Channel

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

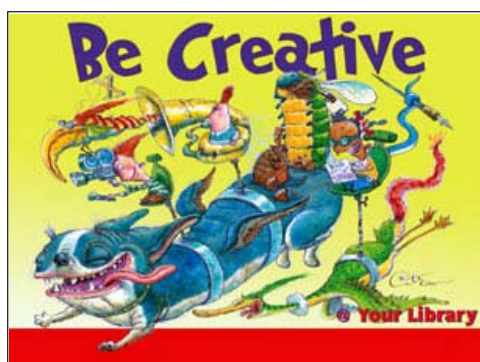# Readers will "be creative" this summer at public libraries

By Barbara Huntington, Consultant
Public Library Youth and Special Services
Public Library Development Team

The Division for Libraries, Technology, and Community Learning at the Wisconsin Department of Public Instruction is again sponsoring a summer reading program for public libraries throughout the state. The children's theme for 2009 is "Be Creative@Your Library," and the teen theme is "Express Yourself@Your Library." The theme encompasses music, dance, drawing, photography, acting, and all other performing arts and creative activities.

The children's poster and related artwork was designed by David Catrow. Catrow illustrated "She's Wearing a Dead Bird on Her Head," named the New York Times Best Illustrated Book for the Year. In 2008 he illustrated "On Top of the Potty: And Other Get Up and Go Songs," and "Smelly Locker: Silly Dilly School Songs," both written by Alan Katz. The teen artwork was designed by Brad Sneed. Sneed illustrated "Big Bad Wolves at School," written by Stephen Krensky and "The Boy Raised by Librarians," written by Carla Morris.

Public libraries throughout Wisconsin will begin registering children and teens for the annual Summer Library Program as the school year ends. The summer program encourages recreational reading during the break from school. Public library reading programs focus on elements indentified by research studies as being extremely important to helping children maintain and improve their reading skills. Summer programs encourage reading for pleasure, self-selection of books and other reading material, and having fun while reading. In addition many public libraries offer recorded books which are very helpful for readers who are struggling. Videos based on books also enhance the enjoyment of stories.
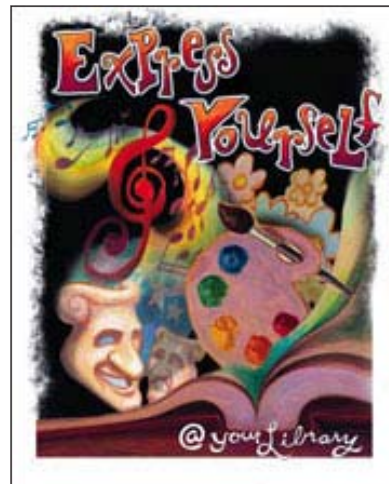
Wisconsin is a member of the 47-state, Collaborative Summer Library Program (CSLP) which makes high quality theme-related, support items available to public libraries at low cost. More information about the summer reading program is available at http://www.dpi.wi.gov/pld/slp.html. ✿

Two long-time PLDT staff announce retirements

By Mike Cross, Director
Public Library Development Team

Alan Zimmerman, the Public Library Development's Consultant for Public Library System Administration and Finance, retired on December 30, 2008, after 36 years of service at the Department of Public Instruction. Al began work as a regular DPI employee in 1972 as a research analyst and moved into other positions as his responsibilities expanded.

In Al's first regular position with the DPI he was responsible for the very first state aid calculations for Wisconsin's just-enacted public library system aid program. Al has been responsible for public library system aid calculations for every year of the program's existence.

Since 1973, Al has been responsible for state library data collection and reporting of this data to the federal government. Al is a recognized national expert in library data collection and has served for many years on the National Center for Education Statistics (NCES) steering committee on national library data collection. Al has received 18 national Keppler Awards and 10 national Lorenz Awards for timely

and accurate library data submission. Al was also the 2005 recipient (along with Bob Bocher) of the Helen Eckard Award that recognized the quality and usefulness of the DPI's public library data web site.

Al staffed two legislative study committees on public library issues and one DPI library legislative task force. He helped provide data and policy options to these groups and helped implement the legislation that resulted from the work of these groups.

Al also handled financial record-keeping and reporting for Wisconsin's federal LSTA program and was very involved in the DPI's transition from the LSCA to the LSTA program.

