



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

2004 Summer Library Program leads to trail of new adventures

By **Barbara Huntington**, Consultant
Public Library Youth and Special Services

The Division for Libraries, Technology, and Community Learning sponsors an annual statewide summer reading program for children through public libraries. The theme for 2004 is "Discover New Trails @ Your Library" which promises to lead children on many reading adventures. Public libraries plan activities all summer that tie-in with the theme and involve reading, crafts, guest presenters, and other activities related to the adventures of reading.

Wisconsin belongs to a collaborative of 27 states that work together to produce quality support materials for their summer library programs. This year's outdoor adventure theme has elements that celebrate the great outdoors, as well as the anniversary of the historic explorations of Lewis and Clark. Many Wisconsin libraries are focusing on outdoor adventures.

For the first time, the Collaborative Summer Library Program organization has created a video public service announcement (PSA) to promote the program. This PSA was developed with the cooperation of the National Geographic Society and includes footage from one of its Lewis and Clark programs. It



In this issue

2004 Summer Library Program leads to trail of new adventures	1
Burmester approves preliminary LSTA program for 2005	2
COLAND meets in Door County	2
Basic guidelines for compliance with new parental access to library records law	4
New children's books celebrate Wisconsin forestry centennial	6
Trustee Corner	6
New "BadgerNet" telecommunications network moves forward	7
Funding for 2004 E-rate year begins	7
Wisconsin library supporters attend national Library Legislative Day	8
Grad student shares reflections on practicum experience at RLL	9
Gates Grant funds staff development for technology enGauge® making an impact in state	10
2004 PLA Conference cassettes available	12

features children camping in a backyard and talking about joining the summer library program at their local public library. The PSA will be carried on several national television networks. The Department of Public Instruction has sent copies of the PSA to all Wisconsin network television stations. Librarians across the state have taken copies to their local cable stations. In addition, librarians were offered a free radio PSA they can take to their local radio stations. It was created by the DPI and encourages children to sign up for the program.

The Wisconsin summer library program will offer three incentives this year. Libraries could request free passes for their young readers to the Railroad Museum in Green Bay and the Milwaukee Public Museum as a reward for their reading efforts. Also, the Department of Natural Resources (DNR) is offering children a day pass to any state park. Everyone in the car gets to visit a state park for free that day.

The DNR's Division of Forestry is cosponsoring the summer library program this year in celebration of its

Please see Summer Library Program — on page 3

Burmester approves preliminary LSTA program for 2005

By **Peg Branson**, Consultant
LSTA and Continuing Education

State Superintendent Elizabeth Burmester approved the preliminary LSTA grant program and budget for 2005 after receiving the recommendations of the LSTA Advisory Committee and considering comments from a public hearing held in conjunction with the LSTA Advisory Committee meeting on March 31 and April 1. Final decisions on the LSTA program for 2005 will be made in November and are dependent upon the amount of LSTA funds available in the federal budget for FY 2005. Congress will be considering the federal budget for FY 2005 over the next several months. The FY 05 federal budget year begins October 1.

The LSTA funds will, once again, facilitate experimentation, demonstration, and enhanced library services in Wisconsin. Among the priorities will be:

- Digitization of Local Resources — \$40,000 will be available in a competitive grant program to allow public libraries, public library systems, and state agencies to digitize resources that may be of unique or local interest and make them available on the web for all citizens of the state.
- Library Card Sign-Up Promotions — \$50,000 will be available in a competitive grant program to enable public libraries and public library systems to promote public library card sign-up and library use.
- Early Learning — \$175,000 will be available in a competitive grant program to promote and demonstrate the role of public libraries in encouraging targeted groups of parents to involve their infants and toddlers in activities that promote early learning.
- Literacy — \$175,000 will be available in a competitive grant program to promote and demonstrate the role of public and correctional libraries in

improving literacy and reading skills for people having difficulty using libraries because of their educational, cultural, or socioeconomic background.

- Seniors with Special Needs/Persons with Sensory Disabilities — \$75,000 will be available in a competitive grant program to enable public libraries to help meet the informational needs of seniors, especially those with special needs, and/or other people who have sensory or mobility disabilities.
- School Library Impact Study — \$80,000 will be available to identify and examine the leadership and instructional roles of Wisconsin school library media specialists required for a robust school library program. The study will examine the direct relationship of these roles on student achievement, if there is no school library media specialist employed for the school. The findings will guide the direction for Wisconsin school library programs.
- Shared Automated Library Systems Study — \$15,000 will be used to study shared automated system development in Wisconsin. Among the issues to be addressed will be costs, optimum size, and feasibility/desirability of intrasystem, intersystem and statewide coordination or operation of shared systems.
- Wisconsin Historical Society — \$55,000 will be available to the Wisconsin Historical Society to catalog and thus enhance access to the Wisconsin state government publications housed in the State Historical Society's collection. The focus will be on publications frequently requested by users.

