

Channel

A Newsletter of the Wisconsin Division for Libraries, Technology, and Community Learning

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Libraries fare well in biennial process

1999-2001 state budget concludes its journey

by **Cal Potter**, Administrator
Division for Libraries, Technology, and
Community Learning

In the last week of October, the 1999-2001 state budget bill finally completed the journey it began way back in February. Now that the Governor's veto pen has been used, we can do a final report on the budget. Generally, the library community can be pleased with the outcome of that long deliberative process.



Cal Potter

schools, and the citizens of Wisconsin. The stage has been set for this information resource to become even more important as a destination in peoples' information searches.

Library System Aid

Library system aids provided a real challenge. While Act 150—the product of the Legislative Council Special Committee on Libraries—called for the Department of Public Instruction to include a system aid budget request based on a 13 percent index of state to local library expenditures, the Governor's original budget did not follow that request and provided for

no increase. The Assembly budget version called for a \$530,000 increase, the Senate provided for \$2,000,000 over current funding, and the Conference Committee and Governor eventually agreed with the Senate. This 3.77 percent increase in 1999-00 and the additional 7.27 percent increase in 2000-01 keeps us close to the present 10 percent index level and dictates that the next state budget will again find a vigorous debate on the need to return to the 13 percent benchmark established in 1986.

Since the library system aid increase did not advance funding to a higher

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BadgerLink

BadgerLink was the major new program funded in large part due to the strong public, school, and library expression of support. The funding sunset adopted in the Assembly budget version was deleted in the conference committee, again reflecting strong backing for the importance of this service and the need to have a permanent funding source. The \$2.5 million appropriation from the Universal Service Fund provides the needed resources through the next budget period. In the months ahead, the BadgerLink Advisory Committee and the survey being conducted by the UW-Milwaukee Library School (see page 3) will provide guidance in analyzing the strengths and areas for improvement for BadgerLink to best service the information needs of libraries,



WISCONSIN'S CONNECTION TO THE WORLD OF INFORMATION

BadgerLink



January-June 1999

Summary of BadgerLink Usage

Editor's Note: *This article was prepared by Sally Drew, DPI reference and loan librarian, and Dietmar Wolfram and Hong Xie, School of Library and Information Science, University of Wisconsin-Milwaukee.*

Introduction

The Division for Libraries, Technology and Community Learning's (DLTCL's) BadgerLink service provides access to a range of specialized computerized information resources—including articles and abstracts—for schools, libraries, and individuals in Wisconsin via the Internet.

Since becoming available to Wisconsin residents in 1998, BadgerLink has been used by hundreds of libraries and countless end-users that have performed millions of searches on the available databases. The project was initiated using Library Services and Technology Act (LSTA) funding and continued funding will be provided at least through July 2001 by the Wisconsin State government. To help in the evaluation of the use of this service, the two database vendors, EBSCO (EBSCOhost) and Bell and Howell (ProQuest Direct), have

Please see BadgerLink—page 6

Committee compares 1993 and 1999 results

Delivery of library materials: How long does it take?

In 1997, the Division for Libraries, Technology, and Community Learning (DLTCL) funded a study of delivery services, *Delivery of Library Materials in Wisconsin*, conducted by Ruth Bessant, library consultant.

Discussion of the report with various library groups raised the visibility of physical document delivery as an important issue for information access.

The 1997 study did not attempt to track delivery transit time because a specific study had been conducted in 1993 to do this. Instead, the 1997 study created best- and worst-case scenarios for how long delivery services might take. Bessant said the worst-case scenario occurred when libraries had less than three days per week delivery. In this case it could take as long as 19 days to deliver an item from one library to another if the book arrived just after the last pickup at various locations. With three day per week delivery, it could still take nine days for delivery. However, if each local library was served at least three days per week, and all libraries connected to the intersys-

tem route had delivery five days per week; then the best case would be three days transit time.

In 1999, the Delivery Service Advisory Committee felt it would be useful to replicate the transit time study done in 1993 to see if delivery service had improved or declined. During that period, many new libraries had been added to the delivery service and a number of public library systems had increased system delivery service to their member libraries.

The goals of the study were to document transit time for a sample of materials sent, identify the kinds of delays experienced and where they occurred,

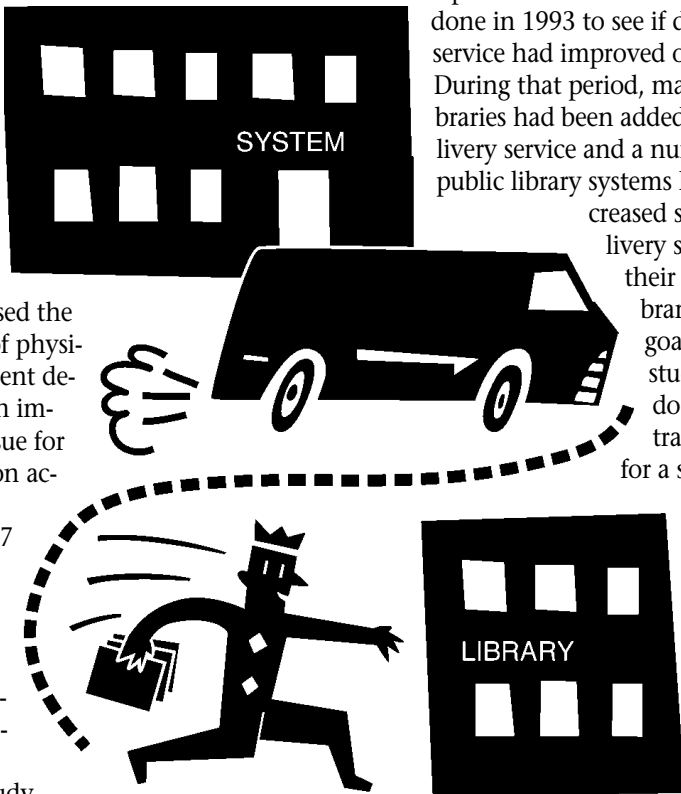
and to facilitate discussion leading to improvement in the delivery network.

"Transit time" as used in the study meant the period from when materials were prepared for placement in delivery containers until the destination library received them. Library staff attached data collection forms to materials they sent to fill interlibrary loan requests during the week of April 19-25, 1999. At each stop along the materials' journey, staff in each agency handling the material recorded the library name and the date they handled the material. Libraries recorded 3,043 usable responses for

analysis.

In 1999, 15 percent of the deliveries took place in one day or less and 95 percent were delivered in seven days or less. The mean delivery time was 3.89 days and the median delivery time was 4 days. Comparing these results with the 1993 study proved interesting. Overall, materials delivered in the 1999 study arrived somewhat more slowly than they did in 1993 when the mean time for delivery was 3.61 days and the median time was 3 days. However, libraries that participated in both studies experienced

Please see Delivery—page 3



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Channel (ISSN 0146-1095) is published every-other month by the Division for Libraries, Technology, and Community Learning, Wisconsin Department of Public Instruction (<http://www.state.wi.us/agencies/dpi/dltcl/>). Its primary purpose is to provide information about the state library agency and on Wisconsin's administration and use of Library Services and Technology Act funds, some of which partially support *Channel* publication.

Unsolicited articles are accepted, but will be printed only after approval from DLTCL staff. Press releases of state and national library/media/educational organizations are printed when space allows and if they are considered to be of state-wide interest.

Deadlines are February 1 for the March-April issue, April 1 for the May-June issue, etc.

Send comments about bylined articles to the authors. Direct other content inquiries to editor Mark E. Ibach at (608) 266-3374 (mark.ibach@dpistate.wi.us). Mailing list changes and requests for subscriptions or extra copies should be submitted to Karen Nowakowski at (608) 267-9219 (karen.nowakowski@dpi.state.wi.us).

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BadgerLink survey available online

The UW-Milwaukee School of Library and Information Science has designed a web-based survey form that is available on the BadgerLink webpage. Library patrons and other individuals using BadgerLink from libraries, home, office, or other remote sites are encouraged to complete the survey.

According to Reference and Loan Librarian Sally Drew, library staff can assist the Division for Libraries, Technology, and Community Learning (DLTCL) by mentioning the survey when they help users with a BadgerLink search or by placing a notice about the survey next to public access stations. The DLTCL would like to obtain data from at least 100 forms before the survey time period is completed.

The UW-Milwaukee faculty also designed a form for library staff that was mailed to a sample of libraries of all types. Many library staff have completed and returned this form. The DLTCL would appreciate the completion and return of any forms that library staff still have.