State Superintendent of Public Instruction Elizabeth Burmaster said "Al's contributions to the work of the department and to the state of Wisconsin have been invaluable. We have been truly fortunate to have had the benefit of Al's considerable expertise—and Wisconsin library service is better because of his diligent work. All of us at the DPI wish him well in his retirement."

George W. Hall retired on January 30, 2009, after 12 years as Office Assistant/Office Operations Associate for the Public Library Development Team (PLDT). George was the only office support staff for the PLDT for the last six years. In addition to general office support duties, George did much of the day-to-day processing for the Public Librarian Certification program, assisted with the administration of the federal Library Services and Technology Act program, and maintained an accurate Wisconsin Public Library Directory.

George's helpfulness and expertise in many topics will be missed -- from English usage to the most arcane features of Microsoft Word and other software.

Many current and past DPI employees and other friends attended George's retirement party on January 30. ✿

Al Zimmerman

George W. Hall

Wisconsin receives 2009 Intel® Foundation grant

By Stuart Ciske, Consultant
Instructional Technology Planning and Integration
Instructional Media and Technology Team

For the second year in a row, the Department of Public Instruction (DPI) has received an Intel® Foundation grant to build capacity for states to implement their programs in conjunction with the Intel® Teach Program national training agency Learning Points Associates (LPA). The grant will be administered by the Instructional Media and Technology Team.

The $43,500 award will assist DPI in building capacity for local education agencies (LEAs) in the state to deliver one or both of the Intel® Teach Program courses, Essentials 10 and/or Thinking with Technology, by providing local training for educators across the state to deliver the Intel® Teach Program courses. The program aligns well with State Superintendent Burmaster's New Wisconsin Promise goals of closing the achievement gap and promoting 21st century skills.

The training in Wisconsin will be conducted by state educators in conjunction with the Intel® Teach Program national training agency, Learning Point Associates (LPA). The Intel® Teach Program engages both teachers and students in the development of 21st century skills and the integration of technology for teaching and learning. Teachers and students collaborate, analyze the quality of information, problem-solve, and communicate using online resources and technology tools.

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) 286-6064

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.wi.gov/rll/wrlbph/index.html
  Meredith Wittmann, Regional Librarian .... (800) 242-8822

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P.O. Box 7841, Madison, WI 53707-7841;
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  Robert Bocher, Consultant
    Technology 266-2127
  John DeBacher, Consultant
    Public Library Administration 266-7270
  Teresa Howe, Consultant
    LSTA and Continuing Education 266-2413
  Barbara Huntington, Consultant
    Public Library Youth and Special Services 267-5077
  (Vacant), Consultant
    Public Library System Administration and Finance 266-3939

Instructional Media and Technology Team
  Stephen Sanders, Director 266-3856
  Nancy Anderson, Consultant
    Instructional Media and Technology 267-9287
  Stuart Ciske, Consultant
    Instructional Technology Planning & Integration 267-9289
  Donna Steffan, Consultant
    Information & Technology Literacy Standards & Integration 267-1282

DPI Library & Statistical Information Center
  Kay Ihlenfeldt, Team Leader 266-3108

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
  (Vacant)
    Government Services 224-6165
  Martha Berninger, Team Leader
    Reference and Interloan 224-6168
  David Sleasman, Team Leader
    Resource Sharing Technology 224-6179
  (Vacant)
    Audiovisual and Technical Services 224-6171
  (Vacant)
    Interlibrary Loan Services 224-6163
  Vickie Long
    WISCAT User Support 224-5394

Wisconsin Child Care Information Center
  Lita Haddal, Director .... (800) 362-7353 or (608) 224-5388

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

Adolescent literacy efforts in Indianhead Federated Library System

By Barbara Huntington, Consultant
Public Library Youth and Special Services
Public Library Development Team

Library systems across Wisconsin are preparing for the first of the training sessions that are part of the Division for Libraries, Technology, and Community Learning's Adolescent Literacy Initiative for Public Libraries. Several systems and individual libraries will be using federal Library Services and Technology Act (LSTA) grants to implement projects that involve teens at most risk of not finishing high school or being illiterate. Upcoming issues of Channel will include information on some of these exciting projects. The Indianhead Federated Library System used LSTA funding in 2008 to begin their efforts related to adolescent literacy.