LSTA applications for 2005 are due September 10, 2004. A complete list of the funding categories for 2005 and additional information on the LSTA program is available on the LSTA website at <http://www.dpi.state.wi.us/dpi/dltcl/pld/pdf/>

guide05.pdf and from Peg Branson, LSTA program coordinator, at (608) 266-2413 (peg.branson@dpi.state.wi.us). ☼

Door County Library hosts COLAND

By **Roslyn Wise**
Division for Libraries, Technology, and Community Learning

The Council on Library and Network Development (COLAND) met May 14, 2004, at the Sister Bay/Liberty Grove Library. Door County Library Director Becca Berger welcomed the group to the recently-built branch library, and gave a brief presentation on the operations of the Door County Library and its branches.

Charlie Most, chair of the Door County Board of Supervisors and the Town of Liberty Grove and a member of the initial library building committee, gave a presentation on

Please see COLAND — on page 3

May-June 2004
Volume 39, Number 5

Channel (ISSN 0146-1095) is published every other month by the Division for Libraries, Technology, and Community Learning, Wisconsin Department of Public Instruction. Its primary purpose is to provide information on the services of the DLTL and matters of interest to libraries and school library media centers in Wisconsin. Library Services and Technology Act funds partially support Channel Publication.

Send comments about bylined articles to the authors. Direct other content inquiries to editor Roslyn Wise at (608) 266-6439 (roslyn.wise@dpi.state.wi.us). To make mailing list changes, contact Peg Branson at (608) 266-2413 (peg.branson@dpi.state.wi.us).

The DPI does not discriminate on the basis of sex, race, religion, national origin, ancestry, age, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Summer Library Program — from page 1

anniversary of 100 years of Wisconsin forests. The Department of Forestry co-hosted an all-state training session on May 6 for public librarians. Educators from various departments within the DNR participated in a day-long training program for librarians at the Lion's Camp in Rosholt.

DNR and librarian trainers demonstrated outdoor activities, games, crafts, songs, and science activities for librarians to use in their programs. Librarians received numerous DNR resources to use with children this summer. The Division of Forestry is helping advertise public library programs that focus on forestry and tree topics this summer.

The Division of Forestry identified local coordinators of national, state and school forests who will provide free programs in public libraries this summer. Through a grant, the DNR is publishing two books related to Wisconsin forests, one for preschoolers and one targeted to match the fourth grade science curriculum. Public libraries received the picture book in May to use during the summer. All schools and public libraries in Wisconsin will receive a free copy of

these two books. The DNR is also sponsoring a birthday card contest for Smokey Bear who will be turning 60 in the summer of 2004. ✨

COLAND — from page 2

the unique partnership that allowed for the construction of the library building. The Council also heard reports by Assistant State Superintendent Rick Grobschmidt on the American Library Association Legislative Day, held in May in Washington, D.C., and on the recently-ended state legislative session. Also on the agenda was a discussion of the COLAND goals for 2004-2005 and a presentation on the state Educational Technology plan.

The next COLAND meeting is scheduled for July 9 at the Chippewa Valley Technical College in Eau Claire. ✨

Statewide Resource Contacts

Cooperative Children's Book Center

4290 Helen C. White Hall, 600 N. Park St., Madison, WI 53706
 ccbcinfo@education.wisc.edu www.education.wisc.edu/ccbc/
 Kathleen Horning, Director (608) 263-3720

Milwaukee Public Library/Interlibrary Loan

814 West Wisconsin Avenue, Milwaukee, WI 53233-2385
 Brian Hannemann, Interlibrary Loan Librarian (414) 286-3082

WiLS/Interlibrary Loan

728 State Street, Rooms 464 and B106B, Madison, WI 53706-1494
 schneid@wils.wisc.edu http://www.wils.wisc.edu/
 Kathy Schneider, Director (608) 263-2773

Wisconsin Regional Library for the Blind and Physically Handicapped

813 West Wells Street, Milwaukee, WI 53233-1436
 http://www.dpi.state.wi.us/dpi/dltcl/rll/lbphinfo.html
 Marsha Valance, Regional Librarian (800) 242-8822

Division for Libraries, Technology, and Community Learning

Wisconsin Department of Public Instruction,
 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841;
 (800) 441-4563, fax (608) 267-1052
 www.dpi.state.wi.us/dltcl/

Richard Grobschmidt
 Division Administrator (608) 266-2205

Public Library Development Team

Michael Cross, Director 267-9225

Robert Bocher, Consultant
 Technology 266-2127

Peg Branson, Consultant
 LSTA and Continuing Education 266-2413

Barbara Huntington, Consultant
 Public Library Youth and Special Services 267-5077

Alan Zimmerman, Consultant
 Public Library System Administration & Finance 266-3939

Instructional Media and Technology Team

Neah J. Lohr, Director 266-3856

Ralph Annina, Education Consultant
 Evaluation Grant Manager 267-2373

Stuart Ciske, Technology Consultant
 Instructional Technology Planning & Integration 267-9289

Robert Roy, Technology Consultant
 Federal Technology Grants 261-6332

Stephen Sanders, Education Consultant
 Instructional Technology Program 266-7112

Donna Steffan, Technology Consultant
 Information & Technology Literacy Standards & Integration 267-1282

