

SCHOOL LIBRARIES AND PUBLIC LIBRARIES
COLLABORATING TO IMPROVE STUDENT ACADEMIC SUCCESS

by

Tricia L. Brown

An Abstract

of a research paper submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Library Science and Information Services
in the Department of Educational Leadership and Human Development
University of Central Missouri

May, 2015

ABSTRACT

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School libraries and public libraries have the common goal of developing the reading skills of their constituents. However, this goal has been often been compromised due to economic pressures. As a result, many libraries have suffered cuts in services and resources. This research project is a review of literature that explores the consequences of these economic pressures and explains how school and public libraries have started to work together to provide services to children. Different models of collaboration between libraries will be explained and examples of successful partnerships will be discussed.

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May, 2015

APPROVED:

Advisor: Dr. Jennifer Robins

Committee Member: Rene Burress

ACCEPTED:

Chair, Dept. of Education Leadership and Human Development: Dr. Patricia Antrim

UNIVERSITY OF CENTRAL MISSOURI
WARRENSBURG, MISSOURI

ACKNOWLEDGEMENTS

I would like to thank many people who have helped me during the process of obtaining my Master's Degree in Library Science. First, I would like to thank the faculty of University of Central Missouri for sharing their knowledge, wisdom, and experience with me during the past five years.

I would also like to thank my family for supporting me through this journey. First, my wonderful sons who have been understanding during the many times I spent working on homework instead of spending time with them. Next, thanks to my loving parents who have never failed to encourage and support me. To my St. Louis parents, Jim and Judy, thanks for providing an ear to listen and a place to visit when I needed a break. And finally to my husband, Tim, who has been my cheerleader for over thirty years. I could not have accomplished this goal without your love, patience, and confidence in me.

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CHAPTER 1: INTRODUCTION

Statement of the Problem

The 21st century learner is expected to be proficient in multiple skills including creative and critical thinking, problem solving, and in multiple areas of literacy including information and digital. At the same time that higher expectations are placed on learners, school and library budgets are being cut. Libraries across the country have been forced to reduce the number of staff, cut the number of operating hours, and reduce the amount of money spent on purchasing print and digital resources. This makes it difficult for schools and public libraries to provide high quality learning experiences and resources to meet the needs of 21st century learners.

The Purpose of the Study

The purpose of this study is to review literature that examines school and public library collaboration, examine different models of collaboration, and show how these collaborations can positively affect student achievement. Reasons for collaboration are discussed and models of collaboration are identified. The reviewed literature also describes how students are positively affected by collaboration between school libraries and public libraries, and gives examples of successful collaborations.

Research Questions

These research questions were used to shape the research conducted in Chapter 2. Answers to these questions can be found in Chapter 3.

1. What causes public libraries and school libraries to enter into collaborative arrangements?
2. What are the challenges that arise from or prevent collaboration?
3. What are some successful models of public library and school library collaboration?

Limitations of the Study

This research paper was limited by the timeframe allowed to collect and organize the information needed and to analyze the evidence regarding how school and public libraries collaborate to improve student success. The scope of data collection was limited to books, electronic materials available through James C. Kirkpatrick Library, and other web-based resources. Another limitation was the lack of research studies conducted on this subject of school and public library collaboration.

Definition of Terms

The following terms are used throughout this research paper. The terminology used is a guide to clarify meaning within the paper.

Digital literacy: the ability to locate, organize, evaluate, and analyze information using digital technology

Emerging literacy skills: a child's knowledge of reading and writing skills before they can read

Fixed schedule: a school library schedule where students meet at a predetermined time

Flexible schedule: a school library schedule where students visit the library when needed

Joint use libraries: two or more library service providers form a partnership

Information literacy: the ability to recognize when information is needed and to evaluate and analyze the information effectively

Integrated library system: a system of tracking and organizing items that two or more libraries share

Internal outreach: outreach that takes place between partner institutions

Participatory culture: learning and working together as a group to create new forms of information to share

Pathfinder: bibliography created to help research and study a topic

Reciprocity program awareness: a form of collaboration where both partners become familiar with the other's program

Resources: for the scope of this literature review, this term refers to a library's print and digital resources, staff, and space

Recreational reading: reading for pleasure

Twenty first century skills: a broad set of knowledge, skills, and character traits needed to successfully participate as a productive citizen in the 21st century

Research Design

The research study collected previously published information pertaining to School Library and Public Library collaborations. No original research was conducted as a part of this study. Articles and case studies were retrieved from the following databases:

Academic Search Elite, Education Journals; Education Research Complete; JSTOR; Library, Information Science and Technology Abstracts; Library Literature and Information Science Full Text; ProQuest; and School Library Research. Search terms included “Public Library and School Library Collaboration,” “Public and School Library Partnerships,” “Joint Use Partnerships between Public Libraries and School Libraries,” “Cooperation between School and Public Libraries,” “resource sharing,” “library and school funding,” “summer reading program effectiveness,” and “effects of poverty on reading.”