The Indianhead Federated Library System (IFLS) project addressed the needs of teens most at-risk of being illiterate or not completing high school. IFLS provided training and purchased new materials on learning disabilities, ADHD, and other adolescent literacy issues. IFLS also purchased electronic gaming equipment and a variety of board games that libraries can borrow to support their programming efforts for these hard to reach teens.

One system-wide change that resulted from the project was that the shared automation system, MORE, was adjusted so that libraries may opt to give struggling teens who have run up fines a fresh start by eliminating their fines and letting them check out materials again. The program is called the Teen Second Chance.

The project exceeded many of its objectives. Twenty-two libraries participated and each had a local partnering agency. The new materials purchased for the project circulated 2,698 times. The public library in Eau Claire hosted a visit by students in the middle school remedial reading program. Popular materials were strategically placed on the YA shelving. Many of the students said, "I didn't know they had that!" Several students left with armloads of books.

One measure of the project was to increase teen programs by 50%, but the increase was actually 70%. Several libraries that had never offered any programming for teens had successful programs. Most of the programs reached teens who had never come to the library before. The grant indicated that at least 25% of the attendees at the teen programs would be teens who were from the targeted populations, but the final results indicated that 67% of the kids who attended the programs were teens at-risk. One of the libraries inadvertently arranged a programming night on the same evening as the high school homecoming. When they realized the conflict, the staff didn't expect many kids would come; however, the kids the library was targeting were the teens least likely to be attending homecoming, so the library's program was a huge success. The library intends to offer a "homecoming alternative" in the future.

IFLS set up a forum so participants could post information about their local projects. Only about 7 of the libraries posted regularly; however,

the information was viewed 3,267 times. The system estimated that the programming kits and gaming equipment sets they had purchased would be used at least 30 times, but libraries borrowed them for 39 programs. The system plans to promote school-public library collaborations with the kits during the spring of 2009.

Ninety percent of the libraries indicated they intend to continue their programming efforts for teens. Seventy-five percent indicated they have continued their collaboration with their partnering agency, and several have developed additional partnerships as a result of the grant. Several libraries started Teen Advisory Groups as part of the project.

Many of the libraries partnered with their local middle and high schools; however, there were three rather unique collaborations. One involved a Polk County Library Service project that involved sharing elements of the Public Library Association/Association of Library Services for Children (PLA/ALSC) "Every Child Ready to Read" program with teen parents. Polk County collaborated with the St. Croix Family Resource Center's teen parent program.

The Barron Public Library worked with the Barron County Alternative High School to improve their resources, including multiple copies of some books for use in book discussion groups. One event involved borrowing the new Wii equipment from the system to allow

WRLBPH introduces new Regional Librarian

By Martha Farley, Supervisor,
Reference and Interlibrary Loan
Reference and Loan Library

The Wisconsin Regional Library for the Blind and Physically Handicapped (WRLBPH) proudly introduces their new Regional Librarian, Meredith Wittmann. Meredith is always interested in new ideas, and she is eager to move forward with the transition to digital audio books. Her other plans include expanding efforts to publicize the services provided by the library and to broaden the collection, beginning with additional audio described movies. Meredith is eager to meet as many library users as possible and encourages them to call or email her at 1-800-242-8822 (in state) or mawittm@milwaukee.gov

The Wisconsin Regional Library for the Blind and Physically Handicapped is a free public library open to all Wisconsin residents who qualify for the service. The library has something for people of all ages. The collection includes more than 60,000 books, 50 magazines, 500 videos and 250 newspapers. The library is open to anyone who has any vision problems or physical impairments that affect the quality of their life and make reading difficult. Conditions that qualify patrons for use of the library include, but are not limited to, macular degeneration, cataracts, low vision (difficulty seeing small print), multiple sclerosis, arthritis, Parkinson's, ramifications of stroke, and more.

The library provides everything for free. The books, which are audio books on cassettes, as well as the cassette players, are free. The library covers the cost of postage, return postage, overdue materials charges, machine repairs, etc. The cassette players are easy to use and bring much joy to people who can no longer enjoy sitting down with a book or newspaper.

Beginning mid-2009, the library will debut a new digital player and new book format. With superior sound and easy-to-operate controls, the new wave of talking books can still be delivered through the mail – or downloaded over the internet, knocking down the barriers that keep the disabled and elderly from equal access. ✿

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the teens in the alternative program to try out the new system at the end of a semester celebration.