DPI Library & Statistical Information Center

Kay Ihlenfeldt, Team Leader 266-3108

Patricia Stutz
 Library Services Assistant 267-1289

Interlibrary Loan and Resource Sharing Team

2109 S. Stoughton Rd., Madison, WI 53716; fax 224-6178

Sally J. Drew, Director 224-6161

Circulation Desk 224-6169

Mary Clark, Coordinator
 Resource Sharing Technology 224-6179

Loretta Harmatuck
 Government Services 224-6165

Mary Struckmeyer, Coordinator
 Reference and Interloan 224-6168

Willen Tretheway
 Audiovisual and Technical Services 224-6171

Terry Wilcox
 Interlibrary Loan Services 224-6163

Vickie Long
 WISCAT User Support 224-5394

To send e-mail, use the following format (all lowercase letters):
 firstname.lastname@dpi.state.wi.us

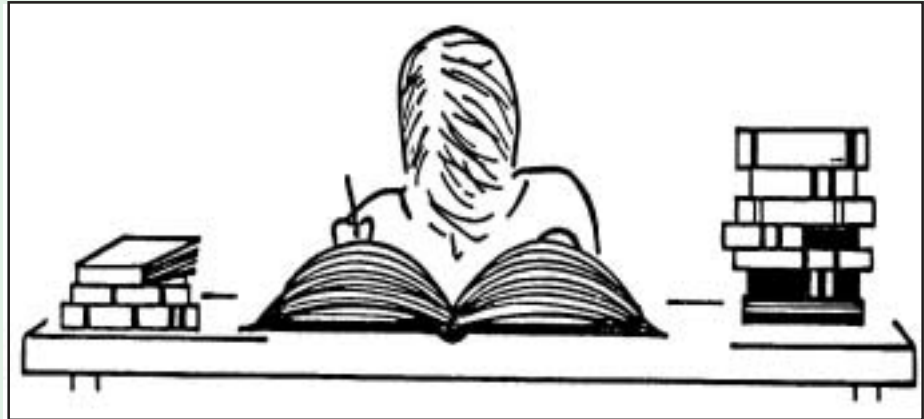
Wisconsin Child Care Information Center

Lita Haddal, Director (800) 362-7353 or (608) 224-5388

Basic guidelines for compliance with new parental access to library records law

By **Mike Cross**, Director
Public Library Development Team

A bill regarding parental access to library records (AB 169) passed the legislature and was signed by the governor. The new law was officially published as Wisconsin 2003 Act 207 on April 22. (See <http://www.legis.state.wi.us/2003/data/acts/03Act207.pdf> for the text of Act 207.) Act 207 became law effective April 23, 2004.



Generally, Wisconsin law prohibits the release of records that identify an individual who uses a publicly funded library (Wisconsin Statutes Section 43.30). Under current law, this information can be released only with the consent of the individual or by court order or (under certain circumstances) to other libraries for interlibrary loan purposes.

Act 207 amends Wisconsin Statutes Section 43.30 to require that a library that is in whole or part supported by public funds must disclose to a custodial parent or guardian of a child under the age of 16 any records relating to that child's use of the library's documents, or other materials, resources or services.

Below are answers to questions we have received about this new law:

1. Which libraries must comply with this new law?

All libraries that receive public funds. At a minimum, this includes all public libraries, all public school libraries, and the libraries of all public colleges and universities.

2. What records must be supplied to a custodial parent or guardian of a child under age 16?

Any records relating to that child's use of the library's documents, or other materials, resources or services. This includes any library records of items currently checked out, due dates for those items, overdue items, and any fines owed. This also includes any records of the use of library computers, such as computer sign-up records.

We believe that records indicating the address, phone number, age, etc. of the child are not records that fall within this definition. In addition, there is no reason a custodial parent or guardian should require these records. From a child safety perspective, it is advisable that these records not be routinely disclosed.

Any record that contains information about any other library users, in addition to the information which must be disclosed, must first be edited to remove any information which

could identify those other library patrons, such as a patron's name, address, or phone number.

3. How do we know the requester of records is the custodial parent or guardian of the child?

A "custodial parent" is defined in this law as any parent other than a parent who has been denied periods of physical placement with a child under s. 767.24 (4). In situations involving separation or divorce, the courts will generally order periods of physical placement to both parents. However, in some cases, the courts will issue an order denying periods of physical placement to one or both parents.

The essential issues for the library to determine are: (1) whether the person requesting the records is who they say they are, (2) whether they are indeed a parent or guardian of the particular child, and (3) whether they have been denied periods of physical placement with the child under s. 767.24 (4). Libraries

Please see library records— on page 5

library records — from page 4

should have a written board-approved policy addressing what will be acceptable documentation for determining these issues.

The fact that an individual has possession of a child's library card may be evidence supporting the conclusion that the individual is a custodial parent or guardian of the child. However, to protect against the possibility that the child's library card was improperly obtained, it may be advisable to request additional identification and/or documentation. A photo ID showing that an individual currently lives at the same address as the child may also help support the conclusion that the individual is a custodial parent or guardian of the child. Of course, a parent who has joint custody of a child may or may not have the same address as the child.

For proof of identity, alternative methods or documentation should be allowed. One method of identification may be linked to whether the adult already is registered at the library with his or her own library card. However, the process must provide alternatives for verifying identification even if the person is not a library cardholder. An acceptable example may be any government agency-issued photo ID.

