

PUBLIC LIBRARY & SCHOOL LIBRARY

COLLABORATION TOOLKIT

Created by the AASL/ALSC/YALSA Interdivisional Committee on School/Public Library Cooperation

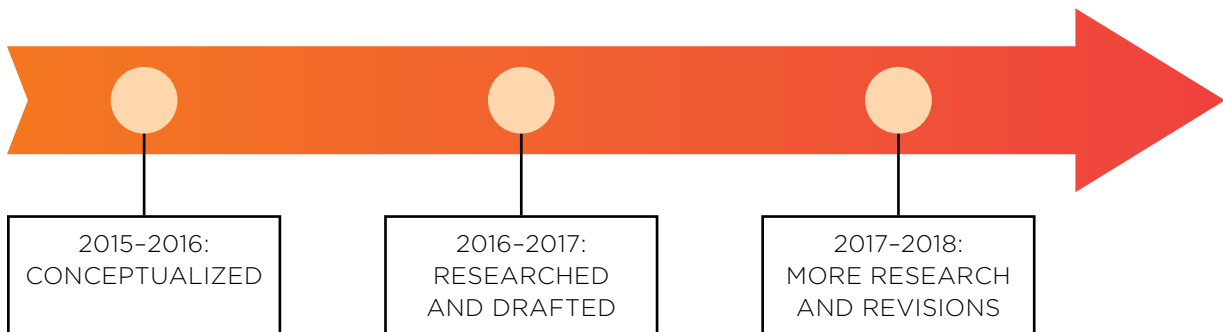


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TOOLKIT CREATION

The *Public Library and School Library Collaboration Toolkit* is itself an example of collaborative planning and effort. The Interdivisional Committee on School/Public Library Cooperation (SPLC) worked for three years to create a resource useful for all librarians and library staff working with children, students, and teens.



Representatives from AASL, ALSC, and YALSA contributed to the toolkit’s contents, and the boards of all three divisions provided feedback and final approval. We hope the included information and resources inspire and facilitate many types of public library and school library collaboration.

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CHAPTER 1

GETTING STARTED

How to Initiate the
Collaborative Process

BY Jody Howard, Shanna Miles, and Rachel Reinwald

Both public and school libraries are community centers at heart, with the same goal: to provide a safe, welcoming environment for all patrons and access to information in a variety of formats. When public and school librarians and library workers engage in collaboration, community members reap the benefits. This toolkit includes context and suggestions for creating partnerships of all sizes. It contains:

- Information on how to start and continue a public-school library collaboration
- Research that supports collaboration
- Examples of successful collaborations
- Useful templates

IDENTIFYING YOUR COUNTERPARTS AND FUTURE COLLABORATORS

One of the very first steps to a successful collaboration is identifying your counterpart at the partner organization. The primary contact at a school should be the school librarian whenever possible; the primary contact at a public library should be either the school liaison (if available), or a nearby children's or teen services librarian. Contact your counterpart via e-mail or phone and suggest an in-person meeting to discuss initial partnership goals. Determine which administrators need to be involved. For example, a school principal should be aware of and approve of a school library's plans. If you are a public library worker, your supervisor should be informed. As you brainstorm plans for collaborative projects, you may want to include subject-area teachers and/or additional librarians from the public library. [Chapter 3](#) lists successful partnership examples of all sizes, and [Chapter 5](#) includes templates for initial communication.

In addition to communicating with counterparts, successful partner organizations also communicate internally. Regularly scheduled meetings between the school librarian and principal are a great opportunity to communicate the school's needs and strategize about ways to address them. Public library workers benefit from regularly scheduled meetings with a supervisor, as well as with other public library staff. The meetings offer an opportunity to determine goals and plans for the future. These internal meetings and communications enrich the conversations between public library workers and school librarians as they discuss collaborative projects.

Even if a collaboration cannot happen right away, school librarians and public library staff still benefit from communicating with each other. A school librarian may not be aware of all the services the public library offers, and a public library worker may not know of all the curriculum topics covered in the schools. Through continued discussions, professionals from the two organizations can determine the best ways to work together.

You don't need to have a specific project in mind to make contact. Just starting a conversation with your counterpart can lead to great ideas. However, if you do have a concrete suggestion, be sure to include details in your initial e-mail. And it doesn't hurt to point out that when we work together, everyone benefits. In [Chapter 2](#), we'll look at research that supports collaboration.

SUGGESTIONS FOR AN INITIAL PARTNERSHIP

Events such as school book fairs, back-to-school orientations, and the public library's summer learning program lend themselves to natural collaboration. Children's Book Week, administered by the Children's Book Council, is held annually during the first week in May. And The

American Library Association (ALA) hosts various initiatives relevant to both school and public libraries, offering opportunities to partner and share resources:

- ALSC's Every Child Ready to Read initiative is relevant for preschool and elementary schools, as well as public libraries year-round.
- Teen Read Week and Teen Tech Week are national celebrations that occur annually.
- National Library Week is held every April, which is also School Library Month.
- September is Library Card Sign-up Month.
- Additional ALA events occur throughout the year:
<http://www.ala.org/conferencesevents/celebrationweeks>

If you have already planned activities, consider suggesting a joint flyer that promotes opportunities at both locations. Joint promotion shows patrons that the public library and school library are extensions of each other. Promoting each other's events is a simple way to start a partnership and can evolve into co-hosting events. Check out [Chapter 3](#) for a list of collaborative ideas.

QUICK TIPS FOR COLLABORATION ETIQUETTE

- Make sure the work is evenly distributed.
- Rotate meeting locations between the two libraries.
- Keep each other in the loop during the entire process.
- Respect and meet deadlines.
- Be sure to send thank-you notes to everyone involved after an event.

CHAPTER 2

**WHY
SCHOOL-PUBLIC
LIBRARY
PARTNERSHIPS
MATTER**

**Research to Support Your
Collaborative Efforts**

BY Donna Black, Judi Moreillon, and Mara Rosenberg

The saying “it takes a village” applies to nurturing and growing literacies in our communities. PreK-12 schools, school and public libraries, and many community-based organizations share a common mission: to promote literacies and learning and to prepare children and teens for the future. When school and public library staff collaborate to meet the needs of youth, they can increase the impact of their efforts manyfold. By building a seamless bridge for lifelong learning between school and public libraries, both can work together to help the young people and families in their communities achieve their life goals.

RESEARCH: A FOUNDATION FOR PRACTICE

A survey by the Pew Research Center shows that “76% of adults say libraries serve the learning and educational needs of their communities either ‘very well’ (37%) or ‘pretty well’ (39%). Further, 71% say libraries serve their own personal needs and the needs of their families ‘very well’ or ‘pretty well’” (Rainie 2016). While these data are positive, librarians know that we can collaborate to do more to grow literacies in our communities.

Evidence-based practice suggests that librarians review published research in scholarly sources (Todd 2009) and in practitioner resources and use this information to build their programs. Using researchers’ findings and other librarians’ experiences, librarians and library workers can design, adapt, and develop their own programs. After implementing evidence-based programs, librarians and library staff collect data to determine their level of success and how to improve programs in the future. The following brief summaries of research in the field were selected to support school and public library staff in co-developing outstanding collaborative programs.

