	Yes		Yes
N/A	N/A		N/A	N/A		No
N/A	N/A		N/A	N/A		Yes
N/A	N/A		N/A	N/A		No Answer
N/A	N/A		N/A	N/A		No
N/A	N/A		N/A	N/A		N/A
N/A	N/A		N/A	N/A		N/A
N/A	N/A		N/A	N/A		N/A
N/A	N/A		N/A	N/A		N/A
N/A	N/A		N/A	N/A		No Answer
N/A	N/A		N/A	N/A		No Answer
N/A	N/A		N/A	N/A		No Answer
N/A	N/A		N/A	N/A		No Answer

19	20	21	22	23	24	25
5	17	4	no response received from PL	no response received from PL	17	no response received from PL
Elementary/MS	MS	Elementary	Elementary	HS	Elem	PK-12
1	2	1.5	No Answer	No Answer	2	4
425	385	450	210	No Answer	303	800
43	30	No Answer	No Answer	No Answer	22	60
Pk-8	6-8	K-5	PK-4	9-12	3-5	PK-12
3.5 yrs	7 yrs	1 yr	6 yrs	2 yrs	34 yrs	6 yrs
8 h/d	1/2 x	8 h/d	40 h/w	20 h/w	40+/w	35 h/w
Yes	Yes	No	Yes	Yes	Yes	Yes
Director of Preschool & Daycare/Study Hall	8th grade reading 1/2x	N/A	Recess	District Librarian	Hall Duty	Teach Health/Coach/Staff Development
Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	Yes	No	No	No	Yes MA	No
No	No	Yes	No	No	No	Yes
Yes	No	No	Yes	Yes	No	No
No	No	No	No	No	No	No
No ? HS	Yes	Yes	Yes	Yes	Yes	No
N/A	4	7	2	2	4	N/A
N/A	In Town	In Town	23/And Another Nearby Town	22/And Another Nearby Town	In Town	N/A
N/A	PK-K/1-2/3-5/9-12	4 K-5/2 6-8/1 HS	5-8/9-12	PK-4/5-8	PK-K/1-2/5-8/9-12	N/A
No Answer	No	Yes	No	Yes	Yes	No
No Answer	N/A	Roosevelt	N/A	All	PK-K & 1-5	N/A
No Answer	N/A	god @ each	N/A	HS AM - elem 2 pms/6d cycle - MS 4 pms/6d cycle	Order Materials & Supervise Aid at other 2	N/A
Yes	Yes	No	Yes	Yes	Yes	Yes
N/A	N/A	No	N/A	Yes	N/A	N/A
Yes	Yes	N/A	Yes	Yes	Yes	Yes
Yes	N/A	No	Yes	No	Yes	Yes
N/A	N/A	No	N/A	Yes	Yes	Yes
Yes	Yes	No	Yes	Yes	Yes	Yes
4/5/and 1 other nearby town	17/4/and one other nearby town	N/A	6/and one other nearby town	6/and one other nearby town	N/A	2 nearby towns
Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	No	Yes	Yes	Yes	Yes
Yes	NO	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	No	No	No	No	No	No
No	No	No	No	No	No	Yes
Yes	No	No	No	Yes	Yes	Yes
Yes	No	No	No	No	Yes	Yes
No	No	No	No	Yes	No	Yes
N/A	N/A	N/A	N/A	Yes	N/A	No
No	Yes	Yes	No	Yes	Yes	Yes
No	No	No	No	No	No	No
N/A	N/A	N/A	N/A	N/A	N/A	N/A
No	No	No	No	No	Yes	No
No	No	No	No	No	Yes	Yes
M/	N/A	N/A	N/A	N/A	History Series on Town	Check-Out Books
No	Yes	No	No	Yes	No	Yes
N/A	They share books	N/A	N/A	AR Lists/Automation Sx	N/A	Books & Soon Automated Sx
No	No	No	No	No	No	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes
N/A	N/A	N/A	N/A	No	N/A	No
N/A	N/A	N/A	N/A	No	Yes	Yes
N/A	N/A	N/A	N/A	No	No Answer	Yes
N/A	N/A	N/A	N/A	No	No	Yes
N/A	N/A	N/A	N/A	N/A	N/A	Yes
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	No
N/A	N/A	N/A	N/A	N/A	N/A	Costs are Rising & Dollars are Static
N/A	N/A	N/A	N/A	No	Yes	No
N/A	N/A	N/A	N/A	No	Yes	No
N/A	N/A	N/A	N/A	No	No Answer	No
N/A	N/A	N/A	N/A	No	No Answer	No

