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ABSTRACT

The Biglerville Community Library Project was a cooperative effort between the Upper Adams School District and the Adams County Public Library (Pennsylvania). Its goal was to create a library service program for the underserved residents of the Biglerville community. The objectives of the program were: (1) to continue to strengthen the on-going program at the Biglerville Elementary School; (2) to enhance the program's ability to provide services to clients not served at the elementary level; (3) to increase the number of residents participating in the use of a library system by providing materials for the target clients; (4) to increase the depth and scope of information resource sharing at the high school and adult levels; (5) to enhance already existing resources with core collections from the Adams County Library System; and (6) to promote reading both at school and at home with educationally sound materials and programs. This report contains the following sections: a brief literature review; program description; methodology, including governance, services, staff, collection and resources, location and facilities, budget, and marketing; evaluation; personal observations from library users; conclusions; recommendations; and a framework for future cooperative ventures.
 (JLB)

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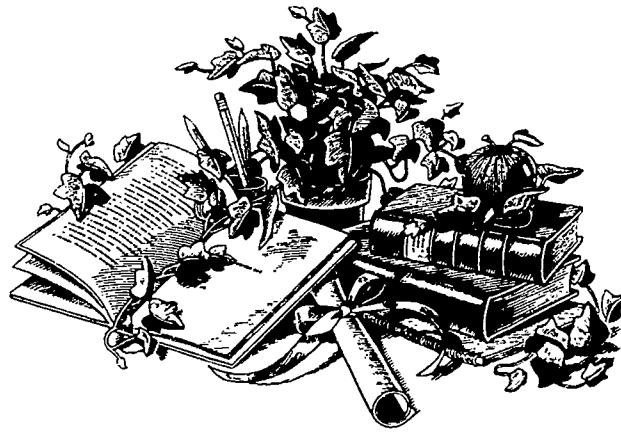
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**The Biglerville Elementary School
Community Library Program**

**A UNIQUE PARTNERSHIP BETWEEN
SCHOOLS AND THE COMMUNITY LIBRARY**

An Evaluative Report



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October 30, 1992

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administered by the State Library of Pennsylvania.*

TABLE OF CONTENTS

Objectives	1
Literature Review	4
Biglerville Community Library Program Description	4
Methodology	6
Governance	6
Services	8
Staff	9
Collection and Resources	10
Location and Facilities	11
Budget	13
Marketing	14
Evaluation	15
Personal Observations of Library Users	20
Conclusions	24
Recommendations	25

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THE BIGLERVILLE COMMUNITY LIBRARY PROGRAM
A UNIQUE PARTNERSHIP BETWEEN SCHOOLS AND THE COMMUNITY LIBRARY:
AN EVALUATIVE REPORT

The Biglerville Community Library project was a cooperative endeavor between two agencies, the Upper Adams School District and the Adams County Public Library. The goal of this project was to create a strong, well-promoted and well-used library service program for the underserved residents of the Biglerville community. Specific project goals stated in proposal are:

Objectives:

1. Continue to strengthen our on-going program at the Biglerville elementary school level. ACCESS PENNSYLVANIA and interlibrary loan at the high school will provide our clients with the opportunity to access resources from other geographical areas.
2. Enhance the Community Library Program's ability to provide services for clients not served by the elementary program or a school program (i.e., elderly, non-parent groups).
3. To increase the number of residents participating in the use of any library system by providing materials for our target clients.
4. Increase the depth and scope of information by resource sharing through our Adams County Library partnerships at the high school and adult levels.
5. To enhance already existing resources with core collections from the Adams County Library System on a variety of topics relating to curriculum, daily living, and materials of interest for the adult community.
6. To promote reading both at school and in the home with educationally sound materials and programs.

School District

The Upper Adams School District is one of six school districts served by the Adams County Library System. This school district encompasses 90 square miles. Biglerville, centrally located in the district, is a small rural town with approximately 993 population. Approximately 10 miles north of Gettysburg, Biglerville is host to the junior/senior high school for Upper Adams School District and one of the elementary schools.

On June 1, 1992, the Upper Adams School District served a total of 1,678 students and 101 teachers in four buildings with 686 students in the junior/senior high school and 992 in the elementary schools. The Biglerville Elementary School provides all kindergarten classes during six sessions. The other two elementary schools, Arendtsville and Benderville, are approximately three miles from Biglerville. Because the school district is so large students may travel long distances to attend these schools.

Biglerville Junior/Senior High School is served by one full-time professional librarian and one clerical aide. The elementary schools are served by part-time librarians and part-time aides. At Biglerville Elementary, the librarian divides her time 4/5 in the library and 1/5 in the gifted program. Her aide is scheduled 1/5 in the computer room and 3/5 on library duties.

TABLE I

Schools	Grades	Students	Teachers	Librarians
Jr./Sr. H.S. Biglerville	7-12	686	54	1 FT Professional 1 FT Clerk
Elementary Arendtsville	1-6	277	18	1 PT
Benderville	1-6	294	17	1 PT
Biglerville	K-6	421	22	4/5 Professional 3/5 Aide

Public Library

Adams County Library System is mandated to serve all residents of Adams County. The central library is located in Gettysburg, with branch libraries in East Berlin and New Oxford. The bookmobile and deposit collections fall under the Outreach Program. Deposit collections, maintained in six senior centers and seven nursing homes, are visited by a library employee every other week. One of the senior centers is located adjacent to Biglerville High School.

Bookmobile Service

A bookmobile serves the county in over 60 locations including Biglerville. The bookmobile was scheduled to visit Biglerville every other week, on Tuesday afternoons and Tuesday evenings.

The bookmobile service accounts for 25 percent of the public library circulation. When evaluation of reader interests revealed that the bookmobile is used primarily for pleasure reading and only limited information services, the bookmobile program moved from a mini-traveling library in which every area of the world's knowledge (divided into categories by the Dewey Decimal System) to genre literature (mystery, popular novels, science fiction, romance, historical fiction among others). The current turnover rate (number of items circulated in relation to the number of items on the bookmobile) considering the limited space in the bookmobile, confirm the high rate of success. The bookmobile program is flexible allowing constant evaluation of readership interests and redesigning the collection to accommodate changing interests.

Community

Many factors influence family life in the Biglerville community. Many parents are both working both on and off their farms. Hectic schedules with farm life as well as the school and sports activities for high school students compete with the Community Library Program. School records indicate that approximately 275-300 students are involved in programs and activities that require evening participation. These include sports, band and drama among others. A significant number of students also work on farms or other jobs outside the home. A total of 162 student work permits have been issued.