The Frederic Public Library project involved a collaboration with the Northwest Passage Treatment Center. The Northwest program is a 90-day stress challenge program for adolescent girls. It is the only mental health program of its kind in the state of Wisconsin. The center's nickname in Frederick is PIII, so the girls refer to themselves as the "PIII Girls." The girls come from challenging home situations. Often the girls have chemical dependency problems and some have run away from home.

The project involved library staff meeting every two weeks with the PIII Girls for a book discussion. New books were assigned and distributed at each session. One of the books read was *Twilight*. As a follow-up activity, the library arranged to take the girls and counselors to a private showing of the movie at the local theater. One of the counselors said that for many of the girls it was the first time anything special was ever set up just for them.

Quotes from the PIII Girls about the Book Discussion Group:

"Thank you for taking the time and money to make it possible for us to read."

"I am proud and glad to be a part of your book group."

"Thank you… for letting us read great books, and giving me a chance to like books." ✿

Part 2
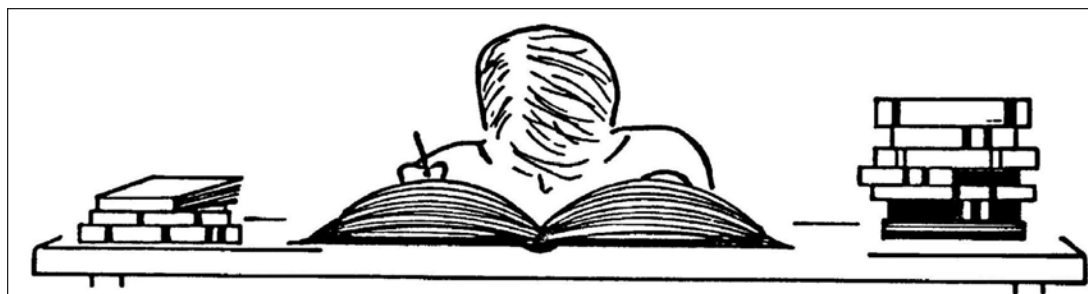
The impact of downloadable audio and video on libraries

By Cathy Markwiese
Milwaukee Public Library
and
Steff Morrill
South Central Library System

This is the second part of a discussion paper originally written for the Library Information Technology Advisory Committee (LITAC). This paper has been shortened and updated for publication in Channel. The original document is available on the LITAC website at http://www.dpi.wi.gov/pld/doc/download.doc. Part 1 discussed the types of services available. Part 2 discusses the impact on libraries of attempting to offer these services and poses questions for consideration.

Areas of library service that may be impacted

Materials handling/Delivery

Many of the new formats are downloadable, so that begs the question, "Where does the library fit into that relationship and does this change the library mission?" Providing access for patrons to use downloadable products could be a valuable service and role for libraries. However, providing this service could become expensive as it may require investments in furniture, better computers, more bandwidth, and CD and DVD burners. Some libraries lend MP3 players or laptops to patrons who don't have the correct equipment to use such services, but the practice is not predominant.

It may be difficult to provide interlibrary loan access as libraries decrease the purchase of CDs and subscribe to a resource such as Classical.com (http://www.classical.com). Smaller institutions that may be unable to afford a subscription could find it increasingly difficult to borrow a particular recording from a library that collects heavily in that area and is more likely to have moved to an online service. Loans are generally not possible under the contract terms of electronic resources.

Marketing

Downloadable resources require new ways of marketing to patrons. There are many options for marketing downloadable services including:

- The library's home page: While having the link from the home page is a boon to library website users, many users do not visit the library website on a regular basis. The prime real estate on a library's home page is only so big, with many competing resources, so the downloadable service may not get the attention it deserves.

- The library catalog: Adding MARC records for digital resources allows patrons to find downloadable content along with physical materials available in the library.

- Targeting specific user groups: Designing a campaign to target a specific user group (business users, book clubs) may be a way to introduce downloadable collections to users that would not otherwise find them.

There are many other methods for marketing downloadable collections. However, doing so requires time and effort that may not be needed to market collections that are physically present in the library.

> **Questions to consider:**
> - Should libraries add "downloading site" to their mission?
>
> - Should libraries loan MP3 players and other equipment?
>
> - How will libraries continue their tradition of sharing as downloadable products become more prevalent?
>
> - How does library staff market online-only services? How do we determine what works?