26	27	28	29	30	31
10	26	no response received from PL	2	18	33
Elem	HS	Elem/HS	HS	Elem	Elem
1.5	1	1	2	2	2
300	290	300	343	285	280
37	28	35	24	22	19
K-4	9-12	K-4 & 9-12	9-12	PK-3	3-5
1 yr	5 yrs	4 yrs	8 yrs	13 yrs	6 yrs
20 h/w	4 h/d	40 h/w	20 h/w	40 h/w	3 h/d
No	Yes	Yes	No	No	Yes
N/A	Teach 4 periods English	No Answer	class sponsor	N/A	Breakfast/Recess
Yes	Yes & No If resp. is teaching another teachers does it	No	Yes	Yes	Yes
Yes	Yes	No	Yes	Yes	No
No	No	No	No	No	Yes - Working on Endorsement
No	No	Yes	No	No	No
No	No	No	No	No	No
Yes	Yes	Yes	Yes	Yes	Yes
9	1	1	3	3	3
In City	Nearby Town	Nearby Town	In Town	In Town	In Town
6: k-4/1: 5-6/1: 7-8/1: 9-12	K-8	5-May	PK-4/MS	PK-3/4-5/6-12	PK-2
Yes	No	No	Yes	Yes	Yes
12/Duncombe	N/A	N/A	MS	Washington	32
This building=2.5 d/w - 12 = 1.5 d/w - Duncombe=1 d/w	N/A	N/A	1/2 & 1/2	50/50	This building Tu-F AM/Other build Mon all day & tu-F PM
No	No	No	Yes	Yes	No
No	No	No	No	No	Yes
N/A	N/A	N/A	N/A	Yes	Yes
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
No	No	No	No	No	No
N/A	N/A	No	27/10/26	N/A	Uncertain
Yes	Yes	N/A	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	No
No	No	Thornton	Yes	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes
No	No	No	No	No	No
No	No	Yes	No	No	No
No	No	Yes	No	Yes	No
Yes	No	No	Yes	Yes	No
No	No	No	No	No	No
N/A	N/A	N/A	N/A	N/A	N/A
No	No	No	Yes	Yes	Yes
No	No	No	No	No	No
No	No	No	No	No	No
N/A	N/A	N/A	N/A	N/A	N/A
No	No	No	No	No	No
No	No	No but the Teachers Do	No	No	No
N/A	N/A	N/A	N/A	N/A	N/A
No	No	No	Yes	Yes	No
N/A	N/A	N/A	ILL & PL gave SL Ref Mat.	Books/Videos/DVDs	N/A
No	No	No	No	No	No
Yes	Yes	question mark	Yes	Yes	Yes
N/A	N/A	N/A	No	No	N/A
N/A	N/A	N/A	Yes	Yes	N/A
N/A	N/A	N/A	Yes	Yes	N/A
N/A	N/A	N/A	No	No	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	Building Principal	N/A
N/A	N/A	N/A	N/A	No	N/A
N/A	N/A	N/A	N/A	Budget	N/A
N/A	N/A	N/A	No	No	N/A
N/A	N/A	N/A	No	No	N/A
N/A	N/A	N/A	No	No	N/A
N/A	N/A	N/A	No	No	N/A

School Library Additional Comments

Researcher Comment: All students in one building

I borrow things from the library for student use & refer students & teachers to the PL. I try to promote events at the PL as well.