Thank you very much for helping the Division with the evaluation of BadgerLink. ■■

Delivery—from page 2

somewhat faster delivery transit time in 1999. Libraries that participated in both studies had a mean transit time of 3.17 and a median time of 3 days in 1999. These figures included weekends. When weekend days are taken out of the 1999 study, the mean days decrease to 2.75 and the median to 2 days.

During the six-year period between studies, 13 systems that took part in the 1993 study increased the frequency of delivery stops for their libraries. In addition, 13 libraries that were served by system routes in 1993 had direct service from South Central in 1999. Four additional systems were added in the 1999 study (Indianhead, Northern Waters, Winding Rivers, and Wisconsin Valley), and these systems provided two day service to most of their members.

Delivery service events longer than three days were analyzed to identify when and where delays occurred. A greater frequency of delays was seen on the receiving legs of the delivery (from South Central of the system, and from the system to the borrowing library) than on the sending end. In addition, more delays not accounted for by delivery schedules were seen on the receiving legs. Information on the causes of delays was shared in detail with each public library system.

Bessant observed that if the South Central Library System backbone service were increased from three to five days per week for all stops, 93 percent of the delays at the system to South Central leg and 75 percent of the delays at the South Central to system leg would be eliminated. ■■

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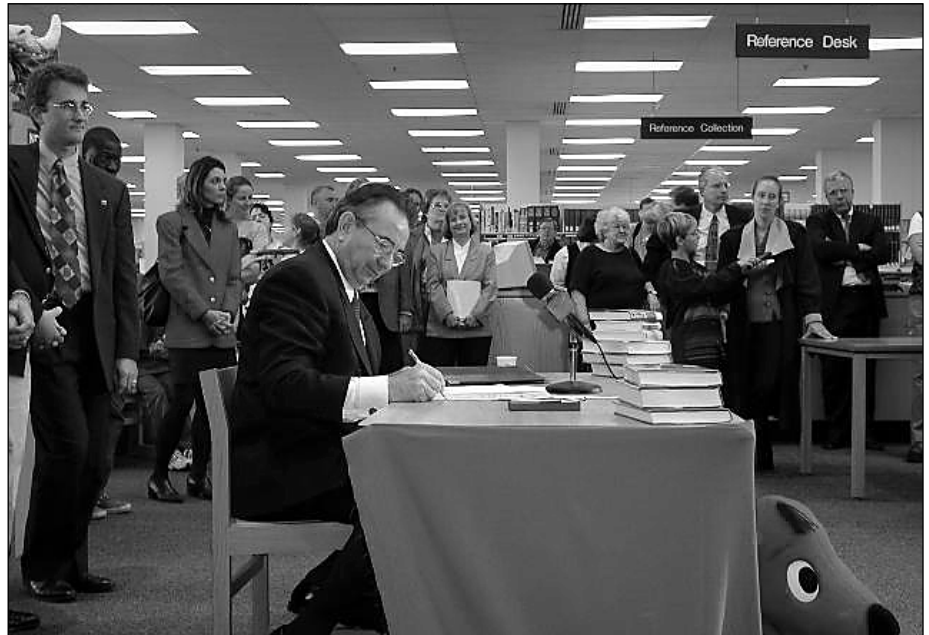
CBC is a research library and examination center for children's books. Noncirculating collection. Cosponsored by the Department of Public Instruction and the UW-Madison.

To send e-mail, use the following format (all lowercase letters):
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Biennial Budget

State budget directs more funds to libraries—from page 1

percentage, it was especially important to modify the system aid distribution formula to provide for a uniform increase so as not to adversely impact any particular system in allotting a limited pot of aid monies. This objective was accomplished through the budget adoption of a new distribution formula, agreed to by our library systems, but would only be implemented if the state reached an 11.25 percent level of support. In other words, until the state increases its share of funding to the 11.25 percent threshold, aid increases will be distributed to systems on a uniform percentage basis. This means that in the year 2000 all library systems will get a 3.77 percent increase over their 1999 appropriation unless their system territory is altered. (See chart on page 13 for public library system funding totals.)



Gov. Tommy G. Thompson is pictured signing the 1999-2001 state biennial budget at the Waukesha Public Library.

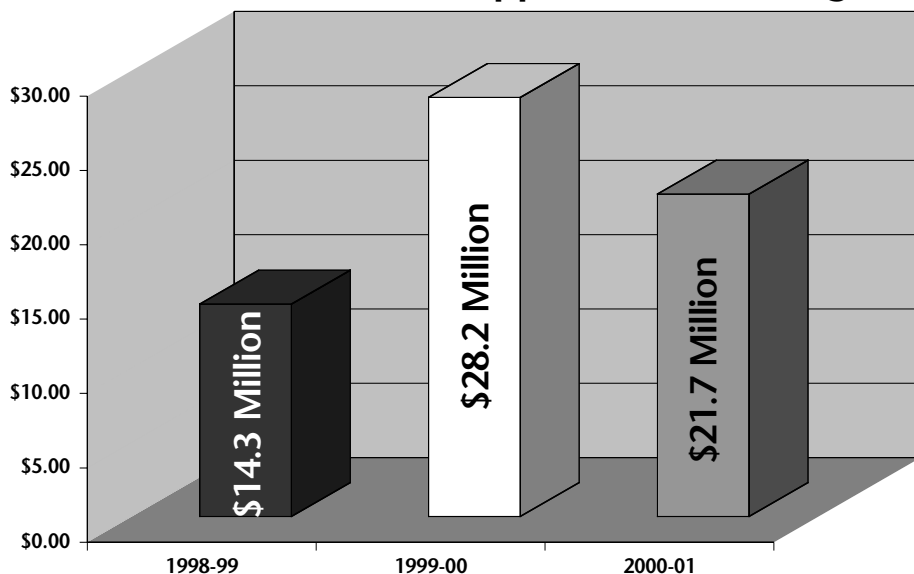
Common School Fund

Another of the major accomplishments in this budget was the restoration

of Common School Fund income for school library media centers (see article on page 8). This constitutionally created Fund provides its interest

income to school libraries with Section 43.70 (3) stating that "All monies distributed under this section shall be expended for the purchase of library books and other instructional materials for school libraries..." For many school library media centers, this is the major funding source for maintaining their collections. The prior state budget and the Governor's original proposal for this biennium had a diversion of some of those funds into the TEACH Program. With this restoration, achieved at the Joint Finance Committee stage, as much as \$28.2 million in 1999-00 and \$21.7 million in 2000-01 will be available. After several years of lower funding, steadily rising cost of materials, and the impact of local revenue caps, the possible increase from \$11.64 to \$22.96 per child (using last year's pupil count) is welcome news for schools

Common School Fund Support in State Budget



Continued on page 5

Budget

from page 4

and their library media specialists.

Added to the budget during legislative deliberations, but vetoed by the Governor, was a less heralded item but one of potentially great importance to the amount of Common School Fund revenues that possibly could have been available to school library media centers in the future. A provision to permit the State of Wisconsin Investment Board to handle the investment of Fund monies could have meant greater availability of interest or dividend income for school library media centers. Present Fund income is relatively modest in that the rate of return garnered is now that of the general state financial pool of available revenues. The Governor, in his veto message, gave three reasons for eliminating the item and ended his rationale with the statement, "While I may support some revisions to the investment authority of SWIB (State of Wisconsin Investment Board) and BCPL (Board of Commissioners of Public Lands), I believe these issues should not be included in the state budget and instead should be considered as separate legislation."

Whether this separate legislation comes forth for debate in future legislative sessions will probably be the decision of the BCPL.

Resource Contracts

Each biennial state budget seems to find a need for the legislature to add dollars to cover the increased costs for the four library resource contracts; Milwaukee Public Library for the statewide interlibrary loan of its collection, Wisconsin Interlibrary Services (WILS), the Wisconsin Regional Library for the Blind and Physically Handicapped, and the Cooperative Children's Book Center (CCBC), a program of the UW-Madison School of Education which obtains and reviews children's literature for libraries statewide. While the Governor pro-



Joining Gov. Thompson at the budget signing in Waukesha were (left to right) Howard Pringle (Waukesha), Lisa Strand (WLA), Thompson, Jane Ameal (Waukesha), Assembly Speaker Scott Jensen, and Larry Nix, DPI Division for Libraries, Technology, and Community Learning.

vided no increase for the four contracts, the Joint Finance Committee provided the needed \$111,900 addition, which held throughout the balance of the budget's deliberations. Without those added funds, service cutbacks would have occurred as the providers' costs had increased and had to be reflected in the contract renewals.

