DOCUMENT RESUME

ED 375 798 IR 016 835

AUTHOR Brown, Gerald R., Comp.
TITLE Inter-Agency Collaboration Pilot Project among Information Providers within the Boundaries of the Wheatland Regional Library & Learn Centre. Final Report.
INSTITUTION Wheatland Regional Library, Saskatoon (Saskatchewan).
PUB DATE Mar 94
NOTE 72p.; For a related document, see IR 016 836.
AVAILABLE FROM Wheatland Regional Library, 806 Duchess Ave., Saskatoon, Saskatchewan, Canada STK OR3 ($10 Canadian).
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Libraries; Access to Information; Bookmobiles; Elementary Secondary Education; Foreign Countries; Higher Education; Information Dissemination; Library Automation; *Library Cooperation; Library Funding; Library Networks; Library Personnel; *Library Services; *Pilot Projects; Public Libraries; Public Relations; School Libraries; *Shared Library Resources; Staff Development; Use Studies
IDENTIFIERS Saskatchewan (Saskatoon)

ABSTRACT

This final report describes the Inter-Agency Collaboration pilot project of the Wheatland Regional Library among the information providers within its boundaries. The project had four objectives: (1) to initiate discussion between participants about the mandate, roles, and services available to their clients; (2) to raise the image of public libraries as information providers in the pilot communities; (3) to develop mechanisms for sharing services within the funding jurisdiction; and (4) to participate in joint programs, projects, or activities appropriate to the mandate. An executive summary of the project is followed by information on its historical background, terminology, and objectives. The model for the process and the scope of the project are then presented. The phases of project implementation are listed, including a description of the survey of student use of branch and mobile library services. The methodology, survey instrument, and survey results, are also presented. Evidence of the project's results concludes the report and is organized in eight areas of collaboration: information sharing in networks; public relations and promotions; differentiated staffing; shared purchasing; automation; joint training; joint policy development; and joint funding. (Contains 13 references.) (JLB)

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ED 375 798

Inter-Agency Collaboration Pilot Project among Information Providers within the boundaries of the Wheatland Regional Library & Learn Centre

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Final Report

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March, 1994

IR 016 835

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Executive Summary

When Wheatland Regional Library initiated a pilot project in 1992 on Inter-Agency Collaboration among the Information Providers within its Boundaries, the Director Bruce Cameron hoped to initiate communication with school administrative personnel, and to enhance the image of regional library service in the province. He hired Gerald Brown, as a consultant/facilitator for the project to work approximately 40 days before June 1993.

Four objectives were listed. Brainstorming sessions were held. And a diagram of relationships among information providers was developed. The major agencies involved in the pilot were Saskatoon East School Division #41, Saskatoon West School Division #42, Saskatchewan Valley School Division #49, and several departments at the University of Saskatchewan. Criteria for inclusion included geographic proximity to Wheatland's Central Office in Saskatoon; existing Branch or Mobile Library Services; expressed interest by the related agency; and willingness to commit staff time to the project. In total 14 schools were involved in some way in the project.

The project was set up in five phases. They were: 1) Commitment 2) Awareness 3) Implementation 4) Evidence of Results 5) Planning for Follow-Up. Each phase involved numerous meetings, seminars, workshops and reports. Key to the success was face-to-face communication. Facilitator skills were important in maintaining focus during the project. Timelines and completion of activities in response to local needs were critical

to the program.

A major undertaking was the development and completion of a Survey of Student Users in Sask. East School Division. A series of 26 recommendations for action were drawn as a result of the data analysis by the consultant. Action on these recommendations will improve the image and use of libraries markedly. The Survey can be used as a bench mark for other regions. The Report of the Survey is available as a separate document.

Other aspects of the implementation strategy addressed the following areas of collaboration: 1) Information Sharing in Networks 2) Public Relations and Promotions 3) Differentiated Staffing 4) Shared Purchasing 5) Automation 6) Joint Training 7) Joint Policy Development 8) Joint Funding. Actions initiated and/or completed are summarized in the Final Report.

Oral feedback from all the participants was positive. There was some agreement that this initiative should be continued, and gradually enlarged to include other agencies and the whole region.

Wheatland Regional Library & Learn Centre is to be commended for undertaking this visionary and leadership approach to multitype library services.

Recommendations

1. That Wheatland Regional Library examine its staffing allotments, and create a new assistant director position responsible for program relations. It is imperative that this staff member have competencies and experience in librarianship, education, communication and facilitator or change agent skills.
2. That the activities initiated by the pilot project be continued with the current players for at least the next two years, with new developments as appropriate.
3. That a new series of activities following a similar process be initiated in two other locations within the region.
4. That an evaluation process for the staff position and the program development components be established at the outset, and completed after two years of operation.
5. That the recommendation in the Survey report be given highest priority over the next two years.
6. That external funding be sought from the province and/or elsewhere to carry on this exemplary programme.
7. That the Survey report and the final report of the pilot project be distributed widely as public information.

1. Introduction

1.1 Historical Background

Many changes are occurring in society around us every day. Some changes are gradual and subtle. Others are drastic and damaging. In the area of library services change often comes slowly.

However, the recessionary times of the 1990s are showing that changes can be made for mutual benefit and through mutual support. In so doing the participants look for more imaginative, creative and practical ways to share their resources. While new funding services seem to have disappeared, it appears that collaborative work between agencies may show ways to use existing monetary, physical and human resources more effectively. Libraries can be at the centre of some of these sharing initiatives.

In Saskatchewan recent discussions have centred around the multitype library system concept as presented in the Vsion document Saskatchewan Libraries: Independent But Together. The idea of libraries working together has been prevalent for many years. Many examples of inter-library cooperation can be identified in the province. This is becoming increasingly more common as technology becomes both more sophisticated and less expensive.

It is becoming increasingly obvious that there are many

agencies attempting to provide information to the same client groups. Occasionally these "information providers" consult with each other. It would appear that the sharing of information and plans are less often cooperatively managed. Since libraries are also in the "information business," it behooves leaders in regional and public library systems to examine the ways information services are delivered.

As one views the rural scene, it becomes apparent that there are many agencies competing for public attention as well as the public tax dollar. It is estimated that for any rural community there may be as many as 25 government departments with sub-committees and agencies vying for attention. In addition many non-governmental organizations, commercial, business and media agencies all press their ideas upon the citizenry. How do people refine these ideas and make their choices? Why are some projects promoted energetically while others languish... and yet each may be equally beneficial to the social, cultural or economic development of an area?

One simplistic answer to this question is that the agencies which draw on the community leadership and which are able to collaborate with other groups in the district have the strongest support. Regional libraries need then to identify community leaders and draw upon them for support. If one were to examine some of the committee structures in a small rural community, one would likely find the same leaders serving on the Town, Village or the Rural Municipal Council; the local School Board;

Recreation Councils; Church Boards; Hospital Boards; Regional/Community College Boards; Literary Councils. If the local Branch Library is to be viable it must draw on these same leaders. It must work cooperatively with them and their agencies to raise the image of the library as a significant "information provider" both in their personal lives and work experiences.

As an approach to this question, Wheatland Regional Library Executive Director, Bruce Cameron, began to explore the concept of an inter-agency collaboration pilot project. He recognized that other agencies such as schools, regional colleges and certain sectors of the university community were providing services to the same clients within Wheatland boundaries. These other agencies were experiencing the same financial constraints as was Wheatland.

In April of 1992, Mr. Cameron contacted Gerald Brown, Chief Librarian of Winnipeg (Manitoba) School Division #1 to discuss the concept. In his 27 years of work with school libraries, Mr. Brown had the reputation of having successfully developed networks across the community for resource sharing. Since Mr. Brown was planning to retire in June 1992, consideration was given it initiate a pilot project for Wheatland. It was designed to run for 40 days, and to conclude by June 1993. His expertise as a facilitator and planner seemed right for this challenging and imaginative endeavour.

In preparation for the project, Mr. Brown did a careful

review of the published literature on inter-agency collaboration in the public library field and also in the corporate sector.

Many people have contributed to the ideas in this project. Dr. Alice Hambleton, University of Regina, provided valuable background on the development of libraries in Saskatchewan, and especially concerning the current vision statements. Her practical awareness of school developments was most helpful. Dr. Diane Oberg, University of Alberta, shared her knowledge of the change process in librarianship, and also was an excellent resource respecting the research methodology. Margaret Baldock, University of Saskatchewan in Saskatoon, provided many helpful sources of information respecting both the academic community and the technology being used for distance education in the province.

The support from the Wheatland Central staff has been superb. They have been readily available, and willing to explore many alternative strategies.

1.2 Terminology

From the outset the participating agencies have been very receptive to the concept of sharing and collaborating within their mandates.

To begin the bridge building to these colleagues, the term information providers was selected as the most common and least threatening term. It transcends all media formats. It accommodates new technological developments. It incorporates the

broadest variety of human resources and presentations.