Researchers Comment: 1 SL for all buildings in district

Superintendent wants to create combined S & P Library - SLibrarian has grave concerns re: privacy/school firewalls/differing clientele

Coop to aide class work/units of study/encourage reading. New Youth Librarian at PL so not coop to give her time to learn. Hope for more in the future. Could do something for CBW and/or NLW: activ/author visits/etc.

I know I need to work and plan more w/PL but not enough staff, funds or support from admin

School secretary gives a list of the new books to the PL

PL provides an AR section

District working on planning for ways to work w/PL d/t new state SL standards. Have a link to PL OPAC on SL web site. Plan to work on promoting PL programs & SRP. Thought about getting books from PL but don't want school admin to think funding can be reduced d/t loans from PL.

Work w/PL as respondent is former PL director. Encourages students to us hometown PLs. Very important that SL & PL work together to help students.

Promotes PL card thru school newsletter - link to PL on district web page - Link on building web site to PL OPAC.- years ago SL/PL/Other agencies worked together to bring Jim Trelease to town - encourages students to use PL - would like to do combined PL/SL OPAC and make deliveries to & from SL & PL but fear reduction in funding for libraries from district - invited PL director to SL Staff meeting when he first arrived in town

"I feel the Public Library is yet another extension of the classroom."

Coop impeded by lack of time. Both PL willing to coop.

Have a good relationship w/PL. Borrow materials for integrated classroom projects. SL advertises PL SRP. Would like to have students doing special projects use PL but transportation is an issue. Coop more before internet. PL great at providing materials but not comfortable helping w/things that require teaching.

Library services should be a part of school administrator training so that they know how important SL are. Librarians should promote the SL "...because administrators don't realize the value of things like collaboration."

"I'm spread too thin to be able to do what I would like to do at each level.

PL sends books to classrooms qw. "I teach 12 classes daily - 6 library & 6 computer lab - exception is Monday - I teach all computer lab. Monday is the only day I have a (short) planning period. 45 min lunch looks good on paper, but is hard to make work - shutting down a lab, driving across town and eating then taking 20 min to set-up the other lab..." "I'm given no funds from the district - depend on the kindness of civic groups & individuals for money for new books."

Lives in the same community as PL #24 so visits w/her re: books & ordering but has no communication w/PL in school district

"Public library caters more to adult residents & elementary students - Most research at MS/HS is done online."

Married to PL. Examples of equip & serv shared: lamination/microfilm-fiche/projectors

Responsible for 3 buildings this year and will be responsible for all 5 district buildings in next school year. "I don't have time to deal with anything additional."

PL OPAC link on SL web site. Don't actually coop but do help each other out as needed. PL programs on school announcements.

PL staff is very responsive to SL needs, especially ILL. PL comes to advertise SRP at school. PL gives SL duplicate books. MS students go to PL for mini course.

SL checks curriculum materials out from PL on her card. Associate covers the library 4.5-5 h/d 5d/w. HS is in another town not a part of district but sharing.

Informal visits w/PL

"The most I do is promote how to get a public library card & promote their reading programs they let us know about." There is a link on the school opac to the PL opac.

"Our school is too small for a certified media specialist to be on the payroll. As an educated person, I do not feel it necessary to be a licensed library media specialist to teach library skills. I have worked in 2 public libraries and feel my skills are sufficient w/o being certified. I find it insulting that only a certified media specialist can teach library skills. I do not agree with this at all. You're just helping to close down small schools."