Summary

This research study has three chapters that explore collaboration between school libraries and public libraries. Chapter one poses questions about collaboration and defines terms used throughout the research process used to create this paper. Chapter two is a review of the literature on the topic of school library and public library collaboration, and specifically advantages and challenges of these collaborations, and examples of existing collaborations. Chapter 3 provides answers to the questions introduced in chapter 1.

CHAPTER 2:
SCHOOL AND PUBLIC LIBRARY COLLABORATION

Collaboration between school and public libraries exists in many forms and varies from library to library. From little to no collaboration to combined online catalogs and circulation systems, collaboration is a professional expectation for all libraries. AASL's *Empowering Learners: Guidelines for School Library Media Programs* states that "The teaching of 21st century skills requires that all aspects of teaching and learning are built on collaborative partnerships" (20). The *Standards for the 21st Century Learner* also states, as part of its common beliefs, that "reading is a window to the world," and it is a "foundational skill for learning, personal growth, and enjoyment" (11). These statements, combined with the new sets of skills needed for students to become successful life-long learners in a participatory culture, indicate that cooperation and collaboration between public and school libraries is both needed and expected to improve student academic success. This paper discusses the reasons for collaboration, providing examples of collaboration in action that demonstrate how 12 students' academic success is affected by collaboration. The next section of this paper presents the challenges to collaboration. The third section provides models of collaboration that exist between libraries.

School and public libraries share a common goal, which is to develop the literacy skills of their constituents (Amann and Carnesi 9). According to Ulmer, Truett, and Madsen, "the first information literacy is to learn to read" (qtd in Shannon Coatney 18). Public libraries have traditionally been involved in encouraging emerging literacy skills from birth through pre-school (de Groot and Branch 1). This includes reading stories to babies to help them recognize speech and language patterns and craft activities centered

around books for preschoolers. As children get older and enter school, public libraries become a place for students to find resources for school projects in addition to offering a wide selection of books for recreational reading. Building on these offerings, school libraries directly support the school curriculum while also providing instruction in technology and information literacy skills (1). These shared goals can be encouraged and expanded upon to promote academic success.

Reasons for collaboration

A major reason that school and public libraries work together is financial. In this age of decreasing revenues and budget cuts, publicly funded schools and libraries have been forced to slash resources (Pelman 26). Collections, programming, and access have all been jeopardized by these economic cuts (Amann and Carnesi 9). This means less staff to work with children's programming at public libraries, less money for new print and digital resources, and less money for subscriptions to resource databases. For schools, this has resulted in decreased funds for books and other instructional materials, and, in some cases, resulted in schools no longer having a librarian on staff. Many school libraries operate with parent or student volunteers. These scenarios are detrimental to children's learning and development.

Some argue that out of bleak economic times comes more opportunity for creativity (Abrams 21). Collaborative partnerships between public and school libraries are one creative solution. Money can be saved by sharing resources such as print, electronic materials, space, and staff. Patricia Tirona, Youth Librarian in San Diego County, states that partnerships are often affected less in trying economic times because

they are supported by two or more organizations (Pelham 27). Schools in Douglas County Colorado have been forced to make budget cuts in the millions of dollars, and the public library has stepped in and increased its database usage to help offset the reductions in the school library resources (Vincelette and Queen 14). Students are able to access the online county library resources from school using their student number and without having to use their library card, due to collaboration between IT departments. Resources for this service are chosen by a combination of staff members and librarians from both libraries. This partnership has saved the taxpayers approximately \$100,000 each year and is an example of the benefits of public and school library collaboration can save money in tight financial times. This and other models of collaboration are discussed in the next section.