Information providers was very useful in setting aside limiting or stereotypical perceptions of the role of libraries in the community. It allowed that different groups could be performing this function side by side. From this basis it was easy to move to discussions of the services each other provided very quickly.

In Wheatland, all the libraries are referred to as Branch Libraries. This clearly identifies them as part of one networked library administered from the Central Office at 806 Duchess Street. This also clearly designates them as different and separate from the urban public library systems that one would find in cities like Regina and Saskatoon. This was a particularly important differentiation.

1.3 Objectives

1. To initiate discussion among the library personnel of Wheatland Regional Library and other information providers to increase the understanding of the mandate, roles and services now available to their clients.
2. To raise the image of public libraries as information providers in the pilot communities.
3. To develop mechanisms for sharing services within the existing funding jurisdiction.
4. To participate in joint programs, projects or activities appropriate to the mandate.

These objectives were established by the Exective Director, Bruce Cameron, and the consultant as statements which represented a current need and direction in the Wheatland system. In addition they were congruent with Goals of the vision document currently under discussion entitled: Saskatchewan Libraries: Independent But Together. Specifically,

Goal 2 To develop effective mechanisms for the sharing of human, physical and technical resources in all libraries throughout the province.

and Goal 4 To develop a profile for libraries which would create a greater awareness of the role of libraries within an evolving society.

The rationale for these objectives are clearly enunciated in the vision document noted above.

It should also be recognized that Wheatland Regional Library & Learn Centre has shown imagination and leadership in many areas of library development in the past. One would expect that a pilot project that pushes the concept of "PR" beyond public relations to Program Relations is in the style of WRL management. This experiment appears to be the first of its kind in rural regional library service in Canada.

2. Model for the Process

As a process guide in planning this project, the document Schools and The Community: A Necessary Partnership - A Guide to Interagency Collaboration produced in 1991 by the Alberta Education Response Centre was used. It is an excellent model for planning any change process. While it was written for the school community, it is easily adapted to organizational change in other service agencies, libraries included. It outlines the "why" (p. 3-4); "benefits" (p. 5-6); and "factors" (p. 7-10) very well. The reader is referred to the document rather than reprinting it here.

Likewise the "Steps to Interagency Collaboration" p. 27-38 are excellent. The processes described were tested in varying degrees in this pilot. Rarely were two situations handled in the same way. Alternatives were used to see where the more favourable dynamics could be drawn. The facilitator skills of the consultant were frequently called upon to focus the discussions and to work toward specific plans of action as part of closure.

It was also agreed that detailed notes would be kept and shared with all participants so that the processes and procedures could be learned by others in the system. Numerous debriefing sessions were held following sessions. Alternative approaches were considered and evaluated as part of this process. In most

cases one or more members of the Wheatland staff participated with the facilitator in the activities. Usually personnel from the Administration of the related agency also attended and participated.

Feedback on all sessions was provided to the Executive Director in writing. Discussion sessions were usually scheduled for once per week with either Mr. Cameron or his assistant.

The receptionist did an excellent job of tracking meetings, mail, reports, telephone calls, appointments and people. Her assistance was invaluable.

3. Scope of the Project

Wheatland Regional Library covers 26,000 sq. miles, and services 86,000 clients from 36 branches and 2 bookmobiles. The physical boundaries run approximately from the Alberta border, between the North and South Saskatchewan Rivers to a north-south line approximately 100 km east of Saskatoon. See map p. 16.

As a pilot project, there was no intention to reach the total region. Instead the plan was to test out the objectives in a manageable area during the 40 days. One realized that consuming this time with long distance driving would be counter-productive.

The selection of the pilot population was based on:

1. Geographic proximity to Central Office in Saskatoon.
2. Centres having an existing Branch or Mobile Library.
3. Expressed interest by a related agency.
4. Willingness to identify staff members in the agency to be specific liaison with the consultant.

The pilot project was designed to be both person-oriented as well as agency-centred.

During 1992, some communication had been received from Ernest Dawson, Director of Education for Saskatoon (East) School District #41 and the Board of Trustees inviting discussion of

topics related to library services and financial constraints. With support from Bruce Cameron, the consultant opened the discussions and outlined the proposed pilot. Soon Saskatoon East indicated an interest in participating. It became clear at this early stage that school systems would be important agents in developing any inter-agency collaboration activity.

Also meeting the selection criteria was Saskatchewan Valley School District #49. Dalene Yelland, Consultant for Library Services, indicated an interest in the project. Mrs. Yelland was recognized as a leader in school libraries in the province. Sask. Valley is known to have made significant growth in school library programs around the resource-based learning model advocated in the changing Saskatchewan curriculum of Common Essential Learnings. Joe Zolkavich, Director of Education, supported the participation of Sask. Valley in the project.

Neither districts necessarily committed all their schools to the program. In some cases the regional library does not serve some communities, either due to their size or that they have chosen not to join the region.

Midway through the project, Mr. Cameron urged the addition of Sask. West District #42 to the project. This came partly as a request from Bill Macfarlane, Assistant Director for Instructional Services who had heard about the project from his colleagues.

An examination of the map shows the relationship of these districts and their schools within Wheatland boundaries which have either Branch (B) or Mobile (M) services.

Sask. East 41	Sask. West 42	Sask. Valley 49
Aberdeen (M)	Dalmeny (M)	Rosthern (B)
Allan (B)	Delisle (B)	Osler (B)
Clavet (M)	Langham (M)	Warman (B)
Colonsay (B)	Perdue (B)	
Dundurn (M)		
Hanley (B)		
South Corman Park (M)		

As the project evolved, work intensity varied according to the kinds of activities in each centre, the possibility to arrange schedules, and the interest of the partners. Also it should be noted that there were additional third-party agencies involved in many of the activities. Among these were:

University of Saskatchewan (U of S)

- Library Department
- Computer Support Services
- College of Education

Prairie West Regional College (PWRC)

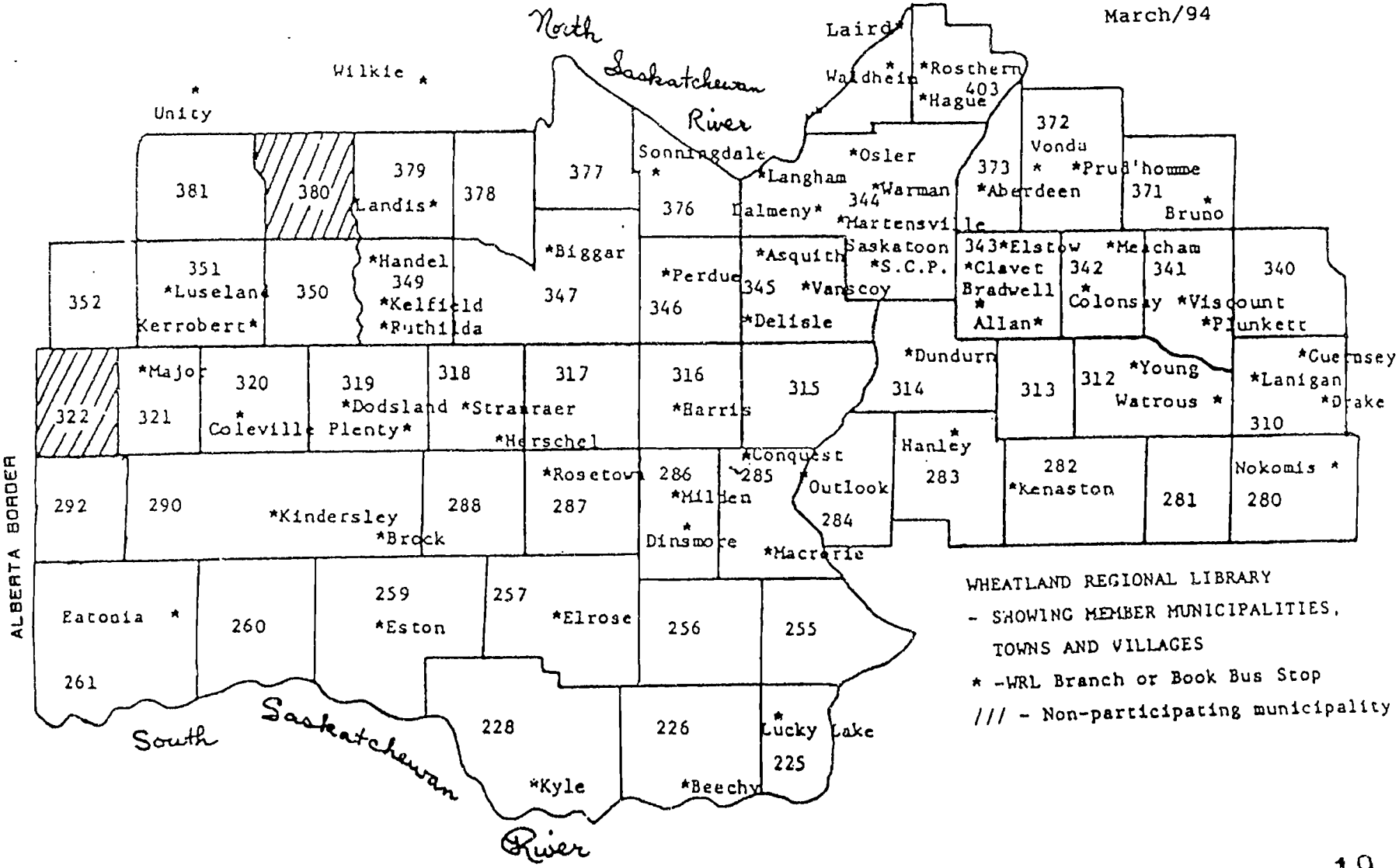
Saskatchewan Literacy Network

Saskatchewan Education - Regional Office

Saskatchewan Teachers Federation (STF)