Funded for the first time during the previous budget, \$89,000 was appropriated at the Joint Finance Committee stage to fund for this biennium the Newline for the Blind and Physically Handicapped. The DPI contracts with the National Federation of the Blind for this dial-up telephone service to audio versions of major newspapers. Hopefully the Universal Service Fund source of financing will provide some permanence for this service in future budgets.

The UW System Libraries, after several years of flat budget appropria-

tions, got the support of the Governor from the start of the budget process with the inclusion of \$7.3 million for acquisitions and other improvements. Untouched throughout the budget's legislative journey, the budget enhancement is greatly appreciated by librarians statewide concerned over past material cutbacks, and who had collectively advocated for this budget enhancement.

Conclusion

With the 1999-2001 biennial budget behind us, it will not be long before work will begin in spring 2000 on planning for DLTCL 2001-03 budget requests to be submitted to the Department of Administration and the Governor in fall of 2000. Our Division, in this planning process, will work closely with the many library groups seeking their counsel on programming directions and priorities for the future. ■

For more detailed information about the 1999-2001 Wisconsin State biennial budget, visit the DPI website.

www.dpi.state.wi.us/dpi/dltcl/pld/budlegsum.html

BadgerLink usage remains strong—*from page 1*

kept statistics on the service. This report summarizes preliminary findings of the analysis of these usage figures for the six-month period January through June 1999.

EBSCOhost provides access to more than 15 databases with topics ranging from specific disciplines (e.g. ERIC, Health Source Plus) to broad subject coverage for different age groups (e.g. MasterFILE Premier, Academic Search Elite, Primary Search). Databases may include citation and indexing information, or may contain the full text of documents appearing in periodicals or books. The user-friendly EBSCOhost web-based interface with its point and click approach to database simplifies the database selection and search process. ProQuest provides access to a number of newspaper databases. It is more specialized in that each of the newspaper databases contains records of the full text of a single newspaper, or set of newspapers.

Usage of the BadgerLink service is presented for each vendor for database usage and library usage. Statistics are tracked by IP number or range.

Database Usage

The 10 most frequently searched EBSCO databases appear in Table 1. The selection of databases demonstrates a range of search areas and format coverage, including full text and citations. Libraries that have direct access (not dial-up or shared IP numbers) may have the ability to set a default database and maintain separate statistics.

The DLTCL has desig-

Table 1

EBSCO - Most Frequently Searched Databases		
January-June 1999		
Database	Topic / Contents	Searches
MasterFILE Premier	General / Full text	1,706,182
Academic Search Elite	Multidisciplinary / Full text	569,299
MAS FullTEXT Premier	General & Research/ Abstracts/Full text	140,197
Middle Search Plus	General for Middle & Junior High/Full text	114,776
Health Source Plus	Health / Full text	87,049
ERIC	Education / Citations & Abstracts	81,588
Business Source Elite	Business / Full text	70,564
Primary Search	General for Children / Full text	61,875
Comp MEDLINE w/ MESH	Biomedical / Indexing and Abstracts	47,151
EBSCO Animals	Animals / Indexing, Abstracts, Full text	41,469

nated MasterFILE Premier as the default for those libraries with dial-up or shared accounts. Other types of libraries (such as academic libraries) could select Academic Search Elite as the default. It is unknown at this time whether the default influenced the database usage trends. Selected EBSCOhost databases tend to be those that provide broad topic coverage such as MasterFILE Premier, Academic Search Elite and MAS FullTEXT Premier.

Database selection within ProQuest has its own characteristics. ProQuest

provides newspaper services. Among all the formats that ProQuest offers, full text is used more frequently than abstracts and citations. The most frequently accessed databases for the study period are National Newspapers (223,547 full text), followed by regional newspapers, such as Wisconsin Newsstand (79,433 full text) and Milwaukee Journal Sentinel (16,628 full text).

Title Usage

An analysis of the most frequently searched periodical titles available through EBSCOhost reveals a range of search areas that involve both formal/academic and leisure topics, including current events, business, health, science & technology, sports, and general interest. The 25 most frequently retrieved periodical titles, based on the number of abstracts viewed, appear in Table 2 (on page 7). News and commentary journals were the most fre-

Continued on page 7

Table 3

EBSCO Library Usage Figures		
January-June 1999		
Type of Institution	Number of Participating Institutions	Searches Conducted
Statewide General Account	N/A	2,165,359
K-12 Schools (excluding districts)	242	766,806
Colleges / Universities	35	689,047
Public Libraries	75	433,602
Junior/Technical Colleges	27	222,366
Corporate	21	34,469

quently searched subject areas, followed by business/finance, education, and leisure topics. There were no unexpected surprises in the titles appearing in the list, other than perhaps, Alberta Report/Western Report, a regional studies journal, which ranked 12th.

Library Usage

The heaviest users of BadgerLink are public library, school, and academic/college sites. The statewide general account represents the largest single category of searches conducted. Since dial-up and shared account users cannot be broken down by type of library, and also includes individuals searching

Table 4

ProQuest Library Usage Figures		
January-June 1999		
Type of Institution	Number of Participating Institutions	Searches Conducted
Statewide General Account	N/A	175,348
K-12 Schools (excluding districts)	242	167,412
Colleges / Universities	35	62,139
Public Libraries	75	21,563
Junior/Technical Colleges	27	18,803
Corporate	21	1,707

from home or office, it is difficult to determine which specific libraries within this category made heaviest use of EBSCOhost.

Of the identified libraries/institutions,

the UW-Madison was the heaviest single user (266,770 searches), followed by the Milwaukee Public Library (176,899 searches) and the University of Wisconsin-Milwaukee (164,782 searches). Given the nature and size of the populations served by these institutions, the results are not surprising. Mineral Point High School recorded the largest number of searches

among identified K-12 schools (53,841 searches). Overall usage of the different library types are reported in Table 3 (shown on page 6).

Library usage of ProQuest follows the same pattern as EBSCO. Table 4 presents the overall usage of ProQuest for different types of libraries.

Conclusion

Based on usage figures from the study period, the BadgerLink service has been an unqualified success. Statistics of database and library usage demonstrate that it is being used statewide by school, public, special, and academic libraries. Over the six month study period, the cost of EBSCO is estimated to have been \$0.11 a search, while UMI was \$0.47 a search.

The usage data, however, cannot tell us precisely how and for what purpose end users and libraries are searching BadgerLink. To obtain a better understanding of searcher motivations and purposes, both libraries and patrons that have used BadgerLink are being surveyed. Results of the survey will be reported in a future issue of Channel. A more comprehensive analysis of the usage data is also underway. ■

Table 2

EBSCO - Twenty-five Most Frequently Accessed Titles by Abstracts		
January-June 1999		
Title Viewed	Topic Coverage	Abstracts
New York Times Education Life	Education	68,751
Christian Science Monitor	News & Commentary	49,555
Newsweek	News & Commentary	39,239
Time Magazine	News & Commentary	28,912
WALL ST. JOURNAL	Finance / News & Commentary	23,745
U.S. News & World Report	News & Commentary	23,733
Economist	Business / Economics / Political Science	20,852
Lancet	Medical	19,843
People	General Interest	15,475
Billboard	Music	14,897
Time South Pacific	News & Commentary / Regional Studies	13,669
Alberta Report / Western Report	Regional Studies	13,367
SPORTS ILLUSTRATED	Sports & Leisure	12,128
Business Week	Business	12,018
Consumer Reports (USA)	Consumer education & protection	11,401
Maclean's	News & Commentary / General Interest	10,570
Science News	Science & Technology	10,042
Forbes	Business	9,732
ENTERTAINMENT WEEKLY	Communication & Media / Arts	9,400
New York Amsterdam News	News & Commentary / Multicultural & Ethnic / Regional	9,231
JET	News & Commentary / Multicultural & Ethnic	9,105
Library Journal	Library & Information Science	8,595
New Scientist	Science & Technology	8,308
Chronicle of Higher Education	Education	8,003
Advertising Age	Sales & Marketing	7,954

Library Aid

From \$14.3 million to \$28.2 million

Wisconsin's school library aid will increase

Wisconsin's 1999-2001 biennial budget has a number of items beneficial to the state's libraries, but one of the most significant is an increase in the Common School Fund (CSF) School Library Aid allocation—from \$14.3 million to \$28.2 million. This amount will be distributed to school districts as School Library Aid during this school year.

This increase means that the amounts distributed to school districts for library materials on a per child basis will almost double, increasing from \$11.64 to an estimated \$22.96 per child (using last year's count of children between the ages of 4-20). The statewide average per *student actually enrolled in the public schools* statewide will increase from \$16.26 to about \$32.00.

Because the money does not become available until after April 1, 2000, it is not possible to give exact estimates of each district's allocation. Payments will be made as soon after April 1 as possible and no later than June 30.