RESEARCH TO SUPPORT JOINT PLANNING

Understanding by Design, or UbD, codified by Grant Wiggins and Jay McTighe (2005), is a research-based planning strategy. UbD starts with participant/program outcomes in mind. When librarians plan, they begin by specifying what they want participants to know and be able to do at the end of the program or project. At the beginning of the planning process, collaborators also determine how they will measure program or project outcomes. This helps keep their focus on providing learning experiences and resources that will support participants in reaching the program outcomes.

When community partners plan collaborative projects, their work will result in greater success if they begin with specific project outcomes in mind. When they determine how they will measure outcomes, they have a plan for collecting the data they need to assess the effectiveness of their work. While this is good practice for all collaborative programs, librarians and library workers who are seeking funding for their joint projects will want to engage in this level of careful planning. Most funders want to know how project outcomes data will be collected, analyzed, shared, and used.

See Chapter 5, [“Collaborative Planning Forms”](#) that use the UbD planning strategy.”

SUMMER LEARNING: A RESEARCH FOUNDATION FOR A HIGH-IMPACT OPPORTUNITY

Summer reading and learning programs present a natural opportunity for schools and public libraries to collaborate for the benefit of children. Multiple studies have shown that students can lose progress in reading and math skills over their summer breaks (McCombs 2011; Mraz and Rasinski 2007). In addition, low-income students lose more than two months in math skills and reading achievement over the summer, despite the fact that their middle-class peers make slight gains. Oxford Learning provides these sobering statistics:

- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college.
- By the end of sixth grade, students who experience summer learning loss are an average of two years behind their peers.
- Two thirds of the income-based achievement gap is attributed to summer learning loss by the start of high school.

Education and library researchers and practitioners in the field have identified summer learning loss as a problem that can be remedied through collaborative efforts. Many researchers have sought to collect summer learning data with the goal of closing the reading achievement gap between children who live in poverty and those from affluent homes. Richard Allington and Anne McGill-Franzen (2013) found the positive impact of summer learning has been most pronounced for low-income families and most particularly for kindergarten and first-grade children. Gayle Bogel (2012) found that teachers and parents recognize that children are better prepared for

the new school year when they have engaged in reading through a summer learning program.

Working together, school and public libraries can provide support and resources to all youth and their families to help prevent the learning loss also known as summer slide. A 2013 Pew Study noted that libraries can do a better job of outreach for both preschool and after-school activities (Rainie 2013). Librarians know that for many students, the public library is their source for summer learning materials (Lu and Gordon 2008). Summer learning programs that attract preschool children through high-school students fit into a strategy for serving young people's year-round literacy needs.

One excellent source of research-based evidence from experimental studies and other research provides librarians and library workers with a great deal of food for thought. In the studies they cite, McGill-Franzen, Ward, and Cahill (2016) conclude that readers' interests and exercise of reading material choice both motivates and helps sustain their summer learning engagement. Free access to books and technology, as well as book ownership, are important keys to stemming summer learning loss. The researchers also conclude that adults should focus their summer learning guidance on pleasure-seeking, leisure reading rather than reading for skill development.

Libraries are in a position to support summer learning. "Libraries have a mandate to intervene in public life" (Rainie 2013). When school and public library staff work collaboratively to prevent summer learning loss, they help children and youth maintain or develop their reading proficiency. "This collaborative work has the potential to bring more children, teens, and families into both school and public libraries where they can meet their pleasure reading and information needs" (Moreillon 2014, 25).

DIGITAL LITERACY

Researchers at Stanford University recently conducted and released the results of a 2015–2016 study titled “Evaluating Information: The Cornerstone of Civic Online Reasoning” (Stanford History Education Group 2016). The study showed what school, public, and academic librarians have known through their own observations and action research related to middle-, high-school, and college students’ information literacy proficiency: “young people’s ability to reason about the information on the Internet can be summed up in one word: *bleak*” (4).

In an ALSC/AASL Community Forum held online on March 23, 2017, participants from school and public libraries discussed how to collaborate to improve students’ digital literacy and digital citizenship skills. In the forum, participants shared resources and strategies. Many spoke about the need for improving communication between school and public library staff to explore how they are currently addressing these skills. Collaborating during summer programming was one idea. Improving students’ digital literacy is an area ripe for further research and school–public library collaboration.

School and public libraries can also collaborate on planning and publicizing connected learning opportunities. The Digital Media and Learning Research Hub notes that “connected learning is oriented to outcomes that . . . include 21st-century skills, dispositions, and literacies, such as systems thinking, information literacy, creativity, adaptability, conscientiousness, persistence, global awareness, and self-regulation, as well as the cultivation of interests, building of social capital, and a positive orientation to academic subjects” (Ito et al. 2013).

ADDITIONAL OPPORTUNITIES FOR COLLABORATION

One of the roles of librarians and libraries is to provide professional training and resources. A recent survey of youth (bit.ly/1UJwWtp), conducted by the nonprofit Youth Truth Survey, found that the majority of respondents felt unprepared for college and careers. In addition, as noted in this January 2014 White House report (<http://bit.ly/2IYtVcR>), low-income students often face significant barriers to college access and success, including limited access to key information and resources. For example, the report indicated that “high schools serving predominately low-income and minority students have counselor-to-student ratios twice the national average—1,000 students per counselor versus 470 students per counselor nationally.” School and public libraries are well-positioned to support teens and their families in the areas of career exploration and college preparation. Collaborations can include events such as career fairs, entrance-exam preparation, dispensing information about financial aid, and more.

School and public library staff can work with each other and with other agencies, organizations, and businesses in their community to offer literacy resources to families and caregivers. The following evidence-based examples relate to brain research.

At birth, the human brain already has about all of the neurons it will ever have. A child’s brain “doubles in size in the first year, and by age three, it has reached 80 percent of its adult volume. Even more importantly, synapses are formed at a faster rate during these years than at any other time. In fact, the brain creates many more of them than it needs: at age two or three, the brain has up to twice as many synapses as it will have in adulthood” (Urban Child Institute n.d.).

Longitudinal research studies suggest that high-quality early childhood programs help young children achieve readiness for school. “There have been two randomized studies, Carroll County, Maryland, and Pierce County, Washington, in which statistically significant results occurred for three (alphabetic principle, phonological awareness, and concepts about print) of the four early literacy principles when library training for childcare workers took place” (Dresang and Campana 2011, 23). How can school librarians support public library initiatives that reach out into the community to improve early childhood literacy training? How can librarians work in collaboration to improve their work to the fourth literacy principle, comprehension?

Bringing resources into homes and classrooms presents another collaboration to support literacy learning. *Library Larry’s Big Day* was a locally produced and aired children’s television show. This five-year outreach program was produced by Denton (Texas) Public Library and Denton Television in association with the Denton Independent School District (DISD). The show’s creator, writer, and co-producer Kerol Harrod noted, “We asked ourselves how can the library connect more to the community and help children learn about their community and the importance of reading” (cited in Stoltz 2016, 124). With its puppet and human characters, each show toured a different neighborhood landmark or business. These episodes were viewed by children in DISD classrooms, where they were used for instruction, as well as in children’s homes in the greater Denton area.

TIPS FOR HEALTHY COMMUNITY COLLABORATION

In her book, *Inspired Collaborations: Ideas for Discovering and Applying Your Potential*, Dorothy Stoltz provides a list of tips for healthy community collaboration.

Her list is adapted from Sari Feldman and Barbara Jordan's 2001 article "Together is Better: The Role of Libraries as Natural Community Partners," which appeared in *Zero to Three*.

