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A Plan for Implementing Cooperation Between Home School Educators and Public Schools in Buena Vista County Iowa

Mary Kohnen
University of Northern Iowa

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A Plan for Implementing Cooperation Between Home School Educators and Public Schools in Buena Vista County Iowa

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Abstract

Home school education is a choice that more parents are selecting for their children in today's world. Parents may decide to home school their children for a variety of reasons. Public schools can begin to cooperate with home school parents and assist in the education of home school students by offering the use of school resources. The purpose of this project was to develop a core collection of resources, provide a listing of services in the school library for home school families in Buena Vista County, Iowa schools. It was also intended to develop an informational brochure for home school parents in the county and make this available to home school parents.

A questionnaire survey was sent out to all administrators, media specialist, and home school families in Buena Vista County, Iowa to receive opinions on current services provided by schools and school libraries. The survey also determined what would be the best time for media specialists to collaborate with home school families in providing information about services, programs, and circulation of materials. Information provided in this questionnaire survey made the researcher aware of differing opinions on using school resources. The results of the survey also pointed out that home school families are reluctant to use school resources. Libraries are very important to home school families because this is where home school educators are supplementing the home school curriculum. Media specialists can help home school families' access information, prepare home school students to use the resources available and foster an atmosphere of cooperation.

The results of this project provides other school libraries with some direction for creating services, programs, and information that can be used and distributed to home school families in some format. The informational brochure, for this study, was designed to serve as that format. The brochure will show the resources and when the media specialists are available to encourage school library usage. Library media specialists can offer services and programs to home school families encouraging support for school libraries and the resources libraries have to offer.

A PLAN FOR IMPLEMENTING COOPERATION
BETWEEN HOME SCHOOL EDUCATORS AND PUBLIC SCHOOLS IN
BUENA VISTA COUNTY IOWA

This Graduate Research Project
Submitted to the
Department of Curriculum and Instruction
Division of School Library Media Studies
in Partial Fulfillment of the Requirements for the Degree
Master of Arts

University of Northern Iowa

by
Mary Kohnen
August 26, 2001

Abstract

Home school education is a choice that more parents are selecting for their children in today's world. Parents may decide to home school their children for a variety of reasons. Public schools can begin to cooperate with home school parents and assist in the education of home school students by offering the use of school resources. The purpose of this project was to develop a core collection of resources, provide a listing of services in the school library for home school families in Buena Vista County, Iowa schools. It was also intended to develop an informational brochure for home school parents in the county and make this available to home school parents.

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Chapter 1

Introduction

Background

Home schooling is no longer the controversial arrangement that used to arouse suspicion and sometimes legal action. Just about everyone knows or at least has heard of a home schooler (Halverstadt, 1995, p. 16). Prior to the existence of public schools in the mid-1800s, educating children at home was the norm. Most parents taught their own children. Others, mainly the wealthy, hired tutors. Events occurring in the nineteenth century laid the foundation for the public school system (Kleist-Tesch, 1998, p. 232). Not long ago, home schooling was a marginal educational choice, adopted mostly by straight-arrow conservatives, strict Christian fundamentalists, and hippies whose clocks had stopped near the end of the 1960s (Brostrum, 1997, p. 106). In the 1960s, the hippie counterculture exploded on the scene. The revolt against the education establishment prompted wide interest in the child-centered educational freedom espoused by John Holt, Ivan Illich, and A.S. Neill. Thousands of young Americans began dropping out of society and going back to the land to live on communes, generating the modern home schooling movement (Clark, 1994, p. 796).

In the late 1980s, the home schooling movement got a boost from secular practitioners that propelled it into the mainstream. Prominent among them were David and Micki Colfax, anti-Vietnam War activists and community organizers who had dropped out of teaching to educate their three sons on a ranch north of San Francisco. The acceptance of the first son, who had never taken a test until applying to universities, brought a lot of media attention to home schooling. Their son Grant was accepted into

Harvard, graduated *magna cum laude*, a home schooling feat that was accompanied by extensive media coverage. His younger brothers Drew and Reed followed his footsteps (Clark, 1994, p. 765). The image of the isolated family does not fit most home schooling families. On the contrary, these families seem highly connected to other families and other institutions. The most universal resource that home schooling families draw upon are like-minded families (Lines, 1995). Global networks help home schoolers overcome isolation and connect with peers around the world (Rutkowski, 1998 p. 76). Home schooling, a recognized and respectable alternative to public education, constitutes one of the fastest-growing grass-roots initiatives in education today (Klipsch, 1995, p. 47).

Trends in Home Schooling

In 1983 the U.S. Department of Education published a document called A Nation At Risk (National Commission on Excellence in Education, 1983) that encouraged the home school movement. This controversial document, A Nation At Risk, was published for the purpose of informing the nation that our educational system was not doing its job. Students from the United States were consistently scoring poorly against students from other countries. The U.S. Department of Education wrote this document to encourage educational reforms, but instead it caused many parents to consider alternative methods of schooling for their children. During the past 20 years, an increasing number of parents in the United States have chosen to remove their children from conventional schools and teach them at home. Although the origins of home schools can be traced to antiquity, the contemporary emergence of this alternative teaching mode represents a growing trend that can, in its modern inception, be viewed as an outcome of a direct reaction to the many shortcomings of public education that were commonly raised by educational

commonly raised by educational reformers of the 1960s and early 1970s (Knowles, 1992, pg. 195). The seven years or so prior to 1990 have also seen a broad spectrum of media coverage, as the growth and popularity of home schools have been emphasized with parent-teachers sometimes portrayed almost as folk heroes (Knowles, 1992, p. 219). Growth in numbers, increased acceptance by the public, and opportunities for engaging in the policy arena mean that home schoolers could be an important part of a coalition seeking education reform at the state or national level (Lines, 1995, p. 67).

The reasons why parents decide to home school their children usually fall into two categories: ideological and pedagogical. The ideologues are usually religious fundamentalists who are unhappy with the public schools, secular humanist curriculum. The pedagogues are typically parents who are dissatisfied with the large classes, rigid curricula, and conformity found in traditional schools (Avner, 1989; Wikel, 1995).

Education for the Future

The modern emergence of home education has its roots in the philosophies of the educators who wrote on issues of reform during the late 1960s and early to mid 1970s. While early home schools reflected a liberal, humanistic, pedagogical orientation, which was compatible with the alternative views promulgated by the reformers, they did so as advocates of societal change almost as much as for educational innovation (Knowles, 1992, p. 227). In this era of restructuring schools and educational reform, policymakers should and do realize the need to serve alternative populations, including home schoolers (Roach, 1989, p. 61). Tunstall (1995) wrote an opinion/position paper about schools being ready for the 21st century. She found through her research that there will be changes in the demographic trends because of changing birth patterns, aging of the

population, changing family status, and increased demand for better education. Tunstall predicts that there will be more home-based schooling. This will increase the demand for libraries to have materials and services to supplement this home-based schooling. She also found that the impact of technological changes will be reflected in more expert teaching via use of computers and videotapes, and replacement of the conventional paper, pencil, and book by computers. This will help in creating unity among educators, providing for diversity of students, and promoting the resurgence of child-centered attitudes. How will this affect the home-based schooling?

Part of Tunstall's study found that, "only 25% of all families" will have anyone going to public schools. That means 75% of the families studied will have no direct interest in our school system. Another school trend will be, more home-based schooling as more parents become concerned about their children's education (Tunstall, 1995, p. 5).

Tunstall predicts that schools in the 21st century will be undergoing many changes. Three factors – demographic changes, economic changes, and high use of technology – will cause increasing diversity and consequently result in changes for school curriculums and school policies (Tunstall, 1995, p. 1). More parents will become concerned about their children's education. More sub-schools within schools/districts will occur as schools try to interest more diverse groups, especially in larger school districts (Tunstall, 1995, p. 5). This in turn will require more forethought and planning to accommodate this type of education.

Research has shown that home instruction is more prevalent in the West and the South (Madden, 1991, p. 23). The national trend shows that there has been a steady increase in families teaching their children at home. In 1991 a U.S. Department of

Education study reported that between 248,500 and 353,500 children were home schooled in the United States (Kleist-Tesch, 1998, p. 231). Three years later, the National Home Education Research Institute estimated the number of homeschooled youngsters at 500,000 - about one percent of the total school-age population (Kleist-Tesch 1998, p. 231). With numbers of home schoolers increasing and laws governing the legality of home schooling varying from state to state, Michael Farris, an attorney whose children were being home schooled, saw the opportunity and need to form the Home School Legal Defense Association in 1983 (Kleist-Tesch, 1998, p. 233). The Home School Legal Defense Association predicts the number of home schooled youth will continue to grow until it levels off at about five percent of the total school-age population (Klipsch, 1995, p. 47; LaRue and LaRue, 1991, p. 37).

Professional and Legal Implications for Home School Families

In 1988, the National Educational Association adopted a resolution calling for more rigorous regulation of home schooling. In March 1993, the National Association of Elementary School Principals adopted a resolution declaring that education is “most effectively done through cohesive organizations in formal settings” and specifically criticized home schooling. Other public educators have decided to work with home schoolers. Most state education agencies have a home schooling liaison, who, at minimum will help a family understand state requirements. A small but growing number of school districts are offering home schoolers access to schools on a part-time basis and, in some cases, special programs for home schoolers (Lines, 1996, p. 65). Many states' laws were hard on early home schoolers. School officials' negative attitudes were paralleled by many state educational codes. Laws varied from simply requiring

notification to the school district to mandating curriculum and requiring the home schooling parent to be state-certified to teach (Kleist-Tesch, 1998, p. 233). Throughout the 1980s state laws regulating home schooling gradually began to loosen. By 1994 forty states and the District of Columbia did not require specific teaching qualifications for parents. In the other ten states, requirements ranged from possession of a high school diploma or GED by the teaching parent to passing a standardized test for teachers (Clark, 1994 p. 773). Where many states once forbade home schooling, all states now allow it. At the same time, all states do expect the home schooling family to file basic information with either the state or local education agency. Some states have additional requirements, such as the submission of a curriculum plan, the testing of students, or, in a few cases, education requirements or testing for parents (Lines, 1996, p. 64). Some districts are exploring making school facilities available to home-study groups, after school hours for group recreation and access to the library.

