Presents

Alternative Funding Resources to Support the Essential Role of School Libraries & Librarians

1. To Increase Student Achievement
2. To Enhance Teacher Effectiveness

INCLUDES:

- Summaries of independent studies that demonstrate the need for library and librarian power
- eLibrary, BookCarts and training vs. students and teachers Surfing the Internet
- N2H2 Study of Internet use by students in schools and the Pew Internet Study
- Traditional research vs. digital research
- The term paper and plagiarism vs. the benefits of ongoing ProQuest mini-research activities
- Scientific research (SBR) supports the use of mini-research activities to increase student achievement
- The new SAT and other writing initiatives and their implications for student research activities
- No Child Left Behind Act and library funding opportunities with Title I, II, III, and IV entitlements
- ProQuest support for NCLB discretionary grants for Title II-D and Literacy through School Libraries

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</table>
This collection of resources is provided to help school librarians support their learning resources collections and curriculum integration programs during a time of increasing state and local budget cuts. Unfortunately, libraries may be viewed as luxuries by many school administrators and state legislators, and therefore may be one of the first programs to be cut. ProQuest understands the realities of the present economic downturn on school libraries and is prepared to support librarians in this difficult period by providing resources that can help to . . . .

- generate new attitudes toward the importance of libraries and librarians by demonstrating that scientific-based research proves how important these resources are to increasing student achievement and test scores.

- change false impressions that Surfing the Internet is a great substitute for the library and furthermore it’s free, thus impacting on the importance of the library and its funding.

- recruit PTA support and funding for library learning resources that are available to students at home as well as at school. http://www.proquest.com/go/ParentHomeeLibrary

- lobby administrators for a portion of any Title I Reading First funds for eLibrary learning resources which now include search by Lexile reading level (based on scientifically-based research (SBR) required by the NCLB Act). Show how eLibrary Reference feature can help build student reading vocabulary and understanding.

- demonstrate that the library is not just for occasional term papers for college prep students or for recreational reading, but with eLibrary, is for frequent mini-research activities that are proven to increase student achievement in essential skills when these activities integrate higher-order thinking skills as provided by mini-research strategies and models.

- convince administrators that the new SAT will focus on student writing and critical reading/thinking across the curriculum. The development of these skills benefits directly from ongoing student mini-research activities focused on higher-order thinking strategies. These are the same skills that are the foundation of state assessments.

- explore the new No Child Left Behind Act and understand how library resources, while not specifically targeted for funding, can be positioned to meet the needs of many of the Title provisions. Boiler plate to help write EETT and LSL grants is included in the guide.

- show how ProQuest new training models, delivered by librarians to teachers can increase the use of inquiry-based activities that lead to increases in student achievement.

- convince curriculum directors and/or department heads to share in the cost of ProQuest library learning resources since it is their students who will benefit especially with home access to eLibrary—Curriculum Edition with History Study Center and ProQuest Learning: Literature. And now, for the first time SIRS is a ProQuest product.
The Learning Teaching Role

These studies indicate that students perform better academically where the library media specialist:

- is part of a planning and teaching team with the classroom.
- teaches information literacy.
- provides one-to-one tutoring for students in need.

The Information Access and Delivery Role

One of the most consistent strands of research on this topic is evidenced by studies that demonstrate the value of:

- quality collections of books and other materials selected to support the curriculum.
- state-of-the-art technology that is integrated into the learning/teaching processes.
- cooperation between school and other types of libraries, especially public libraries.

The Program Administration Role

To be a successful advocate for information literacy, research shows that library media specialists must:

- have support staff who free them from the library media center to participate in important meetings.
- win and keep the support of the principal.
- manage networked technology.
- raise funds successfully.

Common Findings

All of the recent studies of the impact of school library media programs on academic achievement provide evidence to support several common findings:

- Professionally trained and credentialed school library media specialists do make a difference that affects student performance on achievement tests.
- For library media specialists to make this difference, the support of principals and teachers is essential.
- Library media specialists cannot perform their jobs effectively unless they have support staff who free them from routine tasks and enable them to participate in a variety of one-to-one and group meetings outside the library media center.
- Library media specialists have a twofold teaching role. They are teachers of students, facilitating the development of information-literacy skills necessary for success in
all content areas, and they are **in-service trainers of teachers**, keeping abreast of the latest information resources and technology.

? Library media specialists also must embrace technology to be effective. They must ensure that school networks **extend the availability of information resources beyond the walls of the library media center, throughout the building, and, in the best cases, into students' homes.**

**Recommended Actions by School Officials**

? School library media programs should be **funded sufficiently** to employ both professional and support staff and to have both information resources in a variety of formats, and the technology necessary, to **extend the library media program beyond the walls of the library media center.**

? Library media specialists should be recognized and utilized by principals and teachers as professional colleagues in the teaching and learning enterprise. Where such recognition and the collaboration to which it leads do not exist, the **library media specialist must exercise leadership in changing the environment.**

? Technology is an essential part of a successful library media program. Information resources, including **licensed databases**, should be available throughout the school via networked computers in classrooms, labs, and offices.

**Bibliography**


**SCHOOL LIBRARIANS: A FIELD GUIDE TO AN EVOLVING SPECIES**


from the April 2002 issue of the Classroom Connect Newsletter, Volume 8 Number 7 by Joyce Kasman Valenza, School Librarian at Springfield Township High School in Erdenheim, Pennsylvania
"Make the Connection. Quality School Library Media Programs Impact Academic Achievement in Iowa"
It's an impact study (over 90 pages) on the improved academic achievement in Iowa schools that emphasize
a quality school library media program vs. those that don't. This is a follow-up study to the larger
Colorado, Pennsylvania, Alaska, and Oregon studies that provided similar supporting evidence.

The Iowa study reaffirms that student achievement increases in schools where librarians are proactive in
collaborating with teachers in designing and supporting research activities with a variety of relevant and
authoritative media. **The major difference in the Iowa study is that it focused more on the use of
digital learning resources and the Internet instead of just traditional print resources.**

<table>
<thead>
<tr>
<th>Information Resources</th>
<th>25 highest scoring school</th>
<th>25 lowest scoring school</th>
<th>Percent Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print volumes per student</td>
<td>8457</td>
<td>8812</td>
<td>-4%</td>
</tr>
<tr>
<td>Number of reference books per student</td>
<td>798.19</td>
<td>698.42</td>
<td>14%</td>
</tr>
<tr>
<td>Electronic Reference Sources per 100 students</td>
<td>21.08</td>
<td>11.96</td>
<td>* 76%</td>
</tr>
<tr>
<td>Audio materials -tapes, CD LP per 100 students</td>
<td>69.69</td>
<td>28.57</td>
<td>144%</td>
</tr>
<tr>
<td>Video materials -tapes, discs per 100 students</td>
<td>138.46</td>
<td>97.78</td>
<td>42%</td>
</tr>
</tbody>
</table>

* The largest single Resource difference between the highest and lowest scoring schools is Electronic Reference Titles.