As to whether a person is indeed the custodial parent of the child whose library records are at issue, it is recommended that libraries strike a balance between having requirements that are so lax that they are easily sidestepped, perhaps creating child safety and/or liability issues, and those that

may be so demanding that they defeat the purposes of the new law. Many people will readily have access to such proof as a birth certificate. Others, including some immigrants, may not. A court order of divorce which names the children may assist in this determination, and the court papers should also indicate whether, (at least at the time of divorce) the parent was denied periods of physical custody. You may also be able to locate relevant court orders with the help of the Consolidated Court Automation Programs (CCAP) Case Management system (available at <http://wcca.wicourts.gov/>).

A library policy may conclude with a type of "catchall" provision that provides that the library will accept "any other set of documents that demonstrates to the library's satisfaction that the requester is the custodial parent or guardian of the child whose records have been requested". It is also recommended that the policy allow for an appeal of library staff decisions to the director and board.

4. How quickly must we respond to parental requests to view their child's library records?

The law does not specify a definite period of time within which a library must respond to requests. We believe a good guideline is the standard for responses to requests for public records, which must be acted upon "as soon as practicable and without delay." The most common requests: requests to obtain records of the items

currently checked out and/or overdue, should probably be responded to immediately, as long as the requester has demonstrated to the library's satisfaction that he or she is the custodial parent or guardian of the child whose records have been requested.

5. Are there any penalties for denying a request or taking too long to respond to a request?

The law does not specify penalties, but it is possible that a parent or guardian could bring a court action if a request had been improperly delayed or denied. A court would have the authority to compel disclosure and could fine and impose attorney fees on a library that unreasonably denied or unreasonably delayed responding to a request.

6. Our library has a policy that applicants for a library card who are under the age of 14 must include the signature of a parent or guardian. Does Act 207 require that we change this policy to require a signature of a parent or guardian for card applicants under the age of 16?

No. The decision to require parental sign-off on library card applications is a policy decision for the local library. Act 207 does not require that any particular policy be adopted for the library card application of a child.

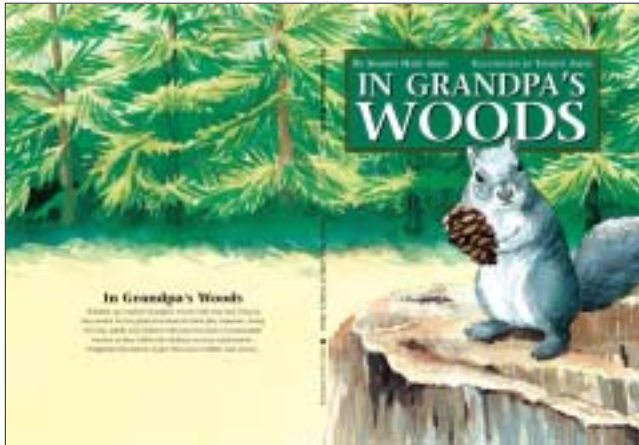
Please contact Mike Cross at michael.cross@dpi.state.wi.us or (608) 267-9225 if you have any questions about this new law. ☺

DNR donates books to libraries, schools

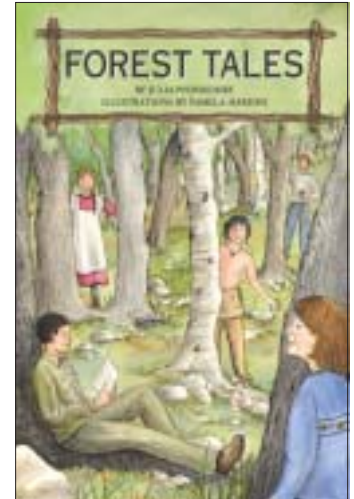
New children's books celebrate Wisconsin forestry centennial

By **Barbara Huntington**, Consultant
Public Library Youth and Special Services

As part of the year long celebration of 100 years of Wisconsin forestry, the Wisconsin Department of Natural Resources Division of Forestry is donating two new children's books to all public libraries and all public and private elementary schools in Wisconsin.



One book is a picture book to help introduce young children to the ecological, social and economic benefits of sustainably managed forests. "In Grandpa's Woods," produced by Trees For Tomorrow in Eagle River, was written by Sharon Hart Addy and illustrated by Tamlyn Akins, both Wisconsin residents.



Another Wisconsin writer, Julia Pfirdehirt, is the author the second book, an historical fiction book about Wisconsin forests

being produced by the Natural Resources Foundation with funding from a Wisconsin Environmental Education Board grant and the DNR forestry program. "Forest Tales" will be coming out in late August. Although the book is intended to fit with the fourth grade curriculum on the history of Wisconsin, it is appropriate and of interest to students in grades four through eight. Plans are also underway for Readers Theater scripts to supplement the stories in this book.

Numerous resources are available for librarians and teachers on the Year of Wisconsin Forestry web site. Be sure to visit it at <http://wisconsinforestry.org/>.

Trustee Corner

Our library board has a tradition of "rotating" the position of library board president. This practice ensures that almost everyone on the board gets an opportunity to be board president. Is this an advisable practice?

By **Mike Cross**, Director
Public Library Development Team

Generally, this practice is not advisable. The position of library board president is a position that requires special skills that not everyone will possess. While there are certain benefits to rotating the office of president, it is more important that you select a president who has the skills needed to succeed in that office.