Public Library Survey Results		1	2	3	4	5	6	7	8
1	Public Library Size Code	E	D	No Answer	No Answer	C	B	B	A
2	Accredited	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Is the director certified?	Yes	Yes	No	Yes	Yes	Yes	No	Yes
4	Director Certification Level	5	3	N/A	No Answer	3	3	N/A	3
5	Other staff certified?	Yes	Yes	Yes	No	No	No	No	No
6	Other Certified Staff - Title	Asst. Dir	Children's Serv	Librarian	N/A	N/A	N/A	N/A	N/A
7	Other Certified Staff - Level	4	3	No Answer	N/A	N/A	N/A	N/A	N/A
8	Title Of Respondent	Youth Ser Dir	Children's Serv	Director	Director	Director	Director	Director	Director
9	Length of time in position	1yr 4mths	15 yrs	1 mth	2 wks	13 yrs	14 yrs	10 mths	10 yrs
10	Hours worked in this library	40+/w	36/w	50-60/m	Full Time	29/w	23/w	17/w	12-14/w
11	All Hours devoted to Youth	Yes	No	No	No	No	No	No	No
12	If No - How are hours divided	N/A	Circ/Ref/Shelv/Etc	No Answer	10/w Youth	Not Distinguished	qwtoddler prog & SRP 5 wk	Not Delineated	Not Delineated
13	Do Students Attend School in a Building in Your Community	Yes	Yes	No	Yes	Yes	Yes	No	No
14	If No - Where Do they Attend	N/A	N/A	1	N/A	N/A	N/A	Out of Area	28
15	If Yes - Is there more than one building in your town	Yes	Yes	N/A	Yes	Yes	No	N/A	N/A
16	If Yes - What are the grade levels	PK-12	PK-12	N/A	K-12	PK-8	No Answer	N/A	N/A
17	If you are not the lib admin does this person encourage coop.	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A
18	If No - Have you approached the lib admin about coop	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	If you have was the lib admin supportive	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Have you met or spoken on the phone with SL Staff	Yes	Yes	No	Yes	Yes	Yes	No	Yes
21	Have you visited the SL in your capacity as PL Staff	Yes	Yes	No	Yes	No	Yes	No	No
22	Do you have contact info for SL Staff	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
23	Do you feel comfortable asking SL Staff for help	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
24	Have you developed a mission statement for coop w/SL Staff	No	No	No	No	No	Yes	No	No
25	Have you developed goals for coop w/SL Staff	No	No	No	Yes	No	Yes	No	No
26	Has the SL Staff shared curriculum materials	No	Yes	No	Yes	No	No	No	No
27	Has the SL Staff shared upcoming assignments	No	Yes	No	Yes	No	No	No	No
28	Have you agreed on policies and Procedures for coop w/SL Staff	No	No	No	No	Yes	No	No	No
29	If Yes - Do you have a document that outlines policies & procedures	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A
30	Have you publicized programs or events for SL Staff	No	Yes	No	Yes	No	No	No	No
31	Have you developed materials for student use w/SL Staff	No	No	No	Yes	No	No	No	No
32	What types of materials - omitted this question for PL in error								
33	Has SL Staff brought students to PL to do research	No	Yes	No	Yes	No	Yes	No	No
34	Has SL Staff brought students to PL for any other reason	No	Yes	No	Yes	No	Yes	No	No
35	If Yes - What reason(s)	N/A	Tours/Spc Programs	N/A	No Answer	N/A	Tours	N/A	N/A
36	Do you share resources w/SL	No	Yes	No	Yes	No	No	No	No
37	If Yes - List	N/A	Books	N/a	No Answer	N/A	N/A	N/A	N/A
38	Do you have a cooperative buying agreement w/ SL	No	No	No	No	No	No	No	No
39	Do you believe the pursuit of coop is worthwhile	Yes	Yes	Yes	Yes	Uncertain	Yes	Yes	Yes
	If You Cooperate w/SL Staff Answer the Following								
40	Do you schedule regular s for coop	N/A	No	N/A	No	N/A	N/A	N/A	N/A
41	Does the SL Staff carry their fair share of the load for planning	N/A	Yes	N/A	No	N/A	N/A	N/A	N/A
42	Does the SL Staff carry their fair share of the load for implementing plans & reports	N/A	Yes	N/A	No	N/A	N/A	N/A	N/A
43	Do you have financial resources for planning & implementation of coop endeavors	N/A	Yes	N/A	No	N/A	N/A	N/A	N/A
44	If Yes - Are you responsible for these funds	N/A	Yes	N/A	N/A	N/A	N/A	N/A	N/A
45	If you are not who is	N/A	N/A	N/A	No Answer	N/A	N/A	N/A	N/A
46	Do you believe these funds are sufficient	N/A	Yes	N/A	No Answer	N/A	N/A	N/A	N/A
47	Why or Why Not	N/A	No Answer	N/A	No Answer	N/A	N/A	N/A	N/A
48	Do you have sufficient staff available for planning	N/A	Yes	N/A	No	N/A	N/A	N/A	N/A
49	Do you have sufficient staff available to implement & carry out projects	N/A	Yes	N/A	No	N/A	N/A	N/A	N/A
50	Do you have a plan for assessment of the cooperative relationship	N/A	No	N/A	No	N/A	N/A	N/A	N/A
51	Do you have a plan for assessment of completed projects and programs	N/A	No	N/A	No	N/A	N/A	N/A	N/A