To determine the approximate amount, multiply the district's 1998-99 allocation by 1.97.

Important cautions should be observed, however, when planning expenditures for this and future years.

- Because of a previous statutory language change, the entire School Library Aid allocation now will be distributed in *June* rather than *January*.
- This entire amount will have to be spent *during the school year* in which it is received. In most cases the money will have to be spent *before* the district receives the allocation.
- The \$28.2 million is unusually high this year because of a onetime surplus in the Common School Income Fund, where the money resides prior to being distributed. Next year's estimate is \$21.7 million.
- The allocation may be spent only for "library books and other instructional materials for school libraries," according

to chapter 43.70(3) of the Wisconsin Statutes. This limits expenditures to items that fall into the 222000 function code and the 430 series of object codes in the Wisconsin Elementary and Secondary School Accounting System (WESSAS). These include audiovisual media, library books, newspapers, periodicals, instructional software, microfilm, and other media.

These increases follow two years of level funding and steadily rising costs of books and electronic media. Restoring the Fund to its original purpose gives local library media specialists the discretion to develop balanced collections that include traditional and electronic resources.

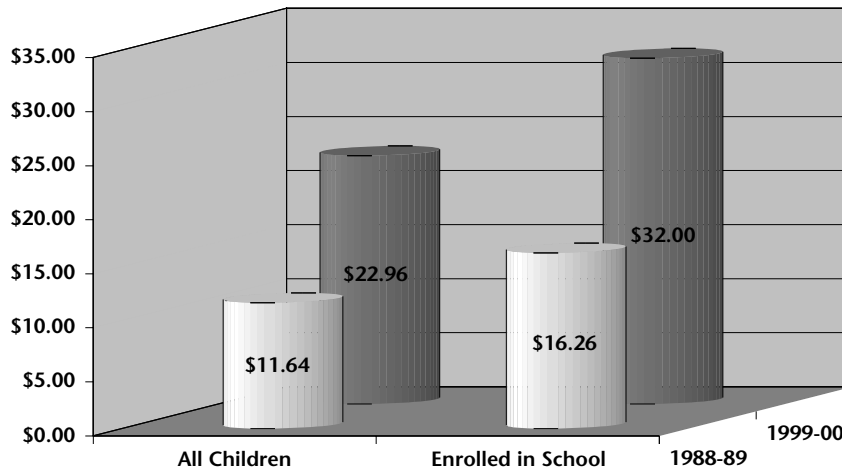
In the original 1999-2001 budget bill proposed by the Governor, the amount from the CSF to be distributed as School Library Aid was to be capped at \$14.3 million, and \$5 million was to be added to the TEACH Wisconsin block grants. The remainder was to be left in the Income Fund. The

Legislature's Joint Committee on Finance changed the proposal, however, determining that all the money in the Common School Income Fund would be distributed as School Library Aid, as in the past. The TEACH Wisconsin block grant program will have the same amount to distribute as last year.

The CSF is one of the state trust funds established by the Wisconsin State Constitution and managed by the Board of Commissioners of Public Lands. Money enters the fund in late March when school districts and municipalities make payments on loans from the Common School Fund. After April 1, the Board of Commissioners determines how much is available for distribution, and the Department of Public Instruction School Financial Services Team calculates how much each district will receive, based on the number of children between the ages of 4 and 20 residing in the school district.

For more information about the CSF, visit the DPI's website at www.dpi.state.wi.us/dfm/sfms/lib1.html or contact Richard Sorensen, DLTCL, at (608) 266-1924 (richard.sorensen@dpi.state.wi.us). ■

CSF Allocations on a Per Child Basis



Note: Figures for 1999-00 are estimates.

Copyright:

DPI has new information sheet on performance rights for copyrighted videorecordings

In recent months the Wisconsin Department of Public Instruction (DPI) has received inquiries from teachers and others in Wisconsin schools who have been approached by a motion picture licensing service selling umbrella licenses for public performance rights for videorecordings.

Questions from callers were about the need for such a license, what a license covers, and the legitimacy of companies selling licenses. There also was concern about whether the current sales approach of targeting schools should be regarded as a "red flag" for possible legal action.

While it is known that Wisconsin school districts, school librarians, and media specialists are well aware of the copyright law and understand that videorecordings have copyright protection, individual teachers or staff might not be completely informed about the prohibition of unauthorized public performance of videorecordings or about the face-to-face teaching exemption that appears in the United States copyright law.

The DPI's internal staff copyright committee has prepared a brief information sheet addressing some of the concerns expressed. The title of the information sheet is *Performance Rights for Copyrighted Videorecordings: Frequently Asked Questions*. It does not touch on all of the many issues related to the perfor-

mance rights of videorecordings. It does, however, ask and answer some questions and provide some information that might help school personnel quickly assess their need to consider contracting for public performance rights.

Performance Rights for Copyrighted Videorecordings: Frequently Asked Questions

explains what "public performance" and "home use only" mean and tells what the "face-to-face teaching exemption" is. It suggests ways to find out what viewing rights a videorecording has. It suggests when a school or library might consider obtaining li-

censing to use home-use-only videorecordings for public performance. For convenience, it provides the names and addresses of several licensing services and suggests some questions to ask when contacting them.

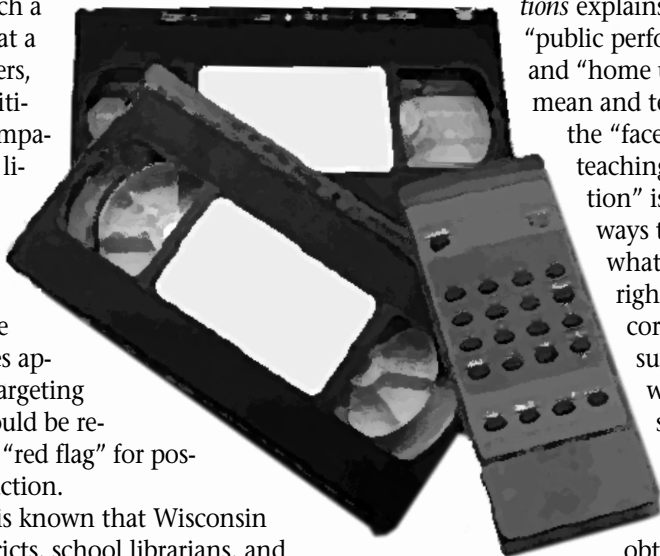
Section 110 (1) of *Title 17, U.S.C., Copyrights*, appears to allow the classroom use of videorecordings that have not been cleared for public performance if, and only if, all of the conditions set forth in the law are met. The conditions include: performance or display in a nonprofit educational institution in a classroom or similar place devoted to instruction; and, performance or display of the work by instructors or pupils; and, performance or display in the regu-

lar course of instruction; and, performance or display in a face-to-face situation where instructors and pupils are present in the same place or general area; and, the use of a lawfully made copy.

It is expected that each school or library will determine for itself how it uses or wants to use videorecordings, and if it needs to obtain public performance rights for those purposes if the videorecordings don't already have public performance rights. For example, some schools may decide that they use their home-use-only videorecordings within the limits of the face-to-face teaching exemption and don't need to acquire additional rights; other schools may want to use home-use-only videorecordings beyond the scope of the face-to-face teaching exemption and therefore would consider licensing.

If a school or library works with a licensing service, it should know exactly what the service can provide and what the license allows and doesn't allow. The questions suggested on the information sheet are intended to be helpful, but each school or library should inquire and investigate thoroughly, based on its own situation and needs.

The information sheet *Performance Rights for Copyrighted Videorecordings: Frequently Asked Questions* will be updated as needed, and it will be expanded and enlarged as appropriate. It can be found on the DPI's website at <http://www.dpi.state.wi.us/dpi/dltcl/lbstat/coplicen.html>. A printed copy is available from Kay Ihlenfeldt at the DPI Library & Statistical Information Center at (608) 266-3108 or from Willeen Trettheway at the Reference and Loan Library at (888) 542-5543 or (608) 224-6171. ■



Benson appoints task force to revise Wisconsin's educational technology plan

Wisconsin's Educational Technology Plan PK-12 is getting a fresh look from a 22-member task force of educators, elected officials, and library and computer professionals (see sidebar).

Originally developed in 1996 as part of the Goals 2000: Educate America Act, the state's technology plan describes what schools need to do to acquire, access, and use technology to support and enhance teaching and student learning. The three-year-old plan needs a review to ensure that the educational technology in Wisconsin schools is integrated with curriculum and that teachers have the training and background to use technology to help students learn the knowledge and skills they will need for the future.