Rodney, Marcia J., Lance, Keith Curry, and Hamilton-Pennell, Christine. Make the Connection: *Quality School Library Media Programs Impact Academic Achievement in Iowa*. A Research Project by Iowa Area Education Agencies. 2002
The Colorado Study and a variety of others formal studies have proven that quality libraries and librarians help increase student achievement. The essential ingredients in this increase in student achievement are librarians who build quality collections of print and digital learning resources and then proactively, through collaboration, create a school mini-research culture that supports the curriculum, teachers, and students.

The following ProQuest resources and links can help librarians to strengthen essential library-teacher collaboration by providing teachers with resources that encourage the building of a strong school mini-research culture that is the focus of the Colorado and Iowa Studies.

**Anti-Plagiarism Guide**: (Models and strategies for teachers to create mini-research activities that require original thought, critical thinking, and increase student achievement)  

**Parent & Student Homework Guide**: (Parent guide to using eLibrary at home for mini-research activities and extra credit—helps librarians get PTO funding support)  

**150 ProQuest Model BookCarts**: (These BookCarts are perfect for librarians to copy to the local school site to demonstrate their collaboration with teachers and impress school leaders—see tutorial link below)  
http://www.proquest.com/go/bookcartlist

**BookCart Copying and Creating Multimedia Demo**: (Provides a visual step-by-step demonstration on copying (recommended) and creating BookCarts—use with 150 model BookCarts listing—link above)  
http://www.bigchalk.com/media/pic/libreso/eLibCEBookcarts.viewlet/eLibCEBookcarts_viewlet_swf.html

**eLibrary—CE At-A-Glance Summary**: (Written for school leaders, it is curriculum, standards, NCLB, and teacher focused. Librarians can use this to help them convince school leaders that DWF supports student achievement and teacher effectiveness in grades 3-8)  

**Model Multimedia Mini-Research Report**: (Two examples of multimedia reports that could have been created by a high school and middle school student that integrate critical thinking, information literacy, and Social Studies curriculum and standards)  
http://www.proquest.com/go/eLibMultiMResModelMS  
http://www.proquest.com/go/eLibMultiMResModelHS

**Discoverer/WebFind Mini-Research Guide**: (Correlates DWF content and features with national standards in the core curriculum and provides mini-research strategies and models for teachers—makes the NCLB connection for grades 3-8)  
http://www.proquest.com/go/discowfminires

**Discoverer/WebFind At-A-Glance Summary**: (Written for school leaders, it is curriculum, standards, NCLB, and teacher focused. Librarians can use this to help them convince school leaders that DWF supports student achievement and teacher effectiveness in grades 3-8)  
http://www.proquest.com/go/discowebfindglance
**eLibrary Content Organized by Curriculum Area and Curriculum Level:** (Samples of the most important publications organized by subject area to support teacher publication browsing for professional development—special section of 85 professional magazines and journals--free professional library)
http://www.bigchalk.com/media/pic/libreso/eLibContentBYSubject.pdf

**eLibrary Guide for Educators:** (Correlation of eLibrary content and features to state and national standards) http://www.bigchalk.com/media/pic/libreso/elibguide.pdf

**Trial Evaluation System:** (10 eLibrary searches that demonstrate its best features for supporting teachers and students) http://www.bigchalk.com/media/pic/libreso/eLibraryTrialEval.pdf

**Standards-Based Learning Activities:** (42 eLibrary SBLAs for English Language Arts, Science, Social Studies, and Math supporting teachers in K-5, MS, and HS—librarian collaboration with teachers) http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/db/lsc/elibce_sblas.html

**Evaluating eLibrary vs. Competition:** (Checklist of eLibrary content and features organized to show benefits to teachers, students, parents, and school leaders. Librarians can use this to justify the need for eLibrary vs. any other alternative library learning resources) http://www.bigchalk.com/media/pic/libreso/eLibEvalCriteria.xls

**Scientific-Based Research Guide:** (Summary of scientific research that proves that mini-research activities with eLibrary and other ProQuest learning resources increase student achievement in essential skills) http://www.bigchalk.com/media/pic/libreso/SBReLibTeacherTraining.pdf
This report presents disturbing implications related to the level of appropriate use of the Internet in schools. N2H2 studied the top 300 sites visited by number of page views and considers this data as being “representative” of typical use.

1. **Instructional – Reference 17%**
2. News and Sports 16%
3. Business and Finance 15%
4. Commerce and E-Services 14%
5. Music, Games and Entertainment 13%
6. **Portals and Search 13%**
7. Communities – Chat and Message Boards 12%

Categories 1 and 6 have the greatest probability of being connected with curriculum and classroom assignments. The other use categories suggest that students were probably not accessing information for curriculum use, but for personal use instead.

**Too Often, Educators' Online Links Lead to Nowhere**


Education Week -- By Andrew Trotter -- December 4, 2002

Teachers spend all this time book-marking links and they disappear. eLibrary to the rescue. See point 3 below.

**PROQUEST COMMENT:** This data and similar studies indicate that much valuable classroom and library time for learning is being wasted when surfing the Internet for information. Leading Educators have estimated that the amount of websites on the Internet that contain curriculum relevant information is about 6-7%.

1. Haphazard searching for information is not a standards-based learning activity. Accessing relevant information quickly and analyzing, synthesizing, and reporting conclusions is standards-based learning.

2. Each ProQuest library learning resource contains nothing but publisher quality information with eLibrary providing 8 media types including Editor’s Choice websites, simplifying searching and saving time for essential learning.

3. eLibrary has 160,000 Editor’s Choice websites that are organized by topic tree categories that mirror K-12 curriculum subject areas and are maintained on a regular schedule. Again, no surfing the Internet, but getting to quality websites quickly without a lot of teacher supervision or bookmark building.

4. BookCarts in eLibrary provide teachers and librarians a way to collect standards-aligned learning resources customized for Lexile reading level and student interest.
Using the Internet is the norm for today’s youth. A July ‘02 survey by the Pew Internet & American Life Project shows that three in five children under the age of 18—and more than 78% of children between the ages of 12 and 17—go online. Yet, little is known about student use of the Internet for schoolwork or about their attitudes towards the broader learning that can take place online. Nor has there been much exploration of the consequences of those teenage views for educators, policy makers, and parents. Key findings that impact on libraries and librarians include the following:

1. **The Internet as virtual textbook and reference library.** Much like a school-issued textbook or a traditional library, students think of the Internet as the place to find primary and secondary source material for their reports, presentations, and projects.

2. **The Internet as virtual tutor and study shortcut.** Students think of the Internet as one way to receive instruction about material that interests them or about which they are confused. Others view the Internet as a way to complete their schoolwork as quickly and painlessly as possible, with minimal effort and minimal engagement. For some, this includes viewing the Internet as a mechanism to plagiarize material or otherwise cheat.

3. **The Internet as virtual study group.** Students think of the Internet as an important way to collaborate on project work with classmates, study for tests and quizzes, and trade class notes and observations.

Many schools and teachers have not yet recognized—much less responded to the new ways students communicate and access information over the Internet. **Students report that there is a substantial disconnect between how they use the Internet for school and how they use the Internet during the school day and under teacher direction.** For the most part, students’ educational use of the Internet occurs outside of the school day, outside of the school building, outside the direction of their teachers. While there are a variety of pressures, concerns, and outright challenges in providing Internet access to teachers and students at school, students perceive this disconnect to be the result of several factors:

1. Even inside the most well connected schools, there is wide variation in teacher policies about Internet use by students in and for class. In individual schools, teachers are the ones who choose whether to make assignments that require the use of the Internet by their students, allow the use of the Internet (often as a supplement to other sources and tools), or even forbid its use.