Saskatchewan Library Association (SLA)

Provincial Library Services



WHEATLAND REGIONAL LIBRARY
- SHOWING MEMBER MUNICIPALITIES, TOWNS AND VILLAGES

* -WRL Branch or Book Bus Stop

/// - Non-participating municipality

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The phases in the project were revised as follows:

I Commitment

i) Boards, School Administration and/or Program Directors

ii) School and Branch Personnel

II Awareness

i) Staff Meetings and Discussions

ii) Brochures Distribution

iii) Membership Recruitment

iv) Librarians' Meetings, incl. BLAC

v) Reports and Communications

III Survey of Users

IV Feedback of Results - Analysis and Recommendations

V Planning for Project Follow-up

At one stage it had been hoped that a Phase VI would have included a Community Involvement Analysis Process, followed by Phase VII which would have used various experimental techniques and strategies to reach the decision-makers in each local jurisdiction about support for library programs. With the decision to add Sask. West (42) to the pilot, these two phases were deleted.

4. Phases of Implementation

Preliminary to a pilot of this nature, it is important to know the base organization. The history of Wheatland is pleasantly documented by R.H. (Rusty) Macdonald in Don't Cry Baby... We'll Be Back. Copies of this volume were provided for all the school administrators in the project. They have also been made available to the STF and U of S Libraries. For information purposes, copies have also been sent to the Schools of Library Science at University of Alberta and University of British Columbia, as well as the National Library.

An extensive file of previous annual reports, surveys, Executive and Board Minutes, policy documents and Handbook for the past five years was studied in detail. The Central office staff were very helpful in answering questions on the procedures and operating principles in the system.

Prior to visiting the collaborating agency sites, working documents were studied to develop an awareness of vision, mandate, people and climate. This background was very helpful in speeding the meetings. The Saskatchewan Teachers Federation (STF) was very helpful in providing basic data about schools, enrolments, teaching staff, etc. The speed of access to this data was particularly appreciated. Also back issues of tabloids, journals, articles by administrators, and other economic and demographic profiles were informative.

Sask. Rural Development officers were used to locate community profiles for many of the communities under study. Also Sask. Assessment Management Agency (SAMA) annual reports provided useful taxes and assessment data.

Armed with this information, the next step was to draw the key players from each agency: Wheatland, Sask. East School Division, Sask. Valley School Division and Sask. West School Division together. The consultant met with some of the senior leaders in each group to ascertain interest in the project, and had obtained their personal commitment for the full term. All were enthusiastic and supportive. At the first meeting ten people attended and participated.

The agenda was as follows:

1. Introductions
2. Tour of facilities at Wheatland (806 Duchess St.)
3. Clarification of Mandates of Participants
4. Awareness of Mission Statements of Partners
5. Discussion of Possible Collaborative Activities
6. Timelines for Activities

The following two pages give an outline of brainstorming ideas of collaborative activities and possible actions. The group also helped prioritize the activities according to feasibility within available timelines.

In addition, a schedule for school and branch library visits were established for each jurisdiction involving the consultant, one or two Wheatland staff, and a school division representative. The team began these visits the next day. They began checking off or delegating the "actions" from the sheets very quickly.

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Brainstorming Ideas	Actions
Information Sharing in Networks	
- Coordination of Requests	- "How to book" forms
- Blocks of Books on Topic	- Request forms
- Unit display (SV)	- Lead time: discussion
	- Use of FAX
	- Brochure {services
	{Access
	{Phone #'s
	{contact people
Public Relations & Promotions	
- Communications in Person	- Staff meetings
	- Prof. Dev. Days
- Shared publicity	- S.D. Tabloid
	- Dist'n of brochures
- Schedules	
- Bookmobiles	- Prepare schedules
- School closure dates	- Obtain school calendars
- Personal contact among Library Personnel	- Visitations - List of Names, etc.
Differentiated Staffing	
- Shared staffing	
- Shared locations	
- Shared expertise	
Shared Purchasing	
- Supplies	
- Equipment	
- Book Purchasing	- Bulk sales/Discounts
Automation	
- U of S Internet	- Workshop
- Access to MARC records	- Cost/Time factors

- User Group
- Consultant Sharing

Joint Training
- Shared sessions/ seminars/workshops
- Apprenticeships
- Cross Library experiences & training
- Awareness on how to use each others' systems
- Needs assessment
- Story telling
- Author visits
- Reference Service Techniques
- Public Service Skills

Joint Policy Development
- Compare existing policies
- Publicize parallel policies
- Prepare new statements
- Role of Libraries
- Place of reading

Joint Funding
- Proposals for writers in residence
Authors visits
- Identify funding sources
- List of authors

These initial visits had several purposes:

1. To have school and branch library personnel meet each other face-to-face and in their own settings.

This was very hard to manage because many staff could not leave their work site due to the fact that substitue help was not supplied. A longer preparation tme is needed, so people can plan alternative schedules or staffing. As the project evlolved, some aspects of this issue were resolved when people were willing to re-arrange schedules. Some branch staff freely volunteered their own time. Some local branch chairpersons also re-arranged their time to attend.

2. To become aware of the facilities where existing programs and material were housed, and to feel tentatively the climate in which people worked.
3. To invite the principals and school staffs to join in the project, to explore its scope, and to fire their imagination with possible projects.
4. To re-assure everyone that this pilot had no personnel or program evaluation component which would directly affect their employment.

Some staff were very sensitive in this regard. It is important to remember that hiring staff is a local Board decision in the Branch Libraries. These visits were exhausting, but informative. It was crucial that the project move quickly once it had been set in place, and that there be some immediate response to questions and ideas presented from the field.

Time was spent drawing information from the staff about the kinds of program in place; the ways it was delivered; and what things people might like to do. Of course, ideas from one site could be shared at the next one anonymously.

Detailed written notes were returned to each participant and visitor. Where commitments had been made to an action, they were so noted.

During the initial planning stage and the first three working periods individuals and groups were invited to identify the "information providers" in their community. As the data were

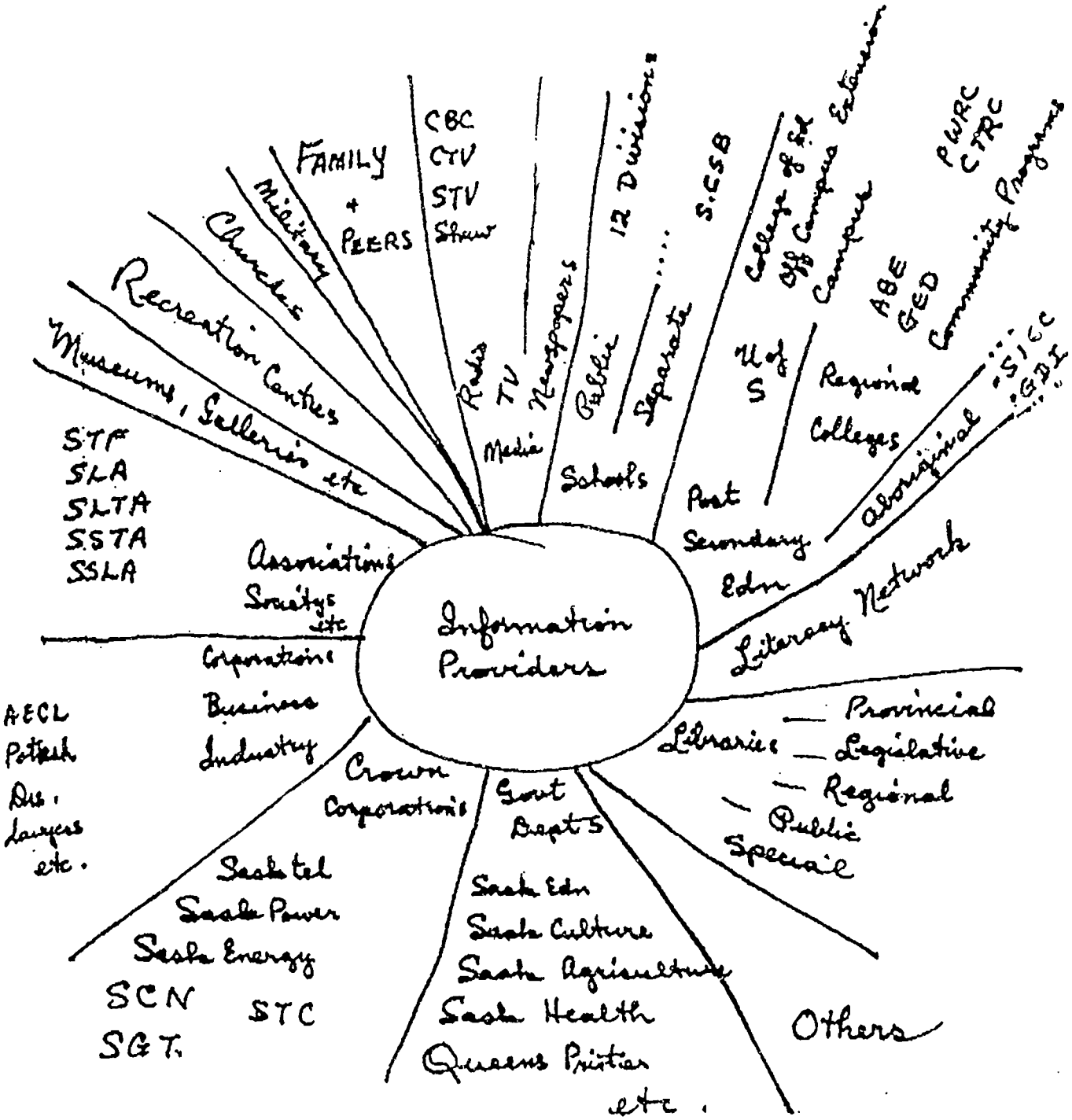
collected, patterns began to appear grouped around