States that have comprehensive educational technology plans are eligible for Technology Literacy Challenge Fund (TLCF) grants that are part of the Improving

"This task force is of critical importance to the future of public education in Wisconsin...The revisions to Wisconsin's educational technology plan must provide school districts with a clear vision for educational technology by addressing trends and issues and focusing on the use of instructional technology in teaching and learning to improve student achievement."

—John T. Benson, State Superintendent

America's Schools Act. The U.S. Department of Education grant program is intended to improve schools through the use of technology. Wisconsin has focused its TLCF grants on professional development, integrating technology into the

curriculum, and developing new curricula.

"This task force is of critical importance to the future of public education in Wisconsin," said Superintendent John T. Benson. "It is made up representatives from a diverse group of organizations and associations whose members are knowledgeable in the area of educational technology. The revisions to Wisconsin's educational technology plan must provide school districts with a clear vision for educational technology by addressing trends and issues and focusing on the use of instructional technology in teaching and learning to improve student achievement."

The task force began meeting in October to review the current plan and determine the level of implementation of the original recommendations. The task force will establish new recommendations and goals for the state by February.

For more information, contact Stuart J. Ciske, DPI, at (608) 267-9289 (stuart.ciske@dpi.state.wi.us). ■

Task force members

Carol Reinagle, library media specialist for the Rice Lake School District, chairs the task force. Stuart Ciske, DPI instructional technology consultant, is providing staff support. Other members of the task force are:

Randy Coorough, Director, Instructional Technology and Design, Waukesha County Technical College

Marie Cupp, Network Administrator, Wisconsin Manufacturers and Commerce

Richard Dirks, Director, Information Technology Resource Integration, UW-Eau Claire

Miriam Erickson, Member, Gibraltar School Board

Sen. Richard Grobschmidt, D-South Milwaukee

Linda Hanson, Director, School Services and Instructional Program Development, Educational Communications Board

Terri Iverson, Director, Instructional Technology Support Services, CESA Instructional Technology Services Council

Berland Meyer, Deputy Superintendent, Wausau School District

Kelly Meyers, Principal, Verona Area School District

Mike Mietz, Information Technology Management Consultant, TEACH Wisconsin

Paul Nelson, Legislative Liaison, Public Service Commission

Rep. Luther Olsen, R-Berlin

Carol Orlandi, Educator, Vincent High School, Milwaukee

Gail Potratz, Computer Coordinator, Emanuel Lutheran School, New London

Penny Reed, Director, Wisconsin Assistive Technology Initiative

Jennifer Reinert, Administrator, Department of Administration

Hal Schlais, Learning Technologies Liaison, UW System

William Shirer, Administrator, Mosinee School District

Louise Weber, Library Media Specialist, Southwood Glen Elementary School, Franklin

Ralph Whiting, La Crosse, Citizen Representative

Daniel Woll, Administrator, Saint Croix Central School District

The Education Technology Plan K-12 is available at
www.dpi.state.wi.us/dpi/dltcl/imt/witekpln.html

LoTI model assesses educational technology competence

There are many dollars utilized in our state for professional development for the integration of technology into curriculum, but until now there has been little objective data to support these decisions. This is changing.

Over the past 18 months, DPI and TEACH WI along with some national research companies have surveyed schools and districts to determine the amount and use of instructional technology. You may recall the Quality Education Data (QED) Survey in spring 1998 or the Milken Education Exchange Survey in spring 1999. DPI has some data analysis from the QED survey and some preliminary tables from the Milken survey.

In spring of 1999, DPI sponsored a Technology Literacy Challenge Fund (TLCF) conference that offered technical assistance to districts, spotlighted subgrantee projects, and introduced attendees to a process for assessing individual teachers' competence in using educational technology called the Level of Technology Integration (LoTI) model. This tool also assesses the teacher comfort and skill level of using a personal computer (PCU) and the teacher current instructional practices (CIP).

As a result of this conference, there was much interest in conducting this survey in Wisconsin districts to obtain data to make decisions for professional development. CESA administrators and DPI made the decision to offer this as an opportunity for districts that were ready for such an assessment tool.

This survey measures the level of technology integration, the teacher comfort and skill level of using a personal computer (PCU), and teachers' current instructional practices (CIP) — subject matter-based vs. learner-based approach. It has been revised to correlate with Wisconsin's Model Academic Standards for Information and Technology Literacy.

The CESA/DPI training for use of this assessment tool was held in late August

with 44 persons attending. These included staff development, standards and assessment, technology, and curriculum staff from the CESAs. The IMT team and Dara Barhite from DPI, two ECB staff, and Mahrie Peterson from TEACH WI also attended.

Christopher Moersch has been contracted to provide the analysis of the survey data, maintain the corresponding database, create state, regional, and district reports, and interpret the reports at regional workshops for leadership teams of district staff.

Teachers in more than 200 of Wisconsin's 426 school districts have completed the LoTI survey. The results of this survey are being analyzed by Moersch, National Business Education Alliance (NBEA), and his staff, located

in Corvallis, Oregon. DPI and CESAs established workshops for CESA, DPI, TEACH WI, leadership teams from participating districts, and other interested persons where the district, regional, and state LoTI profile are distributed and explained. District staff attending the workshops, working with CESA and DPI staff members, will determine the next steps in the professional development area. ■

For more information about Instructional Media and Technology efforts at the DPI, visit www.dpi.state.wi.us/dpi/dltcl/imt/lotiregmtg.html

TLCF projects featured at GWETC

In October, several of the school districts that received funding through the Technology Literacy Challenge Fund (TLCF) program in the past three years presented sessions about their professional development projects.

Presenters from districts large and small shared how they used their TLCF grant money to improve student learning through professional development. Milwaukee Public Schools, Kenosha Unified School District, the School District of Phelps, Saint Francis School District, and the Muskego-Norway School Dis-

trict, to name a few, all shared how grant money is making a big difference in what they are able to do to improve the teaching and learning process. ■



Carol Apuli of Muskego-Norway presents while Sue Bogdon of St. Francis helps with the computer.

More Supported Parenting Project kits sent to libraries

A second set of the Supported Parenting Project kits have been sent to Wisconsin public library systems for placement at the system resource libraries. Designed for use by new parents who have developmental disabilities and by staff working with these parents, the kits include books, pamphlets, workbooks, and videos.

Professionals working with families headed by persons with developmental disabilities have tested the titles in the kits over time. The majority of the materials are written in simple and easy-to-understand language, and would also be of interest to any parents-to-be or parents with limited reading skills who have young children and to adult literacy instructors.

Funding for the development of the kits last year and currently has been provided by the Wisconsin Council on Developmental Disabilities (WCDD).

For more information about the kits, contact your system special needs consultant or Frances de Usabel, DPI, at (608) 266-0419 (frances.deusabel@mail.state.wi.us).

LSTA Grant Abstracts

Abstracts of the 1999 LSTA grants currently being implemented in the areas of Adult Literacy/Job Information and Special Needs Youth are available from my office. The abstracts include the name and phone number for the project coordinator.

The purpose of the Adult Literacy/Job Information category for 1999 is to improve library services to disadvantaged adults through adult literacy programs, job information programs, or other programs that promote the acquisition of life management skills. Many of the grants create job and career information centers in public libraries.

Among the 19 projects funded in the Special Needs Youth category, several reach out to non-English speaking and ethnically diverse youth, and there's also an emphasis on services to children with disabilities and at-risk adolescents. After-school and homework help activities appear in several of the grants, as does the concept of volunteering: older children helping younger ones, and senior citizens working with children.

When requesting the packets, please indicate whether you'd like the Adult Literacy/Job Information or Special Needs Youth abstracts, or both. ■

NIFL supports adult literacy efforts

The National Institute for Literacy (NIFL) is an independent federal organization whose goal is to ensure that all adults with literacy needs receive the high-quality literacy and basic skills services necessary for achieving success in the workplace, family, and community.

NIFL maintains *LINCS*, an electronic communication and information system that consists of the national organization, four regional partners, state partners, and many other national literacy and adult education organizations. The website for *LINCS* is <http://www.nifl.gov>.

NIFL also offers a number of free publications. Of particular interest to libraries is the "Public Awareness Campaign Folder" that includes an NIFL brochure, literacy fact sheets, bookmarks, and a poster. The literacy fact sheets are attractive one-page handouts printed on heavy stock paper—topics of the fact sheets include libraries and literacy, literacy and learning disabilities, literacy and welfare, top 10 things you can do to support literacy, family literacy, and English for speakers of other languages. Multiple copies of fact sheets may be requested. To order NIFL materials, call (800) USA-LEARN or order online. ■

'Roads to Learning' is good library resource

"Roads to Learning: the Public Libraries' Learning Disabilities Initiative," administered by the American Library Association, provides information about learning disabilities (LD) to the general public through public libraries. It also helps libraries enhance their services and resources in the area of LD. Now in its fourth year, the program has a basic information kit for libraries, and its webpage is on the ALA website at www.ala.org/roads.

