

ORGANIZING AND MAINTAINING A PRIMARY SCHOOL LIBRARY

STAGE THREE: WHO IS USING WHAT...AND HOW OFTEN?

USAGE TRACKING

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Indicator(s):

GLIFE Objective 2.3 number of students, out of the total number of students the Volunteer/partner served, who gained access to more reading materials or were better able to use and access electronic resources due to the creation or expansion of a school library or computer center.

Instructions:

Once you have organized your primary school library, with the help of your student library assistants, it is very important to monitor library usage – not only for Peace Corps statistics but also in order for you to better expand your library. Although the monitoring tool is set up to reflect Peace Corps GLIFE Objectives, they will also be useful in the next step – evaluation and interpretation. While there are many sites (*see below*) that give instructions on running, monitoring, and evaluating the effectiveness of a library, there are few that address the needs of PCVs working in non-optimal situations. This tool owes much to the Association for Library Service to Children (ALSC), the Library of Congress Children's Subject Heading List, the Association for Librarians and Information Managers (ALIM), and the Texas State Library and Archives Commission. Their websites (listed below) provided much of the material contained in this inventory checklist and a wealth of information for anyone interested in more information.

Below is the step-by-step procedure for setting up and maintaining a monitoring process to provide the necessary statistics for the Peace Corps, yourself, and for those who maintain the library after your tour of duty with the Peace Corps. This tool assumes either the completion of Stage 1 and Stage 2, or something very similar.

Step 1: Using the Subject Headings you developed in Stage 2, construct a matrix using the Peace Corps reporting requirement of the Volunteer Report Form (VRF). You do not need to query each student as to their age. Generally, students can be divided into grade levels and you will come close enough to selecting the correct age group required by the VRF. Basically, you have

- Females and males 0-9: 1st, 2nd, 3rd grades
- Females and males 10-17: 4th, 5th, 6th grades

An example of a monitoring tool would be:

SCIENCE	WEATHER	DINOSAURS	PLANTS	ANIMALS	STARS
Females 0-9					
Males 0-9					
Females 10-17					
Males 10-17					

Step 2: With the tool, monitor the usage of the library by the students.

SCIENCE Week of 10 JAN 2014	WEATHER	DINOSAURS	PLANTS	ANIMALS	STARS
Females 0-9	5	12	2	5	0
Males 0-9	4	25	3	6	2
Females 10-17	9	9	24	17	4
Males 10-17	4	23	13	18	0

Already you should be getting an idea of how the usage will be evaluated and trends for the week, e.g. while interest in stars declined for Males 10-17 in respect to Males 0-9, it increased for Females 10-17 vs. Females 0-9. While the data are interesting, it is only with longitudinal (over a period of time) monitoring that a true picture can be obtained. In the next Stage we will look at obtaining more data in order to provide a better picture of usage and trends.

Step 3: Using the same form, tabulate the usage per the VRF reporting period. This will be used for reporting purposes.

SCIENCE 1 OCT 13 – 31 JAN 14	WEATHER	DINOSAURS	PLANTS	ANIMALS	STARS
Females 0-9	5	12	2	5	0
Males 0-9	4	25	3	6	2
Females 10-17	9	9	24	17	4
Males 10-17	4	23	13	18	0

Successes using the tool:

It is a very simple tool that allows the PCV who has organized a library to begin collecting data not only for the VRF but for the monitoring and evaluation of the library.

Challenges using the tool:

The biggest challenge will be getting into a rhythm of collecting the data. This is where the Student Library Assistants will be invaluable since the PCV may not be able to be present for all times students are using the library.

Considerations when using the tool:

- Develop your subject headings and stick with them. The data become meaningless if you change the headings
- The data gathered is of a basic sort. You may want to begin to refine the data collection tool in order to provide more granularity (detail) when you begin to evaluate the data. You can never have too much data.

SOURCES:**Association for Library Service to Children (ALSC)**

<http://www.ala.org/tools/libfactsheets/alalibraryfactsheet16>

Library of Congress Children's Subject Heading List

<http://www.loc.gov/aba/cyac/childsubjhead.html>

Association for Librarians and Information Managers (ALIM)

<http://librarynext.files.wordpress.com/2008/05/primary.pdf>

Texas State Library and Archives Commission guidelines for public school libraries

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/schoollibs/slsAdopted2005.pdf>

MONITORING TOOL

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Males 0-9					
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