- Government Services
- Crown Corporations
- Libraries
- Archives, Museums, Galleries
- Literacy Networks
- Education
- Associations & Societies
- Corporations, Business and Industry
- Media
- Churches
- Law enforcement, Military

Gradually a "sunburst" diagram was used to show the relationships and some detail. Obviously many more components could be identified. This was not intended to be an exhaustive study. However, this illustration (see next page) was most helpful in leading the discussion to such aspects as:

- how are the mandates similar/different
- what are the funding sources
- who are the leaders
- how can they be approached to develop meaningful liaisons.

Inter-Agency Collaboration



Both Federal and Provincial

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Using the "sun-burst" diagram and the "Brainstorming" sheets with school personnel, many options were identified according to the local need and resources. As word spread along the informal network, it became apparent that people had been discussing options and strategies with peers in other schools, and colleagues on site. One could feel the verbal enthusiasm building. Of course, the challenge came in watching for/or assisting the follow-through.

Support from the Director Ernest Dawson and Assistant Director Elroy Tank of the South East School Division was excellent from the outset. They managed to arrange time for planning and follow-up meetings, to provide documentation, and above all encourage their staff participation.

Phase II Awareness: While some schools and branches were continued in the commitment phase, others moved on to involve whole staffs. These ranged from a half-hour before school, through noon-hour pizza lunch presentation and discussion, to more formal staff meetings. Attendance was usually voluntary, but was generally good. At times the discussion was quite spirited. Sandra Rowan, Wheatland Branch Co-ordinator, made excellent presentations on Wheatland services, and was able to answer most questions. Her background in the system was most valuable. A sample agenda follows. Wherever possible, positive re-enforcement was provided for quality support. The common plea was for more lead time to locate information; more planning

together, and more feedback by both school and branch library personnel. Efforts were made to get teacher support in membership recruitment. Also involvement in allowing school time for students to go to the bookmobile was frequently noted.

STAFF MEETING AGENDA

1. Mandate of Wheatland
2. IAC Project - Scope
3. Awareness of Branch or Mobile Librarian _____
4. Quality and purpose of collections
5. Kinds of Service:
   - .1 Local Services
     - Membership
     - Circulation
     - Reference
     - Magazines
     - Non-Print: Video/Audio Tape/Large Print
     - ILL
     - Book Blocks
     - Paperback Truck
   - .2 Central Services
     - Circulation
     - Print/Non-Print
     - Core Collection
     - Reserve for ILL
       - Books - Individual - spec. title
         - subject
         - display
       - Photocopy - Provincial Library
       - Time-lines
       - Responsibility of Borrower
     - Computer - CD-ROM
6. Futures:
   - .1 Micro fiche expt.
   - .2 Computerization
   - .3 Survey of Users
7. Relationship between School libraries and Branch libraries:
   - .1 Share requests/resources
   - .2 How can you help Wheatland
   - .3 Costs/benefits

The impact of the budget cutbacks at Saskatoon Public Library threw even more emphasis on the project. As teachers and students frantically searched for ways around the SPL limitations or fees for non-resident users, they became more anxious to hear about Wheatland's services. While turn-around time is always a problem, the number of requests for both individual titles and thematic collections from Wheatland rose noticeably. As WRL is successful in meeting the needs, more demand will follow.

Arrangements were made to have meetings for the teacher-librarians for all three districts scheduled at Wheatland Central Branch. As part of the agenda, a tour of the facilities was given; brochures provided; and an opportunity to purchase discounted new books was provided. Some meetings were rated as successes because of the questions and participation; others, due to the volume of sales.

Participation in Wheatland's regular Branch Librarians Advisory Committee and the Regional Directors Meeting provided another avenue for visibility for the project. A general overview was provided, and numerous questions were asked. Information sharing in this way is usually very important. Opportunity during the debriefing to share the article How to get more help from your Advisory Committees by Albert J. Riendeau, Industrial Education, October 1978, p. 26-28 was productive.

An invitation to meet with the Principals from Sask. West gave ample chance to elaborate on the services of Wheatland, the

scope of the project, and some of the success stories to-date. From the questions it was fairly obvious that interest and support for library services in general was high.

As indicated previously many reports and memos were written. It is estimated that more than 42 communications relative to some aspect of the project were distributed. Personal letters of thanks went to all participants in the pilot (except specific students surveyed; they received a Wheatland pen instead of a letter).

4.1 Survey of Student Use of Branch and Mobile Library Services in Wheatland Regional Library

Methodology of Survey

As the consultant worked with various groups in Central Offices and in the schools, it became apparent that the "real" clients for the service in School Divisions were the students. They were the persons whose perceptions and attitudes needed to be addressed to see if changes were needed, and of what nature.

To this end, a series of questions was tried orally in both Sask. Valley and Sask. East schools. Gradually, the questions were sorted and recorded with help from the staff in Aberdeen School and Hanley School in the Sask. East School Division. Some questions were closed and required specific answers, others were open-ended and invited information and opinions.

The first edition of the survey was field-tested in Hanley Composite School on 07 April 1993. In attendance was the surveyor, Gerald Brown, along with the Principal Ken Doge, Vice Principal Barry Harmon, School Library Assistant Deb Suttee, and Wheatland Branch Librarian Sonia English.

After consultation with professional colleagues in Toronto and Edmonton, it was determined that a simple controlled random sample technique would be used to choose the candidates. Due to the complexity of the language in the questions, it was decided to select students in Grades four through twelve. The early years children were consciously eliminated by this process. No effort was made to compensate for this omission.

To control the sample, the classroom registers or attendance lists were selected as the total porulation base for the school. On the day selected to do the survey (at the discretion of the surveyor, and not announced to the students in advance), every fifth name on each classroom register was chosen (in the Grades 4 through 12 rooms), and the individual was asked to come to the school library for a special project. There is an element of randomness in the fact that students who were absent were not revisited later to complete their forms. The ages in classrooms may also have varied three or more years according to the combination of grades in the room.

While this sampling technique may not be totally scientific,

it was believe to be quite satisfactory for the purposes of the survey. The reliability of the data can always be open to question where attitudes, perceptions and opinions are being elicited from students.

The time for the survey took approximately one class period. Some students finished earlier and left sooner to return to their regular classes. There were no queries for interpretation of the wording of the questions. However, in the final analysis of the data, it should be noted that:

1. The option to move from a "No" answer in question #1, to #2, and then to #10 would have been more logical and time saving.
2. In question #4, the survey should have designated "Branch or Mobile" before the word "Library".

It is recommended that these revisions be included if this survey is used again.

Following the Field Test and discussions with the leaders at Wheatland and at Sask. East School Division, the survey was completed using the same procedures in Aberdeen, Allan, Clavet and Colonsay Schools.

The data were compiled and analyzed by the surveyor/consultant. The report with recommendations was the result of considerable deliberation on the information supplied by the students.

The report of the survey was issued as a separate publication entitled:

Wheatland Regional Library. Inter-Agency Collaboration Pilot Project. Student User Survey with Saskatoon (East) School Division No. 41. Data Analysis and Recommendations. Compiled by Gerald R. Brown May 1993.

In Sask. Valley, the survey was administered in three elementary schools: Osler, Rosthern and Warman. The analysis for these results was much less detailed that the full report for Sask. East which was released in May as a separate document.