Distance, especially for students, influences the use of library facilities. Many of the children within Biglerville community can walk to the Community Library Program to the library. Junior/Senior high school students have no bus transportation for late school-related activities. Less than 50 junior/senior high school students have been issued permits to park on school grounds. No accurate account has been taken of the number of students who have access to cars or find rides with friends; but transportation for a district covering 90 square miles is a consideration.

Library usage is also influenced by the type of school assignments students are asked to pursue. The perception of the principal(s) and librarians interviewed concerning the type of school assignments currently made by the majority of teachers is that they are principally text-oriented assignments in all schools. Some specific fact-finding assignments are made in the elementary schools. One principal indicated that the elementary curriculum is gradually changing to problem solving, and he anticipates an increase in library usage during school hours and in the evening community program.

THE RESEARCH ABOUT SCHOOL/PUBLIC LIBRARY COOPERATION

A long history of cooperation between school and public libraries is reflected in library literature. Ralph H. Stenstrom cited 383 articles in his annotated bibliography covering the years from 1940 through 1968. Shirley L. Aaron noted "almost twice as many [articles] devoted to school/public library cooperation as to other areas of cooperation." Many of the articles found in the literature are not formal research studies and lack the rigor required. Statistical analysis of any data is lacking. Rather than comparisons of similar projects, they are personal accounts of a cooperative project in a specific community.

No reports were found of cooperative projects with goals similar to those of the Biglerville Community Library Program. Some common factors that appear in the literature to influence the success or failure of such cooperative ventures include the categories of:

- o governance including planning and evaluation strategies
- o services
- o staff
- o location and facilities
- o collections and resources
- o budget
- o marketing

These will be used to organize and analyze the data of the Biglerville Community Library Program.

THE BIGLERVILLE COMMUNITY LIBRARY PROGRAM

Originally, the Biglerville Elementary School and Adams County Library System entered an informal cooperative venture to provide community library service to the Biglerville community. The goal of this cooperative program was to expand access to both school district and Adams County Library resources, to attract library non-users by making library services more convenient and to attract the community to Biglerville Elementary School. This venture was initiated by Mr. Robert Dortenzo, Biglerville Elementary School Principal, Ms. Jenni Lobaugh, Librarian at Biglerville Elementary School, and Mr. Mark Merrifield, Director of Adams County Library System.

School district funds were utilized to initiate the Community Library Program January through May, 1990, during the summer, 1990, the 1990-1991 school year and summer, 1991. Costs for this initial program included the librarian's salary at \$15.00 per hour and the aide's salary at \$7.80 per hour for two hours per week,

and special programming events \$900 - \$1,000. Elementary librarian, Ms. Jenni Lobaugh and Mr. Robert Dortenzo were responsible for implementing the program. There were no formal arrangements for sharing resources with the Adams County Library System. Resources from Adams County Library were obtained when Ms. Lobaugh or her aide visited Gettysburg. Ms. Lobaugh's teaching schedule on Thursdays permitted some administrative leave time which was used to obtain resources. The bookmobile continued to serve the Biglerville community twice a week. During the initial program, Ms. Lobaugh sponsored community programs on various topics to encourage participation in the Community Library Program. At these time she would secure resources from Adams County Library to complement program topics.

With the success of the Biglerville Elementary School program, the Upper Adams School District administration decided to expand the program in Phase II to include the Biglerville Junior/Senior High School. Because of the limited space in the elementary school building, this expansion to a second location would provide the community with access to more adult reading materials and other resources. By becoming a partner in the Community Library Program, the Biglerville Junior/Senior High School library would provide reference and reading materials through extended access to students and new access for all adults in the community.

An LSCA grant proposal was prepared to seek additional funds for several targeted adult groups in the community including the elderly, literacy programs, and limited English proficiency groups. This proposal was accepted by the Pennsylvania State Library funding the Upper Adams School District Community Library Project for the 1991-1992 academic year including summer, 1992.

In order for the Biglerville Community Library Program to reflect general public library services, all ages needed to be served. The Biglerville Elementary Community Library Program serves children both school and pre-school age as well as adults working with children in the Biglerville Borough. The Adult/Young Adult Community Library Program targets sharing resources with students, teachers, administrators, and other adults in the community. Specific groups include the elderly, literacy students, and adults with limited English proficiency.

The Biglerville Community Library Program operated on the school district's calendar rather than that of a typical public library. Both school libraries were available from September 4, 1991 through May 21, 1992. The Biglerville Elementary School was available from June 18, 1992 through August 13, 1992. In each building, a librarian provided service on Thursday nights for two hours, 6:00 - 8:00 p.m. The summer program at the elementary school provided services on Thursday mornings for two hours, 9:30 - 11:30 a.m.

METHODOLOGY

For the purpose of analyzing the Biglerville Community Library Program of Adams County, a cooperative project, the case study method was chosen. The descriptive case study approach focused attention on the common factors identified in the literature, governance including planning and evaluation strategies, services, staff, location and facilities, collections and resources, budget, and marketing. Data collection was done on an on-going basis and included historical materials, demographics of the community as well as documentation from the grant project proposal and interviews. Strengths and weaknesses were sought.

Governance, including planning and evaluation strategies

Initial planning for the grant project included Mr. Mark Merrifield, Director of the Public Library, Ms. Jenny Lobaugh, Elementary Librarian, and Mr. Robert Dortenzo, Principal of Biglerville Elementary School. Ms. Lobaugh was named Coordinator of the project. Since the grant was awarded to the Upper Adams School District, governance of the program was assumed by the school district. Specific responsibilities and duties were outlined in the grant proposal.

In the initial planning, procedures were designed for marketing the Community Library Program, sharing resources between Adams County Library and Upper Adams School District, collection development strategies in the areas of literacy, the General Education Diploma (G.E.D.) materials, limited English proficiency materials, materials for at-risk students, and computer software.

After the initial planning, no further joint planning between the elementary and adult/young adult levels occurred. Rather each program level was responsible for planning with Ms. Annette Powell, Outreach Librarian for Adams County Library and each level was responsible for planning separate community library programs.