2. While students relate examples of both engaging and poor instructional uses of the Internet assigned by their teachers, students say that the not-so-engaging uses are the more typical of their assignments. Students repeatedly told us that
the quality of their Internet-based assignments was poor and uninspiring. They want to be assigned more—and more engaging—Internet activities that are relevant to their lives. Indeed, many students assert that this would significantly improve their attitude toward school and learning.

Students say they face several roadblocks when it comes to using the Internet at schools. In many cases, these roadblocks discourage them from using the Internet as much, or as creatively, as they would like.

1. Students want better coordination of their out-of-school educational use of the Internet with classroom activities. They argue that this could be the key to leveraging the power of the Internet for learning.

2. Students urge schools to increase significantly the quality of access to the Internet in schools.

3. Students believe that professional development and technical assistance for teachers are crucial for effective integration of the Internet into curricula.

4. Students maintain that schools should place priority on developing programs to teach keyboarding, computer, and Internet literacy skills.

5. Students urge that there should be continued effort to ensure that high-quality online information to complete school assignments be freely available, easily accessible, and age-appropriate—without undue limitation on students’ freedoms.

6. Students think that teachers may be reluctant to assign Internet-based research activities because is would be unfair to students who do not have access at home.

ProQuest Comment: As the study indicates, most teachers do not know how to create, manage, structure, and evaluate research, including Internet-based assignments. This is the primary reason that more of and more meaningful assignments are not made. Student use of the Internet is mostly at the lower level of Bloom’s Taxonomy simple because there is little guidance in its use.

Librarians have an opportunity to motivate and train teachers and students in effective ways to access, evaluate, and most importantly, use quality information for decision making and problem solving using higher-order thinking skills. The Internet and library databases create this digital opportunity because quality information is now available at home and at any Internet connected computer, not just the school library. This challenge of teaching and training is a higher calling than collecting and cataloging information for research. ProQuest eLibrary with our new curriculum-based training and resources are prepared to help.
Why do we need a teacher librarian or a school library when we have the Internet?"

How many times have you heard that, and how many times have you tried to come up with a short, pithy but hard-hitting reply? Well this heading caught my eye in an edition of Teacher Librarian (April 2001, 28:4 pp 62-5). It is a collection of replies from librarians after just this question was posed by Cynthia Kahn, on an electronic discussion list. Here are some highlights from it.

Snappy Comebacks

? If we have dictionaries, why do we need English teachers?
? Why do people use cookbooks? They have all the ingredients for a good meal.
? Why do people read the TV guide? They can change channels all they want.
? If we have a fax machine, why do we still use the post office?
? If everyone has a calculator on their PC, why do we need an Accounting Department?
? Why would we spend 10 minutes looking something up in a book when we can spend two hours looking for it on the web?

Longer answers

? We still need libraries because “everything” is not on the Internet. Not even Bill Gates can afford to digitize the sum total of human knowledge. And we need librarians because, as chaotic as the Internet is, librarians are trained to find information, and to determine which source - print or electronic – is the most appropriate to retrieve what is wanted.
? The Internet in very few ways resembles a library. A library provides a clear, standardized set of easily retrievable resources.
? The Internet is like a library with all the books dumped on the floor. There are no standards, no librarians. The key isn’t a library; it is the librarian.
? Everything is not on the Internet; authors are still publishing in books and non-e journals.
? The Internet is so disorganized that it is time consuming to find good information.
? Information on the Internet is not peer-reviewed – quality and credibility are variable.
? The Internet just provides access to hundreds of thousands of places to find data. It does not determine which of these places provides the best, most authoritative, most correct information, nor does it filter wheat from chaff. That’s what the librarians do.
? The Internet is like a mountain of knowledge. Anyone can start climbing it. It’s so much easier if you have a guide. Librarians are the mountain guides. They know some of the best routes to the top.
? Library collections are not actually on the Internet. What you will find is an equivalent to a card catalogue.
? The Internet is just one of many tools in our information-resource toolbox. Librarians know which tools to respond to a specific request.
? Information on the Internet is free, but you get what you pay for.
? Thousands of citations, abstracts and full-text journal articles are not accessible to the standard search engines.
### eLibrary and New Professional Development Model
**Helps Librarians Meet the Challenges of the Internet Age**

<table>
<thead>
<tr>
<th>Essentials for Librarians to Create a School Culture that Integrates Mini-Research Activities and Technology Across-the-Curriculum</th>
<th>Traditional Library</th>
<th>Google Surfing Alternative</th>
<th>eLibrary+ BookCarts + Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library always open and available when needed by students</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Library has ample current learning resources and multimedia</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Library has only authoritative and kid-safe learning resources</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Library has ample collection of curriculum-related multimedia</td>
<td>?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Library has easy access to age-appropriate learning resources</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Library has sufficient learning resources for simultaneous student use</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Library is organized for easy access to in-demand learning resources</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian creates 100s of customized collections of learning resources for student and teacher use on demand</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Library resources include 7 media types and websites</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian trains teachers and students in searching</td>
<td>Yes</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian trains students in how to USE information for problem solving and decision making by forming reasoned opinions</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian trains teachers in how create engaging assignments that integrate higher-order thinking skills</td>
<td>?</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian creates resources and models for students and teachers that motivate increased use of research activities</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian receives funding support to provide home access to digital library learning resources, including NCLB grants</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian works with parents to support effective use of the Internet for student research at home</td>
<td>?</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian correlates library resources and research activities to state standards</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian provides a variety of information to ensure a balanced point of view and minimal bias as outlined in state standards</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Librarian organizes Internet web sites by curriculum area and age appropriateness</td>
<td>?</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTALS**
- Yes = 2 points,
- ? = 1 point,
- No = 0

| | 18 | 11 | 36 |

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**THE USE OF THE INTERNET FOR STUDENT RESEARCH ACTIVITIES BY STUDENTS AND TEACHERS IN SCHOOLS IS NOT FREE.**

Most school years average around 180 school days. **Surfing the Internet wastes time authority and accuracy of information.** This wasted time leaves less school time for more significant learning and higher-order thinking activities such as writing, solving problems, and developing reasoned opinions about real-world problems.
Information becomes KNOWLEDGE only when it is used to make comparisons, predict consequences, evaluate effectiveness, form connections, and is then communicated to an audience with a purpose.

**Tailoring Mini-Research Strategies To Meet the Needs of Your Students**

A single research topic can provide a range of mini-research activities that can be tailored to the learning levels of students. The same basket of resources retrieved from a single search can be used to answer a variety of research problems and issues. These strategies are derived from the scientific-based research of Benjamin Bloom and Bloom’s Taxonomy that demonstrates that permanent learning only takes place when students engage higher-order thinking skills in their school assignments.