A simplified analysis followed the survey form. It was discussed with Branch and school personnel where available. The responses were relatively positive, but can only be genuinely evaluated in terms of follow-up.

It should be kept in mind that the survey is subject to subjective perception errors as well as individual knolwdge of the library system which may be flawed or incomplete.

SURVEY OF STUDENT USE OF BRANCH AND BOOK MOBILE SERVICES IN WHEATLAND REGIONAL LIBRARY

Introduction:

Your name has been chosen randomly from the school classroom registers to help us provide some information about the way you use either the Wheatland Regional BRANCH LIBRARY or BOOKMOBILE LIBRARY in your community.

The information on this survey will also help to make decisions about ways your school library can better help you in your studies.

You do not need to sign your name to this survey. All information is confidential, and will be used for our planning process. It is possible that we will not be able to make any changes in the services at this time, but your input is greatly appreciated. Thanks.

Your Age: _____ Your Grade: _____ School: _____

1. Do you have a current Wheatland Regional Library card? ..... _____ Yes _____ No

2. If no, would you tell us why not?

_____

_____

3. How often do you go to the branch library or bookmobile in an average month? ..... _____

4. Do you usually go the library to:
   - 4.1 get materials for school project? _____ Yes _____ No
   - 4.2 find things for personal reading? _____ Yes _____ No
   - 4.3 meet your friends? _____ Yes _____ No
   - 4.4 other _____

_____

5. What kinds of books do you find at the Branch or Mobile Library that you like most?

_____ _____

_____ _____

_____ _____

6. What topics have you looked for in the Branch or Mobile Library where you couldn't find material?

_____ _____

_____ _____

_____ _____

(over)

7. Have you ever asked the Branch Librarian or Book Mobile Clerk to bring a specific book from another library in the system?

..... ____ Yes ____ No

7.1 Did you receive the book? ____ Yes ____ No

7.2 When it came, was it the kind of book you thought you had asked for? ____ Yes ____ No

7.3 Did you receive it soon enough to use it for your project or assignment? ____ Yes ____ No

7.4 Was the material current enough (recent copyright date) to provide the information you needed? ____ Yes ____ No

7.5 How many weeks before you needed the book did you put in your request?.....____

7.6 Do you have any additional comments? ____

8. What kinds of things do you find in the Branch Library that you don't get in the School Library?

9. How can we make your Branch Library a better place? ____

10. Do you have any suggestions that would make your school library a better place?

11. Where, other than the Branch Library of Book Mobile or the School Library, do you most often get materials for your projects?

12. Do you have any additional comments you would like to share?

Osler Elementary

Total Responses: 26

1. With cards:
   Yes: 15 - 58%
   No: 11 - 42%

3. Frequency $\frac{44}{15}$ or 3X/month/member.

4. Projects $\frac{9}{15}$ or 60%.

   Personal Rdg $\frac{13}{15}$ or 87%

   Friends $\frac{0}{15}$ or 0%

7. Specific Request $\frac{8}{15}$ = 53%.

11. Other Sources of Information for Projects:

SPL	2
Home	11
Friends	5
Purchase	1

Rosthern Elementary

Total Responses: 20

1. With cards:
   Yes: 17 - 85%
   No : 3 - 15%

3. Frequency $\frac{42}{17}$ or 2X/month/member.

4. Projects $\frac{6}{17}$ or 35%

   Personal Rdg $\frac{17}{17}$ or 100%

   Friends $\frac{1}{17}$ or 6%

7. Specific Request $\frac{8}{17}$ or 48%

11. Other Sources of information for projects:

SPL	6
Home	7
Friends	7
CDROM	3
Purchase	8

Warman Elementary

Total Responses: 32

1. With cards:
   Yes: 15 - 47%
   No: 17 - 53%

3. Frequency $\frac{51}{15}$ or 3.3X/month/member.

4. School Project $\frac{8}{15}$ or 53%.

   Personal Rdg $\frac{15}{15}$ or 100%

   Friends $\frac{2}{15}$ or 13%

7. Specific Request $\frac{4}{15}$ or 24%

11. Other Sources of information for projects:

SPL	5
Home	5
Friends	3
Purchase	6

Phase IV - Feedback of Results - Analysis and Recommendations

The Survey stands as a separate document, including 26 recommendations.

The results were discussed in detail with colaborators Bruce Cameron, Ernest Dawson, Elroy Tank, Bill Macfarlane, Dalene Yelland, Judy Crozier-Smith, Gail McVicar, Sonia English. Copies were made available to Elroy Tank to discuss with the school and branch personnel not covered in the above.

The Survey report was well received by all who participated in the group or individual discussion. Emphasis was placed on strategies that could be used to respond to the recommendations. In general, it would appear that the data may have confirmed what people suspected. Now there is a bench-mark that may be used by other surveyors interested in this aspect of school and regional library relations.

It is unfortunate that the consultant was not able to meet all participants. Medical complications for the consultant caused the pilot time to be shortened. It is hoped that if a successor is named, the Survey Report will be a good beginning point.

By the time the data from the three elementary schools in Sask. Valley were analyzed, the project was almost finished.

Efforts to meet with the Branch Library staff were made. Positive feedback was received relative to the way it had been useful in opening doors, promoting discussion, and increasing the number of students who had come "to see the place."

In carrying out these activities, the support of Wheatland Central office personnel has been superb. When the going got tough, there was always someone available with a positive word of encouragement. The days of the project have been used to have meetings and discussions as follows:

No. of Meetings	Agents Involved
24	WRL & LC Management Team
13	SVSD #49 Consultative Staff
18	SESD #41 Administrative Staff
4	SWSD #42 Administrative Staff
25	Direct Visits to Schools
11	Direct Visits to Branches
42	Reports Written
3	School Staff Meetings
9	U of S meetings and workshops
26	Meetings with other groups

The response in all the sites has been positive. In most cases there has been some measurable follow-up. The most noticeable is in the request service. In this regard, the excellent Teacher Thematic special collections service was widely published and appreciated. As more discussion is undertaken, the image of Wheatland Regional Library & Learn Centre is raised and enhanced.

5. Evidence of Results

Both short and long term benefits from this pilot project are expected. To detail these here gives the reader some perspective of the scope of the project. Specific formal evaluations were not completed. Informal feedback will be reported as appropriate to the topics.

5.1 Information Sharing in Networks

1.1 The first meeting of the key players opened the doors to sharing information about the scope of services within each jurisdiction. From that point on, people were more willing to ask questions and to share documents and ideas. An atmosphere of free-flow discussion prevailed.

1.2 Key information about services at WRL & LC came in the presentations to principals and staff. From this flowed the details relative to the request system, to interlibrary loan services, and to blocks of books for teachers. This later service, as a result of this study, has been re-named Teacher's Thematic collections to correlate more clearly with the current resource-based learning philosophy in Saskatchewan schools.

From preliminary estimates, it would appear that there has been a significant increase in requests for all these services.

1.3 A significant increase in the number of copies of brochures

on "How to book"; loan request forms; and membership material was noted.

1.4 Several schools requested that the FAX be used to submit requests. WRL & LC was not prepared at this time to open the FAX lines to this service, due to staffing levels at the Central Branch. It was felt that the postal service was satisfactory. In addition, more Central staff time would be needed to re-format the data before it could be sent on to other agencies or Branches.

1.5 Information about the contact people in school and Branch Libraries was shared, providing name, location, phone numbers, and number of available contract hours/days. This made it much easier, and more comfortable, to make contacts directly with the persons in charge of the service.

1.6 Sask. Valley agreed to include WRL & LC and the Branches within its jurisdiction on a mailing list for their monthly newsletter Media Messages, and other curriculum-related material which might be appropriate.

1.7 Invitations were sent from Sask. Valley to Sask. East, Sask. West, Wheatland, and U of S College of Education to attend and participate in the units of study and media displays on 04 May. This was a very successful event with an excellent response in units as well as exhibits. The teachers were able to share many teaching ideas.

1.8 Gail McVicar shared Curriculum Instructional Program Outlines from various teachers and grades with Wheatland. These aided the Wheatland Branch Co-ordinator in becoming

more aware of the specific topics of instruction within curricular areas. This could be useful information in guiding collection development. However, it was important to realize that rural regional library collections serve pre-school as well as adult populations in addition to school-aged clients.

1.9 Phil Roche participated in a planning session in Social Studies with Hanley Branch Librarian Sonia English and School Library Assistant Deb Suttee at Hanley. The process of topic clarification and refinement was helpful in understanding how WRL could use both individual title requests and thematic units requests more effectively.

1.10 Sonia English decided that she would use the district telephone directory and/or voter's list to do a cross check of how many people living in the area were not yet members. Then a systematic approach would be used to invite them to come and see the new, spacious branch and learn more about the services. This strategy was suggested to other Branch personnel.