Ms. Lobaugh reported that she continued to plan with Ms. Annette Powell on matters concerning Biglerville Elementary Program. Planning focused on daily operational procedures such as delivery and schedule of resources, summer reading program, circulation procedures and circulation statistics of Adams County Library resources circulated through the Biglerville Elementary Community Project. Ms. Lobaugh selected themes and activities for programming, and Ms. Powell supported the programming with resources from the Adams County Library collection.

The Biglerville Elementary Community Library's summer program was planned to coincide with one of the bookmobile's visits to Biglerville. The bookmobile stopped in the school parking lot on Thursday mornings, the same hours that the Biglerville Elementary Community Library Program was in operation. Bookmobile

patrons were encouraged to check out materials and bring items to the school library to read or to participate in the programming offered by the school district's program. The bookmobile was strictly circulation, while the school community library provided programming activities, as well as circulation.

Ms. Susan DiIorio, high school Librarian, was responsible for planning and implementing the Adult/Young Adult Community Library. A deposit collection of resources from the public library, similar to those housed in various other sites, was housed in the junior/high school library for students and community use. Ms. DiIorio contacted Ms. Annette Powell for special requests from students. In addition, Ms. DiIorio utilized one-half personal day to visit the Adams County Public Library Director for planning with Adams County Library staff in Fall, 1991.

Planning with target groups identified in the grant proposal included working with school staff such as guidance counselors, and ESL teacher to reach the G.E.D. students and limited English proficiency groups. In addition, Ms. DiIorio placed an invitational call to the Adams County Migrant Services in Gettysburg. The purpose for these contacts was to inform group leaders of the extended hours, and to invite each group to make use of the Community Library facilities and services. There were no follow up calls, or additional contact.

Contact with the Adams County Library System throughout the project occurred at regularly scheduled visits when Ms. Powell would change the deposit collection in the junior/senior high school every four to six weeks. Ms. Powell was able to advise on type and manner of circulation statistics necessary, as well as type of resources frequently requested by adults in Biglerville community. She was available to fill teachers' requests for special curriculum materials, however, she expressed concern that more teachers did not take advantage of this service.

Operational procedures to be determined in the Community Library Program included:

Circulation of Materials: In the Adult/Young Adult Community Library, all materials except the computer software and reference materials circulated to everyone. In the Elementary Community Library Program, all books circulated; tapes purchased with grant money circulated. Kits, videos, cassettes purchased by the school district for curriculum use did not circulate.

Statistics: Statistical records for attendance, and circulation records were established. Separate circulation records for Adams County Library System resources were maintained to provide statistics on the number of circulations of public library resources. Accurate circulation accounts are necessary since financial support from the State Library to Adams County Library System is determined by circulation records.

Safety Procedures: Procedures had to be established regarding unsupervised children. Although not a problem at the secondary level, it was necessary to establish a procedure at the elementary level. In addition, it was necessary to establish procedures for elementary students that were not picked up at the close of the evening Community Library Program.

Special Programs: Procedures for handling large groups for programs at the elementary level led to issuing free tickets that would limit attendance to 200 people. This was necessary for several programs.

Services

Services were determined at each level of the Community Library Program. Services offered at both locations included:

- o Access to school district resources including both reference and regular collection during the school year after the regular school hours one day per week;
- o Access to a deposit collection of resources housed in the elementary and second buildings from Adams County Library System;
- o Interlibrary loan services;
- o Access to the junior/senior high school's and the elementary school's computer room with its computer programs.

In addition, the Elementary Community Library Program provided access to resources during the summer. Programs of interest to the community, selected by Ms. Lobaugh, were also provided. Interest of adults as well as children was generated through special programs including beach night, bedtime stories to promote reading to children, American railroad lecture, health awareness, skydiving and hot air ballooning. Special programming proved to be an excellent device for motivating attendance the Biglerville Elementary Community Library Program.

The Adult/Young Adult Community Library offered one special program featuring a local Civil War author. Additional services offered at the secondary level include computerized reference sources such as ACCESS PA, a state database of collections throughout Pennsylvania that can be requested through interlibrary loan, an electronic encyclopedia; adult reference resources; and periodical interlibrary loan within York/Adams County System.

Staff

In this cooperative venture, the school district provided staff for the Community Library Program consisting of:

Ms. Jenni Lobaugh, Elementary Librarian and Coordinator of the project
 Ms. Deborah Montgomery, Aide for the Elementary Community Library Program
 Ms. Susan DiIorio, High School Librarian

The Adams County Library System provided services through their Outreach Program. The Outreach staff involved in implementation were bookmobile drivers, Ms. Michelle Godman, Assistant Director and Ms. Annette Powell, Director of Outreach Services. The bookmobile staff assisted throughout the project in promoting the program to community, selecting and delivering deposit collections and resource requests, especially in summer when they were stationed in the school parking lot. An estimated five percent of the total time was devoted by the Outreach staff to this project.

Staff members were hired for 35 sessions, two hours per week (70 hours) for each site, and the Coordinator, Ms. Lobaugh, was provided one additional hour per week for planning and administrative duties (35 hours). Ms. Lobaugh was hired for an additional nine sessions, two hours (18 hours) for the summer, 1992, Biglerville Community Library Program. Ms. Montgomery, an instructional assistant in the Elementary Program, was assigned to one hour each Thursday evening in the Biglerville elementary computer center and one hour assisting in the elementary library. No additional paid assistance or administrative time was offered in the Adult/Young Adult Program. It should be noted that both of the professional librarians participated in this program in addition to full-time job responsibilities with the school district during the day.

Community Library Staff

	Junior/Senior High School		Biglerville Elementary	
	Evening	Summer	Evening	Summer
Professional	1	0	1	1
Clerical	0	0	1	1
Volunteers	2 students		student volunteer, not on a regular basis	

Since most of the evening users were students working on school assignments, it is estimated that 90 percent of the adult/young adult librarian's time was spent on school related concerns during the evening Community Library Program. In the Elementary Community Library Program, approximately 50 percent of both the clerical and professional librarians' time was spent on school related concerns, and 50 percent was spent of community library related concerns, such as programming. During the summer months, efforts were 100 percent community related.