**TOPIC:** GLOBAL WARMING  
**KEY WORD SEARCH:** causes of global warming  
**ENGAGING ISSUE:** See the list below

**Mini-Research Strategy/Engaging Issues Examples**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand:</td>
<td>What is global warming? <em>(look up and paraphrase – lowest level)</em></td>
</tr>
<tr>
<td>Compare/Contrast:</td>
<td>Compare the current weather patterns with past patterns to decide whether or not there really is global warming. <em>(intermediate level critical thinking skills)</em></td>
</tr>
<tr>
<td>Critique:</td>
<td>What actions by society and/or nature have contributed to global warming? <em>(intermediate level)</em></td>
</tr>
<tr>
<td>Predict:</td>
<td>Predict what will happen in the future if nothing is done to reverse global warming. <em>(higher-level)</em></td>
</tr>
<tr>
<td>Persuade:</td>
<td>Persuade the U. S. Government to pass laws that would help to reverse global warming. <em>(higher-level)</em></td>
</tr>
<tr>
<td>Evaluate:</td>
<td>Evaluate the effectiveness of the past actions taken by government and/or business to reduce global warming. <em>(highest level)</em></td>
</tr>
</tbody>
</table>
eLibrary Digital Mini-Research vs. Traditional Library Research

1. Materials are always current (also historic) and include 8 different media types that exceed the information resources of a hundred school libraries—eLibrary transcripts and most A-V resources are not found in any school library.

2. Students can access a variety of information without the frustration that what they need is unavailable because it has been lost, misplaced or signed out from the library collection.

3. Many paper publications that a library subscribes to may no longer be necessary or valuable. Savings gained in this way can pay for eLibrary (one encyclopedia = over $800).

4. Saves valuable school time (there are only 180 days). Critical thinking about information is not wasted looking for information. “Best Part” helps students judge relevance quickly.

5. Information can be searched by natural language, topic, subject or Boolean providing multiple ways for all experience and preference levels of students to find what they need.

6. Time to extract relevant information is reduced dramatically because information and citations can be printed, saved or emailed electronically.

7. Essential technology and information literacy skills are practiced and integrated into the curriculum using proven teaching/learning strategies for in-depth learning.

8. Students, parents, and educators can access this library anytime and anywhere and obtain student appropriate, school library quality information.

9. Teachers are motivated to increase research assignments because electronic research is easier, faster and more comprehensive. This provides more depth and currency to the subject being studied. Homework assignments can also include research because the “library” is always open with remote (home) access.

10. A greater variety of points of view on real-world issues can be integrated into research activities, because information is current and comes from many international publishers increasing critical thinking and motivation to learn.

11. Research activities mirror what is happening in colleges, business, government, and the professions, providing students with real-world learning-how-to-learn skills.

12. Concerns about web surfing safety are eliminated because 150,000 selected Editor’s Choice web sites are available on eLibrary organized by topics.

13. Teachers and librarians can create (or copy/adapt ProQuest BookCarts) their own customized collections of documents, publications, and web sites for student use. Searching time saved is invested in more time reading, writing, and critical thinking.

14. Students can get help with their understanding of documents and build vocabulary by using Reference--integrated dictionary, thesaurus, and encyclopedias.
Advantages of ProQuest Mini-Research Models and Methods vs. Traditional Term Papers and Print-Only Research

<table>
<thead>
<tr>
<th>Term Papers</th>
<th>ProQuest Mini-Research Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal—Written</td>
<td>Informal—written, oral, PowerPoint</td>
</tr>
<tr>
<td>Lengthy, Time Consuming and Infrequent</td>
<td>Brief, Several Class Periods, and Frequent</td>
</tr>
<tr>
<td>Traditional and Scholarly Topics</td>
<td>Current, Relevant and Engaging Topics</td>
</tr>
<tr>
<td>Focus on College and College Bound</td>
<td>Focus on All Students and State Standards, Reading and Writing Skills</td>
</tr>
<tr>
<td>Traditional Methods and Formats</td>
<td>Technology Enabled Methods and Formats</td>
</tr>
<tr>
<td>English and Social Studies</td>
<td>All Subjects and All Levels</td>
</tr>
<tr>
<td>Focus on Formats and Citations and</td>
<td>Focus on Critical Thinking, Expression of Reasoned Opinion, and Problem Solving.</td>
</tr>
<tr>
<td>Traditional Topics Prone to Plagiarism</td>
<td>Mini-Research Method and Original Thought Topics Help Prevent Plagiarism</td>
</tr>
<tr>
<td>Focus on Individual Effort, Print Output and Teacher as Audience</td>
<td>Open to Collaboration with Team Reports, Multimedia and PowerPoint Presentations, Variety of Print Formats and Peer Audience</td>
</tr>
<tr>
<td>Students Generally Limited to Local Print Resources</td>
<td>Students Encouraged to Use a Variety of Media from Respected Sources</td>
</tr>
</tbody>
</table>

PROQUEST COMMENT: Brain research shows that permanent learning only takes place when research activities are assigned frequently enough that students can exercise and develop the essential skills of critical reading, writing, higher-order thinking, and presenting original thought/reasoned opinion to others with a purpose.

Brain research also shows that these activities must be related to student interests about their world and provide the opportunity for them to develop their own “reasoned opinions” based on researched facts and expert opinions. This desired learning is impossible to do for all students when schools depend on the “term paper” as their only research strategy.

A recent study of Social Studies teachers indicates that the age of the term paper is rapidly disappearing and being replaced by shorter and more frequent types of mini-research. Education Week – November 20, 2002.
Scientific research on “what works in the classroom” has identified many learning activities that help to increase student achievement. One of those activities is student research on engaging current issues. Using technology and the Internet, it is possible for this type of successful traditional learning activity to occur more frequently than in the past through “mini-research;” therefore the development of the essential skills of inferential reading, expository and persuasive writing, and critical thinking are multiplied. These skills are the heart of state standards and the accompanying state assessments that measure student achievement. ProQuest mini-research guides provide the strategies, models, and research topic ideas to motivate and prepare teachers to integrate more of these activities into their classrooms.

Because of the breadth of media content and ease of use features of eLibrary, valuable time saved in the lesser skill of searching for relevant information, can now be invested in the essential skills mentioned above. Teacher and librarian created BookCarts save additional time and ensure relevancy. Remote access provides opportunities for parental support and homework that extends these proven learning activities begun in the classroom.