Following is a list of the attributes of a highly effective library board president:

1. The ability to run a meeting fairly, efficiently, and effectively. This includes the ability to keep the board on task, prevent domination of the board by a minority of members, and encourage participation by all board members.
2. A good understanding of library services, the library budget, and library issues and problems.
3. The ability to develop and maintain a good working relationship with the other library board members, as well as a close partnership with the library director.
4. The ability to be an effective spokesperson for the library and the library board.
5. The ability to lead the board in problem-solving and lead the library toward better service to the community.
6. The ability and willingness to counsel other board members when there are issues or problems with one or more board members.

Please see Trustee — on page 7

New “BadgerNet” telecommunications network moves forward

By **Bob Bocher**, Technology Consultant
Public Library Development Team

Several of the contracts for the telecommunication circuits that provide most of the Internet access and distance education programs in the state expire at the end of 2005 and early 2006. These circuits also carry the data that is transmitted over shared integrated library systems.

To take the state to the next level of statewide networking, a cooperative group known as the Wisconsin Collaborative Network Initiative (WCNI) has been formed by Governor Doyle. This group is providing technical oversight for the procurement of the BadgerNet converged network. WCNI has been working together to develop technical documents and review vendors’ responses to these documents. The Wisconsin Collaborative Network Initiative is comprised of representatives from the Department of Administration, the Department of Public Instruction and the state’s education and library communities. From the library sector, John Nichols, director of the Oshkosh Public Library and Winnefox Library Systems serves on WCNI.

A network request for information document was released in April 2004 and vendor responses were received in May. Since then WCNI representatives have been reviewing the responses and participating in vendor demonstrations. The state’s Department of Administration, which is the procurement agency for state government, anticipates having a vendor selected and a contract signed by the end of October. The vendor will start implementing the new network shortly thereafter with the complete transition to the new BadgerNet network being completed in late 2005 or the first half of 2006.

Several key objectives of the new network will be to make it more flexible

to the needs and demands of users, increase the overall capacity of the network, and decrease the costs to transmit information. One of the most evident changes will be in the distance education networks where a new

scheduling program will be implemented and some equipment, now obsolete or no longer being made, will be replaced.

For more information, see the WCNI Website at <http://www.doa.state.wi.us/wcni/index.asp>. ☼

Funding for 2004 E-rate year begins

By **Bob Bocher**, Technology Consultant
Public Library Development Team

The 2004 E-rate funding year will start July 1, 2004. While applicants are still being notified by the federal Schools and Libraries Division on their 2004 funding status, over \$7 million in discounts have already been awarded to 125 schools and public libraries in the state. In the 2003 funding year, which ended on June 30, 2004, a total of \$21,206,379 was awarded to the state’s K-12 schools and public libraries. Since the E-rate program started in 1998, just over \$173 million has been granted in discounts to Wisconsin’s schools and libraries.

The 2004 E-rate funding year is the first year that public libraries must comply with the Children’s Internet Protection Act (CIPA) if they will be using E-rate funds for internal network connections or to pay for Internet access. Nationwide, there was a 25% decrease in the funds requested for Internet access in 2004. The assumption is that much of this decrease is from libraries deciding not to take E-rate funds and thus not needing to comply with CIPA’s filter mandate. In Wisconsin there has been a steep decline

in libraries requesting E-rate discounts for Internet access. On average, libraries in the state get about \$450 annually in E-rate discounts for Internet access. After addressing various issues, like the cost of filtering software and First Amendment concerns, many libraries decided it was not worth the \$450 in E-rate and they did not apply for the funds.

Over the past several months the U.S. Department of Justice has announced several investigations related to waste, fraud and abuse in the E-rate program. Three schools in the Milwaukee area were victims of scams from vendors. The issue of waste, fraud and abuse has drawn the attention of Congress. On June 17 the House Commerce Committee held a hearing on problems in the E-rate program. On numerous occasions over the past several years, the DPI has sent the Federal Communication Commission letters recommending various changes to the program to reduce waste, fraud and abuse.

For more information, see the DLTCL Website at <http://www.dpi.state.wi.us/dltcl/pld/erate.html>. ☼

Trustee — from page 6

7. The ability and willingness to develop political relationships with key municipal and county government officials.

The successful functioning of a library board and the success of a

library depends, to a significant extent, on the knowledge and the abilities of the board president. For this reason, it is important to select the best person for the job, rather than to arbitrarily rotate board members into the office. ☼

Wisconsin library supporters attend national Library Legislative Day

By **Rick Grobschmidt**, Administrator
Division for Libraries, Technology, and Community Learning



Rick Grobschmidt

Wisconsin was again well represented during annual Library Legislative Day activities May 3 and 4 in Washington D.C. A delegation of 14 Wisconsin library advocates participated in the 30th annual event sponsored by the American Library Association and District of Columbia Library Association. Over 500 librarians and friends of libraries from 49 states

visited Capitol Hill for the event.

The delegation representing Wisconsin included: Nancy Beszhak, Madison; Thomas and Lee Brown, Madison; Don Bulley, South Milwaukee; Sue Center, Madison; Terry Dawson, Appleton; Richard Grobschmidt, South Milwaukee; Jessica MacPhail, Racine; Mark Morse, Eau Claire; Pamela Penn, Milwaukee; Bob Smiley, Stoughton; Jack Taft, Madison; and Kristi and Roger Williams, Cottage Grove.