Substantial numbers of home schoolers have invaded the electronic world, using it heavily for educational materials and networking. Families also draw upon resources at libraries, museums, parks departments, churches, and local businesses and organizations, and take advantage of extension courses and various mentors (Lines, 1996, p. 65). The most recent development in the home schooling world is the emergence of partnerships between public schools and home schools, an arrangement that educators in Alaska pioneered. Teachers in Juneau work with students all over the state, staying in touch by mail and telephone and through occasional visits. The program was originally designed for students in remote areas. However, if a child lived near a school, they were never denied access to the program (Lines, 1996, p. 65).

The Iowa Code, Chapter 299A and 281-IAC Chapter 31, deals with home schooling issues in the state of Iowa. Home schooling is referred to as “Competent Private Instruction” in the state of Iowa. There are three types of home school alternatives for parents to choose from in Iowa; Dual Enrollment, the Assistance Enrollment Program and a non-contact program.

In 1991 the Iowa Legislature enacted a bill that set in place a unique option for Iowa’s home schooling families – dual enrollment. Dual enrollment offers (but does not require) the opportunity for Iowa home schooling students to enroll in their school district for academic or instructional programs, to participate in any extracurricular activity offered by the district, and to use the services and assistance of the appropriate area education agency (Terpstra, 1994, p. 57).

In Iowa, the school district can receive state aid for those home school children who choose to be part of their school community, through dual enrollment (Terpstra, 1994, p. 58). Of course dual enrollment is not without problems. One major issue is whether the state aid for dual-enrolled students is enough to cover the district’s expense. Another is the amount of time a student can attend school and still be considered home schooled. Some critics even argue that home-educated children do not have a place in school buildings (Terpstra, 1994, p. 57).

Since Iowa requires all students of compulsory-attendance age to receive instruction by a certified teacher, the Des Moines Independent Community School District provides itinerant teachers to home schooling parents to advise them on developing curricula, delivering instruction, and monitoring student progress. The school district provides students with the district curriculum and materials if they are requested.

The district affords the home schooling families access to school libraries, field trips, parent workshops on teaching techniques, and special services such as speech therapy, special education, and health screening (Roach, 1989, pg. 60).

Leslie Dahm (1996), Home Instruction Coordinator for the Des Moines public schools, reported the Des Moines Public School System was one of the first in the nation to offer home educating parents a cooperative home school program. By supporting in-district home schooling families, the school district increased enrollment and the district had the assurance that the students were making appropriate academic progress. One of the district's eight full-time home school teachers was assigned to meet with the parents once every two weeks. These teachers offered support, counseling, and suggestions to assist parents.

Another choice of home schooling in Iowa, the Assistance Program, provides for the home schooling families text books, materials, a licensed teacher to provide or supervise instruction, and evaluation of the home school students. Minimum required subjects cover reading, language arts, mathematics, science and social studies. Art, music, health, and physical education are recommended. Standardized testing is available through the school district, but is optional for home school assistance students. Assistance enrollment is the major choice of the families in Buena Vista County, Iowa.

The third type of home schooling in Iowa is when the home school parents have no contact with the local school district. Parents provide complete instruction without the help of the school district. Home school educators must notify the school of which type of program they will use for educating their children.

Home Schooling and the Library Relationship

Gemmer (1991) stated that, "homeschooling [sic] was here to stay," and " with growth in the number of school age children, and the demonstrable success of homeschooling [sic], we should expect an increase in families choosing this educational option in the future; it is time that libraries and librarians take a more active role in supporting the educational efforts of homeschool [sic] families." (Gemmer, 1991, p. 22) Wikel (1995) points out that home schoolers are using the public library and that public librarians should become better aware of the needs of these patrons. This statement could apply as well to school librarians and the school library.

In most communities the only outside support for curriculums of home schoolers are public libraries, and these libraries are very important to home schoolers. Why aren't more school libraries made available to home school families? School libraries and school media specialists relate directly with the educational demands of the curriculums. In the state of Iowa, school districts set their own standards, and a home school family in the district may even use the assistance of the school's curriculum. School libraries seem to be the logical place for home school families to obtain the materials they need to supplement their curriculum. School librarians by teaching information skills and searching techniques are also valuable to home school families.

In Ames, Iowa, a program was started that allowed home-educated children to participate in special activities within the school system. The group met after school hours to use the gym, computer lab, and library media center. The indications ten years later are that this program is a success. The program serves 37 families – 77 students in kindergarten through 9th grade (Terpstra, 1994, p. 57).

School librarians should attempt to reach out to home school families and provide resources that these families need to enhance their curriculums. Initiating dialogue between librarians and home schoolers will lead librarians to understand the specific needs of the home schoolers in their community and alert home schoolers to the services and materials the library has to offer (Kleist-Tesch, 1998, p. 238). The reason librarians should care about all of this is that home schoolers tend to use libraries as one of their primary classrooms or laboratories (Brostrum, 1997, p. 106).

According to Brostrom, (1995) once communication is established with the home schooling population, three subsequent steps are necessary for libraries:

1. Develop a home school resource file and acquire a core collection of home schooling materials;
2. Conduct a library orientation; and
3. Offer various programs and services for children and adults.

The library should own a core collection of books and periodicals relating to home school education (Klipsch, 1995). A copy of the school's curriculum should be available as a reference for the home schooling family. Most importantly the library should provide the home schooler with a balanced library collection. Both children's and young adult material representing a variety of viewpoints in varying formats should be available. Formats should include, but not be limited to, books, periodicals, and multimedia items such as books on tape and informational videos. Materials should be current and of good quality. Pathfinders, (guides a reader to useful sources of information on a specific topic) to help home schoolers, and teaching resources should be created (Kleist-Tesch, 1998, p. 240).

Librarians should understand home schooler's needs and let them know what is in the media center. Librarians should offer services and materials that will enrich their lives and make them strong supporters of the school library.

Local Community's History

Buena Vista County is located in the northwestern part of the state of Iowa. There is a private college and a state junior college center located in the city of Storm Lake, Iowa. This community serves as the county seat for Buena Vista County. There is a diverse population that lives in the county which includes Hispanic, Laotian, and Causcations. Several smaller communities, along with the city of Storm Lake make up the population of this county.

The communities of Newell and Fonda, Iowa, are both small. These two towns in Northwest Iowa each had it's own separate school district before 1990 when a vote by both communities merged the school district into one. There are many similarities involving the two communities and they have blended very well.

Fonda, Iowa, has two schools; one private grades K-8 and one public, grades 4-8th grades. There are 4 churches in the community, Lutheran, Methodist, Presbyterian, and Catholic. It is a typical small town in Iowa with a population of 715 (Census 2000). There is a golf course, swimming pool, and baseball park that keep community members occupied in the summer. School activities are important to the community throughout the year. The private Catholic school in the community struggles to stay open, and the private school use some of the resources offered at the public school to maintain the private school's curriculum, such as band, extra curricular activities, and resource room.

The main employers in the town of Fonda, Iowa, are the bank, the elevator, the nursing home, and the city itself. There are restaurants, a grocery store, a gas station, a meat locker, a medical clinic, a nursing home, and taverns. Fonda, Iowa, shares a newspaper editor with the community of Newell, Iowa, but the paper is published in Newell. There are several organizations that are very active in community functions; the Knights of Columbus, American Legion, Summer Athletics, Federated Women's Club, Catholic Daughters, and others. There is a fire department, ambulance department, and police.

In Fonda there is a local couple, Gib and Jan Alpers, who have opened a museum containing memorabilia of the Fonda community. This museum is located in an old theater from the early 1900s that the couple have completely refurbished and filled with many antiques. Fonda has a very small public library that is operated by one person without a great deal of education in library science. There are computers for patron use, but the library hours are limited.

Newell, Iowa, is somewhat larger than Fonda. It is also closer to a larger community that employs many people from the Newell area. Newell has only one school building, which houses grades K-3 and 9-12th. There are several churches in the community: Baptist, Methodist, Congregational, and two Lutheran Churches. It also is a typical small community with a golf course, swimming pool, and parks. School activities are a big part of this community too.

The main employers in the town of Newell, Iowa are the elevator, the bank, the nursing home, the school, and the city. There is a convenience store that sells gas, but the community does not have a grocery store or a restaurant. It does have a flower shop,

medical clinic, newspaper office, insurance offices, hardware store, meat locker, and one tavern. Newell also has several organizations that are active in the community such as the Lions, American Legion, Young Mothers, Newell Pride Community, Newell Historical Society, and others. The community of Newell has a fire department, a police department, and ambulance services.

The Newell community operates a Historical Museum and a Historical Mansion, Allee Mansion. This mansion is owned by Iowa State University and the Historical Society leased this home for a minimal amount for a limited amount of time. The historical society members have tours and special dinners in the Allee Mansion. Community members may rent the Mansion for special functions. Newell has a small public library that is operated by one person, with limited education in library matters, and the library has minimal weekly hours. The library does have computers for patron use, but in rural Iowa small town libraries do not have automated libraries and have very limited access to Internet resources.

These two communities combine to create the Newell-Fonda Community School District which is located in and is a part of Buena Vista County, Iowa. Other schools in the county are Storm Lake Community School, Storm Lake St. Marys K-12 (Private), Alta Community School, Albert City-Truesdale Community School and Sioux Central Community School. This county is located in Northwest Iowa.

In the community of Newell, Iowa there are two families that chose to home school their children. In the Fonda, Iowa community there is one family that chose to dual enroll their child for one year. In the Storm Lake district there are 29 home school

families; Albert City-Truesdale has 6 home school families; Alta Community School has 15, and Sioux Central Community has 9 home school families.