Collection and Resources

The Community Library Program initially used the existing collections available through the junior/senior high school and Biglerville elementary library collections. These collections include:

	Junior/Senior High School	Biglerville Elementary
Fiction	5,000	3,700
Non-Fiction	6,500	4,100
Periodicals	75	0 (donations)
Newspapers	5	4 (Thurs. Eve. only)
Non-Print Software	200 (videos)	950 (various formats)
Audio-visual Equipment	1 (fs/cassette)	14 (various formats)
Computer Software	12 programs	
	2 CD ROM Encyclopedias	
	7 CD's with games	
	4 Carmen San Diego games	
Computer Equipment	10 Apple IIGS	10 in computer room
	2 IBM	1 in library
	(1) Electronic Ency.	
	(2) ACCESS PA	

The junior/senior high school library is primarily a print collection, with emerging interest in information in electronic formats. The collection features the typical resources for reference services, including recent SIRS in microformats. The subject areas for SIRS holdings support the curriculum.

Additional purchases were made via the grant to support the target groups identified in the proposal: elderly, limited English proficiency groups and G.E.D. participants. These purchases included: career materials, videos on literature, including Agatha Christie, Arthur Conan Doyle, Spanish and Spanish/English for young adults, as well as Biographies in English and Spanish. While the proposal indicated a selection committee would identify resources for targeted groups, selection of resources was made by Ms. DiIorio, in consultation with the high school guidance counselor and the ESL teacher.

The Biglerville elementary library collection consists of both print and non-print resources; however, it should be noted that 600+ of the non-print resources consist of filmstrips with no sound accompaniment. This may indicate outdated resources, with limited use. The listening centers were equipped with recordings and books, to support reading programs. The Elementary Library Program utilized grant monies to purchase educational games, books on tape and videos.

The Adams County Library System provided a deposit collection to both schools. Selections for this program were made by Ms. Annette Powell, based upon her experience in the community with the bookmobile, senior centers and requests from area residents. Using circulation records at deposit libraries and bookmobile to determine type of resources, selections were made for the original deposit collections in the Biglerville community library. For the adult/young adult community library, the collection consisted of print resources, large print books, and books on audio cassettes, rotating the collection every four to six weeks. With few requests coming from the Adult/Young Adult Community Library Program, Ms. Powell based selections on her knowledge of the curriculum, highlighting whatever was happening that month, e.g., Women's History Month, the Literacy new reader collection.

In the Biglerville elementary community library, the deposit collection provided by Adams County Library System consisted of a mixture of adult and children's resources. While most resources were targeted for children, some adult materials were provided, primarily on program topics, Parenting, Family Life, Health, Biography, Crafts or individual adults requests.

Location and Facilities

Facilities for the Community Library Program at the Biglerville elementary and junior/senior high school libraries are discussed in relation to entrances/exits, access for persons with disabilities phone and restroom access, seating space for special programming and heating and air conditioning.

- o Entrances/Exits: While there were no direct entrances/exits to the outside, access to entrances/exits in both buildings were located near the library facility. Access to the rest of the building could be secured in the junior/senior high school, but not in the elementary building.
- o Access for Persons with Disabilities: In the junior/senior high school building, there is a ramp entry from the side of the building which is kept locked after school hours. Anyone wishing access must call ahead and the librarian would open the door. By current standards for access to the disabled, this is a problem. In the Adult/Young Adult Community Library Program, access to the computers is located in a room adjoining the library; therefore, access is available for persons with disabilities. Access for persons with disabilities does not appear to be a problem in the Biglerville Elementary Community Library Program, except to the computer room where there are several steps to a lower level. Major renovation plans for the Upper Adams School District are in progress and access for persons with disabilities will be addressed at that time.

- o Phone Access: Phone access for outgoing and incoming calls was provided in the elementary community library. The Adult/Young Adult Community Library Program did not have access to incoming calls after school hours; thus persons with disabilities had to make arrangements to use the community library before the close of the school. For persons with disabilities and safety reasons, it is imperative that phone lines are separate from a district switchboard which is not operating after regular school hours. Phone access proved to be necessary for communication to parents when children were not picked up promptly at closing, as well as in emergency situations. Biglerville elementary library's phone was listed in the phone directory under the community library name, an additional marketing device.
- o Restroom Access: Both facilities offered easy access to restrooms.
- o Seating: Seating capacity in the junior/senior high school accommodated approximately 50 patrons. Biglerville elementary community library could accommodate approximately 30 patrons at tables, 14 at listening stations, 10 in the reading corner. There are six seats available in the hall for an overflow. Most of the tables and chairs were appropriate for elementary age children; therefore, as part of the grant, adult-sized furniture was purchased for the reading corner which included a sofa, oversized chair, as well as a TV/VCR, tables and lamps. It was hoped these furnishings would encourage adults to accompany children to the Biglerville Elementary Community Library Program.
- o Space for Special Programming: Due to the size of the elementary library, special programming events frequently were held in the cafeteria/auditorium of the elementary school. When it was anticipated that the program would draw attendance over 200, free tickets were issued for monitoring large groups. Facilities for programming in the Adult/Young Adult Community Library Program would not be a problem as most evenings the auditorium or cafeteria would be available if attendance warranted large space.
- o Heating and Air: Heating was controlled centrally with the rest of the school building and neither building had air conditioning. Usually other activities were scheduled in the school buildings the same night as the Community Library Program, so heating was not a problem. During the summer library program, there was a great deal of discomfort with extreme heat and high windows in the elementary building. It was difficult to circulate air, even with three fans purchased for the program. For continued community library, air conditioning would have to be considered.

Budget

The various costs for this cooperative project were covered from several sources: school district budget, grant funds, Adams County Library budget.

The school district costs included salaries for one professional librarian at \$15.00 per hour (same amount as homebound instruction) and one aide at \$7.85 per hour, for a total of \$2,535.80. Additional costs include: supplies for the programs, telephone with separate line from district switchboard, plus indirect costs such as heat, electricity, liability insurance, maintenance on copier, janitorial services, some marketing included in regular district communications.

Grant funds provided for the junior/senior high school librarian's salary at \$15.00 per hour, for a total of \$1,050. Additional costs include: new resources, furnishings and equipment, special programming, marketing and sharing resources with the Adams County Library System. Adams County Library System received \$3,000 to cover resource sharing costs in the Biglerville Community Library Program. These costs included processing, record keeping, transportation for delivery and consultation between Ms. Lobaugh and the Adams County Library Outreach Staff.

Services performed by Adams County Library Staff for the Biglerville Community Library Program were the responsibilities of the Outreach Staff. Adams County Library System absorbed some indirect funds, utilizing five percent of the Outreach budget for this program. Indirect costs include mileage, vehicle maintenance, insurance, increased staff time for Outreach Personnel to fill individual requests, selecting deposit collections, and administrative responsibilities, including reports and statistics for approximately \$3,000. Additional resources supporting the goals of the program were purchased from the Outreach Program's resource budget for a total of \$1,500. Marketing costs were incorporated with marketing cost for the System.