Sue Center, WLA Federal Relations Coordinator, deserves a special thank you for her efforts to make Legislative Day a successful day. Sue is completing her term as the Federal Relations Coordinator this year and, during that time and through her encouragement, participation from Wisconsin library supporters at ALA Legislative Day has more than doubled. Thanks also to Jessica MacPhail for scheduling the visits to our state's representatives' and senators' offices.



Pictured with Senator Russ Feingold in his Washington, D.C. office are l-r, Bob Smiley, Kristi Williams, Nancy Beszak, Mark Morse, Senator Feingold, Sue Center, Pamela Penn, and Jessica McPhail.

Jessica will be taking over as the new WLA Federal Relations Coordinator.

The two days of activities began with a day of topical briefings conducted by the ALA on issues and corresponding bills now before Congress. Information session topics included funding for LSTA and the Improving Literacy Through School Libraries program, Intellectual Property, Government Information, and Internet/Telecomm Issues.

The Friends of Libraries USA gave its annual public service award this year to Senator Russell Feingold of Wisconsin and Representative Bernie Sanders of Vermont for their commitment to protecting civil liberties. ⚙



Pictured with Senator Herbert Kohl in his Washington, D.C. office are l-r, Pamela Penn, Rick Grobschmidt, Nancy Beszak, Don Bulley, Terry Dawson, Sue Center, Mark Morse, Senator Kohl, Bob Smiley, Kristi Williams, Roger Williams, and Jessica MacPhail.



Pictured with Representative Tom Petri in his Washington, D.C. office are l-r, Terry Dawson, Mark Morse, Rick Grobschmidt, Kristi Williams, Thomas Brown, Pamela Penn, Jack Taft, Don Bulley, Nancy Beszak, Representative Petri, Lee Brown, Jessica McPhail, Bob Smiley, and Sue Center.

Grad student shares reflections on practicum experience at RLL

By **Catherine Johnson**, Graduate Student
UW-Madison School of Library &
Information Studies

Editor's Note: This article is an edited version of the final report submitted for the LIS 825 advanced reference class.

In the fall of 2003 I had the privilege of completing my reference practicum at the Wisconsin Reference and Loan Library (RLL), which provides services for educators, state government employees and public libraries and their patrons throughout the state. I appreciated the opportunity to dig into patrons' requests from my first day at RLL. I was given the opportunity to choose a request from those that had come in, and simply dig around the collections, electronic and physical, to do my best to find the answer or fill the request. These requests ranged from fairly straightforward to more complex, requiring consultation with other libraries or referrals to other institutions.

One request that came from a patron at a public library read: "Patron looking for sheet music by G. F. Handel: 1.) Suite no. 5 in E Major HWV 430 2.) Chaconne in G Major HWV 435." One of the best things about this job is that not only do you learn new things everyday; sometimes you learn new things every minute. In the first few moments of this search, I learned that "HWV" stems from a German cataloging system for classical music pieces, and basically constitutes a call number for musical scores. I also learned that the Suite no. 5 in E Major was popularly known as "The Harmonious Blacksmith." This led to some sources on the Internet that turned out to be inaccurate, but also to the digitized collection of sheet music found on the American Memory site of the Library of Congress.

I ultimately handed this request over to an experienced reference librarian who had a special knowledge of music. She was able to follow up on the leads I found and authenticate the accuracy of those leads, ultimately providing the patron with the information needed.

During my first few weeks at RLL, about an hour of each week's visit was spent talking to one of the five librarians about her work and favorite resources in her area of specialty. Whether purposely or not, each librarian had, over the years, developed an area of reference in which she had a certain amount of expertise, including business, health sciences, music, horticulture, architecture, maps, vehicle/machinery maintenance and repair, patents, trademarks and genealogy, to name a few. These librarians use a dizzying variety of sources, many electronic, to find the answers to patrons' requests. I have never seen computer desktops so packed with shortcuts!

What struck me as I spoke with them is that each had developed resources that may not be considered "textbook" reference services. eBay, for example, can prove quite valuable when attempting to determine the value of antiques or collectibles. Sometimes it's necessary to approach a subject in a way that may seem somewhat unconventional, in order to find the correct information.

During my practicum work at RLL, I worked on requests that came in from referring libraries across the state. Since I wasn't working directly with patrons, the importance of the reference interview loomed fairly large! It is basically this absence of the opportunity to speak directly with the patron that posed a challenge when trying to get to the heart of what type of information was really being requested.

One example was a patron who was requesting information on a Winnebago motor home. In this instance I called the requesting librarian and asked her what type of information the patron was seeking. In the case of a motor home, the patron could be requesting blue book value information, engine repair information, or information to repair the kitchen sink. Because I was always at least one step removed from the patron I was serving, I was very aware of the number of different ways a question can be interpreted. This is one of those circumstances that may require additional work later by the RLL librarian if the specific information needed is not identified in the initial reference interview. In the case of the motor home, there were resources in the RLL collection that could have helped the patron to repair plumbing or appliance systems in general in his motor home, though we had no engine repair information for the particular model year. So, that one bit of information could have made the difference between filling the patron's request, or not.