Circulation/Statistics

Statistics

The ability to collect usage statistics for downloadable media is only possible with services designed for library use. Services designed for the consumer market do not have this capability. Even with library services, how use is counted varies depending on the service itself. Not all vendors count the same things, and terms are not always standardized across vendors.

How patrons are authenticated to use the service can impact usage statistics for downloadable services as well. When patrons are

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authenticated, they are tied to a specific account for statistical purposes. However, depending on the configuration of the service and the group purchasing the product (an individual library vs. a library system, for example), statistics may be available at the library-level or only at the system-level. This issue is a particular cause of concern for public libraries. It is difficult for them to show comparable usage for these downloadable media services that are replacing traditional media.

Regardless of how statistics are counted, these transactions cannot be counted as "circulation" for public libraries when reporting circulation to the state because none of these transactions meet the definition of a "circulation" as it is described in the Wisconsin Administrative Code and on the Wisconsin Annual Report. Changing the definition of circulation has broad ramifications for public libraries, particularly in the area of reimbursement for providing services for non-resident usage. However, since our traditional library models are already changing, and public libraries are unable to count this new "circulation" and justify services, there is an immediate need for the redefinition of circulation and the formulas for non-resident service reimbursement.

> **Questions for consideration***:*
> - What kinds of statistical data should libraries try to collect?
>
> - How can library staff help vendors understand the importance of standardized definitions for statistics?

> - What could replace our current model of basing funding and success measures on traditional circulation?

Cataloging issues

Catalogers struggle to describe digital media. Traditional kinds of description can be inadequate for downloadable files, in particular. For example, a user may benefit from knowing how long it would take to add files to their personal device. But that can be hard to determine, since it is based on variables such as size and speed of the connection.

The lack of standardization of records for new media makes appropriate description very difficult. Because fewer libraries are purchasing these downloadable formats, the cataloging from the vendor may not benefit from a reviewing community of users. For example, some records do not include playing time. Not having the playing time is like having a bibliographic record describing a book, but omitting the number of pages.

Cataloging staff are beginning to deal with issues of understanding the key differences between new resources. What words must appear in records to describe downloadable video to distinguish it from material sitting on a shelf? How does one clearly define the many formats which can deliver the same or similar content (Star Wars Special Edition [DVD video recording] - traditional DVD; Star Wars, Episode I [electronic resource] the Phantom Menace - CD-ROM game; Star Wars

[sound recording] - music; Star Wars [sound recording]: the radio drama - spoken word)? Many of these distinctions exasperate the library catalog user and frustrate staff attempting to help users sort out their options. Additionally, if technical services staff are unfamiliar with the use of specialized devices, they may miss key features or elements of description that can speak to seasoned users of new media.

> **Questions to consider:**
> - Can library staff change the way items are described, making cataloging records more helpful in this new digital world?
>
> - What kind of quality process should be established for new media catalog records?

Staff implications: Necessity of computer skills

Adequate, regular updating of technology skills is now a requirement for all library staff. Many library staff members have attempted to stay abreast of new technologies in the effort to best assist patrons. Not so long ago, the challenge was simply to be able to insert a floppy disc and help a patron through tasks such as formatting a disc or saving a file. Now staff is called upon to determine if a user has the correct version of Windows Media Player or enough memory on their device to download a resource or to introduce someone to burning a file to disc. A frequent issue is finding the vocabulary to explain to neophyte users why OverDrive or

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netLibrary audiobooks cannot be used with the iPod. Public service library staff seem to be taking on the role of technical support staff. What additional training is necessary to help reference librarians develop technical troubleshooting skills, a very different set of skills than reference? Or should this role be taken on by others in the library? Or does staffing need to change completely?

Questions for consideration:
- How can libraries best help patrons navigate the options for electronic resources?

- How can library staffing models change to accommodate the technical support needs of patrons?

Bandwidth

As digital media has increased in popularity, the stress on libraries' internet connections has also grown. This stress leads to the absurd situation of libraries purchasing resources such as OverDrive downloadable video but being unable to permit users to view files at the library, while non-library resources, such as YouTube take up sizable amounts of the library's pipeline and slow down use of all resources and services, from subscription databases to e-mail.

What is the necessary connection that will enable a library to function at a reasonable speed? In a permutation of Moore's Law, will libraries have to double the size and speed of their networks every year? Users used to come to the library to access or download resources that would be unthinkable to try to access on a home dial-up connection, but now libraries are running up against similar problems.