- Build on existing relationships.
- Learn about each other's services and share resources.
- Plan and implement projects together.
- Join existing coalitions and networks.
- Meet with leaders individually and in small groups in informal settings.
- Invite partners to your internal meetings from time to time.
- Hold joint trainings and cross-train each other's staff.
- Market each other's services.
- Use written agreements as appropriate and clarify communication and create positive expectations.
- Be proactive in group problem-solving that encourages all partners to benefit.
- Ask questions of each other to evaluate and improve services.
- Write collaborative grants and initiate new programs and services in partnership.
- Be open and expect change.
- Help each other succeed. (Stoltz 2016, 12).

TESTIMONIALS

“The most important aspect of partnerships is the ability to share resources, and each brings new and exciting things to the table. Community is so important to everything we do, and we need to make those connections.”

— **LAURA TRUMAN**, AVONDALE (AZ) PUBLIC LIBRARY TEEN LIBRARIAN

Strock, Adrienne. “Reaching Beyond Library Walls: Strengthening Services and Opportunities through Partnerships and Collaborations.” *YALS* (Fall 2014): 15.

“While we see eBook creation/publishing, web design, and composing practices as future potential areas of partnership, we also are eager to see how student interests may inspire additional sustained projects. We hope to work together as a team so that the learning spaces between the school library, classroom, and public library are seamless spheres of learning that overlap and inform each other in rich, robust, and equitable ways. I think there is much potential for us to explore how we can frame our collaborative work through a lens of connected learning, and we all look forward to forging these pathways to many kinds of learning!”

— **BUFFY J. HAMILTON**, NORCROSS (GA) HIGH SCHOOL LIBRARIAN

Hamilton, B. (2014, March 19). Partnering for Possibilities: NHS Media Center, Gwinnett County Public Library, 3D Printing, and More. [Blog post]. <https://theunquietlibrarian.wordpress.com/2014/03/19/partnering-for-possibilities-nhs-media-center-gwinnett-county-public-library-3d-printing-and-more/>

“So much evidence points to the fact that kids *will* read during the summer *if* they have access to reading material.”

— **MICHELLE LYNN**, EVERS PARK ELEMENTARY SCHOOL LIBRARIAN, DENTON, TX
(cited in Tucker and Moreillon 2015, 19)

“I’ve heard a lot of talk about ‘collaboration’ vs. ‘partnership’ . . . I define them both as an opportunity for the library and another organization to mutually benefit from a joint undertaking, working together to maximize the resources of both organizations and reach a goal they wouldn’t be able to reach on their own.”

— **MAUREEN HARTMAN**, HENNEPIN COUNTY (MN) LIBRARY YOUTH SERVICES COORDINATOR

McDonald, Nicola. [You Can Do It: Successful Partnerships](#). YALS (Fall 2014).

“If you’re not collaborating, why aren’t you collaborating? The end result improves services for kids and makes them better researchers and lifelong learners.”

— **SUSAN BALLARD**, AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS PRESIDENT, 2012-2013

Murvosh, Marta. “Partners in Success: When School and Public Librarians Join Forces, Kids Win.” *School Library Journal* 1 (2013): 22-28.

“Teacher-librarians at the elementary level are running a library and teaching 20+ classes per week. Anything you can do to make it easier for us to support students AND classroom teachers is appreciated, but it can’t require a ton of our time.”

— **SARAH LOGAN**, TEACHER-LIBRARIAN, DOROTHY FOX ELEMENTARY SCHOOL, CAMAS, WA

“School and public library cooperation is ESSENTIAL, because (in my experience) 99% of the time the end user neither knows nor cares about the differences between them.”

— **RACHEL FULLER**, DIRECTOR OF LIBRARY MEDIA SERVICES, ROCHESTER (IL) COMMUNITY UNIT SCHOOL DISTRICT #3A

“We’re all serving the same young people and are trying to give them our best; collaborating makes sense, helps all of us improve our service and practice, AND it’s fun!”

— **MEREDITH STEINER**, CHILDREN’S LIBRARIAN, SAN FRANCISCO (CA) PUBLIC LIBRARY

“Our [school] visits to the public library resulted in a new excitement about the library and what it has to offer. Even students who were regular library users were introduced to areas of the library they had never visited and had a new comfort level with the facility. Students had such a positive experience that they were eager to return on their own.”

— **CAROL RICHMOND**, WILSON ELEMENTARY SCHOOL LIBRARIAN, DENTON, TX
(cited in Tucker and Moreillon 2015, 18)

“Keep lines of communication open about activities going on in each place; cross-promotion is great. Also, as a school librarian, I always liked to invite our youth librarians from the public library in during our special family nights and other literacy events, so our students saw them in both places.”

— **JESSICA KLINKER**, HEAD LIBRARIAN, FRANKLIN HEIGHTS HIGH SCHOOL, COLUMBUS, OH

“Make sure there is time for the collaboration. Oftentimes there is a short deadline for one or both parties that makes a joint project too hard. It’s also good to make sure that there is equal responsibility and that both parties benefit.”

— **EVE DATISMAN**, TEACHER-LIBRARIAN (RETIRED), PORT ANGELES (WA) HIGH SCHOOL

“Plan for joint responses to attempts at censorship. The bond of facing a challenge together provides a foundation for other kinds of collaboration and trust. Any time I heard about a book challenge in a local school, I offered support.”

— **CAROLYN CAYWOOD**, “TEENS & LIBRARIES” COLUMNIST FOR *SCHOOL LIBRARY JOURNAL* (1990–98); BRANCH MANAGER (RETIRED), VIRGINIA BEACH (VA) PUBLIC LIBRARY

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CHAPTER 3

**SUCCESSFUL
SCHOOL-PUBLIC
LIBRARY
PARTNERSHIPS**

**Concrete Examples of
Collaboration That Works**

BY Allison Barney, Shannon Harris, Melissa McBride,
and Marcia Melkonian

COMPONENTS OF SCHOOL-PUBLIC LIBRARY PARTNERSHIPS

Collaboration between school and public libraries takes many shapes. Programs range from one-on-one partnerships between a public library staff member and a school librarian, to district- and city-wide programs. Simple things, such as partnering on homework assignments and book clubs, can go a long way toward helping children succeed, while more significant projects can impact a whole community.

BASE COLLABORATION ON THE NEEDS OF YOUTH

Successful collaborations are those that focus on addressing a pressing need of the audience they serve. Before approaching your school or public library counterpart, gather information to identify how libraries can help the youth in your community with the challenges they're facing. Information such as demographic data and surveys of youth and their parents can be especially helpful. The needs of youth can vary from community to community. The sample programs provided below are meant to offer inspiration, and they may or may not be a good fit for the particular needs of the youth in your own community.

PARTNERSHIP MODELS

Ranging from simple assignment-alert programs to more involved projects, the following sample programs can help inspire you to collaborate. The programs are listed in order from the easiest to

implement to the most time-consuming. Specific program outcomes may be explored and included in a future update of the toolkit. Many of these examples are taken from the School/Public Library Cooperative Programs page on the ALSC website (<http://www.ala.org/alsc/schoolplcoop>). Check out the link for even more inspiration!