9	10	11	12	13	14	15	16	17
A	G	A	D	B	B	A	No Answer	F
Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	6	3	4	3	3	1	3	6
No	No	No	Yes	No	No	No	No Answer	Yes
N/A	N/A	N/A	Asst Dir/Child Lib	N/A	N/A	N/A	No Answer	Asst Dir/Youth Serv
N/A	N/A	N/A	3/3	N/A	N/A	N/A	No Answer	3/4
Director	Director	Director	Director	Director	Director	Director	Director	Youth Serv Lib
3.5 yrs	4 yrs	22 yrs	1 yr	5 yrs	19 yrs	15 yrs	30 yrs	4 yrs
20/wk	40/w	20/w	40/w	35/w	15/w	25 h/w	25h/w	40 h/w
No	No	No	Yes	No	No	No	No Answer	Yes
Few Youth - Not Delinicated	No Answer	Not Delinicated	N/A	story X/SRP/Tot x	2-3 h/w	No Answer	Divided Among All Duties	N/A
Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes
N/A	N/A	25	N/A	N/A	N/A	16	N/A	N/A
No	Yes	N/A	Yes	No	No	N/A	No	No
K-12/Fall 08 will go to K-8	K-12	N/A	K-12	PK-2 & 9-12	K-3	N/A	N/A	PK-12
N/A	Yes	N/A	Yes	Yes	Yes	N/A	N/A	Yes
N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	N/A
N/A	Yes	N/A	Yes	Yes	Yes	N/A	N/A	Yes
Yes	Yes	Yes	Yes	No Answer	Yes	No	Yes	Yes
Yes	No	Yes	Yes	Yes	Yes	No	No	Yes
Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes
Yes	Yes	Yes	Yes but I don't need it	Yes	Yes	Yes	Yes	Yes
No	No	No	No	No	No	No	No	No
No	No	No	No	No	No	No	No	No
No	No	Maybe	No	Yes	Yes	No	No	No
No	No	No	Yes	Yes	Yes	No	No	No
No	No	No	No	Yes	No	No	No	No
N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A
Yes	Yes	No	Yes	Yes	Yes	No	No	Yes
No	No	No	Yes	No	No	No	No	Yes
No	No	No	No	Yes	No	No	Yes	No
Yes	No	No	Yes	Yes	No	No	No	No
Yes	No	No	Yes	Yes	No	No	No	No
Yes	No	No	Yes	Yes	No	No	No	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Answer	Yes
N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A