Reference services at RLL go beyond those typically provided in the public library setting. Research may consume a couple of hours, and entail the searching of multiple resources, including print materials in the general collection, audiovisual resources, Internet and electronic database searching. Staff often collaborate, not only with each other, but also with other libraries and outside organizations.

Collection policy at RLL reflects its core role in filling the gaps in the collection from a statewide point of view. They make it a point to collect in areas that smaller, public libraries may

Please see Practicum — on page 10

Practicum — from page 9

not. They may, for example, not collect a CD of French language lessons, but instead add a CD of Hindi language lessons. By adhering to this type of policy, RLL plays a vital role in broadening the variety of materials available to patrons throughout the state.

Also, because it services state agencies, the library collects in the area of public administration, education and professional development, as well as forming an extensive collection of study guides for civil services examinations. The library administers the state document depository program, which houses documents produced by state agencies and distributes them to other depository libraries across the state. In addition to these official areas, RLL also maintains a large collection of sheet music, repair manuals for small electronics and appliances as well as a host of vehicle repair manuals. They also maintain the ERIC indexing service in microfiche, a biographical index to the New York Times, history of Wisconsin counties, and much more.

The reference librarians who work at RLL exhibit a sincere desire to connect their patrons with the information they need. They do this with a deep respect for the individual patron, their colleagues and their role in the reference process as it unfolds. Charles Bunge notes that reference is a value-added service tailored to the unique needs of each individual client. This puts the client and responsive, individualized service to him or her at the center of the value system that guides day-to-day reference practice. Additionally, Bopp & Smith note that the goal of reference work is always to help users meet their information needs with respect for users in all their diversity and complexity, and to respect the tenet of equity and equal access to information. At RLL, each request is considered worthy of

tenacious research and time, each unclear request worthy of clarification.

This philosophy doesn't begin nor end at RLL. It begins with the librarian in his or her local library faced with a question or request that cannot be adequately responded to at the local level. In the interest of filling the gap in the patron's information need, the request is passed along to the library's central system, and so makes its way down to RLL, where attention is lavished upon it until the request is fulfilled or all possible resources exhausted. This is a fun, always enlightening and sometimes frustrating process.

Needless to say, the systems for accessing information for patrons are in a constant state of change, but the underlying principles of reference work remain the same regardless of the medium through which they are delivered.

One of the other things I learned through my work at RLL was the importance of thinking creatively about different ways

to approach a reference question. This goes hand in hand with calling on all the reserves that you can possibly muster. What I mean by that is being aware that everything you do in your life can become a resource to draw on to assist your patrons. Why not be creative? During my practicum I was able to draw on my work at the Wisconsin Historical Society to direct a patron to the muster rolls that recorded the recruitment of Wisconsin soldiers. My background in photography, daily newspaper and research — even growing up on a farm — influenced the process of answering some of these questions. Of course, the traditional resources upon which most professional reference librarians rely are invaluable: almanacs, yearbooks, encyclopedia, indexes, dictionaries, biographies, maps, databases and so on. I can only look forward to the accumulation of resources, experiences, skills, contacts and passions that I see exemplified in the librarians at RLL. ☼

Gates Grant funds staff development for technology

By Bob Bocher, Technology Consultant
Public Library Development Team

The Division for Libraries, Technology, and Community Learning (DLTCL) received a \$94,050 grant from the Bill and Melinda Gates Foundation. The purpose of the grant, which must be spent in 1994, is to

- help sustain public access computing in public libraries, and
- help state library agencies to meet the ongoing needs of public libraries for training in using IT resources

Most of the Gates grant — \$75,200 — has been allocated to the state's seventeen regional public library systems. The regional systems are using the funds to enhance their established continuing education programs in the area of technology. Division staff worked with the regional system staff to help determine types of training to be done with the grant funds. The remaining \$18,850 is being used by DLTCL for training related to its major service programs including WISCAT, WISCAT Interlibrary loan, and BadgerLink. Division staff will be submitting another staff training grant to the Gates Foundation in August for funds to be used over the next two years.

For more information see the DLTCL Website at <http://www.dpi.state.wi.us/dltcl/pld/gates.html>. ☼

enGauge® making an impact in state

Districts examine data on information and technology use to improve classroom teaching and learning situations

By **Stuart Ciske**, Technology Consultant
Instructional Technology Planning and Integration

According to Learning Point Associates and North Central Regional Technology in Education Consortium (NCRTEC) staff, Wisconsin is by far the leader across the nation in the use of the enGauge® toolset. By the end of the 2003-04 school year, 245 of 426 districts in the state (about 60 percent of districts) will have completed both the Online & Onsite portion of the enGauge® Professional Development process for collecting data about technology use and teaching and learning. In addition, approximately 75 other schools or districts have completed the online portion of the enGauge® Professional Development program.

“It is great to see such a high number of districts taking advantage of the comprehensive toolset and training offered jointly by Learning Point Associates, NCRTEC, DPI, and the CESAs,” said Richard Grobschmidt, Assistant State Superintendent, Division for Libraries, Technology and Community Learning. “Using this program enables our local educators and school leaders to get a firm grasp on not only how information and technology can influence student learning, but also how to implement technology to have a lasting impact on teaching and learning.”