Problem Statement

This research project developed a plan for a school library collection and services which should accommodate home schooling families and how to communicate the availability of these resources to them.

Research Questions

1. What services can the school library provide for home school families?
2. What types of materials should be included in a school library collection to supplement a home school curriculum?
3. How does a school identify and collaborate with home schooling families?
4. Will there be duplicate materials in the regular collection?
5. What will be the circulation policies and procedures?
6. Services - time, availability, by appointment? Are there other ways to accommodate services to home school families?

Purpose Statement

The purpose of this project is to develop a core collection of resources, provide a listing of services for the school library for home school families in Buena Vista County, Iowa. It is also intended to develop an informational brochure for home school parents in this county.

Definitions

Home Education or Home school(ing) “A...practice in which parents design and implement educational programs for school-aged children. The activity replaces full-time in-school programs and is used to satisfy compulsory education requirements. It takes place primarily in a family setting or in the nearby community. Normally parents plan implement the learning program, although sometimes they may find a tutor and sometimes older children may organize their own independent study. It may be structured or unstructured; it may be affiliated with a public or private school in some way; it may involve shared lessons with other home schooling families. Although usually based at home, it often extends beyond the home. Home schoolers visit libraries, museums, factories, homes for the aged, churches and, in some cases they attend classes. Some attend public or private school, a community school or some other special program for one or more sessions each week” (Lines, 1997, p. 1).

Competent Private Instruction -The educating of children in the home instead of the school (Iowa Code 299.4, chapter. 31).

Home Educator - Instructor of the children in a home school environment. “ In some cases the parents share the responsibility, however in most cases the mother alone becomes the unpaid teacher” (Divoky, 1983, p.397).

Tutors - "A person charged with the instruction and guidance of another as private teacher or instructor" (Merriam Websters 3rd International Dictionary).

Collection - "An assembly of objects or specimens for the purpose of education, research, or interest" (Merriam Websters 3rd International Dictionary).

Assumptions

It is assumed that families in Buena Vista County, Iowa, do not have access to the materials and services in the school library. It is assumed that this study will provide a useful guide and materials for the home school families in Buena Vista County, Iowa, for their school media centers.

It is also assumed that home school educators need library services similar to those needed by teachers in the traditional classrooms.

Limitations

This study will be limited by the number of home school families studied in Buena Vista County, Iowa. The collection and services that are developed will not reflect what should be in other library's collections across the state of Iowa, but what would serve the schools in Buena Vista County, Iowa. Computer technology equipment and services is not part of this project.

Significance

This study will provide a guideline for schools to develop materials, resources in their collections, and services to supplement the curriculum of home schoolers in their districts. It will provide a working resource list for home school families in Buena Vista County, Iowa, specifically the Newell-Fonda district in Newell, Iowa, and Fonda, Iowa. It will further provide a place to get information for home school parents for their curriculums.

This study will allow the Newell-Fonda district in Newell, Iowa, and Fonda, Iowa, to set a policy for future development of collections and services in this school library.

Chapter 2

Methodology

The purpose of this project is to develop a core collection of resources and provide a listing of services for the school library for home school families in Buena Vista County, Iowa. It is also intended to develop an informational brochure for home school parents in this county.

Review of Related Literature

The review of literature revealed few publications dealing specifically with the topic of home schooling and the school library. Research was however found dealing with home schooling and public libraries. These offered many suggestions for collection development and library services to home school families, which can be related to this research study of home school families and the school library.

Home school demographics and achievement.

Knowles (1992) conducted an analysis which examined the evolving milieu of home education since 1970 by briefly surveying the home schooled movement in the broader historical context (p. 195). This analysis showed the trend in the United States for home schooling in the past few years. Knowles points out that the modern emergence of home education has its roots in the philosophies of the educators who wrote on issues of reform during the late 1960s and early to mid 1970s. Knowles shows that the early home schools reflected a liberal, humanistic, pedagogical orientation, which was compatible with the alternative views promulgated by the reformers; they did so as advocates of societal change almost as much as educational innovation (p. 227). About

1980 the shift from liberal to conservative positions regarding education in general, and home schools in particular, was clearly identifiable (p. 227).

Rudner (1999) published a journal article determining the scholastic and demographic characteristics of home school students in 1998. This report presents the results of the largest survey and testing program for students in home schools to date. The parents responded to a questionnaire requesting background and demographic information. The findings include the following: the achievement test scores of this group of home school students are exceptionally high -- the median scores were typically in the 70th to 80th percentile; 25% of home school students are enrolled one or more grades above their age-level public and private school peers; this group of home school parents has more formal education than parents in the general population; the median income for home school families is significantly higher than that of all families with children in the United States; and almost all home school students are in married couple families (1999).

In his study, Rudner, describes the academic achievement levels and some basic demographic characteristics of a large sample of home schooled students and their families (p. 3). In the study Rudner seeks to answer a much more modest set of questions: Does home schooling tend to work for those who chose to make such a commitment? Who is engaged in home schooling? (p. 3) Rudner suggests that home schooling does work for the parent who chooses to make the commitment to home school their child. Rudner clearly shows that home school students and their families are a select population. Family income and education levels are well above national averages. The family structure is traditional with married couples as parents, several children,

father as the bread winner, and a stay-at-home mother. Home school families do not spend a great deal of money on educational materials and tend not to subscribe to pre-packaged full-service curriculum programs (p. 32).

There were some limitations to this study. Home school students and their families are not a cross-section of the United States population. The act of home schooling distinguishes this group in terms of their exceptionally strong commitment to education and children. Further, it should be noted that it was not possible within the parameters of this study to evaluate whether this sample is truly representative of the entire population of home school students. This study simply shows that those parents choosing to make a commitment to home schooling are able to provide a very successful academic environment. (Rudner, 1999, p. 34)

Iowa and home schooling.

Babbitt (1991) investigated the reasons why parents choose to home school their children within the state of Iowa and sought to gain an understanding of the attitude of educators and legislators toward these parents as perceived by the parents themselves. Babbitt's review of literature and related research regarding home schooling in general indicated that most home schoolers are dissatisfied with the public school system and classroom setting as a means to learning. At the time of this study, Babbitt recorded that little research had been done in the area of home schooling in Iowa.

Data for the study were obtained via a survey questionnaire picked up by home schooling parents attending a home schooling seminar sponsored by the Iowa Home Educator's Association. Analysis of the data suggested that the reasons parents choose to home school were because of religion and the public school. Parents are choosing to

home school their children because they want a custom made education. The majority of the respondents felt that the traditional classroom, a setting in which their child is surrounded by peers, is detrimental. They view peer pressure at school as a negative factor which inhibits learning and social development rather than helping it.

Babbitt's research also suggests from a religious point of view, the removal of teaching relating to God in the public school is a significant factor to home schooling parents. And further parents are concerned about traditional American values many of which were originally derived from religious principles.

Babbitt's purpose of this descriptive study was to gain information from home schooling parents within the state of Iowa which would help in determining the factors that led these parents to choose home schooling as an alternative educational system. He found two areas of concern for home school parents: home schooling parents are concerned about compulsory education laws, and parents believe that there is a reluctance on the part of legislators and judges to examine the research concerning home schooling. Babbitt concludes that the research both from the questionnaire and the literature clearly points to the fact that a major reason for parents to choose home schooling does in fact relate to some aspect of public education and its inability to train children in character development and religious development according to parents' standards and desires.

Cooperation between public schools and home school families.

Knowles (1989) completed an ethnographic study in which the primary purpose was to describe ideas about school-home school cooperation and school adaptations that emerged from a longitudinal ethnographic study of home schools in Utah. He concluded that readers should think about how public schools can adapt to and meet the needs of

home school parents and children; a cooperation that public educators and home school parents would welcome. For two years, Knowles was a participant observer in six families that home schooled. He collected autobiographical life histories and interacted with a large number of home school parents at conferences and other related home school functions. Besides observation, Knowles conducted structured and unstructured interviews, collected life-history accounts of past and present events, journals, and other documentary evidence.

The ethnographic research data reveal that current home school parents (in Utah, at least) perceive a great reduction in confrontations with school officials. As a group, those parents whose children had never been to public school generally seemed to have more congenial relations with schools than those parents whose children had attended schools in the past and, for a variety of reasons, were now withdrawn. Currently, parents seem to be at least mildly tolerant of school administrators, with many parents actively pursuing cooperative relationships.

The data reveal some interesting aspects of the confrontation phase. Typically, records display the unfriendly attitude of many principals toward home school parents where, as administrators, principals seemed compelled to follow policy in even minor things such as the loaning of a book to a home school parent. Cooperation has not come easily to the home school scene. Recently home school parents have become more open in discussing their problems and have increasingly sought to cooperate with school boards, principals, and teachers. Changes induced by state legislation, as opposed to changes mandated by the courts, are probably most desirable (Lines, 1983).

Some school boards have voluntarily taken it upon themselves to make explicit a policy of cooperation. In Granite School District in Greater Salt Lake City, a school psychologist suggested several ways in which home schools could operate in conjunction with district schools. The use of library materials, books, and enrollment in special classes, such as science, music, and arts enrichment programs, were some ways that could unite home and public schools. (Knowles, 1989)

The research provided the basis for concepts and ideas about how school and home schools can cooperate and how schools can accommodate and adapt to meet the needs of home school parents and children. (Knowles, 1989)

Additional research was done in the state of Texas on the area of cooperation between home schoolers and public schools. Yeager (1999) examined specific attitudes for cooperation and cooperative programs between elementary and secondary schools in Texas and Texas home educating families. The procedure Yeager used was a survey method of school administrators and home school families, to gather data and information. The subjects of this study were random samples of 500 Texas home schooling families, 500 public school superintendents, and 500 private school administrators. Yeager found that two potential public school services offered to home educated students yielded a significant interest among Texas public school superintendents were access to public school libraries and achievement testing of home school students.