<table>
<thead>
<tr>
<th>Scientific Research Support for Student Research Activities Students Learn Better When They . . . . .</th>
<th>Teacher + Textbook Learning</th>
<th>Teacher + Textbook+ eLibrary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have daily access to visual and multimedia content as well as verbal information (most learners have a visual learning styles)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Are involved in solving problems relevant to their community and world (permanent learning only occurs when information is socially relevant)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Have daily access to current information in the topic of study (learning in context of the learner’s world increases permanent memory)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Have to defend their opinions on relevant issues with facts (information can be constructed into permanent knowledge through engaging inquiry-based activities)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Integrate reading with writing in an activity that focuses on questions of how, why, why not, and what if. (higher-order thinking results in greater learning)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Integrate reading and writing in the same activity (both reading and writing are learned more effectively when taught together rather than separately)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Demonstrating the results of their work and ideas to peers or others (peer review provides the motivation that is essential to learning.)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaborate with others to solve a problem or defend an opinion (collaboration and communication provides essential feedback to test ideas and concepts)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Investigate topics in depth (in depth learning provides greater retention of ideas; surface learning of facts is temporary)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Learn by doing (application of facts and concepts through activity results in increased learning)</td>
<td>?</td>
<td>Yes</td>
</tr>
<tr>
<td>Can easily explore other topics related to the current lesson or theme (the brain processes information through patterns and associations)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Can learn anytime and anywhere (learning is more efficient when students are ready to learn)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Integrate time-saving technology tools into their learning process (time on task is vital for greater retention of information)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Access learning resources at home and at school (parental involvement is essential in successful learning)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Higher-Order Thinking Level</td>
<td>BLOOM'S TAXONOMY—Bloom, B. S. (1956)</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>Critical Thinking Skills Demonstrated</td>
<td></td>
</tr>
<tr>
<td>MOST STUDENT TESTING</td>
<td>(Lowest Level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? observation and recall of information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? knowledge of dates, events, places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? knowledge of major ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? mastery of subject matter</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>? understanding information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? grasp meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? translate knowledge into new context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? interpret facts, compare, contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? order, group, infer causes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? predict consequences</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>summarize, describe, interpret, contrast, predict, associate, discuss, distinguish, estimate, differentiate, extend</td>
<td></td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>? use information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? use methods, concepts, theories in new situations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? solve problems using required skills or knowledge</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>apply, demonstrate, calculate, complete, illustrate, solve, examine, modify, relate, classify, experiment, discover</td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>? seeing patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? organization of parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? recognition of hidden meanings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? identification of components</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</td>
<td></td>
</tr>
<tr>
<td><strong>SYNTHESIS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>? use old ideas to create new ones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? generalize from given facts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? relate knowledge from several areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? predict, draw conclusions</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>combine, integrate, modify, rearrange, substitute, create, design, invent, what if?, compose, formulate, generalize</td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Activities</td>
<td>(Highest Level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? compare and discriminate between ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? assess value of theories, presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? make choices based on reasoned argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? verify value of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? recognize subjectivity</td>
<td></td>
</tr>
<tr>
<td>Question Cues:</td>
<td>assess, decide, rank, grade, test, measure, judge, recommend, explain, discriminate, support, conclude, summarize</td>
<td></td>
</tr>
</tbody>
</table>
ProQuest Learning Resources and Mini-Research Increase Student Achievement

All ProQuest library learning resources provide access to authoritative primary and secondary information sources, most of which are not available in school libraries. Through technology, millions of students are connected both at school and at home to authoritative and relevant information that supports their curriculum, standards of learning and state assessments. Students have an opportunity to learn anytime and anywhere that there is an Internet connection and computer.

However, as you will see from the review of educational research, that all learning through the use of student research activities is not equal. Unless classroom research activities involve students with solving relevant problems and justifying reasoned opinions about real-life community/world issues, it is more likely that temporary and not much permanent learning takes place.

Too many research activities focus on answering the encyclopedic questions who, what, when and where, and then paraphrasing the information source. This leads to unmotivated and often times irrelevant searching, reading, and writing that engages lower-order thinking skills and results in temporary learning at best.

Another research activity that usually results in temporary learning is the traditional term paper. This research activity is designed more to teach formatting and the formal research process for college-prep students than it is to increase student achievement in essential skills. Scientific research indicates that little permanent learning takes place when student research activities are not related to student interests and higher-order thinking skills are not emphasized. These kinds of activities are completed reluctantly and in the spirit of “why do we need to know this?” Such activities provide learning that is stored in short-term memory, most of which is forgotten or disregarded after the activity is completed.

Scientific research indicates that in order to create permanent learning, the research activity must integrate the use of higher-order thinking skills that answer the questions of (how, why, why not, what if) and be relevant to a student’s world, accumulated knowledge, and concept base.

ProQuest Library learning resources support permanent learning in four ways:

? They are designed to minimize classroom time spent in searching so that more time is available for critical thinking and writing. Each learning resource’s ease of use features and authoritative and comprehensive content save students and teachers valuable time to learn (rather than search) in getting curriculum-relevant information.

? Each library learning resource is accompanied by a curriculum guide to help teachers and library media specialists to use the learning resource effectively to create higher-order thinking activities that support state and national learning standards and assessments. Teachers trained in delivering textbook learning and assessing with multiple choice tests need rationale and support to use the information power of digital library learning resources effectively. http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/db/pic/picmain.html (click on eLibrary or eLibrary-CE to see a list of resources).

? Each digital learning resource provides a wealth of current and historic resources, most of which are not available in school libraries and classrooms. They connect students and teachers to real-world, curriculum-relevant information.

? Each digital learning resource is available from any Internet-connected computer at school or at home, creating learning opportunities whenever they are desired. Access at home provides parents with the opportunity to support student research activities, and perhaps conduct some of their own as well.
Several new initiatives have occurred recently that recognize the renewed importance of **writing as an essential activity for student learning**. Writing is always a part of every mini-research activity.

? Research shows that the number of writing activities assigned in K-12 classroom has diminished and been replaced by increasing use of multiple choice assessments which require less teacher time and effort to grade.

? Research shows that narrative, expository, and persuasive writing require the use of higher-order thinking skills (HOTS). HOTS are essential for permanent learning vs. rote learning that is primarily temporary.

? Research shows that the most important factor for college success is the ability to write.

**To motivate more writing activities across the curriculum because of their value**

? The 2005 SAT will require writing samples that express student ideas on a variety of issues based on writing deficiencies discovered by an increasingly greater number of high school graduates.

? Colleges have recently put more emphasis on evaluating writing samples in the admissions process.

? The College Board revises the new SAT (2005) to include a major essay writing component to encourage more writing in the K-12 curriculum in all subjects

? The College Board indicates that strong writing skills are a reliable and essential predictor of college success

**National Commission on Writing in America’s School and Colleges activities in K-12**

1. NCW – “Writing is essential to educational and career success”

2. NCW – “Writing allows students to “connect the dots” in their knowledge and is central to self-expression”

3. NCW – “Writing is how we teach students the complex skills of analysis, synthesis, and problem solving”

4. NCW – “Writing must become an important focus beginning with elementary school

5. NCW – “Assessment with only multiple-choice tests is not adequate”

**ProQuest Comment**: Every mini-research assignment integrates writing using critical thinking that results in the construction of original thought and reasoned opinion by the student. It stands to reason that the use of technology, the Internet, and library digital learning resources enable mini-research assignments to be **more frequent** than in the past when quality resources were limited and not as easily accessible.

Librarians can secure their future by embracing the challenge of the Internet and using their expertise to train teachers and students to use this flood on new information effectively. The new emphasis must be more on ways to use information for learning, rather than on searching for information.
ProQuest Library Learning Resources and the “No Child Left Behind Act”

No Child Left Behind (NCLB) Title funds in most school districts are administered by a Federal Funds Coordinator, the Asst. Superintendent, or the curriculum director. In the past, these funds have been used for very specific purposes that probably didn’t include the library. With the cut in state and/or local funding for libraries, it is essential for librarians to communicate with the appropriate administrator to claim their share of these funds or they will be spent in traditional ways that do not include the library.

A key change in the new NCLB is school flexibility on how they can spend their federal grants with the overriding goal of increasing student achievement. To be able to lobby for the library’s share of these funds, it is essential for librarians to be able to show how ongoing research activities increase student achievement in reading and writing. This translates into higher score on state tests which is the goal of the NCLB funding and certainly the goal of each school and school district administrator. See pages 9-11 to help you explain this to administrators and how the library can play an essential role.