Collection Development

What does the library physically own when it subscribes to an electronic resource such as netLibrary? Nothing. The library is in the position of being both the borrower and the lender, and once a subscription is discontinued, there could be nothing to show for the money spent. That fact makes some libraries hesitant to serve technology-craving patrons. Some extremely popular resources, such as iTunes, cannot be used effectively by libraries. Additionally, downloadable products expressly created for libraries, such as OverDrive or netLibrary audiobooks, suffer from a limited selection of titles. This can be a result of publishers who are unwilling to license their titles in another format. Finally, of the titles libraries can license, limited circulation periods, fewer copies licensed or rates beyond what print versions cost can stall out libraries' marketing attempts to promote new formats. How can libraries make all of these collection development issues understandable to governing bodies or auditing authorities? What is the impact on traditional collection development activities?

What Can Libraries Do?

This paper may have raised more questions than can be answered; but doubtless, some solutions may lie in traditional library responses to problems. Offering classes both for staff and patrons in new media would be both useful and popular. Communicating needs to library vendors and publishers could result in more appropriate product lines. Experimenting with small test collections can determine patron interest in various formats. Above all, library staffs need to read widely and be aware of consumer trends. That knowledge can help libraries continue to make savvy and far-seeing decisions as the world of audio and video format grows. ✿

Intel® — *from page 3*

The program is implemented through a train-the-trainer model. A Local Education Agency (LEA), usually a state agency, district, or school, applies to participate in the program; LEAs are selected to participate based on their strength of commitment to program requirements. Upon acceptance, training and materials are provided free to LEAs, and the LEA identifies Master Instructors who are at least intermediate computer users and have experience with technology integration. Master Instructors - leaders among their peers and experienced in integrating technology into curriculum -then recruit and train Participant Teachers, typically their colleagues. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich unit portfolio that engages students in effective use of technology to achieve standards.

For additional information on the program or courses, contact Stuart Ciske (608-267-9289 or stuart.ciske@dpi.wi.gov)✿

Retirement calls for two Reference and Loan librarians

By Sally Drew, Director
Interlibrary Loan and Resource Sharing

Loretta Harmatuck retired in December 2008 after 37 years of service to the state of Wisconsin, most of it working for the Department of Public Instruction. Prior to coming to DPI, Loretta worked as Public Services Librarian/Instructor at Beloit College and was a teacher at James Madison Jr. H.S.

Loretta Harmatuck

Loretta began work in 1971 as the DPI Librarian and for the Wisconsin Dissemination Project, an early program to provide online search services using ERIC to Wisconsin teachers and DPI staff. Loretta began work at the Reference and Loan Library in 1982 as the Government Services Librarian. She worked with the Wisconsin Document Depository Program with the assistance of Leonard Tessen. In 1991 she served on the study committee that helped revise the WDDP statutes, and in 2002-2003 worked with the study committee that made recommendations on the handling of digital government documents. She wrote manuals for depository librarians and for state agency staff contributing materials to the depository program. Loretta also provided coordination of federal depository libraries in the 1980s.

Loretta also coordinated monthly meetings of the state government agency librarians and encouraged coordination of services among state agency libraries. For many years, she helped produce What's New in Government, a newsletter of recent Reference and Loan Library purchases of interest to state government employees.

Loretta made a major contribution to statewide reference services. She answered reference questions from patrons throughout the state when they were referred to the Reference and Loan Library. She worked with numerous technologies for receiving and responding to reference requests and became an expert in online searching using a wide variety of databases. Loretta was an early pioneer in collaborative reference services working with the Library of Congress on early programs. She used QuestionPoint software to serve library users with virtual reference services and answered requests referred through the state portal when necessary. As one of only several full time reference staff members since 2000, Loretta handled a large volume of reference requests. Many library users have benefitted from her research abilities.

Willeen Tretheway also retired in December after 39 years of service to the state of Wisconsin working for the Reference and Loan Library. Willeen worked as a librarian and was responsible for cataloging, collection development and management, and audio-visual materials selection and services.   Willeen was responsible for creating quality catalog records for OCLC and WISCAT and is recognized for the excellence of her detailed audio-visual records.