Lack of resources affects a child's ability and interest in reading (de Groot and Branch 58). Whether these resources are print or digital books, databases, staff to work with and teach children, or space in which to learn and gather, children require these and more in order to learn all they need to learn to become productive, life-long learners and citizens in the 21st century. Many children today live in poverty and do not have access to these resources at home or school because the schools they attend are in disadvantaged neighborhoods. This problem of inequity restricts many children's access to crucial reading materials (Savard 29). Children need a large variety of reading material at multiple reading levels in order to develop necessary pre-reading and reading skills. Access to books that interest them helps children develop as readers. A high quality collection of children's books should include all types of fiction and nonfiction literature, including a generous quantity of picture books, which are useful and appealing to

children of all ages. A wide selection of books also encourages children to explore different ideas and cultures and learn new words and concepts.

A study conducted by Pribesh, Gavigan, and Dickinson examined the connection between poverty and characteristics of libraries in both high and low income schools. Methods used to collect information included the gathering of survey results from a random sample of over 600 school librarians. Types of questions on the survey ranged from descriptions of the library and staffing, to the amount of books added to the collection and the kind of schedule maintained by the library, fixed or flexible. A fixed schedule is one where students meet at a predetermined time. A flexible schedule is one where students visit the library when needed for a specific purpose. The survey also asked the number of days the library media center was closed in the past year and what percentages of students were eligible for free or reduced lunch. This study found that, “Students in most need – those attending schools with the highest concentrations of students living in poverty – had the fewest school library resources to draw on” (143). Without these resources, students who fell behind their peers before they got to kindergarten continue to decline. Partnering with public libraries to combine library resources alleviates some of these problems and makes a positive impact on children’s access to reading materials when budgets are strained and resources limited.

Another benefit of school and public library collaboration is the shared expertise of the teachers, librarians, and staff. They can learn from each other and share expertise (Buchanan 340). This encourages librarians to learn new skills and exposes them to new ideas, which can only benefit the children. Expanded, diversified programs and higher quality services can follow (342).

The Creeds Elementary School and the Pungo-Blackwater Public Library in Virginia Beach, VA, formed a partnership in 2000 that continues today (Lighthart and Spreder 33). Having these professionals working closely on a daily basis allows for a heightened level of collaboration that benefits the residents of this small, rural community. Connected by a set of interior doors, the public library and the school library are managed as separate entities that work together to share space and resources in the same building. The staff works closely with each other to plan lessons and cross promote library and school activities. This partnership allows for both organizations to provide life-long learning opportunities to members of the community in one gathering place.

Challenges to Collaborative Partnerships

In addition to the many advantages of collaboration, some disadvantages and barriers also exist. A case study conducted by Latham, Gross, and Witte examined the attitudes of education and Library Information Science (LIS) faculty regarding “teaching pre-service education and LIS majors collaboration techniques and 21st century skills” (1). Data was collected through interviews, examination of syllabi from LIS and education classes, and an assessment of information literacy skills of pre-service librarians and teachers. A key finding of this study was that collaboration was viewed as valued and advantageous towards meeting the expanding needs of learners in the digital age, but can also be difficult to achieve. The concept of “territoriality” was mentioned as one challenge. Some teachers may not want to work with librarians simply because they don’t feel the need or because they may feel threatened about the possibility that they

cannot meet all of their students' needs themselves. This aspect leads to another barrier to collaboration, which is a lack of understanding of the roles that others play (de Groot and Branch 56). Many public librarians do not know exactly what the job of a school librarian entails. They are not clear about the responsibilities of a school librarian, and therefore do not know how they can be partner to their work. This can also be said for school librarians' perceptions of public librarians. As Shelley Dorill, a school librarian at Paul H. Bryant High School in Tuscaloosa, Alabama, noted in an article about school and public library cooperation, "In the education world, the school library is a collaborative element in the school, yet we so often isolate ourselves from resources, people, and ideas outside of our school or school librarian groups" (Dorrill and Fine 51). This lack of communication inhibits cooperation. By studying successful library collaborations as it is described in journal articles and blogs, librarians understand ways program awareness can benefit both partner's missions and goals (Amann and Carnesi 12).

Public and school librarians do not have time to learn about the other's job and responsibilities, and they often do not have contact with librarians in other settings. However, once relationships are established, public librarians were more able and willing to assist students with gathering resources for school projects (57). One suggestion made by Margaux DelGuidice is to establish relationships by meeting with other librarians on a regular basis, such as at an informal meal away from the library to share experiences and ideas (38). Another suggestion is to create "Reciprocal Program Awareness," which means both partners plan and share ideas and opportunities to connect with each other (Amann and Carnesi 11). Such meetings and programs enable both partners to be aware

of what the other is doing and how they might connect and expand upon it to further each other's overall goals.