18	19	20	21	22	23	24
D	B	A	A	A	D	A
Yes	Yes	Yes	Yes	No Answer	Yes	Yes
Yes	Yes	Yes	No - Taking PLM2 Now	Yes	Yes	Yes
6	1	4	N/A	No Answer	4	3
No	No	No	No	No	Yes	No
N/A	N/A	N/A	N/A	N/A	Children's Lib/YA Lib	N/A
N/A	N/A	N/A	N/A	N/A	4/4	N/A
Director	Director	Director	Asst. Dir	Director	Children's Librarian	Director
31 yrs	3 yrs	10 yrs	1 yr 4 mth	20 yrs	22 yrs	4 yrs
30 h/w	22 h/w	25-30 h/w	12-18 h/w	26 h/w	40 h/w	23 h/w
no	No	No	No	No	Yes	No
Dir selection & publicity/others progr. etc.	2 h/w during school yr	Mon - 1 h/Tue & Fri 2 h each	equally divided in all areas/1 staff at a x	No Answer	N/A	does everything
Yes	Yes	Yes	Yes	No	Yes	Yes
N/A	N/A	N/A	N/A	16	N/A	N/A
Yes	No	No	No	N/A	Yes	No
PK-3/4-5/6-12	6-12	5-8	9-12	N/A	PK-1/2-5/6-8/9-12	PK & 4-8
N/A	N/A	N/A	No	N/A	Yes	N/A
N/A	N/A	N/A	No	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	No	N/A
Yes	No	Yes	No	Yes	Yes	Yes
Yes	No	Yes	No	Yes	Yes	Yes
Yes	No	Yes	Yes	Yes	Yes	Yes
Yes	No	Yes	Yes	No	Yes	Yes
No	No	Yes	No	No	No	No
No	No	No	No	No	No	No
Yes	No	No	No	No	No	No
Yes	No	Yes	No	No	No	No
Yes	No	Yes	No	No	No	No
No	N/A	No	N/A	N/A	N/A	N/A
Yes	No	Yes	No	Yes	No	Yes
Yes	No	Yes	No	No	No	No
	No					
Yes	No	No	No	No	No	Yes
Yes	No	Yes	No	Yes	Yes	No
Tours/storyx/NLW	N/A	8th Grade Library Skills	N/A	Storyhour/Tours	Books	N/A
Yes	No	Yes	No	No	No	Yes
Materials	N/A	Anything needed/share thru computers	N/A	N/A	N/A	School Provides Internet Service
Yes	No	No	No	No	No	No
Yes	Yes	Yes	Yes	Don't Know	Yes	Yes
No	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
No Answer	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
Yes	N/A	N/A	N/A	N/A	N/A	N/A
No	N/A	N/A	N/A	N/A	N/A	N/A
No	N/A	N/A	N/A	N/A	N/A	N/A