Willeen has worked through generations of cataloging technology from manual creation of catalog cards through OCLC retrospective conversion, WISCAT union catalog development, and transfer of records from one

Willeen Tretheway

system to another. She also worked to assure efficient operation of the Reference and Loan Library audio-visual booking system and the library online catalog. Willeen is also known for her comprehensive knowledge of licensing and copyright issues and law. Willeen set up and managed demonstrations of new technology in the early years of changes from phonorecords to audio-cassettes, videodisk, compact audiodisks, DVD, and computer software.

More than anyone else in the library, she has left her mark on the Reference and Loan Library collection and the automated means to access it. Willeen used her knowledge of audio-visual technology and materials to provide excellent reference services to library staff and patrons in the state.

Willeen's warm quiet personality, hard work, and deep knowledge have all made major contributions to the Reference and Loan Library operations. ✿

Trustee Corner

Two of our board members had a heated argument at the last meeting and one walked out. But when the minutes were submitted for review at the next meeting, there was no mention of the incident. When I objected, the president said that the subject of the disagreement wasn't on the agenda, therefore could not be in the minutes. Is that true?

By John DeBacher, Public Library Administration Consultant
Public Library Development Team

No. The president may be confusing different provisions and guidelines of the Wisconsin Open Meetings Law. The open meetings law requires in Wis. Stats. 19.88 (3) that "…the motions and roll call votes of each meeting of a governmental body shall be recorded, preserved, and open to public inspection…." However, the law does not preclude the record of the public meeting from summarizing some of the general discussion to preserve a more complete record of the meeting. It is up to each library board to establish the level of detail that its meeting minutes will preserve. So, in your case, the meeting minutes did not have to mention the argument or its subject, but certainly could have. Also, if any action was taken at the meeting subsequent to the board member's departure, that member's absence should be noted in the minutes.

The other issue that may have come into play with your question is the requirement that the notice of a public meeting apprise the public of the business that will come before the board. The Department of Justice's *Wisconsin Open Meetings Law: A Compliance Guide* states that the board president, as the "chief presiding officer…is responsible for providing notice, and when he or she is aware of matters which may come before the body, those matters must be included in the meeting notice."

The *Compliance Guide* also states that the Attorney General has advised that when a subject that was not specifically noticed comes up at a meeting, "…the governmental body should refrain from engaging in any information gathering or discussion or from taking any action that would deprive the public of information about the conduct of governmental business." If a topic or issue arises that was not listed on the agenda, it is generally best that the discussion be deferred to a subsequent meeting when the subject can be properly noticed.

Proper notice of committee meetings

Our county library board appoints a three-member nominating committee each year to come up with a new slate of officers to be presented at the next meeting, and the agenda always includes the item "Appointment of Nominating Committee." Given the wide geographic distribution of the members, it's convenient for the three to meet immediately after the full board meeting. Are we violating the open meetings law by not providing explicit advance notification? Or is it not really a meeting, since less than a quorum of the full board is involved?

There may not be a problem with meeting right after the regular board meeting. The open meetings law includes the language below. However, your library board president should announce during the course of the regular meeting that the nominating committee will meet following adjournment, as required in the law:

> 19.83 (6) Notwithstanding the requirements of s. 19.83 and the requirements of this section, a governmental body which is a formally constituted subunit of a parent governmental body may conduct a meeting without public notice as required by this section during a lawful meeting of the parent governmental body, during a recess in such meeting or immediately after such meeting for the purpose of discussing or acting upon a matter which was the subject of that meeting of the parent governmental body. The presiding officer of the parent governmental body shall publicly announce the time, place and subject matter of the meeting of the subunit in advance at the meeting of the parent body.

School libraries to receive $35.3 million from Common School Fund

The Department of Public Instruction will receive a record-setting $35.3 million from the Board of Commissioners of Public Lands Common School Fund (CSF) for its annual distribution to Wisconsin's kindergarten through twelfth grade public school libraries. This year's distribution will be more than $28 per student.

Funds for the Common School Fund are derived from the interest earned on loans to school districts and municipalities for infrastructure and public purpose projects utilizing the State Trust Fund Loan Program. The Board of Commissioners of Public Lands administers both the Common School Fund and the State Trust Fund Loan Program.

"Public school libraries benefit greatly from the Board's prudent investment strategies," said Secretary of State Doug La Follette, who serves as Chair of the Board of Commissioners of Public Lands. "For some school districts, the library aid provided by the Common School Fund may be the only money available for their library."

The Common School Fund was established as a permanent "school fund" through the state's constitution. The principal continues to grow from the collection of civil and criminal fines, fees and forfeitures, and proceeds from the state's unclaimed property program.