“Partnership fatigue” or “partnership overload” are another challenge for collaborative efforts between libraries. These terms describe situations faced by staff when inadequate time and training for collaboration occur (Buchanan 345). If staff is not given enough time, training, and resources to collaborate effectively, they may become overwhelmed and unmotivated. Collaborative efforts should not be thought of as an additional part of a job, but should be integrated into the job itself.

Models of Effective Library Collaboration

Many successful models of school and public library collaboration currently exist. Outreach programs have typically been a mainstay of cooperation between libraries. One study of outreach services in 26 public libraries in Maryland was done to determine how these libraries provided and supported early literacy opportunities for young children in school. Libraries from low, middle, and high socioeconomic areas were included in the study (Martinez (97). The most common outreach activities found were newsletters, flyers, and online information which advertised programs and classes for children and adults. Suggestions for developmentally appropriate books for children and literacy related activities for parents to use at home with their children were also common. Another outreach activity was using bookmobiles to visit childcare centers, schools, and Head Start centers.

Off site visits are another way that public library staff connect with school children and their parents. Public library staff attended local elementary Family Fun

Nights. Fruitland Elementary and East Salisbury Elementary each have a Family Fun Night once a year for students, staff, and parents. The library staff set up an information table with sample library materials and crafts. The librarians also went to schools on parent-teacher conference nights to promote library card drives. In addition to collaborating with teachers and librarians at the elementary schools, the librarians went to hospitals to provide new mothers with details on story times for babies. Tutoring and resources were offered, as well as help in guiding parents towards providing their children with rich language experiences at home, which hopefully will later in life translate into higher academic achievement for their children.

Among the most common kinds of collaboration between school and public libraries are summer and winter break reading programs, book talks, homework help, shared author visits and field trips to the public library. Also, librarians compile information literacy pathfinders after consulting with teachers about upcoming topics of study. School and public librarians can share each other's pathfinders with teachers and students (Aman and Carnesi 11).

Summer reading programs, created by public librarians to prevent summer reading loss, have been in existence for over a century (Roman and Fiore 27). A study to determine if summer reading programs affect student achievement was conducted by Dominican University in Chicago over a three year period starting in 2006. Eleven schools across the United States were chosen to participate in the study, and each school partnered with a public library that provided a minimum of six weeks of summer reading programming. Children participating in the study were completing third grade. Data collected included pre-reading and post-reading test scores, survey responses from

teachers, librarians, and parents, and reading logs from the students. Fourth grade teachers of the participating students found that these students started the year “more motivated to read” and “appeared to have increased reading enjoyment” (30). Students who participated maintained or increased their reading skills. Overall, the conclusions from this study support the effectiveness of summer reading programs.

One School One Book, a collaborative effort between the Northumberland Elementary School in rural Virginia and the Northumberland Public Library (NPL) is an example of a successful collaborative relationship between two libraries (Bates and Webster 47). This program involves all families from the school reading the same preselected book aloud at home for one month. Books chosen in the past have included *Charlotte's Web*, *Because of Winn-Dixie*, and *It's Raining Pigs and Noodles*. The books are purchased by the school from sources that give volume discounts, so the price per book is minimal. Scholarships are available to those families in need, and no family has ever been without a book. The NPL was involved in this cooperative venture by sending library employees such as the children's librarian, the library director, and library board members to the elementary school to read with students. Additionally, the public library purchased multiple copies of the book each year to have on hand during the after school activities programs. They also provided the selected book in different available formats such as CD and audio cassette. The results of the program were positive. Ninety eight percent of the school's parents participated in this literacy activity, and students' reading scores on the Virginia Standards of Learning reading test have increased each year since the read aloud program was introduced.

The annual Teen Reading Week, sponsored by Young Adult Library Services Association (YALSA), a division of the American Library Association, was started in 1998 as a literacy initiative to encourage and support teen reading (Russo 5). The Teen Reading Week typically takes place in October, has a theme, and encourages teens, librarians, parents, educators, and others to celebrate reading in several ways. Schools are encouraged to participate and collaborate with the public libraries to help create lifelong readers and increase the amount of time students read for fun. The Kaiser Family Foundation released a study in 2010 that indicated that the time spent reading for fun increased from 21 minutes in 1999 to 25 minutes in 2010. Programs like Teen Reading Week contribute to this gain (6).