BUDGET

	School District	Adams Co.	Grant
Salaries			
Evening	\$ 2,124.50		\$ 1,050.00
Summer	411.30		
Supplies	\$ 200.00		\$ 1,791.17
Telephone*	\$ 360.00		
Indirect Costs	\$ 270.00	\$ 3,000.00	
Resources		\$ 1,500.00	\$ 6,033.83
Furnishings/Eqpt.			\$ 4,348.36
Resource Sharing			\$ 3,100.00
Programming			\$ 1,993.97
Marketing			\$ 257.47
Evaluation/Dissemination			\$ 6,000.00
TOTALS	\$ 3,365.80	\$ 4,500.00	\$ 24,574.80

*(Outside line listed under Biglerville Community Library in Phone Book)

Marketing

Marketing strategies for the overall Biglerville Community Library Program included:

- o posters advertising the program at both the elementary and secondary buildings, distributed in schools and Biglerville community
- o weekly announcements in the Tuesday edition of the Gettysburg Times newspaper
- o listing on the District Calendar, distributed in August to every taxpayer
- o notices in monthly school public relations items, including district newsletters

Approximately 3,050 households receive school district newsletters.

The target audience for Biglerville Elementary Community Library program was children, both school and non-school age (i.e., day care programs) and adults working with children of these ages. Therefore, Ms. Lobaugh's marketing techniques for the Biglerville Elementary Community Library program included:

- o announcements in monthly Biglerville Elementary School bulletins
- o direct memos to parents from the Librarian informing them about the Community Library Program and its goals
- o speaking to district early intervention programs
- o special programs for adults and children
Some special programming in the elementary school reflected adult interests to encourage parents to bring children to the Community Library Program.
Special programming for the children included: Animal Care, sleepover, Easter and Mother's Day activities, puzzle and game nights, creating valentine cards to share with the elderly.
- o Articles throughout the year in Gettysburg Times highlighting the special programming features.

The Adult/Young Adult Community Library Program was designed for school users, community adults, especially the groups identified in the original grant proposal including individual working toward G.E.D., limited English proficiency, and the elderly. Marketing for this program consisted of:

- o weekly announcements made on regular public address system
- o displaying poster in front of building announcing the program
- o displaying posters in the senior citizen center next to the school
- o in monthly junior/senior high school newsletter/calendar distributed via students
- o a special program featuring a local Civil War author
- o contact with guidance counselors and ESL teachers

Adams County Library System contributed to marketing the Biglerville Community Library Program by:

- o reporting on the program in their regular weekly newspaper column
- o including an article in the bookmobile newsletter
- o actively informing and encouraging area residents using the bookmobile service to use the Community Library Program

EVALUATION

For the purpose of assessing the validity of the Biglerville Community Library Program, a cooperative project, the evaluators analyzed data in light of the objectives of the program. The evaluators attached the success measures identified by project staff in the original proposal to the program objectives stated in the proposal. The success measures as identified by project staff are:

- (A) Increased circulation in both libraries during the school day and the evening library program
- (B) Increased attendance in the Elementary Library Program based on last year's results
- (C) Success for our high school program will be determined by an average attendance of twenty-five to thirty patrons each evening for the initial project,
- (D) Statistics that list the target clients will be calculated each evening
- (E) Use statistics from the Adams County Library and the bookmobile that show an increase in the users of the library system for the Biglerville area

Objective 1:

Continue to strengthen our on-going program at Biglerville elementary school level. ACCESS PENNSYLVANIA and interlibrary loan at the high school will provide our clients with the opportunity to access resources from other geographical areas.

Success Measure A:

Increased circulation in both libraries during the school day and the evening library program.

Circulation statistics do indicate increase participation in the Biglerville Elementary Community Program from a total of 1,700 items in 1990-1991 program to 3,244 items in 1991-1992 program. Circulation statistics for Adult/Young Adult Community Library indicate much less participation.

No statistics were provided which would compare increase in circulation during the school day.

Monthly Circulation Tables For Community Library Program

	Elementary	Secondary
Sep.	314	2
Oct.	292	26
Nov.	224	10
Dec.	248	13
Jan.	191	4
Feb.	157	10
Mar.	364	10
Apr.	418	4
May	216	0
June	210	
July	428	
Aug.	182	
TOTAL	<u>3,244</u>	<u>81</u>

Objective 2:

Enhance the Community Library Program's ability to provide services for clients not served by the elementary program or a school program (i.e., elderly, non-parent group).

Success Measures B, C, D:

Increased attendance in the Elementary Library Program based on last year's results.

Success for our high school program will be determined by an average attendance of twenty-five to thirty patrons each evening for the initial project.

Statistics that list the target clients will be calculated each evening.

The Elementary Community Library Program totaled 3,780 participants, approximately 2,479 students and 1,301 adults, an increase of 1,866 patrons over 1990-1991 program. Attendance increased with both students and adults. Attendance was higher on nights special programming was offered.

Attendance goals for the Adult/Young Adult level were not realized, especially with targeted groups. The Adult/Young Adult Community Library Program totaled 386 patrons, approximately 267 students, 12 children and 107 adults. Primary users of the Adult/Young Adult Community Library were students. Statistics do not reflect that the community responded to the Adult/Young Adult Community Library Program.

Statistics that identify use by the target groups were not calculated.

Monthly Attendance Statistics

	Elementary		Secondary		
	Adults	Students	Adults	Students	Children
Sept.	138	239	13	22	3
Oct.	187	384	25	36	0
Nov.	84	164	7	33	5
Dec.	154	226	7	20	1
Jan.	66	129	7	20	0
Feb.	70	141	7	33	1
Mar.	114	234	16	75	2
Apr.	169	346	7	17	0
May	96	234	18	11	0
June	47	62			
July	123	234			
Aug.	53	86			
TOTAL	<u>1,301</u>	<u>2,479 = 3,780</u>	<u>107</u>	<u>267</u>	<u>12 = 386</u>

Objectives 3, 4, 5:

To increase the number of residents participating in the use of any library system by providing materials for our target clients.

Increase the depth and scope of information by resource sharing through our Adams County Library partnerships at the high school and adult levels.

To enhance already existing resources with core collections from the Adams County Library System on a variety of topics relating to the curriculum, daily living, and materials of interest for the adult community.