There are numerous links to other websites, a descriptive list of national learning disabilities organizations, and basic information about learning disabilities. "Core Collection List: LD Bibliography for Public Libraries" is a 12 page annotated list located on the "resources" section of the website. (Print copies are also available from my office.)

RTD maintains a discussion list for people who want to learn more about LD and the implication for public library collections and services, and for those who are currently providing such services. Contact Audrey Gorman, the director of Roads to Learning at (800) 545-2433 (agorman@ala.org) for more information about RTL, including how to subscribe to the discussion list. ■

Continuing education and certification consultants meet

Public library system continuing education and certification consultants met recently in Madison and considered proposed changes to the administrative rules on public librarian certification.

The proposed rules clarify and update the current public librarian certification rules, rather than suggesting major changes to certification. Among the proposed changes are: continuing education contact hours would no longer have to be converted to continuing education points; the required number of contact hours for continuing education would be the same for all grade levels (100 hours); provisional certificates would be granted for 5 years, rather than having to be renewed annually; temporary certificates would be available to those not meeting the library course requirements; and li-

brary directors eligible for temporary certification must apply within three months of employment. The group also discussed proposed changes to the public librarian certification manual and the certification application forms.

DLTCL staff provided updates on division projects relating to continuing education. WISDOM (*WISconsin Data on Meetings*), a web listing of library-related meetings, conferences, and programs that will be held in Wisconsin and at the national level in the coming months, was highlighted. It is hoped WISDOM will be useful throughout the state as a clearinghouse for those interested in scheduling and attending library-related meetings. (For more information on WISDOM see the article on page 19.)

Michael Cross, DLTCL consultant for public library admin-

istration and funding, reviewed the proposed public library standards as they relate to certification and continuing education; Sally Drew, director of the Reference and Loan Library, reviewed training opportunities for WISCAT, QuILL and BadgerLink; and Frances de Usabel, DLTCL special services consultant, highlighted the staff training and development recommendations in *Public Library Services for Youth with Special Needs: a Plan for Wisconsin*.

A panel provided information on the TEACH WI Technical Assistance and Training Grants. Rose Mary Leaver, Arrowhead Library System, Sandy Robbers, Indianhead Library System, and Jane Grogan, Madison Public Library, described the TEACH grants in which they are participating. The grants involve staff and patron training on the use of computers and the Internet. Mahrie Peterson, grant administrator of the TEACH WI Technical Assistance and Training Grant program, joined the group for this session. ■

Continued from page 4

Wisconsin Public Library System Aid - 2000

System	2000 System Aid*	
Arrowhead Library System	\$	401,698
Eastern Shores Library System		529,862
Indianhead Federated Library System		1,030,440
Kenosha County Library System		365,130
Lakeshores Library System		584,054
Manitowoc-Calumet Library System		285,850
Mid-Wis Federated Library System*		690,939
Milwaukee Co. Fed. Library System		2,451,743
Nicolet Federated Library System		979,425
Northern Waters Library Service		484,583
Outagamie Waupaca Library System		556,393
South Central Library System*		1,884,247
Southwest Wisconsin Library System		332,767
Waukesha Co. Fed. Library System		877,970
Winding Rivers Library System		703,102
Winnefox Federated Library System*		811,341
Wisconsin Valley Library Service*		780,256
Total	\$	13,749,800
Change from base	\$	500,000
Annual Percent Change		3.77%
Estimated Index		9.82%

*Adjustments made to reflect territorial changes

Discussion centers on improving response to reference requests

Reference staff from public library system headquarters and resource libraries gathered at the Reference and Loan Library (R&LL) Oct. 5 to discuss statewide cooperation and current issues in reference service.

Reference and Loan Library staff initiated a discussion of how system staff and state-level staff can improve cooperation. They described the services they provide that complement or go beyond what systems do. These include activities such as

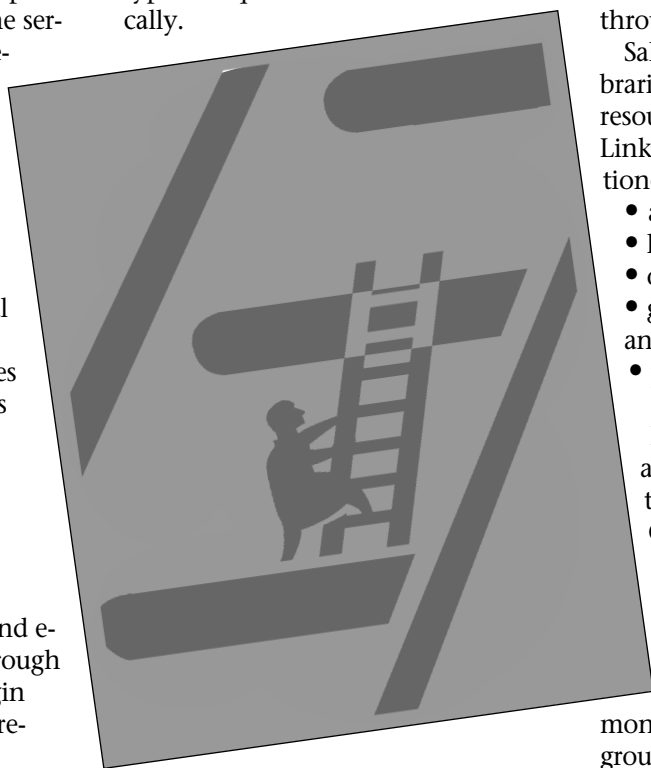
- exploring Internet resources using multiple search engines;
- checking other electronic resources such as commercial databases;
- checking indexes and tables of contents of print materials in the collection; and
- locating audiovisual resources nationwide.

R&LL staff also tap into networks of resources at the UW-Madison and state agencies; send e-mails to contacts identified through the Internet; and will soon begin exchanging unfilled reference requests with MINITEX.

To guide them in materials selection, R&LL staff members asked attendees to identify the types of requests that are difficult to fill at the system level (those ultimately sent to the state level). This list included:

- words and music for songs;
- identification of sources and the full text of quotations;
- identification and valuation of obscure collectible items;
- information on artists and their works;
- highly technical topics; and
- repair instructions.

Although requests for medical information were identified as difficult to fill in a 1994 focus group study conducted by the Division for Libraries, Technology, and Community Learning (DLTCL), librarians agreed that the Internet and commercial electronic resources have made this type of request easier to fill locally.



Reference librarians said they sometimes help library users redo Internet searches at public access terminals. Library staff use various approaches to identify useful and reliable Internet sources for use by library patrons. Some use the Librarian's Index to the Internet (<http://sunsite.berkeley.edu/InternetInde>), while others are building their own guides, incorporating local indexes and resources.

A discussion of how access to e-mail affects local reference service revealed that several systems accept e-mail ref-

erence requests from library users, but have not yet publicized this service. The majority of these requests have come from people doing genealogical research, some from foreign countries. Most can be answered using local history resources. Some libraries do not allow users to access e-mail, while others limit use of public terminals through timers or sign-in sheets.

Sally Drew, Reference and Loan librarian, led a discussion of potential resources to be added to the Badger-Link website. Types of materials mentioned as desirable were:

- additional commercial databases;
- local newspaper indexes;
- old maps;
- genealogical research materials; and
- plans for handicrafts.

Drew also described digitization and indexing projects initiated at the state level in Washington and Colorado. She is working with representatives from the UW-System, State Historical Society, and state agencies to identify materials that might be digitized, and is investigating potential grant monies to help fund such efforts. This group also is interested in working with the Department of Administration to explore assigning metadata to state documents so that they can be easily retrieved by end users.

In the afternoon, Al Zimmerman, DPI consultant for system administration and finance, reported on national and state efforts to capture statistics related to electronic resources. He explained that the number of electronic resources in libraries has been counted, but information is not available on how these resources are being used. A national committee will be

Please see Reference—page 17

Interlibrary loan group reviews referral priorities

Interlibrary loan (ILL) staff from library system headquarters and resource libraries met recently at the Reference and Loan Library (R&LL) in Madison to discuss efforts to equalize interlibrary loan traffic among the 17 library systems.