25	26	27	28	29	30
C	D	E	B	C	B
No	Yes	Yes	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes
4	4	6	4 - City Building Manager	4	3
No	Yes	Yes	No	No	No
N/A	Child-Asst Dir/Clerk/Clerk	Ref/YA-Asst Ref/Circ Superv/Child-clerk/2clerks	N/A	N/A	N/A
N/A	4/3/2004	6/6/4/4/3 each	N/A	N/A	N/A
Director	Children's/Asst Dir	Child & YA-asst ref	City Building Manager	Director	Director
20 yrs	5 yrs	14 yrs & 3.5 yrs	2 yrs	2.5 yrs	7.5 yrs
25-30 h/w	30 h/w	38 h/w & 40 hrs/w	28 h/w	30 h/w	30 h/w
No	No	Yes & No	No	No	No
40% Youth/60 % Other	1/4 children's/3/4 other	1/3 each YA/Ref/Cataloging	All things to all people all of the time	Not divided in any particular way	1/4 youth/3/4 other duties
Yes	Yes	Yes	Yes	Yes	No
N/A	N/A	N/A	N/A	N/A	1/9/2013
Yes	Yes	Yes	No	No	N/A
P-6/7-12	Elem/MS & HS	2: PK-4/1: 5-8/1: HS	1: K-12	9-12	N/A
N/A	Yes	Yes Both	No	N/A	N/A
N/A	N/A	N/A Both	No	N/A	N/A
N/A	Yes	Yes Both	N/A	N/A	N/A
Yes	Yes	Yes Both	No	Yes	Yes
Yes	Yes	Yes Both	No	Yes	No
Yes	Yes	Yes Both	Yes	Yes	No
Yes	Yes	Yes Both	No	Yes	No
No	No	No Both	No	No	No
No	Yes	No Both	No	No	No
Yes	Yes	No & Yes	No	Yes	Yes
Yes	Yes	No & Yes	No	No	No
No	Yes	No Both	No	No	No
N/A	No	N/A	N/A	N/A	N/A
Yes	Yes	No Both	No	No	No
No	No	No Both	No	No	No
Yes	NO	Yes Both	No	No	No
Yes	No Teachers Do	Yes Both	No	Yes	No
Check Out Books	N/A	Library Orientation & Tours Both	N/A	Spec Ed Students to get Lib Cards	N/A
No	Yes	No Both	No	No	No
N/A	Reference Materials	N/A	N/A	N/A	N/A
No	No	No Both	No	No	No
Yes	Yes	Yes Both	Yes	Yes	Yes
N/A	No	N/A & No Email as Needed	N/A	N/A	N/A
N/A	N/A	N/A & Yes	N/A	N/A	N/A
N/A	N/A	N/A & Yes	N/A	N/A	N/A
N/A	No	N/A & No	N/A	N/A	N/A
N/A	N/A	N/A Both	N/A	N/A	N/A
N/A	School Dist	N/A Both	N/A	N/A	N/A
N/A	Uncertain	N/A Both	N/A	N/A	N/A
N/A	N/A	N/A Both	N/A	N/A	N/A
N/A	Yes	N/A & Yes	N/A	N/A	N/A
N/A	Yes	N/A & Yes	N/A	N/A	N/A
N/A	No	N/A & No	N/A	N/A	N/A
N/A	No	N/A & Yes	N/A	N/A	N/A

31	32	33	34	35
E	A	E	No Answer	C
Yes	Yes	Yes	Yes	Yes
Yes	No	Yes	No	Yes
5	N/A	6	N/A	3
Yes	No	No	No Answer	No
Tech Serviucos/Catalog/Circ Mgr/Lib Asst	N/A	N/A	No Answer	N/A
No Answer	N/A	N/A	No Answer	N/A
Youth Serv. Librarian	Director	Children's Librarian	Director	Director
1 yr	6 months	20 Yrs	1 yr	28 Years
40 H/w	76 h/m	25 h/w	12 h/w	30 h/w
Yes	nb	Yes	No	No
N/A	10 h/m	N/A	computer/reports/ordering/books etc./books on MARC Wizard	No Answer
Yes	No	Yes	No	Yes
N/A	3 other towns	N/A	one PL did not answer survey/19	N/A
Yes	N/A	Yes	N/A	No
2: K-5/6-8/9-12	N/A	4 Buildings PK-12	N/A	N/A
Yes	N/A	Yes	N/A	N/A
N/A	N/A	N/A	N/A	N/A
Yes	N/A	Yes	N/A	N/A
N/A	Yes	Yes	No	Yes
No	No	Yes	No	Yes
Yes	Yes	Yes	No	Yes
Yes	Yes	Yes	No	Yes
No	No	No	No	No
No	Yes	No	No	No
Yes	No	Yes	No	Yes
Yes	No	Yes	No	Yes
No	No	Yes	No	No
N/A	N/A	No	N/A	N/A
Yes	No	No	No	No
No	No	Yes	No	No
Yes	No	Yes	No	No
Yes w/tecahers not librarians	No	Yes	No	No
Booktalks	N/A	Teachers bring classes for storyx/tours/library cards/learn about library programs	N/A	N/A
No	NO	Yes	No	Yes
N/A	N/A	Books/Reference materials/Audio-visula materials	N/A	Books
No	No	No	No	No
Yes	Yes	Yes	Yes	Yes
N/A	N/A	No	N/A	N/A
N/A	N/A	No	N/A	N/A
N/A	N/A	Yes	N/A	N/A
N/A	N/A	Yes	N/A	N/A
N/A	N/A	Yes	N/A	N/A
N/A	N/A	Yes	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	No	N/A	N/A
N/A	N/A	School book budget inadequate	N/A	N/A
N/A	N/A	No	N/A	N/A
N/A	N/A	No	N/A	N/A
N/A	N/A	Yes	N/A	N/A
N/A	N/A	Yes	N/A	N/A

Public Library Additional Comments

New to librarianship and just learning the ropes.