ASSIGNMENT ALERT PROGRAM

TITLE OF PROGRAM: ASSIGNMENT ALERT

Audience/Grade Level: K-12

Description of Program: A service provided by the Multnomah County Library School Corps (MCLSC) for teachers and school library staff working in Multnomah County schools. The MCLSC offers services to students, teachers, and librarians in Multnomah County to help K-12 students succeed in school and improve their reading. Through Assignment Alert, teachers and school library staff fill out an online form (<https://multcolib.org/assignment-alert>) to share their assignments with the MCLSC librarians. They can request bibliographies and/or weblibliographies (annotated lists of websites) related to their topic. In addition, the MCLSC offers classroom visits to share books, show students how to access library resources, and other literacy-related programs.

Contact Information:

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205 NE Russell
Portland, OR 97212
(503) 988-6004
<https://multcolib.org/contact>
lib.school.corps@multco.us

BOOK COLLECTIONS/KITS PROGRAM

TITLE OF PROGRAM: PAL PAK

Audience/Grade Level: K-8

Description of Program: In an effort to share resources and expand services to the students of Orland Park, the Orland Park Public Library has instituted a unique program to provide materials to the teachers in the local schools that enhance their lesson plans on a variety of topics. The PAL PAKS service was introduced in fall 2001, with PAKS loaned to teachers for classroom use only for a three-week period. Working with the library's school liaison, teachers may request specific PAKS months in advance. Last-minute requests are also accommodated. As a collaborative effort, the local school

district picks up the PAKS, delivers them to the various schools, and then returns them to the library on the designated due date.

PAL PAKS are comprised of 15–30 books, audiovisual materials, and props related to thematic units on a variety of subjects. They are geared for grades K–5 and are packaged in a rubber tote. Some PAL PAKS also contain a variety of fiction titles appropriate to designated grade levels. These variety PAKS serve K–8 students.

The PAL PAKS program initially requires knowledge of what teachers need and whether this service will truly benefit students. A collaborative relationship with school librarians and administration is also necessary. The program has grown over the years, and the demand for more PAKS continues to rise. Teachers are requesting that new content-area PAKS be created, and individual teachers are requesting personalized PAKS for their students with special needs. PAL PAKS’s statistics have shown an increase in PAK use over the past several years, and more units are in the process of being created.

Contact Information:

Orland Park Public Library
14921 Ravinia Avenue
Orland Park, IL 60462
<http://www.orlandparklibrary.org/>

SCHOOLS VISIT PROGRAMS

TITLE OF PROGRAM: PORT CLINTON SCHOOL VISITS

Audience/Grade Level: PreK–12

Description of Program: Each month, students from a local private school (preschool through grade 5) walks to the public library. The preschoolers participate in a 30-minute story time, while the older students listen to stories and check out books. During many months, middle- and high- school classes comprised of students with disabilities visit as well. The public library visits one local school about six times a year to read to students in kindergarten through grade 4. The teen services department holds a special program for sixth-graders at two local schools using *The Bully Book*, by Eric Kahn Gale. Additionally, the public library helps coordinate a yearly author visit and provides requested materials to any teacher or staff member. The public library staff are also able to promote their summer library program at schools each May. Additionally, the public library helps coordinate a yearly author visit and provides requested materials to any teacher or staff member. They are also able to promote their summer library program at schools each May.

Contact Information:

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Youth Services Supervisor

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TITLE OF PROGRAM: **BLAST (BRINGING LIBRARIES AND SCHOOLS TOGETHER) SCHOOL OUTREACH**

Audience/Grade Level: PreK–5

Description of Program: BLAST is a school outreach program of the Carnegie Library of Pittsburgh. The program started in the spring of 2002 and has adapted to meet the changing needs of the Pittsburgh Public Schools, aligning best practices in reading instruction with interactive read-alouds.

There are currently two BLAST teams: School-Age BLAST and Early Learning BLAST. The goals of School-Age BLAST are to enhance the reading attitudes and abilities of third-grade students, provide equitable access to public library resources and materials, and increase the visibility of Carnegie Library in the elementary schools. The School-Age BLAST Team provides three separate programs: a third-grade interactive read-aloud, thematic programs for grades K–5, and programs for Summer Dreamers, a summer extended-year program of the Pittsburgh Public School System.

Early Learning BLAST has maintained a partnership between Carnegie Library of Pittsburgh and Supplemental Head Start Centers served by the Pittsburgh Public Schools since 2005. The goals of Early Learning BLAST are to promote and enhance reading readiness by emphasizing, demonstrating, and utilizing the six early literacy skills. In addition to the engaging programs provided to Head Start Centers, Early Learning BLAST offers outreach to other Pittsburgh sites serving young children and caregivers, from child care centers to homeless shelters.

BLAST also supports outreach provided by children’s specialists at neighborhood libraries throughout the city of Pittsburgh. Through collaborations and BLAST, library services can engage and impact children outside of the library.

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<https://www.carnegielibrary.org/kids-teens/parents-and-educators/blast-bringing-libraries-and-schools-together/>

SPECIAL EVENTS PROGRAMS

TITLE OF PROGRAM: **JANE ADDAMS BOOK CLUB**

Audience/Grade Level: Grades 5-7

Description of Program: The Jane Addams Book Club is a collaboration between the Southold Free Library and the Southold Junior/Senior High School Library. The public hosts a book discussion program with students in grades 5-7 based on the Jane Addams Peace Association's Children's Book Awards. The awards are "given annually to the children's books published the preceding year that effectively promote the cause of peace, social justice, world community, and the equality of the sexes and all races as well as meeting conventional standards for excellence." In the fall of 2016, after reading and talking about all the books together, the book club's ten members took a trip into New York City to attend the awards ceremony. They were able to listen to the authors and illustrators and meet them.

The club holds meetings at both the school and public libraries. They have presented about the books and their trip to the board of education, the Friends of the library, the PTA, and other grade levels.

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penny@southoldlibrary.org
janeaddamspeace.org

TITLE OF PROGRAM: **BOOKS AND BRUNCH**

Audience/Grade Level: Adult

Description of Program: The Mansfield/Richland County Public Library hosted an event each fall for school librarians and teachers called "Books and Brunch." They highlighted library services and materials to help teachers in the classroom, as well as school librarians. Past events featured an author speaking about her books and how to use them in the classroom, as well as practical information about booktalking, displays, database instruction, and other information teachers can use. Librarians and teachers from some schools even received in-service credit for attending Books and Brunch, which is funded by the public library.

While this program is no longer being run, it is included because it is a great example of public and school librarians working together to help their students. Deborah L. Dubois, Children's Outreach Librarian at Mansfield/Richland County Public Library, is willing to discuss the program with anyone who is interested in recreating it in their system.

Contact Information:

Deborah L. Dubois
Children's Outreach Librarian
Mansfield/Richland County Public Library
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Mansfield, OH 44902
deborah_dubois@freenet.richland.oh.us
<https://www.mrcpl.org/>

STEM PROGRAMS

TITLE OF PROGRAM: **A+ PARTNERS IN EDUCATION: STEM INITIATIVE**

Audience/Grade Level: PreK-12

Description of Program: The A+ STEM initiative is part of a larger, county-wide program (A+ Partners in Education) launched in 2002 by Howard County Library System (HCLS) and the Howard County Public School System, and subsequently joined by Howard County Community College. The HCLS and school systems work together to promote STEM learning, reading, and research.

School teachers and librarians invite public library instructors into their classrooms to teach a variety of courses that correspond to the school curriculum. Elementary classes include topics such as Candy Science and Everyday Engineering, while middle- and high-school students take classes as part of HCLS's HiTech initiative. (In addition to classroom visits, HCLS offers classes housed at one of their six branches throughout the year.)