1.11 A number of school personnel indicated that students frequently drove to SPL or U of S to obtain research materials. There may have been a number of factors causing this --

eg. - amount of lead time in the assignment meant that Wheatland's Central could not respond to the request adequately

- scope and clarity of the original assignment

- awareness of Branch staff of the assignment
- procrastination by students
- desire to go to Saskatoon.

Working with Linda Fritz, Head of Reference Department at U of S, the following suggestion has been put to the Directors of Education, the High School Principals, several teacher-librarians and some members of Student Councils,

> That teachers of grade 11 and 12 classes be encouraged to schedule a field trip to University of Saskatchewan Library in November to have the Reference Services Unit provide a systematic orientation to the library;
>
> and that planning for this visit should be done in advance by contacting the Head of Reference Services at the U of S Library.

It was further suggested

> That, where schools have computer labs and modems, at least one teacher take responsibility for teaching the students how to use U of S Infoacess, subsequent to a tour of the facilities.

While this aspect had not been completed during the pilot, there was certainly enough positive feedback to believe that some of the schools would follow through with a visit and modem applications.

1.12 Wheatland's catalogue of entire collection, in all Branches

is produced annually on microfiche. Updates are also provided. The fiche and readers are available in all Branches.

While the initial response to providing the fiche free of charge to high schools was less than positive due to an indicated preference to wait for computer access, subsequent follow-up resulted in fiche readers & catalogues being provided to schools & community colleges. Several strategies for involving teachers and students in learning to use the fiche were planned. It is anticipated that inter-library loan requests will increase when these strategies are coupled with a series of units of study.

Sonia English (Hanley) and Carole Merkosky (Delisle) offered to take the fiche and reader to their high schools on days when the Branch was closed, to give teachers and students an opportunity to work with them.

It was also recommended by the Delisle school personnel that there is need for systematic introduction of the fiche in senior elementary grades, again in Gr. 7-8 with topics of particular teenage interest, and again in Gr. 11-12 directly correlated to projects in preparation.

It was exciting to see that Branch Library staff were willing to volunteer to open the Branch (on off-schedule days) to be able to work with small groups. Likewise, some teachers during staff meetings confirmed their desire to arrange student work sessions in the Branch during school hours.

1.13 Several schools indicated a willingness to include a section in their school handbook, both elementary and secondary, about how to use a library more effectively. They requested material on Wheatland's services which they could include. A sample was drafted.

1.14 The way paperbacks are upgraded in Wheatland Branches can be used advantageously by the schools and other clients. It is possible to select specific titles and have them brought in on loan. Material is purchased in considerable quantity to this end by Wheatland. When the paperback distribution truck comes every spring and fall, the local librarian chooses material specifically to fit the community. Individuals can influence these choices by personal requests and regularity of library use. Several teachers realized this potential. Now one must wait to see the impact. It was generally acknowledged that the schools rely on the Branch for fiction titles, especially in the secondary years.

1.15 Discussion around the sharing of collections revealed that in some areas elementary and secondary schools exchange units of material for extended periods of time. The Branch Libraries also participate at times, through the teacher Thematic collection service of Wheatland's Central Branch. eg. special collection for a mysteries unit; selection of early years books for high school students to study design and production of children's books. This idea was shared in other centres.

1.16 Cable television is accessible to many communities although the sources of distribution may vary. There was considerable discussion over how this media could be used to promote library programs. Issues such as types of presentation, production, costs,and audience were addressed. However, that is not the mandate for this project. It may need to be addressed through a separate contract.

1.17 The role of Church Libraries in several Mennonite communities was discussed at Division Offices and Branch Libraries. There may be a need to work closely with these agencies to develop positive attitudes to each other's roles and responsibilities. Support from these clients would be imperative if a community such as Dalmeny were to seek an upgrade from Mobile to Deposit Library status. Several suggestions were made to the school personnel in this regard.

1.18 Read Canada is a programme funded by the Secretary of State. Michelle Serada is Saskatchewan's representative. Her office is in Regina. Arrangements were made to have her do a presentation to the Assistant Director and the Consultant in May. It became apparent very quickly that collaboration with WRL on a limited basis this year could be very productive. Plans to use some services, resources and facilities possibly in Warman this summer were initiated. Also there may be ways to incorporate some aspects of this programme into the Wheatland Branch Staff Development seminars.

1.19 Contact with Nadya Veeman, of the Saskatchewan Literacy Network on the SIAST Campus provided useful information about programme coordinators within Wheatland. They were: Carolyn Poletz, in Warman, Bev Gutenberg in Humboldt and Don Harris in Raymore. She also shared documentation about the kinds of projects that have received national and local funding.

1.20 Following up on the literacy network, contact was made with Carolyn Poletz in Warman. This programme is structured in a complimentary way to the pilot project. It, too, develops information networks among people, and draws on their expertise to organize to meet local needs. Further discussion of this facet appears under "5.3 Differentiated Staffing" later in this report.

1.21 Contact with Lynn Hunks, Director of Library and Information Services at the Saskatchewan Indian Cultural Centre revealed a wealth of resources from the Aboriginal perspective. While Wheatland serves directly only a very limited native population, it should be kept in mind that these materials could also be useful to Wheatland's regular clients. Awareness of these resources gives one the option to refer to them as needed. The registration fee is only $5.00 and as such could be a signal to other regions that they might benefit from such collaboration. All Canadians need to be knowledgeable about the issues and perspectives of the Indian peoples.

1.22 Mrs. Helen Richards was contacted respecting the Saskatoon

Council on Aging and the Seniors' Resource Centre at 240 - 22nd Street East. This centre serves the urban area, but the staff is very willing to share their sources and files. It would be useful to have someone from this agency do a presentation to the Branch Librarians on resources and services available across the province.

5.2 Public Relations and Promotions

2.1 The most important element here was direct person to person communication. In some cases this was the first time school and branch staff had met to discuss their mutual concerns.

2.2 Numerous meetings were arranged. Many ideas were shared. For example, at Colonsay, Principal Mr. Okrainetz expressed a willingness to invite Val Pidlisney, Branch Librarian, to come to school to work with Brenda Templeman, Library Clerk, and small groups of teachers to

- plan a unit of study
- submit requests to Wheatland with enough lead time to be able to get the resources to the Branch in time
- arrange for students to come to the Branch during school hours in groups to become familiar with how it operates, to use the microfiche catalogue, and to borrow materials
- have a class exhibit their project work at the library
- develop a "bookmark" contest, with Central providing

book prizes

- survey student magazine reading habits.

Many of these activities were in progress before the pilot concluded. Similar arrangements were made in several other schools.

2.3 One of the awareness strategies supported by all the Branch Librarians was the development of Promotional Packets for Professional Office Waiting Rooms. A prototype packet was prepared by the consultant containing:

- up-to-date system promotional brochure
- invitation to membership
- give away bookmarks and/or lists
- free reading materials for at least four levels of reader.

The Assistant Director undertook to have two or three packets produced for each requesting branch, or school where there was a mobile stop. The branch and/or school staff agreed to

- present the packet to the professional and invite an opportunity to show it prominently
- follow-up on a monthly basis to replenish the bookmarks, and books if necessary by requesting them from central.

The long term effect is still to be determined, but the potential is great.

2.4 Branch Librarians Val Pidlisney (Colonsay) and Sonia English (Hanley) both agreed to contact the co-ordinators for the

Senior Citizens Centres located nearby. They would try to work closely with the program co-ordinators to see when exhibits could be set up. Eg. Quilters might like to see other design books from the library, or an opportunity to organize book discussion times and do book talks when a group could be organized.

2.5 Most Branch Librarians agreed to make a special effort to see the teachers and students to promote Wheatland's Summer Reading Programme. All principals contacted welcomed the opportunity to publicize the event.

2.6 Many principals endorsed the Saskatchewan Library Week theme "Your Library - Key to the Future" by sending in their application form (and $10.00) to obtain free posters, bookmarks, and passports. With these the students could use either school or branch facilities to enter the contests. The fact that a computer was offered as a major prize to both the individual winner and the agency they represented may have been a strong motivational factor. In any case, participation is the name of the library game. [It was helpful to attend one of the SLA planning meetings to appreciate the organizational work to make this event work in both the urban and rural settings. It was also a good chance to describe the Pilot to representatives from all types of libraries from across the province.

2.7 Arrangements were made with the U of S College of Education to have a representative from Wheatland meet with the 15 Faculty Advisors before the Student Teacher Orientation

Session. There are approximately 100 students who do their field placements in schools within WRL boundaries.

At the meeting with the Faculty Advisors, the Wheatland representative was to:

- orient them to WRL services
- provide brochures and background materials
- show the WRL video
- make available FREE library cards for all practice teachers
- solicit their support in encouraging the beginning teachers to use the Branch and Mobile services more effectively.

It was also confirmed that Wheatland would mount an exhibit at the facility to provide a visual presence of Wheatland services. By showing at least one thematic unit, students, teachers and faculty could see what support might be available to them if they plan ahead.