Services provided by public libraries.

Gatten (1994) researched home schooling services in one public library in the state of Ohio. The objective of Gatten's research was to do a case study of the library's

home schooling services. Her chief conclusions were that home school educators should be treated like any other teacher, and should be offered the same services as other professionals. Gatten arranged an advisory committee composed of library staff and home schoolers whose goal was to determine the wants and needs of all concerned. Gatten examined the literature, participated in dialogues with staff and home schoolers, and analyzed the progress and results of the efforts made in particular by the public library studied. Gatten's findings suggest that the public library must be ready to provide the information and services this section of the population needs. The only way to do this is to become involved with these educators and ask what assistance librarians can provide (p. 26).

Schwartz (1991) completed an exploratory survey research project of Ohio home school parents that questioned parents of home school children about their children's use of public library resources. A questionnaire using factual questions, opinion and attitude questions and questions about past and present behaviors was developed. The questionnaire was used to collect data for estimating the probable extent to which home schooled children and their parents use public library resources. Schwartz distributed the questionnaire at an Ohio statewide convention of home school parents (p. 6).

Some results from Schwartz's survey indicated that Ohio home school children and their parents use public libraries frequently. Schwartz indicated that this survey was solely intended to be an exploratory survey in an attempt to begin to identify some of the library and information needs of the home school population of this area. Schwartz suggests that it would behoove all librarians, especially public librarians, to try to become

better aware of the needs of all unique populations, such as home schoolers, in their communities (p. 34).

Summary

Home schooling is an alternative choice of education for parents today. Through the review of literature this researcher found that there is a need for collections to be developed and services provided to home school families in public schools. Knowles (1989) points out that home school families would like cooperative programs in dealing with public schools. And part of those programs should be to provide library resources and their availability to home school families.

Home schooling has shown that students that are home schooled have high academic achievement (Rudner, 1999). Studies show that parents of these home school children are able to provide a very successful academic environment and have made a commitment to educate their children at home (Rudner, 1999). These parents will need resources to supplement their curriculums and school libraries should provide this material for them.

Other states are suggesting policies to cooperate and coordinate with public schools and allowing them access to school resources. Schools in Texas and Utah are providing school library access to home school parents (Yeager, 1999; Knowles, 1989).

Schwartz (1991) and Gatten (1994) made several suggestions in their studies of what public libraries should offer home school families. This will serve as a good example when developing resources, services, and policies in the researcher's schools.

Babbitt (1991) also suggests that state legislators and school officials in Iowa should begin to cooperate with home school families. He further recommends that school

libraries be made available to these parents and their children. In researching this information, the school library seems like an appropriate place to begin implementing a cooperative program with home school families. School librarians can assist in teaching home school students about library resources and how to use resources properly.

Procedures

The purpose of this project is to develop a core collection of resources, provide a listing of services for the school library for home school families in Buena Vista County, Iowa. It is also intended to develop an informational brochure for home school parents in this county.

This procedure will begin with survey questionnaires about what is needed in a core collection, what services should be provided, and how will the needs of home school families be met. (Appendix B, D, F) This was determined to be the best method to collect information on the resources that should be included in a core collection and the services that should be provided. The participants of these surveys will be administrators, home school parents, and media specialists in Buena Vista County. A list of addresses was obtained by calling the Iowa Department of Education and the school districts in Buena Vista Country and speaking to administrators and media specialists for addresses. Contact will be made with home school parents in the county by mail.

The questions for this questionnaire will be developed from similar surveys used in research done about home schooling concerns. They will be factual questions, opinion and attitude questions, and questions about past and present collections and services. The questionnaire will be tested by appropriate officials, (i.e. school principal, former home school parent, and media specialist) to obtain feedback. This feedback will be taken into

account, and the final questionnaire will reflect any changes and be sent out to the participants.

The self-designed research questionnaire will be mailed out to the administrators of the schools in the county, the home school families in the county, and the media specialists in area schools within the first months of the school year. A time allotment of two weeks will be given for each participant to complete the questionnaire and return it to the researcher. At the end of the two week time allotment a follow-up will be conducted. A further mailing will be sent to the participants who have not responded to encourage their response.

When the questionnaires are returned the respondents will be given a number and their names will be removed from the database for privacy purposes. It should be noted that when respondent is filling in the questionnaire there is no place for a name or address because the researcher has no need to obtain these items. The results will be listed and studied in order to determine what resources, services, and materials are needed to establish a core collection.

The questionnaire survey sent to administrators will help the researcher determine the amount of cooperation each school will provide home school families, by their responses. This survey will also show if administrators are willing to have the school media specialist actively involved with home school families. The media specialist survey will determine if any cooperation exist at the present time, if there are library policies to accommodate home school borrowing, and if each media center collection will service home school families. The survey will determine if there is an interest in

providing services to home school families and when the best time would be to facilitate this service.

The results from the questionnaire will be used to determine what the home school families need to supplement their curriculums. Resources will be evaluated using school selection policies and chosen to supplement educational curriculums. The existing collection will be analyzed to see what new materials are needed and resources will be added as needed, determined by budget allocations. Home school web sites will be accessed to check on materials that are suggested by experts in this field. It will be recommended that the school vertical file be updated to include home school information. A copy of the state law and a list of local and state home school associations can be a start.

Suggested resources and recommended resources will be considered for inclusion in the collection and for services that need to be provided. Other sources of recommended materials, such as research journals, collection development guides, and home school resource guides, will be investigated to help determine what should be included in the final collection and support services to home school families. Brostrom's (1995) book, A Guide to Homeschooling [sic] for Librarians, has several recommended sources listed to help with developing resources in the library.

A recommendation was suggested that school districts will need to review their policies on circulation and make accommodations to incorporate new or updated policies. Possible considerations for allowing home school families to check out material could include; library cards, check out length changed, fines. The key to making this work will be good communication. Home school families should notify the librarian ahead of time

of their needs in a curricular area so that special services can be merged with the normal school functions.

An informational brochure will be developed from the information gathered on the questionnaire. It will contain pertinent information about the library resources, location, depth, and numbers of copies. Checkout procedures will be noted. Equipment in the media center available for use will also be included. A description of services and times available for accessing the materials will be noted

It will be recommended that home school families be invited to the school library at the beginning of the regular school year to introduce them to the library and services. If necessary any demonstrations will be conducted on using the automated system, computer, and AEA databases. An informational brochure will be handed out to those present. If a family is not present they may request a copy of the brochure mailed to them by calling the school media specialist.

Upon completion of this project there will be a available in the schools in Buena Vista County, Iowa, in the school media center, a recommended core collection of resources, suggested services and an informational brochure for home school families.

Chapter 3

The Project

The response to the questionnaire survey demonstrated a good sampling of information from schools. Administrators had the best return total from the surveys sent to them with over 75% responding. Media specialists had a return rate of 50% and the home school parents a return rate of 45%.

The responses to the administrators' survey is located in Appendix C. In summarizing the questionnaire school administrators responding to the first three questions indicated that the schools surveyed ranged from PreK – 5th elementary grades, middle school grades, and 9 – 12th high school grades, with the enrollment ranging from a low of 250 students to a high of 1,854 students. These schools were all located in the rural areas of Buena Vista County, Iowa.

As indicated by the answers to question #4 most administrators show support of this education choice, but would prefer that students attend established schools. Only four responded that they were indifferent to home school education choices. One school reported that they had programs set up for home school families, but this school district did not mention if their home school families supported the programs. This same school administrator reported that at his/her school they encouraged dual enrollment so that home school students would have the library resources available to them.

Questions # 5 and #6 asked for more specific information about each school district in order to determine how involved administrators were with home schooling. The average contact that an administrator had with home school families was 1 – 5 times during the school year. Three administrators indicated that they had no contact and two

reported that they had contacted home school parents on 11 – 20 occasions. The majority of administrators responded that they generated conversations with home school families through telephone contact, personal contact, and written communication. One administrator replied that he/she sends a teacher to the home school site every two weeks and another administrator responded his/her contact was through inviting home school students to assemblies and educational activities at school.

Survey responses to questions #7 and #8 about state laws concerning home school families indicated that all the administrators are aware of state laws and policies regarding home school families. Administrators indicated that their school districts also had in place individual school policies designed for home school families.

School administrators indicate in survey question #9 that they are very willing to make available the school resources for home school families under the dual enrollment and assisted enrollment programs. Families that chose to have no contact with the school district need to consider requesting that the local district school board that they are part of, give them permission to use the resources in the school library. An agreement between this type of home school family and the school district needs to be established before these home school students are allowed to use the library resources. The answers indicate that library resources should be circulated in the same manner that school students circulate materials. One administrator responded that home school families should have pre-arranged checkouts.

Survey question #10 asked administrators what would be the best time for home school families to use the school library. Most administrators indicated that during school hours, before school, or after school would be the most convenient times for home

school students to use the school library resources. One respondent suggested that a limited number of home school students should be allowed to use the library during school hours. Other suggestions were, making arrangements in advance, when media personnel are available, and special reading nights.

A variety of responses were made to question #11 involving the media specialist and in-service programs for home school families. The majority of administrators were in favor of an in-service program, but the best time to present this program to home school families seemed to present a problem. The responses were; briefly during the school day, before or after school, board decision, arrange with the media specialist, and at the beginning of the school year. One administrator indicated that he wasn't sure when would be a good time to hold this in-service, but he was in favor of doing one.

Administrators were equally divided in their responses to question #12 on whether home school families would use the resources in the school library if they were provided for them. This issue would be less of a concern if communication was a priority between schools and home school families.

Each school district has services and programs established for home school families. Survey question #13 included several school programs that home school families could be involved with including the library usage. One administrator responded that their school district provided no services to home school families. The following table shows the responses from this question:

Table 1: Programs home school parents take advantage of in Buena Vista County, Iowa school districts.