School grant writers can use the following information to include in their grant applications where appropriate. Bolded parts are particularly relevant to our databases, curriculum guides, and mini-research activities. In addition, the end section contains boiler plate that may be copied into Literacy through School Library (LSL) and Enhancing Education through Technology (EETT—Title II-D) grant applications.

PROQUEST LIBRARY LEARNING RESOURCES AND TITLE 1

Title I: Improving the Academic Achievement of the Disadvantaged – The purpose of this Title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Key Title I Requirements

? Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with state academic standards –
? Meet the educational needs of low-achieving children, limited English proficient children, disadvantaged, neglected or delinquent children, and young children in need of reading assistance –/language arts).
? Improve and strengthen accountability, teaching, and learning
? Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance – funding may be used for ProQuest technology delivered learning and teaching solutions that support increased student achievement in reading/language arts.
Significantly elevate the quality of instruction by providing staff with opportunities for professional development – **25% of funds must be spent on teacher training.**

**Afford parents** substantial and meaningful opportunities to **participate in the education of their children** – Remote access to classroom products provides the opportunity for parents to be involved in student learning.

**ProQuest library learning resources support Title I in the following ways:**

**ELIBRARY ELEMENTARY**

? Visuals and multimedia provide an **alternate route to information and learning** when students have difficulty with verbal learning and reading.

? Thirty-seven publications are written for kids and reading levels and topics motivate reading and research.

? Teacher/librarian BookCarts can customize learning resources to meet the local needs of students for reading lists or for mini-research.

? Reference Desk feature provides a dictionary, thesaurus, encyclopedias, and almanacs to enhance understanding, build vocabulary, and spur in-depth learning.

? Age-appropriate Editors Choice web sites provide many **tutorials, puzzles, and games** to help students with language arts and mathematics skills.

? Remote access provides opportunities for parents to share in learning experiences.

? **Lexile reading levels** support the **scientific-based research (SBR) solutions** requirement of **Reading First funding.**

**CHILDREN’S LITERATURE COMPREHENSIVE DATABASE**

Selecting age- and reading-level appropriate books for children is the focus of CLCD. Reading development depends on both of these criteria for building elementary library book collections.

**E LIBRARY AND ELIBRARY CURRICULUM EDITION**

eLibrary Elementary content is a subset of eLibrary and eLibrary Curriculum Edition. While the interface is not as inviting for elementary students, access to all the benefits listed above are still available. In addition, these expanded learning resources support students in secondary schools as well as providing elementary content also.

**SIRS DISCOVERER AND WEBFIND**

SIRS learning resources for K-8 are carefully selected and updated by former teachers for their appropriateness to topics that are taught in most elementary schools. Reading levels are considered in selection and marked in a range from easy to difficult for each document and web site. SIRS philosophy is that less is more and by careful selection saves students and teachers time in the research process. Graphics are an important consideration at this level and are provided for each selected resource.
Title II: Part A—Teacher and Principal Training -- The purpose of Title II: Part A is to provide funding to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to increase student academic achievement through strategies such as:

- Improving teacher and principal quality.
- Increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
- Holding local educational agencies and schools accountable for improvements in student academic achievement.

Key Title II Teacher Quality Requirements:

- Ensure that teachers have the necessary knowledge and teaching skills in the academic subjects and in technology literacy.
- Give principals the instructional leadership skills to help teachers teach and students learn, meeting challenging state student academic achievement standards.
- Support teachers and principals with programs that provide teacher mentoring and intensive professional development.
- Guide beginning teachers using standards or assessments that are consistent with challenging state student academic achievement standards along with the requirements for professional development.
- Provide intensive professional development programs for teachers and principals that are cost-effective and easily accessible, such as programs that involve delivery through the use of technology, peer networks, and distance learning.

ProQuest library learning resources meet Title II-A requirements in these ways:

**ALL PROQUEST LIBRARY LEARNING RESOURCES**

- All ProQuest library products are accompanied by curriculum guides that include models, strategies and tools for teachers to use in assigning mini-research activities that build reading, writing, and critical thinking skills. Library media specialists have the skills and, and using these resources, can provide the training for teachers.

ProQuest training for librarians includes curriculum examples and teachers are invited to these on-site or virtual sessions. A new training model is being developed that will motivate school leaders to integrate this training into professional development days because it is linked to reading, writing, critical thinking skills that help increase student achievement on the state assessment.

- All ProQuest curriculum guides are correlated to state and national standards.
Remote access is provided for all library products with a site license purchase, making ProQuest library databases available to teachers and students in school and at home. eLibrary and eLibrary Curriculum Edition contain lesson plans, tutorials, and professional journal and education magazines for teachers to keep current in the field of education and in their content areas. ProQuest Platinum has more than 150 educator publications.

**PROQUEST PROFESSIONAL EDUCATION COLLECTION**

A professional library of over 300 education magazines and journals can be accessed from home when teachers have more time. Current and historic content is available for in-school professional development planning and presentations as well as for graduate course work.

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**Title II: Part C—Innovation, Subpart 4, Teaching of Traditional American History**—
One of the purposes of this part is to enhance the teaching of traditional American History as a separate academic subject including the implementation of activities that

- improve the **quality of instruction**
- provide **professional development activities** with respect to American History

**ProQuest library learning resources meet Title II-C4 requirements in these ways:**

**PROQUEST HISTORICAL NEWSPAPERS**

- **Primary source documents** are available back to 1851 so that students can read real reports of events as they happened and in the context and language of the times.
- This resource for teachers and students provides **in-depth learning** that strengthens understanding of American history and its importance to the present.
- The **ProQuest Historical Newspaper Research Guide** provides teachers with access to primary source documents and the issues that they generated to spark the critical thinking, reading and writing that makes these events come alive. Teachers can make motivating assignments with little or no preparation because the guide provides the events, the searches, the issue, and the academic standard.

**ELIBRARY CURRICULUM EDITION – HISTORY STUDY CENTER**

Six integrated source types (video clips, newspapers, rare books, diaries and letters, dynamic maps, statistics, web sites, and picture gallery) contain over 40,000 documents that showcase **historical events in U.S.** and world history. Study units allow students to browse the content by more that 500 of the most noteworthy historical subjects.

HSC and eLibrary—Curriculum Edition content also support the needs of students and teachers in American history by creating BookCarts from thousands of **U.S. History Editor’s Choice** web sites and many U.S. history focused magazines and journals.
Title II: Part D—Enhancing Education Through Technology (EETT) -- The purpose of Educational Technology is to improve student academic achievement through the use of technology in elementary and secondary schools. Several existing technology programs have been combined into a single block grant funded at $700 million. At least 25% of these Ed Tech funds must be expended for professional development. The professional development funds can be used to teach teachers to use technology in the classroom and for technology to train teachers online.

Key Ed Tech Requirements:

? Assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming technologically literate by the end of eighth grade.
? Provide teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high-quality
? Enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.