Information obtained during an enGauge® project, which consists of an online and an onsite data collection (surveys and peer evaluations), enables districts to analyze data from different stakeholder groups with a goal of leveraging technology use in district teaching and learning situations.

This data collection and analysis can also inform on efforts aimed at district wide information (library media) and technology planning, curriculum revision, school improvement, and professional development.

“Many districts initially put together teams and focus only on the information and technology planning benefits of the process,” noted Kristin Ciesemier, director of NCRTEC, “and only understand the full power and impact of enGauge® after they have completed the process.”

According to Learning Point Associates, results from their preliminary evaluation report on enGauge® implementation and impact indicates that nearly all districts that have completed the enGauge® Professional Development program have made concrete changes to policies, planning, or professional development as a result of their learning and their findings. Through interviews with project leaders in each

district participating in enGauge®, the Learning Point Associates evaluation found:

- Two thirds of the interviewees described the biggest impact of enGauge® as shifting their attention from acquiring hardware and software to focus on the uses of technology for student learning.
- One half have integrated technology training or standards and modeling effective uses of technology to support student learning into their long-term professional development.
- Half of the districts emphasized the role that enGauge® had played in helping them establish a vision or framework for thinking about how to use technology in support of learning, and helping them to think systemically about educational technology.
- One half of districts interviewed developed or rewrote their technology plan with explicit attention to using technology in support of student learning.
- One third have changed their adoption or purchasing processes to integrate technology with curriculum.
- One third have integrated enGauge® into larger systemic initiatives including needs assessments, training and professional development grants, teacher evaluation processes, or continuous improvement cycles.
- Almost half have begun to link technology use to student learning through the use of research based lesson planning tools (e.g., *Understanding by Design*) or accountability tools (rubrics to evaluate student and teacher use of technology such as the *Scoring Guide for Student Products*).
- Half of the districts interviewed found that their district was lacking a vision for technology integration, or that their vision had not been disseminated effectively through the district.
- Much of a district’s or school’s participation in and follow through with enGauge® depends on the commitment of one or a few key leaders. Leadership is also key in whether technology is present and integrated for student learning.
- State context and local leadership strongly influences whether and how districts have completed enGauge® or integrated it with other systemic initiatives such as No Child Left Behind (NCLB). Some districts cite other initiatives such as NCLB as a challenge. Others have obtained NCLB related funds to move their enGauge® work forward.

Please see enGauge® — on page 12

2004 PLA Conference cassettes available

By **Willeen Tretheway**, Audiovisual Services Librarian, Reference and Loan Library

Audiocassettes of the programs recorded at the Public Library Association's (PLA) 10th National Conference are available for loan from the Reference and Loan Library. The biennial conference was held February 24-28, 2004, in Seattle, Washington. This year, 69 conference sessions were recorded.

A list of the 2004 conference tapes, as well as lists of the tapes from the 2000 and 2002 PLA conferences, are available on Reference and Loan's Web site: <http://www.dpi.state.wi.us/dpi/dltcl/rll/indav.html>. Descriptions of the 2004 conference programs, and handouts for many of them, may be found on the PLA Web site: <http://www.ala.org/ala/pla/plaevents/nationalconf/program>.

These informative and often very entertaining recordings address a wide variety of subjects and issues of interest to librarians, library support staff, administrators, trustees, friends, and library and information science students and faculty. Although presented to

audiences mainly of public librarians, many of the programs will appeal and be helpful to staff in other types of libraries as well.

Programs contain information, practical advice, and reports of experiences in such areas as electronic reference services; library design; reader's advisory services; Web site design; library security; library planning and administration; staffing and supervision; working with teens; building partnerships; outreach services; advocacy; authorship; mystery, romance, and science fiction literature; Internet access; and much more.

Among the many fine speakers are Nancy Pearl (on books and reading); Robert Spector (on customer service); Sandra S. Nelson (on decision making); Bill Grace (on leadership and ethics); Jeanne Goodrich and Paula Singer (on compensation trends); and Cindy Mediavilla and Virginia Walter (on homework centers).

The audiocassettes may be borrowed from Reference and Loan through regular interlibrary loan channels. For more information contact Willeen Tretheway at (608)224-6171 or toll-free in Wisconsin at (888)542-5543, #3, or willeen.tretheway@dpi.state.wi.us ✪

enGauge® — from page 11

- More than half of districts interviewed were still struggling with issues of access or equity, either a lack of hardware or infrastructure, or inequitable distribution of resources: "pockets" of innovation in some schools and no technology in others.

Co-sponsored by the Department of Public Instruction (DPI), Cooperative Educational Service Agencies (CESAs), and Learning Point Associates and NCRTEC, the enGauge® Professional Development program will continue to be offered in Wisconsin during 2004-05. Districts wishing to participate or desiring additional information can visit the enGauge® website at <http://www.ncrel.org/engauge/> or contact Stuart Ciske at 608-267-928 or stuart.ciske@dpi.state.wi.us ✪

Division for Libraries, Technology, and Community Learning

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

PRSR STD
U. S. POSTAGE
PAID
MADISON, WI
PERMIT NO. 1369

CHANGE SERVICE REQUESTED



Printed on recycled paper.