Integrated Library Systems

Another kind of successful library collaboration between school and public libraries involves the Integrated Library System (ILS). The Metro Nashville Public Schools and the Nashville Public Library are working towards achieving this type of collaboration (Enis 1). They have asked the mayor of Nashville for funding for this project, which is called Limitless Libraries. It was started in 2009 as a pilot with the Nashville Public Library and four local schools and has grown into a major resource sharing operation involving all of the 128 Metro Nashville Public Schools. The program allows students to use their student identification cards at all of the branches of the Nashville Public Library, and also allows students to access the library's subscription databases and provides for sending public library materials such as CD's, DVD's, and books to the schools for easy pickup. However, one drawback of the partnership is that

the libraries currently have different automation systems and students have to log in to both accounts to get their information. This also means that school librarians cannot see what fines are due and materials are checked out through the public library. A shared online catalog would alleviate these issues.

Since 1965 the Indianapolis Public Library in Indianapolis, IN, has a shared online catalog and circulation system which encompasses museums, and public, charter, and private schools with almost 10,000 students. Students use their public library card to check out books at their school and have access to not only their own school library books, but to the 2.1 million books in the public library's catalog (Price 1). Sarah Batt, manager of the shared system, mentioned the financial benefit of these types of partnerships, "Schools can leverage their scarce resources by sharing the materials they purchase with each other" (1).

Joint use libraries

Joint use libraries are another kind of partnership between libraries. Joint use libraries are those in which two or more library service providers, such as a school library and a public library, form a partnership. According to Kluever and Finley (48), these kinds of partnerships are becoming a common way to deal with changing economic times; and as an added benefit, they help increase opportunities for student and community outreach. One example of a joint use library is the Julia Hull District Library in Illinois, which joined with the Meridian Community School District 223 in 2002. The initial reason for joining together was financial. The libraries wanted to share the costs of materials and other resources in order to reduce costs for both libraries and to make better

use of tax dollars in this rural area. The merger was created by building an addition to the high school. This new library served not only the public, but also the high school teachers and students. Kluever and Finley state that this partnership resulted in many advantages to library patrons, students, and teachers. Increased internal outreach was a major benefit as the library staff was able to make easier trips to classrooms and also survey teachers on upcoming curriculum needs in order to identify collection needs that would help students with future assignments.

Another example of internal outreach occurred during the school district's summer remedial reading programs in 2009 and 2010 (Kluever and Finley 51). The goal of the program was to increase youth recreational reading. The school district teamed up with the library to bring the struggling readers from the summer school program to the public library to get library cards. The public library also held special story hours each week for these children and encouraged their parents and siblings to become familiar with the public library, too. This program provided a positive experience for both the school district's reading program and the public library as it helped bring in more users to the public library and it supplemented the summer school curriculum in the school district, too.

A study of joint use libraries in California, "was conducted to better understand the sharing of public school buildings and grounds with non-school entities and discern the types of joint use-related strategies school districts employ" (Vincent 3). School and public officials throughout the state were interviewed, and a database was created with examples of over 100 joint use cases. This study recommended joint use partnerships as a way to make the best use of public investment in school buildings and grounds, and

predicted that interest in joint use partnerships would continue to grow as budgets around the country continue to shrink. Additionally, the study suggested that more research was needed on this subject since school districts are not typically prepared to deal with all of the legal intricacies of joint use partnerships and joint use developments (34).

Conclusion

Learning has changed in the 21st century, and it is not enough for students to master rote skills. Students are expected to learn complex skills in many areas including higher-order thinking, problem solving, decision making, and technology and communication skills (Saavedra and Opfer 8). Students strive to be creators of information and not simply passive receptors. Collaboration between school and public libraries of all types helps students achieve this goal. From students learning how to work together on school projects, to libraries cooperating with one another for economic reasons, the benefits for all parties outweigh the difficulties. Student academic success is at stake, and collaboration between school and public libraries has been shown to make a positive difference in helping to create life-long learners.

CHAPTER 3: CONCLUSIONS

Students need many skills to succeed in the 21st century, and collaboration is an essential part of achieving that success. Public libraries and school libraries can collaborate to help provide the tools for students to become lifelong learners. These collaborations are varied and take many forms. This chapter will examine the research reviewed in Chapter 2 of this paper and will address the following questions concerning school library and public library collaborations:

1. What causes public libraries and school libraries to enter into collaborative arrangements?
2. What are the challenges that arise from or prevent collaboration?
3. What are some successful models of public library and school library collaboration?