2.8 At many of the meetings concerns over membership were addressed. The usual complaints about lost books and overdue fines were heard. Occasions were taken to inform the individuals about the procedures for

- becoming members
- automatic renewal of membership when the town or rural council renews its contract with Wheatland
- re-instating cards in default
- methods for checking on the status of one's card through either the Branch or Mobile Library.

There is no simple solution to resolving these issues if a client has developed a negative attitude about the service. However, strategies were shared to try to re-open discussion and clear the air. Both Wheatland and the client have responsibilities for the proper use of the service.

2.9 Wheatland, as a result of these open communications with teachers and principals reviewed its policy with regard to the lending of thematic collections to teachers who teach in Wheatland districts but live in the city of Saskatoon. As of 13 May 1993, any teacher, with a valid Saskatoon Public Library card, who lives in Saskatoon but teaches in a Wheatland area, can now order thematic collections. The materials can be requested in care of the teacher. They may be retained for up to two months, with renewal privileges. This is a very important change for many teachers.

2.10 Media release material was prepared and distributed based on the release of the annual report. It was sent to the school districts for inclusion in their annual reports or tabloids. It dealt with the increases in service, costs of service, and the benefits to the people of each district.

Additional material from the Provincial Library was adapted to reflect Wheatland services on alternate format materials for the handicapped through large print and audio books.

2.11 A press clipping scrapbook for the rural newspapers in the region is maintained at Central. From it several prominent stories were used as part of Wheatland Annual Report to add

a human touch to the statistical message.

2.12 Bookmobile schedules are prepared in advance. They are sent to both school administrators and library staff. Media information is also sent out regularly in this regard. Several articles were submitted to school newsletters to also reach the local communities in this regard.

2.13 School administrators agreed to placing posters prominently to advertise the bookmobile hours. They also agreed to make announcements over the P.A., or otherwise on the day before the mobile visit to encourage students to remember to bring materials from home on time.

2.14 Wheatland staff were invited to participate at Parent-Teacher Interview sessions in both Dalmeny Schools - elementary in September; secondary in November - with a display of brochures; WRL video; and samples of the range of materials that can be obtained from Central as well as from the Provincial Library. This would be an excellent time to receive community feedback about the quality of mobile service in the community.

2.15 Liaison work was done with Betty Tamin, chair, public relations committee of the Wheatland Regional Library Board and also Head of Circulation Services at Saskatoon Public Library. Of particular interest was the connections with Read Canada.

Other discussions relative to media coverage using prominent citizens to describe how Wheatland services fit theirneeds -and howthey aredifferent frc L couldbe useful.

5.3 Differentiated Staffing

In the initial discussions, the possibility of shared staffing was considered as an aspect of the pilot. As the project proceeded, it became quite clear that neither schools nor branch libraries were at a stage where this would be possible. One hopes that such might be the case as more projects in the previous two categories are successful. Considerably more staff orientation and training would be necessary for successful exchanges.

There was some discussion in Langham about the merits of shared locations. Various aspects such as scope and purpose of the collections; sources of funding support; space needs; staffing - qualifications and time; access by citizens during the regular school day; and matters of jurisdiction were considered. In general it was agreed that there are many other areas where collaboration can be affected more quickly and efficiently, than in shared locations.

It would appear that there were many areas of expertise among the information providers that could be shared. Of special interest were the services of Prairie West Regional College (PWRC). The local office was located in Warman, under the capable direction of Program Coordinator, Carolyn Poletz.

PWRC operates out of sites in Biggar, Kindersley, Rosetown, Warman and Outlook. Courses are also offered in other locations. The information network that has been established is extensive.

Areas where Wheatland and PWRC might consider collaboration include:

- Reading Support Groups in Branch Libraries, eg. Rosetown
- Shared Purchasing of Literacy Support material
- Promotion of Computer Assisted Learning programs with high schools, eg. PALS Reading Program
- Family Reading Circles after the "homespun" model
- Access to Sasknet, with college funding assistance to Branch Libraries (as in Kindersley)
- Joint brokerage of programs according to community need.
- Participate in the Practitioners Committee of Literacy Networks.

It is suggested that a Wheatland staff member whose responsibility is program development work closely with PWRC from the various regional offices to use their information networks, and to evaluate ways the two agencies may collaborate more effectively.

5.4 Shared Purchasing

The way in which Wheatland handles book acquisition means that quality materials can be made available to local agencies, such as schools, at greatly reduced prices. It is incumbent on the purchaser to evaluate the material according to the selection policy and collection development plan for their school or jurisdiction. Awareness of these resources was spread as a result of the pilot project through presentations and tours. Many schools benefitted from this opportunity, which was also extended to Saskatoon Public Schools (Pat Meadley), Saskatoon Catholic Schools (Colette Fischer) and Southeast Regional Library System (Allan Johnson).

The Secretary-Treasurer for three school districts relating to this pilot project have also been discussing joint purchasing strategies. The first stage of the plan was to have the current lists from each jurisdiction compiled by Sask. Valley. The cumulated list will then be circulated to solicit agreement. The consultant provided standardized sample lists for library supplies from Winnipeg and from Saskatoon Public Schools for consideration at one of the meetings. Wheatland showed interest by requesting the compiled list to see what items might be of common interest, and also if there were items where tender bids might be submitted. As documents are completed, further steps will be considered.

Information was also shared from the Saskatchewan Government Property Management Corporation at the Regional Directors

Meeting. Mr. Cameron attended this session, and agreed to do some cost comparisons for Wheatland. He also planned to use this information in discussion with the school district purchasing plan.

Initial steps were also taken to see if shared purchasing could be done in the areas of encyclopedias, atlases, dictionaries and CD-ROM products. In order to achieve bulk purchase discounts, common titles would be needed. Teacher-librarians in Sask. East were working on a common titles list late in May. It is vital to remember that the cost savings must be greater than the value of the staff time needed to compile the data and transact the purchase.

Some preliminary discussion has also been initiated relative to equipment and furnishings. Wheatland acquired a supply of used microfiche readers which were being made available to the schools at a very reasonable rate. Requests for paperback racks and book trucks were also being considered.

In general shared purchasing has great potential so long as local needs can be satisfied. Flexibility is needed in developing the system within the bureaucracies.

5.5 Automation

The area of automation is encumbered by the number of

systems already in place. Wheatland has had an automated catalogue for many years (1979) using the Sydney system. At present it is used at Central, and has not developed modem ports for Branch access. It meets the system needs well at this time and is upgraded as necessary.

Sask. Valley uses Columbia Computing System in the school libraries. Not all schools are on stream yet, but the ones that are seem to be functioning quite well. There is a Columbia Users Group that is quite active in the province.

Dalene Yelland (Sask. Valley) reported on a Technology in Education Committee which operates out of Saskatoon. It works closely with SaskTel in the exploration of ways in which technology is now being used in schools and libraries, especially related to modems, satellites, and fibre optics. Some work has also been facilitated for district licenses for video, film and software.

School libraries in Sask East and Sask West are just beginning to tread in this area. There appears to be little central direction or support as schools choose their own systems.

Hence user groups across the pilot have little merit at this time. Some interest in accessing MARC record utilities through Wheatland was noted but not pursued at this time.

The introduction of CD-ROM in many of the schools has kindled an interest in the technology. In some cases teachers are handling the orientation. In others part-time library staff are juggling this aspect along with regular responsibilities. There appears to be no systematic approach to developing the research skills and search strategies to use these tools for effective teaching.

Wheatland has had a number of CD-ROM products for the past 5 years that are being used for reference questions, bibliographic searching and catalogue data access.

Most players were not at a stage to discuss collaborative use of these products and the technology.

Considerable interest was expressed by all the participants to learn more about Sasknet, Internet and U of S Infoaccess. Several meetings were held to share concerns. An excellent workshop was coordinated by Chris Adams, Library Online Services, U of S. He involved Tony Allen from Saskatoon Public Schools who outlined the preliminary stages of an educational pilot being developed with Len Proctor from the University's College of Education.

Subsequently a separate meeting was held at Wheatland to explore more specific applications and costs. Infoaccess appears to be within Wheatland capability, and could then be used to

share Wheatland catalogue with schools, branches, or Regional College sites which have computer and modem access. The problems of long distance charges must be addressed. Negotiations with SaskTel would need to be undertaken by Management. Datapac services are now available in some regions.

Wheatland would also be able to provide more in-depth reference support by using Infoaccess. The key questions are: Can the system/Does the system want to handle the increased demands for service? While grants may be a way to initially enter into the project, one must be aware of who pays the bill when the pilot stops or the grant is finished. On the other hand, pilot projects are designed to explore feasibilities.

An additional follow-up meeting was held with Linda Fritz, Co-ordinator, Off-Campus Sites for U of S who was able to clarify existing sites, services and costs. She was very knowledgeable and helpful. She made arrangements for a Wheatland representative to attend the U of S Training Workshop.

As a result of these discussions, the following recommendations were forwarded to Mr. Cameron.