Sports Programs	10	Drivers Ed	8	Curriculum Guides	3
Band/Choir	10	Certain Classes	8	Academic Competitions	2
Field Trips	4	Clubs	3	Health Screening	2
Speech	3	Library	3	Counseling	1

Most of the programs and services that are popular with home school families are extra curricular activities. The home school community has used the school library as a resource very sparsely.

Administrators help to build school support and can be an important part of the communication process with home school families. Administrators, by promoting extended school services and opportunities, can develop positive responses from home school families by providing these opportunities for them.

The media specialist survey responses are located in Appendix F. The questionnaire survey's sent to the media specialist's were sent to determine if policies were in place, if programs of in-service could be made possible, and if there was communication between home school families and school libraries. In Buena Vista County, Iowa there are 5 school districts and 8 media specialist serve these schools. Three of the media specialists are K-12, 2 are elementary only, and 2 are high school only, and 1 middle school only. Question #1 in this survey asked media specialist if they

already provided services to home school families suggested that at this time no one provided services. Two responded if they were requested for information it would be provided.

In response to survey question #2 two of the respondents knew how many students were home schooled in the district and two didn't know. This is another issue concerning communication with administration and the home school family.

Three of the respondents answered questions #3 as yes they knew about state laws regarding home school families use of resources and one answered no. With the home school movement becoming more visible this information is important to know.

Questions #4 and #5 dealing with the library resources and if they should be made available to home school educators were both answered yes by all the media specialist. This indicates that providing this service is an important aspect in the role of the library media specialist.

Most of the media specialists questioned felt that home school education is just as important as being in a regular school system. In question #6 they were supportive of the home school community. The surveys returned suggested that no extended loan or check out policies were written for their school library. They also indicated that they currently did not have any policies specifically dealing with home school families.

The range of answers for question #9 suggested that libraries in their districts did have material that would help home school families. Such materials as books, videos, newspapers, periodicals, and CD-ROM's were currently available. Lists of home school organizations and addresses were not available, but could be added with little cost to the vertical file or computer database.

The majority of media specialists returning the survey stated *yes* they would be interested in establishing an area for home school educators in their media centers and collaborating with them. One media specialist suggested that materials be just integrated into the regular collection, which could be easily done. Several ideas for collaborating with home school families were proposed; during school hours, as needed, and arrange a time with the media specialist. This is something that would have to be determined with the home school families in the district and the media specialist.

In analyzing question #12 the media specialist's attitude was positive about having the library resources available to home school families. One media specialist suggested that the administration oversee the availability of resources. They all felt that home school families should have access to the school library resources.

All the media specialists were willing to conduct an in-service for the home school families in their district. Question #14 asked for suggestions on times for an in-service to take place. The most popular response was by appointment. The table following shows the choices and responses:

Table 2: Time suggested for scheduling an in-service.

Before school in the fall	2 responses
After School	1 response
By Appointment	4 responses
Other Suggestions	During Conferences

The last questions of the survey, #15, #16, and #17, were to seek information and suggestions on what should be included in the collection to support home school education, suggestions for further collaboration, and help determining what should be included in the informational brochure. The following chart lists those ideas and suggestions:

Table 3: Suggestions for collection development, collaboration with home school parents, and meeting times for media specialists.

Material to Include in Collection	Suggestions for further Collaboration	Suggestions for media specialist meeting
Reference materials	Pamphlets sent out on a routine basis	Before or after school
Periodicals	Newsletters sent out bi-monthly	Beginning of the school year
Research Materials	Invite home school families to the library	End of the school year
Curriculum Guides	Provide information on resources	Involve the AEA, not just county school districts
Assessment Tools	Include home school families in school in-service	During the summer
Specialized Home School Manuals		

The home school parents survey responses is located in Appendix I. In this final survey, dealing with home school parents, the response was somewhat disappointing because of the different types of home school programs involved. *Dual enrollment* and the *Assistance enrollment* programs can use the school resources, but through the non-contact type of program parents are not allowed to use school resources unless an agreement is developed between parents and the school district. Many of the parents did

not have anything to do with the local school districts and did not want any services provided by the school.

In responding to the survey, question #1, home school parents indicated that the range of children participating in the home school programs in Buena Vista County, Iowa were from 1 student to 5 students. Parents indicated that they had access to school resources, public library resources, and some college library resources. The list of available resources from schools and the number that home school parents have access to is explained in the following table.

Table 4: Resources available in home school parent's school district.

Sports Programs	10	Libraries	7	No Services Offered	2
Certain Classes	10	Driver Education	6	Club Membership	1
Field Trips	8	Curriculum	6	No Services Desired	1
Speech/Drama	8	Health Screening	3		

In question #3 all parents but one reported that they use some of the school resources to supplement their home school curriculum. The majority of parents simply use the public library in their community because they feel intimidated at the school. Some home school parents didn't know that it was an option to use school resources and others planned to check into using school resources, but hadn't done this yet.

The analysis of survey questions #4, #5, and #6 indicate that home school parents are not interested in using the school library resources. They also do not want the media

specialist to show them the print materials in the school library through an in-service or give instruction on using CD-ROM encyclopedias, the online databases provided by the AEA, and the use of search engines. Only one parent chose not to use the school resources and two others reported that they use the public library resources. Of the six home school parents wanting to have an in-service about the library resources, suggested times for this were varied from after school hours, during the day, Friday afternoon in-service, and a morning at the beginning of the school year. The majority of home school parents suggested that for an in-service program about search engines, databases, and CD-ROM that an after school time would be best or before school in the fall. This researcher wonders if lack of communication and the stigma of home school education today, reflect on these three questions.

Communication between home school families and the school district seem to be one of the problems and question #7 asked for ideas on ways to communicate. The following table shows the recommended lines of communication and what were the most popular.

Table 5: Suggested ideas for lines of communication between schools and home school parents.

E-mail	Library Time established at school	Phone	Snail Mail	Fax
12	6	3	3	0

Home school parents were asked in survey question #8 what types of material they would like to have access to in the school library. The following table indicates the number of responses and their suggestions.

Table 6: Library materials which home school parents would like to have access.

Research Materials	8	Tapes - Cassette	3	Interlibrary Loan	2
Age Appropriate Reading Materials	7	CD-ROM	3	Books	2
Videos	4	Computers	3	Periodicals and Newspapers	2

Question #9 asks home school parents to suggest a convenient time for them to come and use the resources in the school library. The majority of parents felt that after school would be the best time for them to use the library materials. Another choice was making an appointment with the media specialist, which would allow for a more flexible time for both parents and media specialist. None of the parents wanted to come in before school and one parent suggested that they come in during school hours. By coming in during the school day home school parents would not extend the media specialists day, but parents could encounter other students using the library which may cause problems.

In the final survey question #10 home school parents were asked to make additional comments that would help this researcher determine solutions to some of the concerns of home school parents. Comments from this question included: home school parents avoid schools to minimize problems, home school parents don't feel welcome at schools, home school parents haven't taken time to check out what is available at school, it would be helpful if home school parents knew the library hours and were welcome to

use the facilities at school, communication should be updated, and if home school parents want the same access to resources as other school families.

This researcher developed, from the results of a survey questionnaire, an informational brochure that will help parents of home school students use the public school library resources in Buena Vista County, Iowa. Using the program, Microsoft Publisher, an informational brochure was developed in a tri-fold format. The selection of major topic areas was chosen to cover a wide variety of information for home schoolers. The following headings are covered in the brochure: reference books, web sites, newspapers/periodicals, video/audios, curriculum resources, and supplies/publishers. Another topic of interest included for home school parents is school library facts, such as circulation timelines, material locations, amount of items able to be checked out, times that home school students/parents can come to the library, and other pertinent information important to them.

The accompanying brochures are examples of the product that will be made available to home school families. Brochures will be mailed to all home school families with the annual information packets and they will also be placed in the local community libraries.

Numerous sources were reviewed to help develop the criteria for selecting material for inclusion in the core collection. The core items selected were considered the most appropriate after looking through suggested sources and survey results. Some of those were reference books and web sites, audio, video, and computer software. Additional items not already in the library collection will be considered for purchase each year to help build the total collection in the library.

Another important aspect of this project for home school participation in the use of school libraries was to make sure that school libraries have policies developed. These policies need to cover home school circulation, library usage, access, and media specialist services. Access should include subscription databases from school funding and those provided by the AEA. If password use is required, a policy of informing home school families of these passwords will need to be developed. Several of the schools in the county need to reevaluate their policies and rewrite them so they include home school arrangements.

As suggested in research by Gatten (1994) programs need to be developed to help home school families with library services such as introduction to the library, computer usage, presentation tools, and researching techniques. The school librarians in the county need to meet in order to develop an outline for the programs that will be made available to the home school families and the best times to offer this training in their individual school districts.

This project will begin to encourage cooperation between home school families and public school libraries and will act as a bridge to bring school resources, policies, programs and home school families together.

This research project was designed to develop cooperation between home school families and schools in Buena Vista County, Iowa. The results of this survey helped this researcher answer research questions. This researcher asked the question; what were some of the services that school libraries can provide for home school families? Services that could be provided for home school families are: circulation of materials; such as books, videos, cassette tapes, and magazines, and vertical file folders with home school

vendor addresses, publishers, and state organizations could be added. Another service is the use of computers in the school library at appointed times with Internet access.

Interlibrary loan options could be another service offered by the schools for home school families. Tours and instruction on using reference tools, databases, and Internet searching techniques could be provided.

The second research question asks: what types of materials should be included in the school library to supplement a home school curriculum? Information gathered through the survey indicates the following materials were important in the school library; books for age appropriate groups, reference materials, periodicals and newspapers. Also multimedia items such as CD-ROMs, informational and educational videos, and cassette tapes should be included in the school library. Computers and Internet access would be helpful materials. The school library should have subject curriculum guides of the school and these should be available for home school families.