No actual contact w/SL Staff but no resistance to the idea exists. Contact w/schools comes through teachers. Students check-out AR books and take AR test at PL

Small library w/no youth staff but ready to coop. Constant struggle to work w/schools. Schools don't seem to want to reach out. Would be happy to work w/schools if someone can come up w/something that works

Because school is in another town there is little if any reason to coop/interact w/SL

School is struggling to stay open.

PL coop w/classroom teachers to provide books - kindergarten curriculum & other grades character counts

We just cooperate as needed.

Coop occurs more w/teachers rather than the library. Supplements titles for book lists when requested rarely from librarian but often from teachers. T-L have and do serve on PL board of trustees. Youth Librarian former school secretary so feels has good rapport w/schools d/t this.

The MS/HS librarian is the respondents spouse.

In the past there has been a discussion re: a combined use facility but no action. Next year the elementary students will be moved to this community this would be an excellent time to reopen the discussion.

"I think from your questions we could do a better job of cooperation and team work."

Contact w/schools mainly comes thru teachers who often bring students to the library. School budget for materials is limited. Relationship w/SL Staff friendly but little contact. Elementary teachers hold a school card which allows them to check out 50+ items w/no fines. This program has been in existence for more than 10 yrs. Knows almost all elem teachers personally and encourages PL use to supplement classroom collections. Teachers publicize programs for PL.

Works w/teachers to provide books. The PL has a bulk mailing permit and sends out the school newsletter w/their own newsletter w/the school paying 1/2 of the postage.

Do school visits in coop w/teachers not librarians. PL makes has displays for school projects in coop w/teachers.

YA librarian also Assitant Reference Librarian

Title listed as Building Manager. Would coop if asked but has no time to initiate coop.

Work w/school in any way they request but have no formal agreement. 20 classes come w/teachers 1x per month for booktalks & to check out materials. Contact is made individually w/each teacher.

HS Vol take books to classrooms every 3 weeks. Teachers encouraged to request mat. For content areas. Received a grant to purchase curriculum related materials for teacher, student and general patron use.

I don't have staff to help.

Grant was written by principal for funds of \$25,000 for the SL & PL to share. \$10,000 for each library SL buying nonfiction & PL buying fiction and \$5,000 for collaborative plan - thus far used to purchase a new book for each Kindergarten student in community. PL has put a letter in each book to encourage getting a PL card.

Coop would probably occur more often if SL was not also the art teacher for K-8 as well as working on straightening out the HS library which has had no librarian for several yrs.

We supplement what the school has and we help stgudents get the materials needed for research. Occasionally the younger children come for storytime.

Coop w/teachers as SL is not well staffed. "The library at the school is more of a study hall venue and teen hang-out area than it is a place of research and reading. I subbed for 2 years in the school before I took this job (PL), so I could really see - with concern - what the library was becoming. I think it is a disservice to the students that the library and its resources at the school is not a higher priority for the administration." Fills in gaps w/weekly reading programs for K classes, and make PL resources available to teachers as needed. "I have a great cooperative relationship with the teachers."

PL working developing youth program

Were going to share OPAC but ILS company was bought out so are going in a different direction now

Collaboration is positive for the school and community. Would like to see more of it.

Time and budget constraints prevent desire to do more sharing. Have more adult patrons than youth

Re: Do you believe the pursuit of cooperation ... is worthwhile? - "I answered yes. But to a certain point - school libraries are curriculum based and we are not. We believe in life long learning and do a lot of reference work, but the majority of circulated items is for recreational enjoyment. Very few are using it toward their careers.