The school and public library also co-host an annual Rube Goldberg competition for fourth- and fifth-graders. Students are challenged to solve a problem using STEM concepts. The challenge for participants in the 2018 competition is to fill and close a container.

Contact Information:

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Howard County Library System - Administrative Branch
9411 Frederick Road
Ellicott City, MD 21042
(410) 313-7763

HCLS A+ Students & Teachers website:

<http://hclibrary.org/new-a-main/>

Center for Digital Education article:

<http://www.centerdigitaled.com/news/STEM-Partnerships-Connect-Students-to-Schools-and-Libraries.html>

TITLE OF PROGRAM: **MAKERSPACE MONDAYS**

Audience/Grade Level: K-12

Description of Program: Makerspace Mondays, a partnership between Carroll County Public Schools and Carroll County Public Library (CCPL), was recently launched in 2017. Students are exposed to a variety of STEM stations and are given time to explore and create. In addition to options provided by the school librarian, materials for a few stations are provided by the public library, as well. Examples might include bridge-making, robotics, or origami. When students arrive, they are given a brief visual tour of the space and activities offered that day. Groups are limited to three or four students at a time, and two public library employees are present to assist for the duration of the event and help provide instruction.

According to Holly Fuhrman, "Having a partnership with the Carroll County Public Library has been a tremendous benefit to all of the schools in Carroll County. From the Makerspace perspective, they have tools and programs that we just don't have the funds to provide at our individual schools. The CCPL offers a variety of programs at the branches on weekends and in the evenings, but some of our students don't have a way to get there, or activities and sports make it hard for them to attend. By partnering with the public library, they can bring those tools here for students to experience without ever leaving school. And certainly, if the kids are engaged in and motivated by what they do here at school, they are more likely to register for and attend those programs at the public library. It's a win-win for us and for them."

Contact Information:

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Shiloh Middle School
3675 Willow Street
Hampstead, MD 21074
hlfuhrm@carrollk12.org

Article:

<http://www.libraryasincubatorproject.org/?p=19068>

COMMUNITY READING PROGRAM

TITLE OF PROGRAM: **GLOBAL READING CHALLENGE**

Audience/Grade Level: Grades 4-5

Description of Program: The Global Reading Challenge is a collaborative Battle of the Books program between the Seattle Public Library and Seattle Public Schools. The citywide program encourages 4th- and 5th-grade children to have fun and enjoy the sport of reading. After reading ten books, children take part in a “Quiz Bowl” game to determine the winner for the city of Seattle. The winning Seattle team takes home the Global Reading Challenge traveling trophy and goes on to a videoconference challenge between Seattle and Fraser Valley and Coquitlam, British Columbia, Canada.

The goals of the program include the following:

1. To ensure the participation of children with lower reading scores throughout the city
2. To foster teamwork and cooperative thinking
3. To build strong relationships between the Seattle Public Library and the Seattle Public Schools
4. To share with the participants quality children’s literature that represents a diversity of experiences at a variety of reading levels
5. To share quality children’s literature with the participants that represent a diversity of experiences at a variety of reading levels

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mary.palmer@spl.org
<http://spl.org>
<http://www.seattleschools.org>

SYSTEMWIDE INITIATIVES

TITLE OF PROGRAM: **LIBRARY LINX: BRINGING THE PUBLIC LIBRARY TO SCHOOLS**

Audience/Grade Level: K-12

Description of Program: Library Linx is a cooperative project between the Deschutes Public Library in central Oregon and two school districts. Students and teachers can place holds on public library materials, which are then taken to a central location for each district and delivered to schools via school courier five days each week.

Linx schools are selected when they are able to meet certain responsibilities, including employing a regularly-scheduled media manager and creating opportunities for public library staff to speak to students and teachers each year about library services and resources.

Deschutes Public Library fully funds Library Linx, including staff time, courier delivery, and a maintenance fee for each portal. Library Linx is available in 25 elementary and middle schools.

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Bend, OR 97701
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heatherm@dpls.us
<http://www.dpls.us>

TITLE OF PROGRAM: **ONE ACCESS**

Audience/Grade Level: K-12 Students and Teachers

Description of Program: ONE Access, or “One Number Equals Access,” uses students’ school identification numbers instead of separate library cards. With their ONE Access account, students can:

- Access library research databases
- Borrow digital materials such as e-books, e-audiobooks, magazines, music, and videos
- Borrow up to ten print or audiobooks (no DVDs or music CDs). There are no overdue fines for ONE Access accounts, but users are responsible for fees on lost books.

This effort is part of an ongoing commitment by both organizations to benefit the community by increasing literacy and educational success. In addition, school district staff can use their employee ID to access all digital resources the public library has to offer. The partnership also features cooperative collection development and targeted curriculum support, as well as the sharing of aggregate test scores to measure the impact of library programs.

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<https://cmlibrary.org/oneaccess>

TITLE OF PROGRAM: **LIMITLESS LIBRARIES**

Audience/Grade Level: Gr. 3–12; Teachers and Librarians in PreK–12

Description of Program: Limitless Libraries is a partnership between Nashville Public Library (NPL) and Metro Nashville Public Schools (MNPS) with the goals of improving school libraries, fostering resource sharing between the two institutions, and improving student access to learning materials. Here’s how it works:

- NPL employs a dedicated Limitless Libraries staff to manage the partnership with the schools. The Limitless Libraries coordinator is a trained school librarian who works directly with MNPS Library Services and MNPS school librarians. Limitless Libraries also includes dedicated circulation and collection development staff members.
- Student ID numbers for MNPS students in grades 3–12 automatically become public library card numbers, giving students access to NPL’s print and digital collections.
- Teachers’ employee numbers automatically become educator card numbers, giving teachers access to NPL’s print and digital collections, as well as educator-specific resources.
- Students and teachers request NPL materials through the online catalog, and the items are delivered to them at school.
- Limitless Libraries’ collection development librarians work directly with school librarians to purchase over one million dollars of print, digital, and A/V materials for MNPS libraries.

Contact Information:

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allison.barney@nashville.org
<http://www.limitlesslibraries.org>

SLJ article:

<http://www.slj.com/2013/01/programs/libraries-with-no-bounds-how-limitless-libraries-transformed-nashville-public-schools-libraries/#>

Association for Library Service to Children. n.d. “School/Public Library Cooperative Programs.” <http://www.ala.org/alsc/schoolplcoop> (accessed June 19, 2017).

CHAPTER 4

**CONTINUING
THE
PARTNERSHIP**

**How to Keep the
Collaboration Going**

BY Alexa Newman, Rachel Reinwald, and Natalie Romano

Partnerships are always in flux, whether from staff changes, completed tasks, or changing initiatives. Therefore, partnerships are in constant need of evaluation and updating. This chapter discusses ways to evaluate and continue a partnership between schools and public libraries.

REGULAR COMMUNICATION

After establishing a partnership, regular and two-way communication is a must. If possible, public and school librarians should meet frequently to brainstorm new projects and/or new ways to improve already-existing ones. Consider using collaboration and project-management tools to keep in touch. Some project management tools to consider include:

- Viewpath
- Slack
- Trello
- Google Docs/Sheets/Calendars/Hangouts
- Wiki sites

To extend collaborative efforts, schools can share information about upcoming events or major school projects with the public library so that they can be prepared for students coming in for specific materials. Public libraries can share information about new materials/resources and upcoming children's and/or teen programming. They can communicate library news with parents and caregivers via a district's virtual backpack, school newsletters, parent handouts, or by presenting at a PTO/PTA meeting.