State laws require that home school families notify their local school district of the intent to home school students. This process will answer part of the third research question; how does a school identify and collaborate with home schooling families? Collaborating between home school families and school libraries will take good communication initiatives. Today we have not only telephone communication, but e-mail, and fax to maintain a connection to home school families. Pamphlets with essential information about the school library are a good example of collaborating, inviting home school parents to the library for tours and instructional in-services will offer corporation between libraries and home school parents, and have home school families help with collection development by making suggestions for selection of

materials for the library. News releases to the local radio stations and newspapers with essential library information would also help establish good communication about the importance of the role of the school library.

Research question four asks: will there be duplicate materials in the regular collection? If the media specialist is aware of what is being taught in the school, he/she will be able to coordinate when materials will be available for home school families. This will help enable the school collection to have very few duplicates and the media specialist will be able to use funding for other need materials. Also, if planning is coordinated, Interlibrary Loans may be obtained for materials that are needed at the same time.

Another concern with school libraries is: what will be the circulation policies and procedures? In anticipation of home school parents using the school library, the media specialist will need to check through library policies and make sure that the policies address extended circulation of materials and the procedures for circulating these materials. Policies and procedures for home school parents should follow the same guidelines that regular teachers are allowed. Teacher loan policies need to include home school parents and allow for extended checkouts. Policies should include guidelines for home school students' times in the library and supervised/unsupervised visits. Policies need to express length of checkout, number of items to be checked out, and multimedia checkouts. Each district should communicate these policies to the home school family at the beginning of the school year through the informational brochure.

The final research question six asks: Services – time, availability, by appointment? Are there other ways to accommodate services to home school families?

From the survey results, suggestions were made to find an appropriate time to implement services to home school families. The majority of choices were to conduct an in-service before school begins in the fall and to have the school library open after school for home school parents/students to use the resources. Home school parents that were not available at this time could schedule appointments with the media specialist and select materials at that time. The best time to use school computers would be by making an appointment since the media specialist would know the schedule of regular classes and could make arrangements for home school students. Other ways to open the door for home school families would be to invite them to any school open house or special educational program, have a special home school week with a display of their class work, and send home school families the school newsletter.

As home schooling choices continue to grow, relationships need to improve between schools and parents who choose this educational program. The school library can help with this issue by providing service, materials, and expertise to encourage a continued cooperation with home school families.

Chapter 4

Summary, Conclusions and Recommendations

Summary

This objective of this research project was to develop a core collection of resources, provide a listing of services for the school library for home school families in Buena Vista County, Iowa. It was also intended to develop an informational brochure for home school parents in this county. It was hoped that the results of this survey and study would provide other school libraries some direction for creating services, programs, and an informational brochure that could be distributed to home school families. Libraries are very important to home school families because this is where they get their resources to support home school curriculums. School libraries can help home school families access information, prepare home school students to use the resources that are available, and to foster an atmosphere of cooperation.

Survey questionnaires were sent out to 16 administrators, 8 media specialists, and 37 home school families in Buena Vista County, Iowa to receive opinions on current services provided by school libraries and materials used. The survey also asked for input on what would be the best time to implement a period of collaboration between the school library and home school families. The procedure for notifying home school families of school resources was to design an informational brochure with essential information about home school issues, the school library, library resources, hours of service, and phone numbers where the media specialist could be reached.

During the collection of information from the survey, it became obvious that there was little cooperation between schools and home school families. This researcher felt

that the school library media specialist is a vital link to the success of this project. Media specialists are the ones to initiate leadership in this area, develop policies, services, and promote library resources. With the growth of home school education, it is time for schools to take an active part in supporting home school curriculum. By providing home school families with circulation of materials, opportunities for in-services, extended loan periods, and time to use the school library the goal of continued cooperation will be met.

It was suggested in many sources (Brostrom, 1995, 1997, Halverstadt, 1995, and Kleist-Tesch, 1998) that home school families would benefit from in-service programs in the school library. Home school families need to learn about searching techniques using reference materials with computer skills. This researcher feels that not only is this idea important for communication efforts, but also for teaching students about important life skills for future uses.

The informational brochure was designed to be easily read and to access information important to home school families. This brochure can easily be placed in the local public library or mailed out to home school families in local school districts. The information on the brochure will remain current because it can be revised or updated using any computer program.

Conclusions

The overall impression of this researcher about home school students is that they are not a welcome entity in Buena Vista County schools, but tolerated. There are three programs of home education in the State of Iowa; dual enrolled, assistance enrolled, and non-contact enrolled and each level has different criteria for using the public school resources. This causes some concerns because all home school families don't all have access to school library resources. Also, home school families don't use the school

library because they are uncomfortable at school and many feel that the resources at school are for the students that attend the school. This researcher was surprised that some home school families have not even approached the school to see what resources are available.

This researcher discovered during the return of surveys from administrators, many understand the state laws concerning home school families, but are reluctant to allow too much interaction with schools. This researcher feels that better communication between home school families and schools would help alleviate this problem.

This researcher intended to receive more information about why home school families don't use the school resources because the school seems to be the logical place to get educational resources. Also, home school families were reluctant to respond to the survey if they were not in the dual enrollment program. This researcher found out that through the assistance program and the non-contact program, that arrangements must be made between the home school parents and the school to use the resources. Here would also be a good example of communication where cooperation could benefit the home school family.

Further, this researcher found that some home school families don't realize that school libraries take part in inter-library loaning and school libraries can get some of the same informational resources for home school families that public libraries receive. School librarians are also trained to teach information seeking skills and locating information resources within educational curriculums.

Recommendations

Statistics show that the number of children being home schooled is growing. Home school parents and school administrators should cooperate to ensure that all children are given the best possible educational resources.

This researcher recommends that home school families become involved with local school libraries by recommending resources for purchase that would help their instruction and educational curriculums. These forms for recommending resources should be obtained from the school media specialist.

This researcher suggests that further studies be done involving home school educators and their relationships with public schools. A future study could be developed to see how technology affects the home school student and his/her use of school library resources. Another study could be conducted involving extended services to include Internet resources to home school families and by becoming networked with the school enabling home school access to lesson plans, databases, and online resources. Finally, research on this particular project could be conducted again in 10 years to see if cooperative efforts are better and what is being done at schools to collaborate with home school families.

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Appendix A
Cover Letter for
Administrators

Date

Superintendent, Principal
School District
Street or PO Address
Community Name and Zip

Dear Superintendent or Principal:

I am conducting a study on home schooled students and their use or lack of use of the school library in Buena Vista County, Iowa. I am also exploring what resources would be used in the library for a home school curriculum. I would greatly appreciate your response to the following brief questionnaire items. The information I collect from this questionnaire will be used for my University of Northern Iowa Master's research paper on home schooling. Any information you provide me in this questionnaire will be strictly confidential.

Please take a moment and answer the questions as completely as you can. After finishing this questionnaire, please return it in the enclosed envelope by the date indicated on the questionnaire survey.

If after receiving this letter, you have any questions or concerns about this study, or would like additional information about participation in this survey, please feel free to contact me. My academic advisor is Dr. Barbara Safford at the University of Northern Iowa in Cedar Falls, Iowa 50613.

Enclosed you will find the questionnaire survey and a stamped self-addressed envelope. Thank you very much for your time and willingness to share information about this topic.

Sincerely,

Mary Kohne
1841 Janesville Avenue
Pomeroy, Iowa 50575
712-468-2826 (home)
712-272-3324 (work)
712-272-4276 (fax)

Appendix B

School Administrators Survey

School Administrators Home School Survey
To be completed by the School Administrator or his/her designee.
Thank you for your time, help and cooperation in this research project.
Please return this survey in two weeks.

1. What is the current enrollment of your school district? _____
2. What grade level(s) do you service? _____
3. Your school district is located in a(n)

_____ rural area	_____ urban area
_____ suburban area	
4. The attitude of the governing board and administration of your school toward home schooling families can best be described as:

_____ Supportive	_____ Opposing
_____ Indifferent	_____ Interfering
_____ Other, please specify: _____	
5. How many contacts did you have last year with local home school families?

_____ none	_____ 1 – 5
_____ 6 – 10	_____ 11 – 20
_____ 21 – 40	_____ 41 or more
6. What type of contact have you had with local home schooling families? (Check all that apply)

_____ Personal conference	_____ Part-time student enrollment on site
_____ Telephone contact	_____ No Contact
_____ Written communication	
_____ Student enrollment in distance learning or correspondence	
_____ Other, please specify: _____	

7. Are you aware of the State Law concerning Home School Students and their use of Public School Resources?

8. Does your school have policies regarding home school students?

9. Would you be willing to make available your school library as a resource for home school families?

_____ If so how? _____

10. What would be a good time for home school families to use the school library resources?

_____ Before school _____ During School Hours

_____ After school

_____ Other, please specify: _____

11. Would you be willing to allow your Media Specialist time to do an in-service for home school families in your district?

_____ If so when? _____

12. Do you feel that home school educators would take advantage of services provided by the school library if it more available to them?

13. What services or programs do home school families currently take advantage of in your school district?

_____ Libraries _____ Curriculum Guides _____ Speech

_____ Certain Classes _____ Club Membership _____ Band/Choir

_____ Counseling _____ Sports Programs _____ No Service

_____ Field Trips _____ Health Screening

_____ Drivers Education _____ Academic competitions

14. Please use this space for additional comments or any considerations that you feel might be pertinent to the researcher.