A main topic of discussion was the priority list prepared by the Reference and Loan Library. Use of QuILL software for interlibrary loan has enabled local libraries—rather than only system-level clearinghouses—to directly access owning libraries in other library systems if they follow referral protocols. QuILL libraries and clearinghouses use this priority list to create a five-place lender string made up of libraries and/or clearinghouses owning the desired title. Each request defaults to the borrowing library's system clearinghouse.

The first option presented was the current method of developing a priority list. This method involves gathering for each system QuILL-generated and manual statistics giving the number of requests that have been handled by each for libraries outside of their own system. It takes into account each of the following elements:

- requests received on QuILL directly by local libraries within a system;
- requests received on QuILL from libraries within their library system;
- requests received by the system clearinghouse for referral to non-QuILL sites;
- requests received by one clearinghouse dialing into the local automated system of another clearinghouse; and
- requests received by system clearinghouses from WILS and WILS member libraries outside of their own system.

After compilation, the systems are ranked in ascending order according to the number of requests received. Some ILL traffic between four of the library systems occurs by one system dialing into the online catalog of another system and placing a hold. A question was raised about whether one dial-in transaction is equivalent to one traditional interlibrary loan request, since dial-in has sometimes been viewed as solely a circulation function.

The second option addressed changes in priority list ranking that might occur if one traditional ILL request was equal to three dial-in transactions, while the third option equated one traditional ILL request as equal to four dial-in transactions. When total requests were viewed in this scenario, the systems normally found near the bottom of the priority list changed slightly in rank, but remained near the bottom of the priority list.

The next two scenarios were based on delivery schedules. If referral protocols allowed libraries to send requests to other sites using delivery, it may result in requests being filled in a more timely manner for patrons. The fourth scenario showed how borrowing systems would request from lenders behind

them in their region of the intersystem delivery. This assumes that the lending site could get the item into delivery and sorted enroute to the borrowing library. In the fifth scenario, borrowing systems select lending libraries in different regions of the intersystem delivery route in the hope that the lender would put the item into delivery, it would be sorted overnight, and delivered the next day. These scenarios would work well only when the borrower and lender are hubs on the intersystem delivery routes.

The final scenario replaces the current priority list with some general referral guidelines. Libraries would clear their own library system before requesting from outside of their system. Libraries would then choose five QuILL sites to make a lender string. If necessary, they would choose system clearinghouses when there are public libraries that own the title but are not QuILL sites. Systems that historically have been near the bottom of the priority list (Outagamie-Waupaca, Nicolet, South Central, and Milwaukee) would be accessed after other public library systems. Libraries and/or clearinghouses are free to make local agreements for borrowing and lending with other libraries and/or systems. Sites agree to try to spread request traffic to many sites, rather than concentrating on just a few. Lenders will alert borrowers if they receive too many (or too few) requests by using QuILL's messaging feature.

This final example was well received by the group, and it was adopted on a trial basis beginning Oct. 1, 1999. Statistics will be monitored, as will messages from QuILL sites indicating problems with request load at individual sites. The issue will be reviewed at the Spring Interlibrary Loan Meeting to determine if the general guidelines will remain in place.

Delivery Study

Also discussed were the results of the delivery study conducted earlier this year. According to Ruth Bessant and Sally Drew, three primary factors were identified that result in the delay of deliveries:

- when the item got put into the delivery after the delivery driver had been to the library;
- the library was closed when the time of delivery; and
- due to staff shortage, items were not unpacked promptly.

In some cases increasing the number of days of delivery to those sites may not solve the problem. Often, the systems that saw lags in the process already had targeted the area for improvement. Discussion raised two main questions—What is an acceptable number of days for delivery to the requesting library? and How might that differ from what is acceptable to the patron?

For more information about interlibrary loan referral guidelines or delivery study data, contact Terry Wilcox, R&LL, at (888) 542-5543 (terry.wilcox@dpi.state.wi.us). ■

Technology Literacy Standards

Integration project for information and technology literacy standards in full swing

Since their introduction in September 1998, Wisconsin's Model Academic Standards for Information and Technology Literacy (ITL) have provided educators from Wisconsin and the nation with a vision for the information and technology skills necessary for the new millennium. With the addition of a new project aimed at providing alignment with other Wisconsin standards and integration ideas, the Information and Technology Literacy standards are sure to become more useful to classroom teachers.

James Klein, DPI instructional technology consultant, is working on a project that will first align the information and technology literacy standards and the four core academic standards (Science, Math, Social Studies and English/Language Arts) and then provide classroom integration idea for educators.

The first part of the project—aligning standards—will allow classroom teachers, administrators, library media specialists, and technology coordinators to see how the core content area standards and information and technology literacy standards have areas of overlap and commonality. This enables educators to begin the process of integrating technology into the core content lessons and activities. The second part of the project will provide educators with actual classroom lessons, projects and activities that blend both infor-



mation and technology literacy and core content standards into quality learning experiences and activities for students.

Klein hopes to have the project
Please see Technology literacy—page 17

Special service allows the blind to read newspapers by telephone

The Department of Public Instruction's Division for Libraries and Community Learning (DLTCL) operates Newline for the Blind, a special service that offers the blind and physically handicapped the opportunity to read newspapers at the touch of a telephone keypad. This project is being provided through approximately \$45,000 per year in state funding from the Universal Service Fund.

Newline for the Blind is a service of the National Federation of the Blind and is now available at no cost to blind users in the Madison and Milwaukee areas where it can be accessed by a local phone call. It is a 24-hour service accessible from any touch-tone telephone. Users can choose from national newspapers, including daily and Sunday editions. Three national newspapers (the *Chicago Tribune*, the *New York Times*, and the *Washington Post*) and three Wisconsin newspapers (the *Wisconsin State Journal*, *The Capital*

Times, and the *Milwaukee Journal Sentinel*) are available. Users can jump from one article to another, from one section to another, or from one newspaper to another, and can increase or reduce the speed of reading to adjust to personal needs.

Potential users must fill out an application and return it to National Federation of the Blind, 1800 Johnson Street, Baltimore, MD, 21230. It will take about two weeks for the NFB to process the registration, and users will be issued an identification number and security code. They can then dial 224-5346 in the Madison area and 286-0600 in the Milwaukee area to use the service. Users in other parts of the state may call toll free at (877) 775-5901.

For more information about this service, contact Sally Drew at (608) 224-6161 in the Madison area and Marsha Valance at (414) 286-3010 in the Milwaukee area. ■

OERI releases 'Understanding Information Literacy'

The U.S. Department of Education's National Institute on Postsecondary Education, Libraries, and Lifelong Learning recently released "Understanding Information Literacy."

The term information literacy is generally defined as the ability to access, evaluate, organize, and use information from a variety of sources. With the provision of so much more information, and therefore more misinformation, everyone—whether they are in the education system or not—must have not only reading skills and computer skills but information skills, too.

Information literacy requires aware-

ness of the way in which information systems work or the dynamic link between a particular information need and the sources and channels required to satisfy that need.

This report emphasizes:

- why we should be concerned about information literacy;
- the implications for teaching;
- the implications for learning;
- the implications for schools;
- the implications for libraries and librarians;
- the implications for the workplace; and
- the implications for society and culture.

To obtain a copy of this report (while supplies last) or ordering information on other U.S. Department of Education publications and products, call toll free (877) 433-7827, or write Education Publications Center (ED Pubs), U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398. For TTY/TDD, call (877) 576-7734, or send fax orders to (301) 470-1244. ■■

Technology literacy—from page 16

ready for publication this spring, and is currently working on the publication format and content. An advisory group of educators from around the state is providing feedback for this project.

There has been a great deal of interest at the national level in the new Wisconsin standards because they bring together in a single unified framework the concepts found in both national standards that focus on information and technology competencies for students. Those two national standards are:

- the *Information Literacy Standards for Student Learning* published by the American Association of School Librarians (AASL); and
- the Association for Educational Communications and Technology (AECT), and the *National Educational Technology Standards* published by the International Society for Technology in Education (ISTE).

Both of these new standards were completed in 1998.

Wisconsin's Model Academic Stan-

dards for Information and Technology Literacy document was created by a statewide task force, the charge of which was to develop a set of clear, measurable academic standards defining what Wisconsin students—by the end of grades four, eight, and 12—should know and be able to do relative to the access, evaluation, and use of information and technology.

Klein conducted nearly 20 workshops statewide on the new information and technology literacy standards since their introduction. During that time he worked with classroom teachers, CESA technology directors, and other educational leaders to identify and develop a number of alignment tools, practical integration ideas, and lesson plans that show how information and technology competencies can be integrated into, and aligned with, content area standards and curriculum.