COMMUNICATION AND COLLABORATION

Ideally, public and school librarians and library workers will stay in touch year-round in order to enhance services for students, families, teachers, and school support staff. As previously stated, reaching out by phone or e-mail is usually the first step to creating a partnership; alternatively, consider utilizing platforms that facilitate communication like Skype, Slack, or Adobe Connect. As you make a communication plan, here are some things to consider:

PUBLIC LIBRARIANS AND LIBRARY STAFF

When are seasonal breaks, in-services, and holidays taking place at the schools you serve?

- Obtain a copy of your school district(s) calendar. Spring and fall breaks can be an ideal time to offer special programs at your library. Depending on your library's resources, public library staff have a unique opportunity to plan and promote a variety of programs tailored to students' needs and interests year-round.
- Consider offering process-based art programming, a short-term book club, coding/web-development camps, passive programming, or programming that focuses on meeting a specific community need, such as meal programming and other free or low-cost family resources. Integrate these weeklong breaks into the public library's outreach plan, and implement some school-aged programming during seasonal breaks throughout the school year.

Bring programming to the schools.

- School librarians are often strapped for time, materials, and resources, making field trips to the public library difficult.

Children's and teen services librarians can bring the public library to schools. They can facilitate book and technology clubs or hold joint events at the schools, including author visits, arts performances, or other special programs.

Bring school events to the library.

- Offer tours, field trips, and hands-on bibliographic instruction on how to use the public library. Provide a space for student productions and exhibits: student recitals, concerts, and art shows are all fairly simple events to schedule into library meeting and event spaces.

Set calendar reminders and milestones for keeping in touch.

- Using a multi-month calendar, set a reminder to connect with your local school librarian(s) on a regular basis, depending on the pace of your library's programming for school-aged children and the school's academic calendar.
- Evaluate your communication frequency throughout the year, and adjust as necessary. Perhaps there are times during the year when more communication is necessary, such as the lead-up to summer, to ensure students are aware of what the library offers when school is out, or making sure students and teachers are supported as midterm and final exams are scheduled.

Hone your marketing skills and find the best way to share events.

- If your library has a central marketing department, ask its staff to help you design templates for promoting your library's events to schools. Depending on your library's resources, printed marketing materials may or may not fall within the library's budget priorities. If not, create a simple print calendar of public library offerings and deliver it to the schools for distribution.
- Also consider including grade-level booklists or bookmarks when connecting with the schools you serve. Other ideas

include a monthly library newsletter, Facebook promotion of library events, or attending and making announcements at PTA or other school functions.

Manage turnover and preserve institutional knowledge regularly.

- Staff turnover often causes communication lapses between public and school librarians. Throughout the year, update the contact information for the schools served, including school library counterparts and any other notes that will help future staff in the event of a staff change.

SCHOOL LIBRARIANS

Integrate teachers' syllabi and curricula into conversations with your public library workers on an ongoing basis.

- Does a teacher plan to offer a book club in a few months? Your public library worker might be able to support that teacher by offering copies of books, discussion questions, or even a physical meeting space outside the classroom for a book club to meet.
- Checking in with your public library workers on a regular basis ensures that they effectively support you, teachers, and students with special projects throughout the school year.

Consider integrating annual public library events into the school's reading, language arts, and technology curricula.

- Each year, ALA divisions sponsor El día de los niños/El día de los libros (Children's Day/Book Day); Teen Tech Week and Teen Read Week; and Banned Books Week. ALA's initiatives align with schools' learning objectives to help students gain experience with new technologies, recognize the importance of cultural heritage and language diversity, and participate in interdisciplinary discussions in the social sciences and other subject areas.
- Work with your public librarian and library staff to discuss

program dates and how any related events can be customized to align with curriculum objectives and student outcomes. Work these into your collaborative plan by looking ahead and creating an ongoing communication plan.

Designate one contact person to keep in touch with the public librarian and library staff.

- School librarians will most likely be the contact person, but it could also be a paraprofessional staff member. Establishing one point of contact is helpful for consistency and limiting confusion.

Update the school principal about collaborative plans with the public library.

- He or she may have helpful ideas for both institutions, including working together to schedule and host school-related functions.

Form a student library advisory committee.

- Find out what your students want from their public and school libraries by inviting their input. An advisory committee is a great leadership experience for students and it is a great way to get feedback from your students.

EVALUATING PROGRAMS AND PARTNERSHIPS

How well is your partnership performing? Public and school librarians need to demonstrate the value and impact of their partnerships. Additionally, evaluations provide the opportunity to learn what has been successful and what has not, building these lessons into revised plans. Since most programs and partnerships are designed in response to a demonstrated need, a completed evaluation should show how the need was met and what is left to accomplish. Collaborative projects often contribute to a larger community goal

and/or the library and school's mission statement. If so, a completed evaluation should illustrate how the collaborative project furthered the community and institutional goals.

Measuring outcomes clarifies the purpose of a program, revealing what is working and what is not. It keeps partners focused on goals, instead of the process, and can stimulate a discussion of issues surrounding the initiative. Outcomes identify milestones and motivate staff by demonstrating the impact their work produces toward the partners' common goals. Outcomes also provide stakeholders and patrons with insight into why and how library services are used and needed. Later, the measured outcomes may help justify funding or grants.

SETTING MEASURABLE PROGRAM GOALS AND OBJECTIVES

When initiating your partnership, you should set goals and objectives for your planned event or overall partnership. Questions to consider include:

- What were the goals?
- How will you know if the goals were met?
- What was your final product?
- How did you measure the impact of the project/initiative on the chosen community?

Public and school library partnership goals are almost always student-based, but a partnership's focus could also include teachers or families. Goals, objectives, and outcomes vary based on the type of program location, as well as external factors such as governmental/school district directives and restrictions. Specific goals may look different case-by-case, but they generally answer some of the following questions:

- How did this partnership increase students' understanding of a particular lesson plan or unit in the curriculum?

- How did this partnership address a specific student/child or family need, and was that need met?
- How did this partnership increase teachers' access to and awareness of public library resources, and how can we measure this impact on a longitudinal scale?

Both school and public library workers should be aware that the privacy of student records is of utmost importance, and rules governing access to student records will apply to school-public library partnerships. Demonstrating outcomes based on test scores, for example, may be problematic because scores are typically not available without a proper legal records release. Communicate with your school or public library contact to find other potential sources of data to demonstrate desired program outcomes.

DETERMINING SUCCESSFUL OUTCOMES

Successful outcomes provide qualitative and/or quantitative evidence of the progress achieved through the partnership. Every partnership is different and contains different goals, as well as analysis and report strategies. Consider the following:

Collect data

- Schools and public libraries involved
- Number of programs
- Number of students
- What problem did it solve and how? (effectiveness)

Clarify the benefits to the end user

- Change in skills, knowledge, attitude and behavior

Review official and unofficial school and library documents to discover what outcomes may have been reported outside of your research

- Did someone include on their monthly report that more people showed up to a certain program after your promotion of it?
- Did a teacher report that her students scored higher or showed improvement on a skill that you taught her class?