Appendix C
School Administrators
Responses

School Administrators Home School Survey Responses

1. What is the current enrollment of your school district? _____
637, 600, 469, 1,984,250, 200, 1,854, 560, 600, 534, 580, 560, 475
2. What grade level(s) do you service? _____
K-12, PK-6, K-8, PK-4, K-12, PK-12, K-12, K-12, 9-12, PK-12, PK-5, 9-12, K-12
3. Your school district is located in a(n)
13 rural area ___ 0 ___ urban area
___ 0 ___ suburban area
4. The attitude of the governing board and administration of your school toward home schooling families can best be described as:
___ 8 ___ Supportive ___ ___ Opposing
___ 4 ___ Indifferent ___ ___ Interfering
___ 1 ___ Other, please specify: Home school program set up through school
Encourage dual enrollment.
5. How many contacts did you have last year with local home school families?
___ 3 ___ none ___ 6 ___ 1 – 5
___ 1 ___ 6 – 10 ___ 2 ___ 11 – 20
___ 1 ___ 21 – 40 ___ 0 ___ 41 or more
6. What type of contact have you had with local home schooling families? (Check all that apply)
___ 8 ___ Personal conference ___ 7 ___ Part-time student enrollment on site
___ 9 ___ Telephone contact ___ 1 ___ No Contact
___ 8 ___ Written communication
___ 0 ___ Student enrollment in distance learning or correspondence
___ 2 ___ Other, please specify: Invited to assemblies & educational activities.
Home school teacher sent to homes every 2 weeks.
7. Are you aware of the State Law concerning Home School Students and their use of Public School Resources?
___ 13 yes ___

8. Does your school have policies regarding home school students?

 13 yes

9. Would you be willing to make available your school library as a resource for home school families?

 13 yes If so how? If dual enrolled or assistance programs.
 Checkout like other students.
 Pre-arranged checkouts.

10. What would be a good time for home school families to use the school library resources?

 6 Before school 12 During School Hours
 7 After school
 1 Other, please specify: Arrangements made in advance.
 When media personnel are available.
 Family Reading Nights.

11. Would you be willing to allow your Media Specialist time to do an in-service for home school families in your district?

11 Yes, 1 No, 1 Not sure If so when? During school day – brief.
 If dual enrolled.
 Before or after school, beginning of school
 Year, fall of the year, arrange with media specialist,
 when presenting freshmen orientation.
 Board decision.

12. Do you feel that home school educators would take advantage of services provided by the school library if it more available to them?

 5 yes, 4 no, 2 don't know

13. What services or programs do home school families currently take advantage of in your school district?

 3 Libraries 3 Curriculum Guides 3 Speech
 8 Certain Classes 3 Club Membership 10 Band/Choir
 1 Counseling 10 Sports Programs 1 No Service
 4 Field Trips 2 Health Screening
 8 Drivers Education 2 Academic competitions

14. Please use this space for additional comments or any considerations that you feel might be pertinent to the researcher.
- Thanks for checking with school administrators.
 - In-service would be above and beyond regular duties.
 - Home schooling as set up in Iowa is not working. There are no checks and balances. Too many teachers are signing for parents, but never see the kids. Most of the curriculums are rote, page after page. Several are special education students who receive no services as prescribed by law.
 - I think home schooling has gotten out of hand. There is very little accountability even though there is supposed to be. Some home schoolers are getting a good education, but there are horror stories out there of students coming back to public schools in the advanced grade and unable to read.
 - Our media specialist is shared between two buildings and three grade spans. For her to do any in-service training for home schoolers would have to be done beyond the regular school day so it doesn't take away from our priority, students enrolled in our district.
 - We have two families who home school – one resident family and one family from another district who open-enrolls into our district. We have a good working relationship with both families.
 - Some of our home schooled students are rarely exposed to society and working with other people. I've seen a couple of cases where children grew up and weren't able to fit into society. I feel that if the school has an open door policy and extends an invitation and welcome to home schooled families, it will provide opportunities for the home schooled students to be around others. I think this helps in the development of the child. By extending invitations we have gotten lots of positive responses and participation by our home school families. We have had many times where the parents fears and concerns were lessened and they opted to enroll their children in our school. One parent later became our PTA president!

Appendix D
Cover Letter for
Library/Media Specialist

Date

Library/Media Specialist
School District
Street or PO Address
Community Name and Zip Code

Dear Library/Media Specialist:

I am conducting a study on home-schooled students and their use or lack of use of the school library in Buena Vista County, Iowa. I am also exploring what resources could be used in the school library for a home school curriculum. I would greatly appreciate your response to the following brief questionnaire. The information I collect from this questionnaire will be used for my University of Northern Iowa Master's research paper on home schooling. Any information you provide me in this questionnaire will be strictly confidential.

Please take a moment and answer the questions as completely as possible. After finishing this questionnaire, please return it in the enclosed envelope by the date indicated on the questionnaire survey.

If after receiving this letter, you have any questions or concerns about this study, or would like additional information about participation in this survey, please feel free to contact me. My academic advisor is Dr. Barbara Safford at the University of Northern Iowa in Cedar Falls, Iowa 50613.

Enclosed you will find the questionnaire survey and a stamped self-addressed envelope. Thank you very much for your time and willingness to share ideas and information about this topic.

Sincerely,

Mary Kohnen
1841 Janesville Avenue
Pomeroy, Iowa 50575
712-468-2826 (home)
712-272-3324 (work)
712-272-4276 (fax)

Appendix E

Library/Media Specialist Survey

Librarian/Media Specialist Home School Survey

**Thank you for your time, help and cooperation in this research paper
Please return this survey in two weeks.**

1. Does your library provide services for home school families in your school district?

_____ (yes or no)

If yes, what are some of them: _____

2. Do you know how many students in your district are home schooled?

_____ (give number if known)

3. Are you aware of the State of Iowa laws concerning home school students and the use of the school resources?

_____ (yes or no)

4. Do you consider your library and the materials within the library as part of the school's resources?

_____ (yes or no)

5. Do you think that the school library should play a role in the education of home school families in your district?

_____ (yes or no)

6. What would best describe your attitude toward home school education?

_____ Supportive

_____ Opposing

_____ Indifferent

_____ Interfering

_____ Other, please specify _____

7. Do you currently have any library policies for serving home school students?

_____ (yes or no)

If yes, what are they _____

8. Do you have any extended loan or check out policies for home school families?

_____ (yes or no)

If yes, what are they? _____

9. Do you have materials in your collection that would help a home school family such as: (check all that apply)

_____ books

_____ CD-ROM

_____ Videos

_____ Audio

_____ Newspapers

_____ Periodicals

_____ List of Home School Organizations and Address

_____ Curriculum Guides

10. If your school library doesn't have any material for home school families would you be interested in establishing an area for home school education?

_____ (yes or no)

If no, why not _____

11. Would you be willing to collaborate with home school families?

_____ (yes or no)

If yes, how _____

12. How do you feel about making available the school's curriculum in the school library for home school educators?

13. Would you be willing to conduct an in-service about the library and it's resources for home school families?

_____ (yes or no)

14. If yes, what would be a good time for you to conduct an in-service?

_____ Before school begins in the fall.

_____ After school.

_____ By appointment.

_____ Other, please specify _____

15. What are some materials that you feel would be important to include in the library collection for home school families?

16. Do you have any other suggestions for cooperating and collaborating with home school families in your district?

17. Would you be willing to meet with other Library/Media Specialists in the county to develop an informational brochure for home school families in your school district?

_____ If yes, please list a time you would be available: _____

Appendix F
Library/Media Specialist
Responses

Librarian/Media Specialist Home School Survey Responses

1. Does your library provide services for home school families in your school district?

 4 No, 2 if requested (yes or no)

If yes, what are some of them: _____

2. Do you know how many students in your district are home schooled?

 2 yes, 2 no _____ (give number if known)
 53 and 2

3. Are you aware of the State of Iowa laws concerning home school students and the use of the school resources?

 3 yes, 1 no _____ (yes or no)

4. Do you consider your library and the materials within the library as part of the school's resources?

 4 yes _____ (yes or no)

5. Do you think that the school library should play a role in the education of home school families in your district?

 4 yes _____ (yes or no)

6. What would best describe your attitude toward home school education?

 3 Supportive 0 Opposing
 1 Indifferent 0 Interfering

_____ Other, please specify _____

7. Do you currently have any library policies for serving home school students?

 4 no _____ (yes or no)

If yes, what are they _____

8. Do you have any extended loan or check out policies for home school families?

 4 no _____ (yes or no)

If yes, what are they? _____

9. Do you have materials in your collection that would help a home school family such as:
(check all that apply)

 2 books 1 CD-ROM

 2 Videos 0 Audio

 2 Newspapers 2 Periodicals

 0 List of Home School Organizations and Address

 0 Curriculum Guides

10. If your school library doesn't have any material for home school families would you be interested in establishing an area for home school education?

3 yes, 1 no (yes or no)

If no, why not Integrate into collection_____

11. Would you be willing to collaborate with home school families?

4 yes (yes or no)

If yes, how During school hours, as needed, arrange access times, after school

12. How do you feel about making available the school's curriculum in the school library for home school educators?

Administrator should oversee this. _____

Ok with this thought.

Good – they should have access to this.

Fine.

13. Would you be willing to conduct an in-service about the library and it's resources for home school families?

 4 yes (yes or no)

14. If yes, what would be a good time for you to conduct an in-service?

 2 Before school begins in the fall.

 1 After school.

 4 By appointment.

 1 Other, please specify During conferences_____

15. What are some materials that you feel would be important to include in the library collection for home school families?

Reference, periodicals, research materials, curriculum guides, assessment tools, specialized home school manuals, requirements of home schoolers (state laws)

16. Do you have any other suggestions for cooperating and collaborating with home school families in your district?

Send pamphlets on a routine basis, newsletters, information on resources, invite them to school library, build a vertical file with specific home school information.

17. Would you be willing to meet with other Library/Media Specialists in the county to develop an informational brochure for home school families in your school district?

4 yes If yes, please list a time you would be available:

Before or after school. Prefer AEA instead of just county media specialist.

Appendix G
Cover Letter for
Home School Parents

Date

Home School Parents
Street or PO Address
Community Name and Zip Code

Dear Parent,

I am conducting a study on home-schooled students and their use or lack of use of school libraries in Buena Vista County, Iowa. I am also exploring what resources could be used in the school library for a home school curriculum. I would greatly appreciate your response to the following brief questionnaire. The information I collect from this questionnaire will be used for my University of Northern Iowa Master's research paper on home schooling and to improve school libraries in the county. Any information you provide me in this questionnaire will be strictly confidential.