ProQuest library learning resources meet II-D requirements in the following ways:

ALL PROQUEST LIBRARY LEARNING RESOURCES

? Mini-research activities provide an excellent way to teach technology and information literacy by using the Internet to search and acquire information and then convert the information to reports and presentations using word-processing, PowerPoint, and graphics programs.
? ProQuest learning resources are accompanied by curriculum guides and Standard-Based Learning Activities that correlate research activities to state and national standards. These guides are available in PDF format and can be downloaded from the Internet.
? Remote access is provided for all library learning resources for use by teachers and students at school or at home. eLibrary and eLibrary—Curriculum Edition contain lesson plans, tutorials, and more than 50 professional journal and education magazines for teachers to keep current in the field of education and in their content areas.
? eLibrary, eLibrary—CE and eLibrary elementary provide the unique BookCart feature that helps librarians and teachers to customize learning resources to meet the interests and Lexile reading levels of students and state standards.
? SIRS Explorer/WebSelect (9-12) and Discover/WebFind (K-8) bring the best of editorially selected content and web sites to make searching easier and to guarantee only curriculum- and standards-relevant quality learning resources for students.
Title III: Part A—English Language Acquisition -- The purpose this title is to help ensure that children who are limited English proficient (LEP) attain language arts skills in English, and meet state academic content and student academic achievement standards.

Key Title III: Part A Requirements

? Assist all LEP children, including immigrant children and youth, to achieve at high levels in the core academic subjects, so that these children can meet the same challenging state academic content and student academic achievement standards as their peers.
? Implement high-quality language-instruction educational programs, based on scientifically based research (SBR) on teaching LEP students.
? Hold state educational agencies, local educational agencies, and schools accountable for demonstrated improvements in the English proficiency of LEP children.
? Provide high-quality instructional programs designed to prepare LEP children to enter all-English instruction settings.

ProQuest library learning resources meet Title III requirements in these ways:

ELIBRARY, ELIBRARY—CE, AND ELIBRARY ELEMENTARY

? Visuals and multimedia provide an alternate route to information and learning when students have difficulty with verbal learning and reading.
? Reading level of 37 high-interest kids-publications is appropriate to motivate reading to reduce the difficulty.
? Lexile reading level (SBR) searches can be used by teachers to create custom BookCarts for student reading lists.
? Age-appropriate Editors Choice web sites provide many tutorials, puzzles, and games to help students with language arts/reading skills.
? Remote access provides opportunities for parents to share in learning experiences.
? Research activities provide an opportunity for in-depth learning that ensures permanency of learning. These activities also focus on reading in combination with writing in which each skill reinforces the other.
? Spanish language content provides a bridge for students with limited skills to gain confidence in using the database as they move on to strengthen English language skills through research activities.
? Reference Desk provides the immediate feedback that students need to be able to understand the meaning of difficult words or pursue a new interest about the word
Title IV: Part B—Community Learning Centers—the purpose of this title is to provide after-school enrichment activities for disadvantaged youth particularly in math and reading/language arts. Activities may be conducted at school or in community centers designated for this purpose.

ProQuest library learning resources meet IV-B requirements in the following ways:

**ELIBRARY, ELIBRARY, AND ELIBRARY ELEMENTARY**

- The use of visual content and multimedia motivates disadvantaged youth with reading difficulty to get involved in research activities that supplement their regular studies and build technology and information literacy skills.
- Editor’s Choice web sites provide tutorials, games and puzzles in language arts and math that reinforce or expand these skills after the school day.
- Teachers can create customized BookCarts containing motivating reading materials, puzzles, games, tutorials, and websites for students to enrich their after-school experience.

Title V: Part D, Subpart 6—Gifted and Talented Students -- The purpose of this Title is to initiate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to meet the special educational needs of gifted and talented students.

**Key Title V: Part D Requirements**

- Schools should provide professional development, including fellowships, for teachers and administrators involved in the education of gifted and talented students.
- Schools should establish and operate model projects and exemplary programs for serving gifted and talented students, including innovative methods for identifying and educating students who may not be served by traditional gifted and talented programs.
- Schools have the option to adopt proposed gifted and talented services, materials, and methods that can be adapted, if appropriate, for use by all students.

ProQuest library learning resources meet V-D requirements in the following ways:

**PROQUEST HISTORICAL NEWSPAPERS**

- Most gifted and talented students will take Advanced Placement courses in high school. AP courses in U. S. History, Government & Politics, and Economics require
much writing and research using **primary resource documents such as found in PQHN.**

? The PQHN Guide provides over 90 critical thinking issues related to documents collections found in PQHN that **help teachers to design research activities.** These activities can be **shared by all students** but are particularly valuable for students taking AP courses.

**PROQUEST LEARNING: LITERATURE -- (INTEGRATED WITH ELIBRARY—CE)**

? Most **gifted and talented students will take Advanced Placement courses in high school.** AP courses in Literature require much writing and research using **primary resources** about the history of English literature, authors and literary criticisms.

? With over 80,000 searchable titles organized into 300 study units covering authors and their works, PQ Learning: Literature provides poetry, prose, and drama from around the world, from medieval times to the present. The full-text of these works is complemented by author biographies, book reviews, web links, criticisms, and interviews.
ProQuest’s eLibrary Teacher Tools Help Build
TEACHER POWER (NCLB Title II Prof Dev, and II-D Technology)

1. **Teacher/Librarian BookCarts:** Teachers or library media specialists can create reserved document and website collections for students to access using BookCarts. This saves students time in searching and ensures that students will get specifically relevant documents and websites to support lesson and research activities. Teachers can integrate their own resources into BookCarts, too, helping them create and manage research assignments more effectively.

2. **Teacher Browse/Search by Publication:** Teachers can access and browse their favorite subject area magazines (from thousands) to keep current in their subject and also to integrate documents and other information into their lesson plans. Teachers can browse 85 professional education magazines and journal to stay current and do research for graduate courses.

3. **Teacher Searching and Sorting of Documents by READING LEVEL:** Many schools may choose to use the power and accuracy of Lexile reading levels (configuration option) to search for and/or to sort documents that are appropriate for their BookCarts and reading lists. Increasingly, states and school districts have been adopting the Lexile method because it is based on scientific research of the reading process (SBR). SBR is a requirement for funding for Title I—Reading First, of the No Child Left Behind Act.

4. **Home/Remote Access by Students:** Teachers can help students to enrich their learning and to learn more by providing incentives for extra credit research activities; or they can conserve classroom time by extending school research activities to homework assignments.

5. **Teacher Topic Searching for Editor’s Choice Websites:** Access to more than 160,000 Editor’s Choice websites (as well as documents) provides a powerful way to bring the benefits of the World Wide Web to the classroom without time-wasting searching and book marking individual collections (teacher’s may choose to add their favorites to BookCarts). Websites are organized by TOPICS within the framework of a curriculum topic tree.

6. **Teachers and Reference Feature:** Students can easily investigate the meaning and significance of unknown words while reading documents, using the Reference feature. Teachers can feel confident that each student has the opportunity to better understand the content (dictionary) for its fullest learning value and pursue unexpected interests and learning (encyclopedias) as well. Students can also be given vocabulary building exercises using the thesaurus. This is an important consideration for Title I -- Reading First federal funding.

7. **Teachers Access to Multimedia:** Teachers can download thousands of multimedia clips into their PowerPoint presentations to enrich their classroom presentations that help motivate visual learners.