Use data collection and reporting tools

- Surveys
- Pre- and post-test of skills, knowledge, attitude, behavior
- Success stories/anecdotes (qualitative assumptions of cause and effect)
- Interviews and/or focus groups of participants
- PLA's Project Outcome initiative (<http://publiclibrariesonline.org/2015/09/project-outcome-helping-libraries-capture-their-community-impact/>)

DEMONSTRATING OUTCOMES

Outcomes-based evaluation is a user-centered approach to the assessment of programs and services provided in order to address particular user needs. The impact can be changes in behavior, attitude, skills and knowledge. Think about the goals you made for a collaborative school/library project or initiative:

- Did you turn those into measurable outcomes?
- What were the final measurements?
- Did you think of all the different changes you could effect?
- Were there any extra outcomes you didn't expect but could still include in a report?

Sometimes your partnership will establish where and how your partners want outcomes communicated, but not always. A board

meeting presentation is always good for large projects, but you can send reports to department heads and principals for other projects to keep them abreast of progress on joint initiatives.

HELPFUL LINKS

Evaluation Resources (Institute of Museum and Library Services: <https://www.ims.gov/research-evaluation/evaluation-resources>)

The Program Manager's Guide to Evaluation, Second Edition (The Office of Planning, Research and Evaluation: https://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf)

Using Statistics Effectively (Everyday Advocacy, Association for Library Service to Children: <http://www.ala.org/everyday-advocacy/be-informed/using-stats-effectively>)

REFLECTION AND REVISION

What lessons can be learned from your work, successes, and failures so far? How will you adjust the partnership moving forward? The longer a partnership between the schools and libraries continues, the more changes will occur. Take time to come back to the original vision and goals, and make sure that every member, new and old, understands them and is still on board. Community needs might change for various reasons, and new members of the partnership must come up to speed. Use the questions below to review your vision for veteran members and introduce new members to your partnership. If any disagreements surface in the review, work together to determine which positive actions the group can take to come to a consensus or revise the original agreement.

Partnership Vision

- Do partners share a common vision?
- Are partners willing to make changes to achieve shared goals?
- Are the overall vision, purpose, and goals still recognized by members?
- Have these key definitions changed?
- If so, how was this communicated?

Partnership Purpose

- Why was the partnership established, and are members still clear about this (benefits and added value)?
- Do members understand and agree to the purpose and accept its importance?

Partnership Work

- Does the work of the group possess shared values and accepted principles?
- If shared values and principles are in place, has everyone agreed to them?
- Is everyone aware of the goals' principles?
- Does the group still meet the original need for its existence?
- Does the group's focus need to change?

Individual Roles

- Is there a clear understanding of one's own/others' roles and responsibilities?
- Have roles and responsibilities changed?
- How are changes monitored?

Internal Communication

- Do formal and informal communications take place?
- Is there regular communication, or conflicting values/poor communication?
- Does the partnership work in an open or closed way?

External Communication

- Is the purpose of the group known and understood outside the partnership itself?
- Is adequate information available about the partnership and its decision?
- Is there a communication strategy? Is it effective?
- Are outcomes communicated across the partnership and externally?

Outcomes

- What do individuals/organizations expect to receive from the partnership?
- Has the group agreed upon a set of outcomes?
- Is everyone aware of the outcomes?
- How has the group measured progress against the outcomes?
- Is progress measured on a regular basis?
- Has the partnership been successful in achieving its accepted outcomes?
- What differences have resulted from the partnership?
- Have any organizational improvements occurred after establishment of the partnership?

Partnership Support

- Was the partnership supported by leaders/politicians (where relevant)?
- Were the aims/goals of the partnership clear to leaders/council members?

Partner Relationships

- Is there mutual trust and respect?
- Are relationships between members good? If not, what action can be taken to remedy this?

Representation

- Does the membership of the partnership represent the right people?
- Does it fully represent target groups?

LAST BUT NOT LEAST . . . CELEBRATE!

Another important aspect of collaboration is celebrating and publicizing successes, both small and large.

- Share events on social media: if your library has a Facebook page, blog, or Twitter or Instagram account, schedule a post. Include tags for participating organizations; ALA divisions including ALSC, AASL, and YALSA; and for specific events such as Banned Books Week. Social media can significantly boost coverage of your event.
- If you held a successful family reading night, or if students take a field trip to the public library, make a short presentation for the school board or library board to keep them up-to-date and remind them of the importance of school librarians and public libraries working together and how partnerships positively impact students.
- If you have been awarded a joint grant, create a press release to publicize the award and communicate your success to the community.
- Large events can be publicized in school or library newsletters as well in the community's newspapers, magazines, and on local television. If you have great pictures of an event, send them to the newspaper with prepared captions.

OTHER COLLABORATION IDEAS

[Chapter 2](#) lists specific, successful examples and provides program details and contact information. Here are some additional ideas to further your collaborative efforts:

- Host Family Reading Night/Literacy Night
- Form a Battle of the Books program
- Celebrate [Día](#) (Diversity in Action)
- Share grant writing
- Plan a public library field trip
- Collaborate on unit lesson plans
- Invite school librarians to join public library committees and vice versa
- Present at one another's staff in-service days
- Create cross-training school librarians and public library school liaisons
- Schedule public library workers as mystery readers and/or school staff as guest readers at library storytime
- Host a regular meeting for all local school librarians at the public library

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ADDITIONAL INFORMATION AND RESOURCES

BEYOND LIBRARIES

While the purpose of this toolkit is to encourage collaboration between school and public libraries, don't forget that your community is full of other organizations, businesses, and individuals that may at times share common goals or interests (and patrons!) and can also be involved in a partnership.

DIVISION TWITTER ACCOUNTS

- [@aasl](#)
- [@WeAreALSC](#)
- [@yalsa](#)

NETWORKING GROUPS

- <http://storytimeunderground.org/>
- <http://www.teenservicesunderground.com/>

LINKS

- **ALSC, Organizations Serving Youth:** <http://www.ala.org/alsc/externalrelationships/organizations>
- **The Expanded Learning & Afterschool Project, Partnerships:** <http://www.expandinglearning.org/expandingminds/topic/partnerships>
- **“Family Literacy: Case for Collaboration between Public and School Libraries:” Web Junction:** https://www.webjunction.org/documents/webjunction/Family_Literacy_Case_for_Collaboration_between_Public_and_School_Libraries.html
- **Partnering to Increase Your Impact Toolkit:** <http://www.ala.org/yalsa/partnering-toolkit>
- **Programming Librarian:** <http://programminglibrarian.org/>
- **Teen Programming HQ:** <http://hq.yalsa.net/index.html>
- **YALSA’s Summer Learning Site:** <http://summerreading.ning.com/>
- **YOUmedia Network Community of Practice:** <http://youmedia.org/>

We hope that this toolkit inspires you to initiate a collaboration or to bring new and creative ideas to an already-existing one. When we work together, everyone benefits.

CHAPTER 5

**TEMPLATES &
ADDITIONAL
RESOURCES**

**Tools to Help Facilitate
Collaboration**

BY Robbin Friedman, Robin Gibson, Rebecca Jackman,
and Katie Klein

E-MAIL TEMPLATES

If you are new to your public or school library, or your counterpart is new, it is important to reach out as soon as possible to encourage collaboration. These e-mail templates can give you a starting point for initiating conversations with your counterparts in the community. Public Library templates are listed first, followed by School Library templates and Collaborative Planning templates.