Will you please take a moment and answer the questions as completely as you can. After finishing this questionnaire, please return it in the enclosed envelope by the date indicated on the questionnaire survey.

If after receiving this letter, you have any questions or concerns about this study, or would like additional information about participation in this survey, please feel free to contact me. My academic advisor is Dr. Barbara Safford at the University of Northern Iowa in Cedar Falls, Iowa 50613.

Enclosed you will find the questionnaire survey and a stamped self-addressed envelope. Thank you very much for your time and willingness to share information about home schooling.

Sincerely,

Mary Kohnen
1841 Janesville Avenue
Pomeroy, Iowa 50575
712-468-2826 (home)
712-272-3324 (work)
712-272-4276 (fax)

Appendix H
Home School Parents Survey

Home Education Parents Survey

**Thank you for your time, help and cooperation in this research project
Please return this Survey with in two weeks.**

1. How many children are you currently home schooling in your family?

2. Do you have access to the public school's resources in your district such as:

_____ Certain Classes

_____ Curriculum

_____ Libraries

_____ Field Trips

_____ Sports Programs

_____ Club Membership

_____ Health Screening

_____ Speech/Drama,
Music

_____ Driver Education

_____ No Services Offered

3. Do you use the resources in the school library to supplement your home school curriculum?

_____ (yes or no)

If no, why _____

4. Would you be interested in using the school's library collection?

_____ (yes or no)

If no, why? _____

5. Would you be interested in having the school library media specialist give an instructional tour of the print materials in the school library?

_____ (yes or no)

If yes, when would be a good time _____

6. Would you be interested in having the school library media specialist give an in-service of instruction on using encyclopedia CD-ROMs and other software?

If yes, when _____

7. If the lines of communication were established between home schooled educators and school librarians in your school district, which would you prefer:

_____ e-mail

_____ fax

_____ phone

_____ snail mail

_____ library time established at school

8. If you used the school library what type of material would you like to have access to?

9. If you used the school library what times would be the most convenient for you?

_____ Before school

_____ After school

_____ By appointment

_____ Other, please specify _____

10. Please use the remaining space for additional comments or any considerations that you feel might be pertinent to the researcher.

Appendix I
Home School Parents
Responses

Home Education Parents Survey Responses

1. How many children are you currently home schooling in your family?

3,2,1,3,2,5,1,2,2,2,4,1,2,1,1,5,2

2. Do you have access to the public school's resources in your district such as:

___ 10 ___ Certain Classes

___ 6 ___ Curriculum

___ 7 ___ Libraries

___ 8 ___ Field Trips

___ 10 ___ Sports Programs

___ 1 ___ Club Membership

___ 3 ___ Health Screening

___ 8 ___ Speech/Drama,

Music

___ 6 ___ Driver Education

___ 2 ___ No Services Offered

1 No services desired

3. Do you use the resources in the school library to supplement your home school curriculum?

___ 15 No, 1 yes (yes or no)

If no, why? Use the public library 10, Assistance program 1, Not an option, school library for school kids, Not convenient, Planned to but haven't done so yet, feel uncomfortable in school 2, Prefer Christian material.

4. Would you be interested in using the school's library collection?

8 no, 7 yes, 1 not sure _____ (yes or no)

If no, why? Choose not to, Public Library use.

5. Would you be interested in having the school library media specialist give an instructional tour of the print materials in the school library?

9 no, 6 yes, 1 not sure _____ (yes or no)

If yes, when would be a good time After school hours, daytime, afternoons, Friday in-service afternoon, morning at the beginning of school year.

6. Would you be interested in having the school library media specialist give an in-service of instruction on using search engines, on-line databases, and encyclopedia CD-ROMs?

5 no, 8 yes

If yes, when After school 5, before school in the fall 3.

7. If the lines of communication were established between home schooled educators and school librarians in your school district, which would you prefer:

12 _____ e-mail

_____0___ fax

_____3___ phone

_____3___ snail mail

_____6___ library time established at school
If invited to come.

8. If you used the school library what type of material would you like to have access to?
Research materials 8, Age appropriate reading 7, Videos 4, Interlibrary loan 2, Tapes 3, Computers 3, CD-ROMs 3.

9. If you used the school library what times would be the most convenient for you?

_____0___ Before school

_____11___ After school

_____4___ By appointment

_____2___ Other, please specify During school hours, pre-determined time.

10. Please use the remaining space for additional comments or any considerations that you feel might be pertinent to the researcher.

Since we have opted out of the traditional school setting, any service offered by the library or media center at the public school would be of no interest to us.

- We use many of BVU's library resources currently.
- Avoid school to minimize problems.
- Schools don't always like to cooperate with home school families. We dual enroll which means we have access to school programs, but don't usually use them so as to avoid any problems.
- School resources are probably available to us, but we haven't taken the initiative to find out what is available at the school.
- The school would make the family feel welcome if they would give us access to the same materials as other families.
- At this time I use the Christian Book Store and I am happy with the material for right now.
- Not sure of the hours and that they would welcome us.
- Sometimes I feel there is a feeling of threat between home schoolers and public educators. Communication is so important in life. If your study helps in that area (communication) I think it will help in other areas also.

Appendix J
Home School Brochure

Welcome to the Newell-Fonda School Library!

Check out procedures:

Obtain a library card from the librarian or school office.

Visit the school library or call for an appointment to check out material.

Go to the check out desk and sign out the material selected with the librarian or associate.

Check out timelines:

Materials may be checked out using the extended teacher timeline of:

- Books – 1 month
- Videos – 2 weeks
- Audiotapes – 2 weeks
- Periodicals – 1 month
- Reference – overnight or extended with approval.
- Vertical Files – 1 month
- CD-ROM – overnight or extended with approval no longer than 1 month.

Home School Legal Defense Assoc.
P.O. Box 159
Paeonian Springs, VA 20219
(540)338-5600

Iowa: State Department of Education
Office Home School Official
Eric Heitz
515-281-5001

Library Facts

Libraries Promote Information Literacy... Libraries encourage teamwork and innovation... Librarians are information specialists.

Newell-Fonda Library Hours:

Elementary Library Newell Building
Monday – Friday 8:00 a.m. – 1:00 p.m.
Classes in session; 10:30 a.m. –
11:30 a.m. daily.

Librarian available 8:00 – 12:30 daily or
by appointment.

Middle School Library Fonda Building
Monday – Friday 8:00 a.m. – 4:00 p.m.
Classes in session; Wednesday 1:30 –
3:00 and Thursday 2:00 – 3:00
Librarian available 12:30 – 4:00 or by
appointment.

High School Library Newell Building
Monday – Friday 8:00 a.m. – 3:30 p.m.
Librarian available 8:00 a.m. – 12:00
daily or by appointment.

Newell-Fonda Community School
High School/Elementary K-3
205 Clark Street
Newell, Iowa 50568
(712) 272-3324
Newell-Fonda Community School
4- 8th Grades
3rd and Howard Street
Fonda, Iowa 50540
(712) 288-4445

School

Media Center

Home School

Informational Brochure

Home school students and parents, the Newell-Fonda School Libraries welcome you to use the resources in the school library and to inform you of the services available, such as: Collection of materials, hours of service, addresses of Home School resources, and help from local school library/media specialists, are included in this brochure. Please look through this and if you have any questions please be sure and call the school.

712-272-3324

Web Sites

Jon's Home-School Resource Page
<http://www.midnightbeach.com/hs/>
Home Schooler Information Network
<http://www.homeschooler.com>
Learn @ Home
<http://learnathome.com/>
Home Schooling Daily
<http://my.ohio.voyager.net/~baugust/>
Homeschool Center
<http://www.abidingweb.com/hsc/>

Reference Books

Americana Encyclopedia
World Book Encyclopedia
Britannica
Encarta CD-ROM
Quotation Sources
Historical Sources
Biography Sources
Literature Sources
Poetry Sources
Science Sources
Social Studies Sources

Periodicals, Newspapers

Magazines:
Consumer Reports, Newsweek, Time, Jet, and approximately 30 other titles. The magazines at the school represent a diverse selection. Specific home school periodicals can be considered with suggestions from home school parents.
Eclectic Homeschool Online Magazine
<http://eho.org>

Newspapers:
National, State, and Local newspapers are in the school collection.

Videos/Audios

Videos:
Biographical
Elementary Science
Authors
Educational
Audiotapes:
Elementary Fiction Stories
Iowa History

Curriculum/Resource Suppliers/Publishers

A Beka
P.O. Box 18000
Pensacola, FL 32523-9160
(800) 874-7472

Alpha Omega Publications
P.O. Box 3135
Tempe, AZ 85281
(800) 622-3073

KONOS
P.O. Box 1534
Richardson, Texas 75083
(214) 669-8337

Christian Liberty Academy
502 Euclid Avenue
Arlington Heights, IL 60004
(312) 259-8736

Home Life
P.O. Box 159
Fenton, MO 63026
Mary Pride's supply house.

**Welcome
to the Newell-Fonda School
Library!**

**Here can be placed a small map
of the media center with
locations highlighted that home
school families might be
interested in.**

**Check-out information can also
be placed on this page.**

**Home school state and local
organizations addresses should
be located on this flap.**

Library Facts

In this area can be listed why
libraries are important in a
student's life, library hours, and
when the library/media specialist is
available. Some library quotes and
incentives can also be listed here.

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Web Sites

List of websites:

Periodicals, Newspapers

Available magazines and newspapers that would relate to the curriculum of home school educators.

Curriculum/Resource Suppliers/Publishers

Addresses of Book and Curriculum supplies for home school resources.

Addresses and phone numbers of video and audiotapes suppliers.

Addresses of suggested software suppliers.

Reference Books

List of related reference books with location of extra materials locations that would be a use for home school educators.

Videos/Audios

Video and audio materials available for check-out listed here.