Success Measure E:

Use statistics from the Adams County Library and the bookmobile that show an increase in the users of the library system for the Biglerville area.

Through the Outreach Program, the Adams County Library System purchased additional resources (duplicates and materials suitable for this program) to develop collections for the community library. Statistics were collected for bookmobile circulations from September, 1991, through August 1992. During the school year, the bookmobile made two Tuesday stops (Blocher Store in the center of town, and Biglerville Heights, a housing development). During the summer months of June, July and August a third site was added at the Biglerville Elementary School to coincide with the Community Library Program on Thursday mornings. The third bookmobile site replaced the deposit collections provided by the Adams County Library System at the Adult/Young Adult Community Library, since this program was not available to the community during the summer months. The bookmobile was needed to serve this population. These factors contribute to the large increase in bookmobile circulation during the summer months. Ms. Powell noted in reviewing statistics "there appears to be a rise in the use of the bookmobile; this cooperative venture added to and encouraged more user participation in the bookmobile services."

In addition to bookmobile services, during the academic year Adams County Library System provided deposit collections averaging between 500 to 800 resources every four to six weeks to the Biglerville Community Library Program (elementary and adult/young adult levels). A deposit collection, averaging 70 to 80 resources was delivered monthly to the senior citizen center next to the junior/senior high school. No statistics were provided on the number of circulations from the deposit collections.

BOOKMOBILE CIRCULATION
September 1991 - August 1992

September	89
October	54
November	40
December	50
January	102
February	98
March	92
April	121
May	125
June	1,396
July	929
August	463
 TOTAL	 3,359

Objective 6:

To promote reading both at school and in the home with the educationally sound materials and programs.

Special programming did prove to be successful in attracting adults to the Elementary Community Library Program. On nights with special programs targeted to adult interests attendance and circulation did increase. The adult/young adult level offered one program on the Civil War. This would indicate more special programming is needed at this level. Special programming efforts should be coordinated to prevent competition between the elementary and adult/young adult levels.

PERSONAL OBSERVATIONS OF LIBRARY USERS

Both the Upper Adams School District and the Adams County Library System have indicated the Biglerville Community Library Program was a benefit to the community. Patrons using the program were complimentary about the services and were pleased to have additional resources available to them.

Strengths:

Upper Adams School District and Biglerville community benefited by:

- o Encouraging adults to come to the Biglerville Elementary School to a comfortable surrounding and enjoyable experience.
- o Access to public library resources for elementary students.
- o Access to computer instructional center for research and word processing.
- o Additional access to resources for current students, graduates and community.

Benefits for Adams County Library System included:

- o Strengthening communication/ties with the school district and Township.
- o Boosting circulation and user shipments.
- o Registering new patrons.
- o Presenting positive images of public library bringing services to this community.

One school board member, an enthusiastic supporter and patron of the program commented, "the School Board should continue to support the Community Library Program because the concept of using a library outside of the school day supports the curriculum."

Student patrons commented favorably that the Community Library program meets both their informational and recreational needs; they were pleased that homework assistance was available if needed and that the library was able to provide the books needed. Adult patrons and parents stated they were at the Biglerville Elementary Community Library due to their children's needs. They felt the program was especially advantageous for kids who had homework requiring library resources.

Concerns:

Concerns for Upper Adams School District and the elementary level included:

- o Attendance of kindergarten children without adult supervision. The nature of some activities would not allow this age child to work independently. It was necessary to establish an age limit for attending without an adult. Permission slips were needed for children attending without adults.
- o Failure of some parents to pick up children promptly at closing presented some problems for the school district. This situation necessitates phone lines separate from the district switchboard to contact parents/guardians.
- o At times special programming created a situation when there were too many people for the school district personnel to handle. Guidelines for admission had to be established for certain events. Due to popularity of topic (sometimes over 200 in attendance), free tickets had to be issued for the management of large groups.
- o Increased circulation during the evening program required flexible adjustments to the daily schedule of school librarian to allow time to reorganize in the morning.
- o Administration must demonstrate support for a program of this nature. While it is recognized that administrators did attend significant events, all administrators should be visible occasionally during the regular community library.

Some concerns for Adult/Young Adult Community Library included:

- o While attendance could be better, it was an initial start for the program. The Community Library Program was experiencing similar difficulties encountered in generating interest for other programs in the area.
- o Driver's license or transportation is needed to participate in the Adult/Young Adult Community Library Program by students, migrant workers, students in the ESL classes and Senior Citizens in the area.
- o More utilization of the expertise of Adams County Library System in the area of adult library services was needed.
- o One individual provided the suggestion that the Community Library Program consider altering days and times to accommodate people with commitments every Thursday evening.

Some additional factors considered in the evaluation of this project are:

While the grant proposal did not indicate every administrative duty, some responsibilities relating to the goals of the project and each staff member responsible for implementation were identified as:

Ms. DiIorio will prepare survey to determine need and materials for patrons.

Mrs. Lobaugh, Ms. DiIorio, Mr. Klokis and Mr. Merrifield will develop specifications and procedures for the High School Community Library Program.

Ms. Lobaugh will chair committee to develop a brochure and public relation materials to be distributed to community.

Ms. Lobaugh and Ms. DiIorio, together will promote project to community.

Ms. DiIorio, and Ms. Lobaugh will chair committee to examine literacy materials, G.E.D., limited English proficiency materials, and at-risk materials.

Ms. DiIorio will chair committee that will evaluate and select resources for the proposed target groups.

Evaluators noted that even though specific activities identified in the grant proposal were not carried out as indicated, the activities did occur in some limited manner. For example, no survey was prepared to determine need and materials for the patrons. Also, committees were not established for examining and selecting materials for targeted groups. Instead, Ms. DiIorio met with school personnel (ESL teacher and guidance counselors) for suggestions. Also, while brochures and public relations materials were developed, there is no evidence that a committee developed these items. Meeting with community representatives from each targeted group would be a method of marketing the program to appropriate audiences and determine constraints that prohibited groups from participating in the Community Library Program.

No ongoing evaluation occurred which would allow problems, once identified, to be corrected. No attempts were made to measure additional factors, such as governance, services, staff, collection, facilities, budget or marketing. The lack of structure and time for planning prohibited consistent input by those responsible for implementation and monitoring of the program. Joint planning was needed which utilized the expertise of the Adams County Library personnel with

knowledge of the community, the services required for adults, and special interest groups. School district personnel did not take advantage of the expertise of the public librarians in this area. The result was two separate community library programs competing for community's attention, rather than one unified program. However, joint planning would have been difficult to do, since only the coordinator was given one hour per week for administrative duties, and the Adult/Young Adult Librarian had no additional time for planning activities.