INTRODUCTORY E-MAIL TEMPLATE (PUBLIC TO SCHOOL)

Dear [school librarian or administrator],

My name is [name], and I am the [your title] at [name of library].

We look forward to working with your school to support the children and families in our community. In the past, we have worked together on [classroom research projects, educator library cards, book clubs, etc.]. [Name of library]'s website features some of our educational resources, including [our library catalog, online research tools, e-books, etc]. We also provide resources and support for teachers and school staff, including [educator library cards for educators and a collection of materials for educators].

I would love to meet with you to discuss the ways we can support your school. Are you available on [date] at [time]? Or is there a better date and time for you? If you have any questions, or are interested in working together, I am always happy to talk with you. We look forward to a productive collaboration with the school.

Sincerely,

[Name]

[Phone number]

INTRODUCTORY E-MAIL TEMPLATE (SCHOOL TO PUBLIC)

Dear [public librarian or administrator],

My name is [name] and I am the [your title] at [name of school].

We look forward to working with [name of public library] to support our school's students and families. In the past, we have worked together on [librarian guest readers, summer reading sign-up in schools, assignment support, book clubs etc.]

I am excited to continue working together! You can learn more about the school curriculum and upcoming activities on the school website [school website URL].

We encourage our students to access [name of public library] and love to promote events at your library. You can send any events and programs you'd like us to advertise to [contact person/website] and we will be sure to spread the word. Please contact us with questions about upcoming assignments or curriculum.

I would love to meet with you to discuss the ways we can work together to support students and families. Are you available on [date] at [time]? Or is there a better date and time for you? If you have any questions, or are interested in working together, please let me know. I look forward to a productive relationship with the [name of public library].

Sincerely,
[Name]

EDUCATOR CARD APPLICATION

Many public libraries extend borrowing terms, allow larger item limits, are more flexible about renewal policies, or offer other services to teachers in the community. Creating a set policy for teachers benefits schools and allows public libraries to be consistent with school services. Educator cards may also be appropriate for tutors, educational assistants/technologists, or parents in a home-school cooperative.

[Library Name] supports your work with your students. We can set books aside on “Temporary Reserve” for your students to use in our library, or you may check them out to use in your classroom.

We offer special borrowing privileges to classroom teachers who live or work in [community]. Privileges include extended loan periods, waiving standard limits on books, and, if necessary, waiving overdue fines.

Please note: You are responsible for materials that are damaged or lost.

[Add any caveats. For example: We cannot extend these privileges to materials from other libraries. Special privileges apply only to materials used in your classroom.]

Please review the following procedures:

1. [Include any specific information about checkout or materials return.
2. In some cases, we may need to ask you to return specific items after the regular check out time if they are in demand.
3. Notify us if you change schools or move, so that we have the correct information.

My signature confirms that I agree to abide by the responsibilities explained above.

Name: (please print) _____

School: _____

E-mail: _____

School Phone: _____

Home Address: _____

Home Phone: _____

Signature: _____

Date: _____

To be completed by [public library] staff only:

Barcode: _____

Approved By: _____

adapted from [Chappaqua Library](#)

BOOK SETS

Public and school libraries often have multiple copies of books for use in book discussions by teachers or the general public. Consider keeping a list of those titles, including the number of copies available, on your website for teachers and facilitators to identify books for their students or groups. If you have discussion questions available or can access questions provided by the publishers, consider offering those with your sets.

The library owns classroom sets (*or* multiple copies) of a number of titles ideal for book discussion groups or classroom study. Please find a list online (*or* below).

Please complete and submit this form if you would like to borrow multiple copies of a title at a time. We will need one week [*or however long it will take*] advance notice to collect the books.

Name: _____

E-mail: _____

School/Grade/Class: _____

Book Title: _____

Number of copies needed: _____

Date copies are needed: _____

Are e-books acceptable? Yes No

Discussion Guide: Yes No

ASSIGNMENT ALERT

As school and public librarians and library workers, we strive to facilitate the work of teachers in their classrooms and support students in their school assignments. School librarians have an advantage of working closely with teachers in their schools. When resources in the school library are inadequate to support certain assignments, school librarians can encourage teachers to use public library resources. An assignment alert is a tool that public libraries can offer to help teachers and/or students identify and locate appropriate

materials. Post forms on both the public library website and on the school website to maximize use.

Public librarians are eager to collaborate with teachers and school librarians. Having advance notice of an assignment helps us better prepare for students, manage material loans, and plan purchases. We can also provide materials for teachers to prepare lessons and use in the classroom. Here is an example of a printed assignment alert form. It may also be adapted as an interactive online form.

Please complete and submit this form with as much detail as possible. You can also send a copy of the actual assignment via e-mail or fax; see contact info below. Resources at any level—elementary, middle school, or high school—and staff of the entire library are available to you.

Thank you!

Name: (please print) _____

E-mail: _____

School and Grade(s): _____

Subject Area: _____

Assignment: _____

Are you able to send a copy of the assignment to [assignment alert e-mail address]? Yes No

Assignment Start Date: _____

Assignment Completion Date: _____

Number of Students: _____

Is this a recurring assignment? Yes No Unsure

Should we recommend e-books? Yes No

What resources do you need? (Check all that apply)

Booklist for students

Booklist for educators

List of web resources

List of relevant databases accessible through the library

Are you borrowing resources to use in your classroom? Yes No

Will students come to the public library to find materials on their own?

Yes No

Please include any additional parameters for the materials you need. (length, format, fiction or nonfiction, publication date, etc.)

adapted from <https://multcolib.org/assignment-alert>

COLLABORATIVE PLANNING FORMS

Once school and public libraries have identified a collaborative project, the next step is to work out the logistics. These sample documents can help answer questions about everyone's objectives and expectations and keep the project proceeding smoothly. Sample forms can be found on the next three pages.

The following sample forms are adapted from J. Moreillon, *Coteaching Reading Comprehension Strategies in Elementary School Libraries* (Chicago: ALA, 2013). Licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 2.5 License: <http://creativecommons.org/licenses/by-nc-sa/2.5/>.

School-Public Library Collaborative Planning Form **SAMPLE 1**

School Librarian: _____
Public Librarian: _____
Collaborative Program: _____
Goals: _____
Objectives: _____
Assessment: _____
Permissions (photo, internet, etc.): _____
School Librarian Role and Responsibilities: _____
Public Librarian Role and Responsibilities: _____
Publicity: _____
Permissions: _____
Planning or Presentation Tasks: _____
Responsible Person: _____
Timeline: _____
Program Evaluation/Comments: _____
Resources and Materials: _____

School-Public Library Collaborative Planning Form **SAMPLE 2**

PREPARATION	IMPLEMENTATION (indicate responsibilities of one or both collaborators)
Librarian/School/Grades:	
Dates/Times:	
Topic/Program:	
Program Objectives:	
Evaluation Criteria/Tool(s):	
Resources/Materials Required:	

School-Public Library Collaborative Planning Form **SAMPLE 3**

Collaborators: _____ School/Grade Level(s): _____ Program: _____ Dates/Times: _____
Why are we asking students to engage in this learning experience? (Goals)
What do we want the students to learn? (Learning Objectives)
In which specific learning experiences do we want students to engage? Who will be responsible for each? (Learning Tasks/Responsible Collaborator)
How will students communicate what they learned? (Learning Process/Products)
How will they/we assess their learning/program outcomes? (Assessment Criteria/Tool[s])
What resources will the students/we need?