Reasons for Collaboration

The common goal of developing literacy skills forms the basis for school library and public library collaboration (Amann and Carnesi 9). Public libraries and school libraries both work with children. Reading and pre-reading skills are one of the first information literacy skills to develop, and public libraries have traditionally been a strong ally with schools as they provide many activities to develop pre-reading and reading skills. School libraries take the role of providing resources to support the school curriculum. However, both public and school libraries work to ensure children have the tools necessary to become lifelong learners in the 21st century.

Economic factors are a major reason for school and public libraries to collaborate. Revenues have decreased in cities across the nation, and library and school budgets have

been cut. These cuts force publicly funded school and public libraries to slash resources in order to save money (Pelman 26). Public libraries have reduced the number of staff working with children's programming, as well as cut funds for collection development and databases. Many school libraries are facing more severe cuts. In some instances, school libraries are staffed with parents and student volunteers instead of having a librarian full time. Some schools libraries have been eliminated entirely.

Another reason for collaboration between school libraries and public libraries is to take advantage of the shared expertise of the staff at both libraries. Today's children are expected to have a large set of skills in order to be productive citizens of the 21st century. Some of these are technology, critical and creative thinking, information literacy, communication, leadership, and interpersonal skills. It is difficult to find one person who has expertise in all of these areas. Librarians can work together and share their knowledge to ensure all areas of literacy can be addressed.

Challenges of Collaboration

Although a case study in Florida discovered that LIS faculty and students found collaboration to be valuable in meeting the diverse needs of 21st century students, it was noted that collaboration is not easy to achieve (Latham, Gross, and Wittee). Many of the barriers of collaboration deal with communication issues, such as lack of communication and time, and territoriality.

This lack of communication can often be traced to a lack of time. Public librarians may know very little about the responsibilities of school librarians and vice versa, and there is very little time in their busy schedule to learn more in this area. Librarians have

little contact with librarians from other settings. It is difficult to cooperate and work together when time is not set aside for communicating with each other.

Another barrier to collaboration is “territoriality.” Some teachers and librarians may not want to work together because they do not understand how collaboration could be beneficial to their patrons or students. Some may feel threatened that they cannot meet the needs of those they serve and will refuse to collaborate for this reason. The effects on staff when insufficient time and planning has been allotted for collaborative efforts are ameliorated when time for collaboration is embedded into the staff workday in order to increase motivation and prevent burnout. (Buchanan 345).

Successful Forms of Collaboration

Collaboration between school libraries and public libraries is needed now more than ever due to the economic pressures of the 21st century. Several different kinds of collaboration currently exist in libraries across the country, and they are positive examples of how libraries working together can improve student academic success.

Outreach programs are one way for school libraries and public libraries to work together. A study of outreach services of 26 public libraries in Maryland found that story time and reading programs were the most common forms of outreach in these libraries (Martinez 99). Visits to schools and other community events were also ways for public libraries to reach out to schools. Book talks, homework help programs, and shared author visits, and field trips where students visit the public library are other popular forms of outreach.

Integrated Library Systems are another kind of collaborative partnership. Efforts in two cities provide examples of effective collaboration between school and public libraries. Limitless Libraries, a project in Nashville, Tennessee, was started in 2009 and involves the 128 Metro Public Nashville Public Schools working with the Nashville Public Library. Students use their student ID card to access the public library's subscription databases and check out other materials that will then be delivered to their school. A second example of a successful integrated library system takes place in Indianapolis, IN, with the Indianapolis Public Library sharing an online catalog and circulations system with public, private, and charter schools around the area. Over 10,000 students from these schools can use their public library card to checkout materials from either their school library or any of the other libraries in the system. (Price 1) This gives the students access to thousands of items across the city and county, while at the same time allowing all of the libraries involved to use their scarce funding in other needed areas. (1). Both of these integrated library systems are able to expand the amount of materials available to students, while at the same time saving money for other needed resources.

A third model of collaboration between school and public libraries is a joint use libraries. Joint use libraries are partnerships formed between two or more library service providers and are another way to deal with changing economic times (Kluever and Finley 48). The Julia Hull District Library in Illinois joined with the Meridian Community School District 223 and formed a joint use library by building an addition to the high school. This addition serves as the library for both the community and the school district

and provides several advantages to library patrons, students, and teachers. Among these advantages are ease of interaction between staff, access to the resources in both libraries, and ease of collaborating on library programs.

Conclusion

School library and public library collaboration is expected to help develop well rounded, literate students of the twenty first century. Although there are definite challenges to collaborative efforts, the benefits can outweigh them. Several examples of quality collaborative partnerships exist, and these serve as models for future partnerships.

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