Evaluators noted an imbalance between the two levels of the Community Library Program in several areas including funding, schedules for both the program and personnel. These disparities do influence the results of services that could be provided.

A disproportionate amount of funds for resources, furnishings, and programming costs were spent on the elementary program (\$10,178.99) as compared to the amount (\$3,988.41) spent on resources and programming at the adult/young adult level. A total of \$5,456.47 was spent on advertising for the combined programs, resource sharing and grand opening costs.

In the Elementary Community Library Program the professional librarian was provided one additional hour per week for administrative/planning activities, while no additional time was provided at the adult/young adult level, resulting in the librarian serving the adult/young adult level utilizing one-half personal day for the purpose of planning with the Adams County Library System.

Further, no Adult/Young Community Library service was provided during the summer months, as compared with the Elementary Community Library Program presented on Thursday mornings. The bookmobile was needed to serve this population during the summer months.

CONCLUSIONS FOR BIGLERVILLE COMMUNITY LIBRARY PROGRAM

The Biglerville Community Library Program provided access to valuable library services and resources that otherwise would not have been available. The community benefited by having access to larger number of resources and services from Upper Adams School District and Adams County Library System. The patrons using the program were complimentary about the services and were pleased to have access to the additional materials.

However, it is not apparent from the statistics available that these services were used by the majority of students or the adult clientele. In a community library program more effort is needed to include the entire community, especially the targeted groups such as the elderly, limited English proficiency, and the G.E.D. candidates. More guidance is needed at the adult/young adult level to ensure that the entire community, not just the school population, is served. Utilizing the expertise of the Outreach staff of the Adams County Library System in developing services for the community should assist in future attempts for community library services.

The apparent lack of planning and communication after the program began led to limited unity and imbalance between the two levels. More resources, time for administrative responsibilities, programming were provided for the Elementary Community Library Program. This put the two levels in competition with each other. To function as a true community library, cooperation and communication between the two levels of the Community Library Program are needed if the program is to ensure a cohesive, unified program. Planning and communication should address community issues, as well as the school populations and issues.

Formative evaluation is needed to identify the program strengths and community concerns. Evaluation needs to focus on the factors other than attendance and circulation. Circulation and attendance statistics alone do not determine factors behind apparent lack of response in the adult/young adult community library program. Possible reasons for the lack of response to the program include:

- o distance and lack of transportation (90 square miles) play a major role not only for junior/senior high school students, but also for limited English proficiency groups, elderly and G.E.D. candidates
- o lack of special programming to attract participants
- o hesitancy of senior citizens to use school facilities
- o day and time of community library conflict with school activities for junior/senior high school students, student work hours and home responsibilities.

Possible reasons for the adult participation at the elementary level include:

- o need to accompany younger children to the Community Library Program
- o special programming to attract adult interest.

Therefore, strong planning principles and formative evaluation, focused on governance, services, staff, facilities and location, budgeting, and marketing, need to be applied to future community library services.

RECOMMENDATIONS FOR THE BIGLERVILLE PROGRAM

For the continuance of a unified Community Library Program, Biglerville would benefit by following recommendations offered. The recommendations were developed from the literature and from data observed in this program and have been used to formulate the FRAMEWORK FOR COOPERATIVE VENTURES.

GOVERNANCE:

Governance, including planning and evaluation strategies

1. Establish a steering committee to provide joint planning. The steering committee should consist of representatives from both the school district, the public library, as well as representatives from targeted groups. This would ensure that everyone involved is committed to the program. The steering committee would be responsible to report on Community Library Project to their respective governing boards and request approval for any item requiring board approval.
2. The steering committee will jointly establish goals and objectives, identify services and policies necessary for implementation, as well as identify sources for funding, staff and marketing devices.
3. The steering committee would identify formative evaluation procedures to be utilized throughout the process, as well as at conclusion of project.

SERVICES:

To ensure that services established are utilized, needs assessment should be conducted to determine not only what is needed, but what constraints may cause lack of participation.

4. Establish services which reflect the goals and objectives identified for the program and targeted groups.
5. Establish and promote general information services for adults.
6. Special programming appears to be a strong motivation for attendance, and there does not appear to be any other agency or source offering programs in the area. Therefore, special programming is recommended for both the elementary and adult/young adult level as a marketing device. Both levels should coordinate special programming to ensure that levels are not in

competition with each other. A survey of adult/young adult interests will provide some direction on types of programs to offer. Some example of special program: suitable (but not limited to) for the targeted groups include:

- o income tax preparation
- o job opportunities by career counselor
- o social security benefits and concerns
- o mini health clinic
- o grants/loans for colleges
- o baseball/hobby night
- o hunting by Pennsylvania Game Commission
- o fishing by Pennsylvania Fish Commission
- o distance learning opportunities

STAFF:

In order to establish a unified Community Library project, rather than two separate entities, a coordinator, with administrative skills, is needed to provide continuity and a unified Community Library Program.

7. Provide a project coordinator skilled in implementation and evaluation procedures to oversee the unified Community Library project. More than one hour per week is necessary for administrative purposes. Responsibilities for a program coordinator include development of evaluation instruments to assess services and programs, establish operating procedures, marketing the Community Library Program to specific target groups, evaluating staff participation, overseeing the implementation of the budget, collection development, designing special programming relevant to each level, defining facilities.
8. Daily operations of Community Library Program should remain with the individual responsible for each program level. A minimum of one additional hour per week should be provided for each level to plan services and programs relevant to their particular program.

COLLECTION:

For collection development to be meaningful, it is necessary for many parties to be involved. The proposal indicates a selection committee would be formed, but this did not occur. A selection committee, with community representatives, not only know what the information needs of their constituents are, they also become an additional marketing device, as the committee representatives encourage use of resources among their constituents.

9. Formulate a selection committee, with community representatives working with the targeted groups, (i.e., representatives from migrant programs for limited English proficiency, representatives from G.E.D. and senior citizen communities) for recommending resources for targeted groups.