For more information about Wisconsin's Academic Standards for Information and Technology Literacy and the correlation project, contact Jim Klein at (608) 266-2741 (james.klein@dpi.state.wi.us). ■■

Reference

from page 14

voting this year on whether to recommend specific methods for counting the number of sources viewed and downloaded from electronic databases and counting the number of users of electronic resources per week in individual libraries.

Reference librarians attending the meeting said they are busier than ever, partly because there are more resources to check and partly because the users who ask for help often have very little technical expertise and need instruction—classes on searching the Internet fill up quickly. There also was general agreement that reference requests submitted to staff have become more difficult to answer than in the past.

In response to a suggestion that the DLTCL initiate a discussion group for public library reference librarians, it was agreed that the existing WIPUBLIB discussions group would be used to exchange problems, solutions, and reference stumbers. Postings related to reference service will be clearly identified in the subject field. ■■

NCES announces release of Public Libraries in the United States: FY1996

The U.S. Department of Education's National Center for Education Statistics (NCES) recently released Public Libraries in the United States: FY 1996.

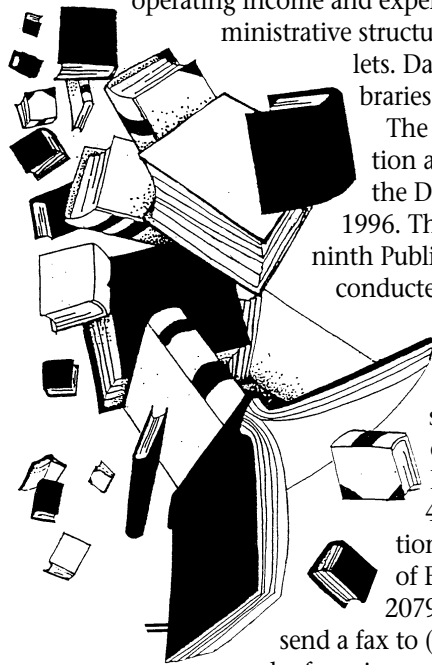
This report includes information about service measures such as reference transactions, public service hours, interlibrary loans, circulation, library visits, and children's materials. It also includes information about size of collection, staffing, operating income and expenditures, type of legal basis, type of administrative structure, and type of public library service outlets. Data were imputed for nonresponding libraries.

The tables in this report summarize information about public libraries in the 50 states and the District of Columbia for state fiscal year 1996. These data were collected through the ninth Public Libraries Survey (PLS). The survey is conducted annually by NCES through the Federal State Cooperative System (FSCS) for Public Library Data.

To obtain a copy of this report (while supplies last) or ordering information on other U.S. Department of Education publications and products, call toll free (877) 433-7827. You also may write to Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398; TTY/TDD (877) 576-7734 or

send a fax to (301) 470-1244. For your convenience, an order form is provided below.

Online ordering is available via the Internet at www.ed.gov/pubs/edpubs.html. Copies are available in alternate formats upon request. This report also is available online at <http://nces.ed.gov/pubsearch/index.asp>. ■■



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Showcase women during Black History Month

For displays and programs that celebrate women's accomplishments during Black History Month (February), turn to the National Women's History Project for materials.

Author and poet Maya Angelou, astronaut Mae Jernison, and children's advocate Marian Wright Edelman are included in the "Women of Hope" set of 12 dramatic, 17" x 22" posters. A 48-page booklet featuring a biography of each woman accompanies the set. Posted together, these create a huge, colorful, and informative display. The "Women of Hope" poster set is \$48, plus \$8 shipping and handling.

Tight on space? The "A Salute to Historic Black Women" poster is what you'll want. A handsome collage of 18 famous women's portraits, this full-color poster comes with a 32-page biography booklet for just \$12.50, plus \$4.75 shipping and handling.

Three 30-minute videos introduce athlete Wilma Rudolph, policy-maker Mary McLeod Bethune, or entrepreneur Madam C.J. Walker. One of these could be the centerpiece for a high school or adult program. Archival footage, historical photos, period music, and interviews are blended with leading authorities on the subject's life. Each is \$29.95, plus \$6 shipping and handling.

These are only a few of the excellent items available from the free 40-page Women's History Catalog. Order these items by phone with a credit card, or request a copy of the entire catalog from the National Women's History Project, 7738 Bell Road, Department P, Windsor, CA 95492-8518; (707) 838-6000 (nwhp@aol.com). ■■

WISDOM available again on DLTCL website

The Division for Libraries, Technology, and Community Learning (DLTCL) is pleased to announce the availability of WISDOM—WISconsin Data on Meetings—on its website. WISDOM can be found at <http://www.dpi.state.wi.us/dltcl/pld/wisdom.html>.

WISDOM is a listing of library-related meetings, conferences, and programs that will be held in Wisconsin and at the national level in the coming months. Programs included are sponsored by the American Library Association, the Association for Educational Communications and Technology, the Wisconsin Library Association and its units, the Wisconsin Educational Media Association, the Division for Libraries, Technology, and Community Learning, public library systems, and other similar agencies and organizations.

It is hoped that WISDOM will be useful as a clearinghouse for those interested in scheduling and attending library-related meetings. Among the program details available on WISDOM are the dates and times of meetings, locations, sponsors, and contact people. In addition, there are links to conference websites if available.

Contributions to WISDOM are welcomed and encouraged. Contributions may be submitted via the WISDOM submission form on the web, and fax or e-mail submissions also are acceptable. WISDOM is updated regularly.

If you have questions, comments, or suggestions regarding WISDOM, contact Peg Branson, LSTA and Continuing Education Consultant, DLTCL, at (608) 266-2413 (peg.branson@dpi.state.wi.us). ■

2000

- Jan. 14-19** American Library Association (ALA) Midwinter Meeting, San Antonio.
- Feb. 16-20** Association of Educational Communications and Technology Annual Conference, Long Beach, CA.
- March 28-4/1** Public Library Association (PLA) National Conference, Charlotte, NC.
- April 2-4** Wisconsin Educational Media Association (WEMA) Spring Conference, Middleton.
- April 9-15** National Library Week.
- April 12-14** Wisconsin Association of Academic Librarians (WAAL) Spring Conference, Fond du Lac.
- May 1-2** National Library Legislative Day, Washington, D.C.
- May 11-12** Wisconsin Association of Public Librarians (WAPL) Spring Conference, Middleton.
- June 10-15** Special Libraries Association Annual Meeting, Philadelphia
- July 6-13** American Library Association (ALA) Annual Conference, Chicago
- Aug. 2-4** Distance Teaching and Learning Annual Conference, Madison
- Oct. 10-12** Governor's Wisconsin Educational Technology Conference (GWETC), Madison.
- Oct. 31-11/3** Wisconsin Library Association Annual Conference, Green Bay.

For more details about specific meetings, see the WISDOM calendar at <http://www.dpi.state.wi.us/dpi/dltcl/pld/wisdom.html>.

Library Resource List recognized in Library Journal

The Nov. 1, 1999 issue of Library Journal (p.32) has a good review of the Library Resource List maintained by the DPI's Division for Libraries, Technology, and Community Learning.

This list of over 500 web resources was originally created and is continuously updated by library division staff. The review notes that the resource list is "clear, well organized" and includes annotations for most of its links. The Library Resource List has been available on the web since 1994, making it one of the oldest web portal sites.

The list is available at http://www.dpi.state.wi.us/dltcl/pld/lib_res.html. ■



Technology Conference

Technology conference draws record crowd

Over 2,500 educators attended the 1999 Governor's Wisconsin Educational Technology Conference (GWETC) at Milwaukee's Midwest Express Center in October. Over 250 presentations and workshops provided many opportunities for individuals representing all levels of education to learn about how effective use of technology can improve teaching and learning.

Keynote presentations and other information from the sessions is available online at the GWETC website (<http://www.gwetc.org/cafe/>). Website visitors can listen to

- Alan Chute speaking about "The Importance of Distance Learning";
- Rick Inatome talking about technology's impact on our society; and
- Janice Gordon describing what happens when you equip a classroom of children with their own laptops.

The PowerPoint presentations used by Chute and Gordon also are available at this site, along with a virtual tour of the conference using the photo gallery.

The second and third days of the three-day conference focused on applications of instructional technology in PK through 12 classrooms. Among the sessions were several describing projects funded by the Technology Literacy Chal-

lenge Fund. Presenters from districts large and small shared how they used their grant money to improve student learning through professional development. Milwaukee Public Schools, Kenosha Unified School District, the School District of Phelps, Saint Francis School District, and the Muskego-Norway School District shared how grant money is making a big difference in what they are able to do to improve the teaching and learning process.

Next year's GWETC is scheduled Oct. 10-12 in Madison. Individuals not already on the mailing list can get more information about "GWETC 2000" from the website. ■

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