Richard Grobschmidt, far right, Assistant State Superintendent for the Division for Libraries, Technology, and Community Learning, accepts the ceremonial check from members of the Board of Commissioners of Public Lands (BCPL), on behalf of State Superintendent Elizabeth Burmaster. BCPL members are, from left, Dawn Marie Sass, State Treasurer; JB Van Hollen, Attorney General, and Doug La Follette, Secretary of State.

"The State Trust Fund Loan Program allows the principal of the Common School Fund to be safely invested in Wisconsin's infrastructure," said State Treasurer and Commissioner Dawn Marie Sass. "By funding local projects and using the earnings from those loans to support public school libraries, we are providing multiple benefits to communities across Wisconsin."

The Board has provided over $152 million in public school library aid since 2004. Library media coordinators in each school district may use the money for library materials including audiovisual materials, library books, computer equipment and software, and newspapers and periodicals for their library media centers.

Trustee — *from page 10*

A sub-unit such as your nominating committee is required to conduct business under the open meetings law, even though it is comprised of less than a quorum of the full board. Keep in mind that it is not only the library board, as a statutory board, but any of its formally established committees or sub-units that are subject to the open meetings law. For instance, if the library board president appoints a hiring committee to review and screen candidates for library director, those meetings would be subject to open meetings law and should be properly noticed, even if the sessions to screen candidates are to be conducted in a closed meeting. Similarly, a site selection committee appointed by the board is subject to the open meetings law, even if the committee is comprised mostly of citizens.

The State Programs, Administration and Revenue unit (SPAR) of the Department of Justice's Division of Legal Services has a link to the *Wisconsin Open Meetings Law: A Compliance Guide* , as well as the *Wisconsin Public Records Law Compliance Outline* at http://www.doj.state.wi.us/dls/spar.asp. The web page also includes contact information if you should have questions about the public records or open meetings laws that are not addressed by their online resources. If you have questions regarding Wisconsin's Open Meetings or Public Records law, contact SPAR or your municipal attorney. ✿

Channel

Five new LSTA Advisory Committee members named

By Terrie Howe, Consultant
LSTA and Continuing Education
Public Library Development Team

State Superintendent Elizabeth Burmaster announced five new appointments to the Library Services Technology Act (LSTA) Advisory Committee. The new members are Dee Barabe, learning resource technician, Wisconsin Indianhead Technical College; Pat Chevis, past-president of the Wisconsin Library Association and retired director of the Stoughton Public Library; Garrett Erickson, support services manager, Marathon County Public Library; Patricia Laughlin, director, Hales Corners Library; and Lynn Stainbrook, director, Brown County Library.

Continuing members of the committee are Becki George, library media specialist, Rice Lake Middle School; Joan Johnson, assistant director, Milwaukee Public Library; Deborah Kabler, director, Barneveld Public Library; Tasha Saecker, director, Elisha D. Smith Public Library in Menasha; Michael Sheehan, assistant director, Northern Waters Library Service; Jan Adams, library media specialist, CESA 10; Roxane Bartelt, head of children's services, Kenosha Public Library; Jeff Gilderson-Duwe, director, Oshkosh Public Library/Winnefox Library System; Bea Lebal, retired director, TB Scott Free Library in Merrill; and Mildred McDowell, district library media specialist, Milwaukee Public Schools.

Members of the committee serve staggered three-year terms. The committee advises the state superintendent and the Division for Libraries, Technology, and Community Learning on the development of the long-range plan for the LSTA program, annual grant priorities and categories, as well as applications and recommendations for grant awards. LSTA program details are available at http://dpi.wi.gov/pld/lsta.html. Contact Terrie Howe (608) 266-2413 or teresa.howe@dpi.wi.gov if you have questions. ✿

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"Libraries open the world of information to our children. We need strong school library programs that support achievement for all students and close the achievement gap," said State Superintendent Elizabeth Burmaster. "The Common School Fund is an important source of funding for school libraries and we are pleased that our school libraries will use the funds to obtain needed resources that will benefit all their students."

Created in 1848 by the Wisconsin Constitution, the Board of Commissioners of Public Lands was established to accept federal land grants and to manage trust funds for the benefit of public education in Wisconsin. The majority of Trust Fund assets are held in the Common School Fund, from which most State Trust Fund loans are issued. ✿

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