1. That the Executive Director be invited to use the existing modem at Wheatland to explore Info-Access on an experimental basis to determine the value of promoting this technology at Central or to the larger branches in the system.
2. That, if the experiment, were to prove positive,

consideration be given to negotiating with Prairie West Regional College site in Warman to assist in setting up a pilot project in the Warman Branch Library, and that the local Board be urged to solicit support from a local business(es) to provide the necessary hardware, and that U of S Library be asked to provide the necessary training for Warman Library personnel, at no cost to Wheatland, and that an appropriate evaluation and publicity module also be put in place for this project.

3. That pending the consideration and/or implementation of the above two recommendations, the Wheatland Executive Director be encouraged to offer the computer data base for Wheatland's collection to U of S library Info-Access database either as:

    .1 a contributed file, with regular updates provided by Wheatland staff as appr[illegible].

    .2 a gateway to Wheatland computer database which other users could interrogate at will.

    At present a contributed file would be less expensive for Wheatland to maintain, and would ensure total security for existing Wheatland files.

The role of technology in making it possible to share information must not be underestimated. WRL has shown leadership in its automated catalogue. It is possible that Infoaccess could be one of the ways to link all of WRL libraries as a powerful "information provider." As well, Wheatland indicated a

commitment in late 1992 to explore a connection to the Internet, as a method of expanding its planned enhanced reference commitment.

5.6 Joint Training

6.1 The first element of joint training came in the first meeting when the agencies represented described their own mandates, clarified the perceptions of other's roles, and began to look for commonalities. The openness with which ideas were shared and issues addressed broke new ground in developing relationships.

6.2 Sharing time and space in joint seminars and workshops at Wheatland Central Branch and at the U of S added to the individual perspectives. It was important to observe the way peers from various jurisdictions gradually shared more openly and frankly.

6.3 Sharing Publications on a regular basis began to develop awareness of the scope of other jobs and roles. Appreciation for each other's workload gave a balance to some of the expectations.

6.4 Cross Library visits helped to create a feeling of welcome and mutual concerns.

6.5 Simply coming to a better understanding of the policies and

procedures of a counterpart organization began to smooth the way for more positive interactions. There was sincere appreciation when Wheatland revised its policy on thematic collections to teachers who lived in Saskatoon and worked in the Wheatland region.

6.6 The staffing patterns in the four jurisdictions principal to this project vary markedly. Sask. Valley employs mostly teacher-librarians and relies on .25 clerk assistance from the office or volunteer help. Sask. East has a compliment of both teacher-librarians and clerks in most schools. Sask. West has some librarians and some clerks. Wheatland has mostly clerical equivalent personnel, although some bring significant other personal expertise and skills.

Some topics which were suggested include

- How to Host an Author
- How to Work with External Resource Personnel
    - Preplanning; Scheduling; Running the Event and Follow-up Responsibilities
- Story Telling or Story Reading
- Reference Service Techniques
- Communication Skills

In order to put a plan of this nature into effect, a long term staff member is needed to

- work with a committee to prioritize the topics

- outline a scope and content for each session
- advertise the sessions well in advance. In many cases, school time may be scheduled a year ahead.
- assist in negotiating for time off, or salary for the training time from the local board
- locate the resource people to do the sessions, and arrange the facilities and funding
- adjust timetables to fit the varying schedules
- collaborate with WRL and School Staff Development Personnel to ensure congruency in objectives.

There is interest among all parties. Someone needs to have the job outlined above assigned for implementation.

5.7 Joint Policy Development

7.1 The first step was to identify existing statements. Some agencies have clear and concise mission statements. Selection policy statements and censorship guidelines are in place in most participating jurisdictions. Some have handbooks on procedure.

7.2 Where possible these statements/policies/handbooks were shared among the four systems. Sask. East has some documents on file which they wished to re-examine. However, it was not possible to facilitate a committee at this time. In addition, with the transfer of Elroy Tank from the Administrative Office to a school effective July 1993, it was felt by the teacher-

librarians that there were other more pressing matters. The retirement of Dalene Yelland in June 1993 slowed development in Sask. Valley also.

7.3 The consultant did some analysis of the documents. However, time did not permit the writing of any new material which could be publicized. Instead, with the assistance of Joan Elliott, Librarian at STF, some press release material was written for the Wheatland Executive Director to use in local newspapers.

7.4 It would appear that if the pilot project is to continue, the nurturing of a comparative study of policy statements would be valuable. The writing of public information articles or the use of public media to show the similarities and differences is vitally important.

7.5 There were many occasions when the need for a universal library card came into the discussion. At present many students may carry up to three cards (WRL, SPL, School/University) in order to meet all their personal needs. There is a gradual shift in this direction, but finances seem to be a major barrier. The current crisis in funding at SPL brought the issue to the fore very quickly. Wheatland's willingness to support teachers living in Saskatoon and working in neighboring communities is a positive signal for change.

5.8 Joint Funding

8.1 In order to consider proposals for writer-in-residence or visiting authors, it was first necessary to determine who had been successful in these districts. As a starting point the Saskatchewan Writers Guild was asked to provide a list of writers, artists and performers who could qualify for funding under Saskatchewan guidelines.

8.2 Schools were then asked to identify which members on the list had worked successfully in their classrooms and library. The following is a compilation from Sask. East and Sask. Valley.

Susan Andrews
John Archer
Brenda Baker
Elizabeth Brewster
Catherine M. Buckaway
Sharon Butala
Lorna Crozier
Robert Currie
Rex Deverell
Pater Eyvindson
Dennis Gruending
Theresa Heuchert
John V. Hicks
Hazel Jardine
Patrick Lane
Chris Lindgren
Alison Lohans
R. H. Macdonald
Rod MacIntyre
Ron Marken
Jeni Mayer
Ken Mitchell
Brenda Viskala
William Robertson
Barbara Sapergia
Stephen Scriver
Lois Simmie
Glen Sorestead
Gertrude Story
Anne Szumigalsk
Geoffrey Ursell
Guy Vanderhaeghe
Steve Wolfson
Mary Wood

Additional authors not shown on the SWG list were also identified. They included

Michael Bedard
Paulette Bourgeois
Vicki Dyck
Martyn Godfrey
Barbara Greenwood
Janet Lunn
Cora Taylor
Candace Savage
Dana Starkell
Ted Staunton
Kathy Stinson
Fred Thompson
Diana Wieler
Dianne Young

The appearance of these names on the above two lists does not constitute an endorsement. It merely indicates that these

people have been observed at work.

Due to a variety of conflicts, it was not possible to prepare any joint proposals for author funding. It is suggested that consideration be given to doing a collaborative proposal across school districts and/or with Wheatland.

8.3 Efforts were made to search out agencies which might provide funding to various individual or collaborative ventures. Among those identified were

- National Book Week
- Saskatoon Foundation
- Canadian Library Association Research Proposals
- Canada Council
- Secretary of State

Files on these agencies and their applications have been left with the Assistant Director of Wheatland.

8.4 During the latter part of the project, information was released about the Minister's Advisory Committee for Municipal Government on Inter-Community Cooperation Program Guidelines. It would appear that Wheatland may apply for some of these funds to continue this project.

8. Summary

Inter-agency collaboration requires that at least one partner take the initiative to examine ways in which individuals and groups can work together. This pilot project has demonstrated that there are many information providers who are willing to discuss developing networks and sharing strategies.

It is fairly obvious that many projects and exchanges have been initiated at very little expense to either party. The element most needed is a willingness to open discussion. Many hours of talk are needed to change attitudes and to encourage sharing. And then actions speak louder than words as projects come to fruition.

The survey of student use is a benchmark for future development. It carries many recommendations. As these are put in place, changes will occur in the role libraries play in the educational process.

There has been a willingness to collaborate among many agencies. Wheatland Regional Library & Learn Centre is to be commended for the leadership demonstrated by this project. This is an example of the vision statement for libraries in Saskatchewan in action. Others are invited to follow this lead.

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8. Acknowledgements

Sincere appreciation is conveyed to the following people who made this survey possible:

- Mr. Bruce Cameron, Executive Director, Wheatland Regional Library
- Mr. Ernest Dawson, Director of Education, Saskatoon East School Division #41
- Mr. Elroy Tank, Assistant Director, Saskatoon East School Division #41
- Dr. Garry Andrews, Director of Educaton, Saskatoon West School Division #42
- Mr. Bill Macfarlane, Assistant Director, Saskatoon West School Division #42
- Mr. Joe Zolkavich, Director of Education, Saskatchewan Valley School Division #49
- Mrs. Dalene Yelland, Program Consultant - Libraries, Saskatchewan Valley School District #49
- Mrs. Sandra Rowan, Branch Co-ordinator, Wheatland Regional Library
- Mrs. Roberta Rogers, Secretary, Wheatland Regional Library
- The Principals, Teachers, Teacher-Librarians, and Students in School Divisions #41, #42, and #49
- The Branch Librarians serving the schools within School Divisions #41, #42, and #49

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