FACILITIES:

Facilities for a Community Library differ from a school library by the nature of services and programs offered. As already noted in the proposal, additional furnishings were needed in the elementary school to accommodate adult patrons. This was addressed by purchasing furniture for the Reading Corner to provide a more enjoyable and relaxed atmosphere. However, the current elementary library is filled to capacity, and no growth can be accommodated in the present facilities. The current facilities do not meet the needs of persons with disabilities. It is understood that renovations are planned to address these matters within the next several years.

10. Provide access to Adult/Young Adult Community Library for persons with disabilities and elderly without having to make arrangements in advance. This discourages use.
11. Phone access for incoming calls is needed for the Adult/Young Adult Community Library Program. Without this, it is impossible for anyone, including the disabled to contact the Community Library Program after school hours. (N.B. It is noted that for 1992-93, this was resolved via an extension number through the automated attendant switchboard.)

BUDGET:

Obvious costs exist beyond the grant financing, therefore, it is necessary to develop a clear, articulated budget of all costs, along with identifying the funding source to ensure continued support for the cooperative program.

12. Articulate a budget, including direct and indirect costs. Monitoring the budget is necessary to ensure that funds are equally distributed and spent on targeted items.

MARKETING:

Marketing is a major factor in successful programs and goes beyond the placement of notices in the newspaper and posters around the community. It can occur in many formats.

13. The steering committee with representatives from key community or targeted groups should become a valuable spokesperson for the project by:
 - 1) articulating the goals of the cooperative venture to constituents
 - 2) gathering facts to meet each groups' information needs
 - 3) promoting specific community library programs and resources to meet their constituents' needs.

14. Provide stories/reports about the specialized services or programs in the newspapers every month or district newsletters. This could become a project of a communications class or business writing course.

EVALUATION:

While attendance, circulation, and personal observations do indicate some measure of success, other factors are necessary for determining lack of response to certain phases of the project.

15. Evaluation must be formative to identify problem areas and permit on-going revisions.
16. Evaluation criteria should address factors contributing to success such as governance, services, staff, facilities, collection, marketing, budget.

FRAMEWORK FOR COOPERATIVE VENTURES

Persons who wish to plan future school/public library cooperative programs and services should consider the following strategies. Careful planning and deliberation between public library and school administration can ensure the identification of specific responsibilities for all parties involved.

I. GOVERNANCE

- A. Establish a steering committee with representatives from each cooperative group. At least one representative should be from the school district board and one representation from the public library board to communicate goals of the cooperative project to each of these governing boards.
- B. Assign responsibility for program planning to the steering committee. This committee will determine goals and objectives for the cooperative project, formulate policies for legal and operational procedures; identify resources including staffing, funds, facilities, collections, needed to meet the objectives of the project; design the methods of evaluating the cooperative project; and determine how the success of the project can be disseminated to the broader community.
- C. Formalize agreements that define authority and responsibilities with all agencies. Such agreements permit efficient decision-making, conflict resolution, and prohibit the abandonment of financial support by any party without proper notice.
- D. Plan with target groups. Involve representatives from key community organizations working with the various target groups. Discussions should emphasize the need and constraints of their respective groups.
- E. Plan with other professional librarians involved in the project. Implementation strategies should be developed which ensure project goals are achieved. Individuals responsible for implementing the procedures should be identified. Strengths of each professional librarian should be considered in the implementation.
- F. Operational procedures are determined at the outset of the project.
- G. Continue joint planning throughout the duration of the project. Conversing during the implementation of the project should occur between professional librarians, and the representatives working with the various target groups.
- H. Monitor the implementation throughout the project to ensure the success and constraints encountered by program participants.

II. SERVICES

- A. Identify and develop services to meet the goals and objectives of the cooperative venture. Services will vary with each cooperative project, pending on the nature of project, groups involved, length of project, and other localized variables.
- B. Identify the individual or agency responsible and the method for evaluation of each service at the time services are identified.
- C. Formative evaluation strategies should be in place at the time the services are implemented. This provides the mechanism to revise any less successful service or activity when necessary.

III. STAFF

- A. Specify the skills and role of the coordinator needed to achieve unity in a cooperative project.
- B. Determine the number of staff, as well as qualifications for staff needed to meet project objectives. Some considerations in determining staff include:
 - a. appropriate credentials required by the specific nature of the services
 - b. safety and security of staff while operating program
 - c. number of sites to be served
 - d. number of anticipated participants
 - e. who staffs--school librarian only, shared school and public librarians
- C. Develop job descriptions for each position in the cooperative project regardless of which agency employs.
- D. Assure adequate time for staff to interact with the "other" agency. That is, release time for the school librarian to visit the public library to plan programs and vice versa.

IV. COLLECTION DEVELOPMENT

- A. Define a collection that will meet the needs of the targeted groups who will be served by the cooperative project. A collection analysis will point out subject areas, reading levels, formats of materials and quantities of materials needed.
- B. Naming a selection committee, while democratic, may not be practical. Nevertheless, it is imperative that needs of users are identified and collections planned to meet these needs.
- C. Coordinate strategies for selecting and delivering resources as the cooperative project continues and expands.

V. COLLECTION USE

- A. Define any items in the collection whose use may be limited to any potential user.
- B. Identify any materials that are non-circulating in the collection.
- C. Determine how materials will flow back and forth from one agency's collection to the other.

VI. FACILITIES

- A. Determine the space and furnishings needed by the users of the cooperative venture.
- B. When the library is located in a school, some programming may need to be moved to cafeteria, auditorium, or gymnasium to accommodate the numbers in attendance.
- C. Give consideration to heating and air conditioning, access to phone lines which permit outgoing and incoming phone calls, restrooms, safety and security of both patrons and personnel operating the cooperative program; and access for the disabled.

VII. BUDGET

- A. Calculate the budget needed to implement goals and objectives. Explore alternative strategies for delivery of services.
- B. Articulate a budget outlining costs, including direct and indirect costs.

VIII. MARKETING

- A. Involve the steering committee with representatives from key community groups for the purpose of articulating the goals of the cooperative venture; gathering facts of each groups' information needs, and promoting the program and resources to meet each groups' needs.
- B. Conduct a needs assessment for potential users to determine their informational needs.
- C. Plan publicity for newspapers, television, and radio.

IX. EVALUATION

- A. Design formative evaluation involving all parties of the cooperative venture. This is imperative for the success of the project for it permits redesign of activities to ensure success in meeting objectives. Factors evaluated reflect the constraints and benefits of the venture and permit revision while the project is in progress.
- B. Plan summative evaluation to determine the degree of success of the venture and to see if the project should be renewed.