8. **Teacher Lesson Plans:** There are thousands of Editor’s Choice lesson plans covering all subjects and grade levels. These can help support professional development activities for new teachers or for teachers without subject area experience. History Study Center contains study units on the most important events in U.S. and world history.
<table>
<thead>
<tr>
<th>Priority</th>
<th>ProQuest Library Learning Resources that Support the Priorities of the No Child Left Behind Act</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Disadvantaged Urban &amp; Rural Districts -- 25% of funds must be spent on Prof Development--Flexibility to include tech solutions</td>
<td>I--A (Reading &amp; Math)</td>
<td>Identifying appropriate reading level literature on ProQuest's English &amp; Math tutorials, games, puzzles, Reference Desk, vocabulary development, and The best of teacher selected resources for kids based on interest and reading levels.</td>
</tr>
<tr>
<td></td>
<td>I--B (Literacy through Libraries)</td>
<td>Library Learning Resources for Disadvantaged, eLibrary Elementary, SIRS Discoverer/WebFind, and SIRS Researcher/Web Select to identify appropriate reading level literature.</td>
</tr>
<tr>
<td>II: Teacher Quality and Technology Integration -- 25% of funds must be spent on Prof Dev--50% competitive grants</td>
<td>II--A (Teacher Quality)</td>
<td>Improving teacher/admin quality and teacher/librarian training.</td>
</tr>
<tr>
<td></td>
<td>II--B (Teacher Quality)</td>
<td>Improving teacher/admin quality and teacher/librarian training.</td>
</tr>
<tr>
<td></td>
<td>II--D -- Enhancing Education through Technology (50% formula, 50% discretionary)</td>
<td>Hardware, software, learningware, and professional development with teacher/admin quality and teacher/librarian training.</td>
</tr>
<tr>
<td>V: Parental Choice and Innovative Programs--emphasis on innovative programs with technology</td>
<td>V--A (Innovative Programs)</td>
<td>Scientifically-based educational reform programs, such as AP courses require research with primary sources and AP courses require research with primary sources.</td>
</tr>
<tr>
<td></td>
<td>V--B (Innovative Programs)</td>
<td>Subpart 6--gifted/talented students, excluding eLibrary Elementary, and ProQuest Historical Newspapers &amp; Curriculum Guide.</td>
</tr>
<tr>
<td>Perkins Act (non-ESEA)</td>
<td>Vocational/Career &amp; Technical Education</td>
<td>Guidance counselors and Vo-tech schools.</td>
</tr>
<tr>
<td>Potential Funding Person/Source</td>
<td>Potential Funding Person/Source</td>
<td>Major Points to Communicate to Person/Group</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>Curriculum Director or Principal</td>
<td></td>
<td>Research activities have been <strong>scientifically proven</strong> to increase student reading, writing, and critical thinking skills. State testing and NCLBf focuses on reading and writing—these skills are <strong>inherent in mini-research activities</strong>. Home access to PQ databases and BookCarts helps create additional <strong>parental involvement</strong> in the learning process. 8 media sources provide enough resources to <strong>reduce $ spent for other redundant</strong> print or electronic resources. Teachers and librarians can <strong>build and share</strong> learning and research resources through BookCarts &amp; Site Builder. Editor’s Choice websites and BookCarts help address the issues of <strong>Internet use safety and decency</strong>. Research activities provide an excellent way to <strong>integrate state/national technology/information literacy standards</strong>. BookCarts/Site Builder can be built and <strong>correlated to standards using professional development days--CEUs</strong>. New SAT test will integrate critical reading and writing—ProQuest mini-research activities emphasize both.</td>
</tr>
<tr>
<td>Department Chairpersons</td>
<td></td>
<td>Major events of the last 5 years are not found in textbooks but easily available in bigchalk databases/BookCarts. <strong>Save $</strong> by extending textbook replacement cycle of 6 years (1 year @ $30/book x 300 students = $9,000). Teachers in departments can <strong>share learning resources and multimedia for presentations</strong> using BookCarts. Monthly usage reports provide <strong>accountability for teacher-motivated student activity</strong>. Publication browsing provides new ideas for <strong>professional development or subject area lesson plan enrichment</strong>. Trend in student research activities is <strong>away from term papers</strong> and toward more frequent mini-research activities. AP Courses use primary source materials in eLibrary−CE; History Study Center and PQ Learning: Literature. <strong>Editor’s Choice</strong> websites and BookCarts help address the issues of Internet use safety and decency. Research activities provide an excellent way to integrate state/national technology/information literacy standards. BookCarts/Site Builder can be built and correlated to standards using professional development days—CEUs. New SAT test will integrate critical reading and writing—ProQuest mini-research activities emphasize both.</td>
</tr>
<tr>
<td>Federal Programs Director</td>
<td>Lexile</td>
<td>Lexile reading level sorts and searches provide teaching tools supported by scientifically-based research (SBR). <strong>Creating BookCarts for reading lists</strong> and research can integrate Lexile reading levels where appropriate. Literacy through School Libraries: Research activities provide opportunities to develop reading and writing symbolically—most effective way—SBR. Reference Desk helps students with reading comprehension and vocabulary building. Reference Desk helps students to learn about other related topics through hyperlinks and discovery. <strong>AP Courses use primary source materials in eLibrary−CE; History Study Center and PQ Learning: Literature.</strong></td>
</tr>
<tr>
<td>Staff Development Coordinator</td>
<td>Librarians</td>
<td>Librarians can help train teachers to create BookCarts that correlate with state standards and textbook topics. Librarians can help train teachers to develop research activities with ProQuest online curriculum guides. Teachers can access thousands of Editor’s Choice lesson plans and History Study Center study units. <strong>Librarians can help train teachers to integrate existing resources</strong> into BookCarts and Site Builder. Teachers can <strong>build and share</strong> BookCart resources over grade level and subject areas for professional development. Teachers can be trained to build BookCarts for remediation and/or enrichment homework activities for students. Teachers have home access to 70+ education magazines and journals to support professional growth and degree work.</td>
</tr>
<tr>
<td>Technology Coordinator</td>
<td></td>
<td>Integration of technology that supports learning community partners—teachers, parents, and students. <strong>Integration of technology that supports ISTE national, state, and local technology standards.</strong></td>
</tr>
<tr>
<td>PTA and Parent Groups</td>
<td></td>
<td><strong>Editor’s Choice Tutorials, puzzles, educational games at home can help to improve grades.</strong> <strong>Frequent school research activities proven to help increase essential skills of reading, writing, and critical thinking.</strong> <strong>New SAT test will integrate critical reading and writing—bigchalk mini-research activities emphasize both.</strong> <strong>Safe and relevant Internet research with 160K Editor’s Choice websites without hazards of Surfing the Internet.</strong> Teachers can create special homework BookCarts for reading/research for student remediation or enrichment. Convenience of an always-open, ready for learning, world-class library without traveling and inconvenience. Students can research and create reports for extra-credit and in-depth learning. ProQuest online Parent Homework Guide and “how to use” tutorials to help parents support student learning.</td>
</tr>
</tbody>
</table>
BUDGETING FOR MEAN, LEAN TIMES

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Samples from the list of 12 essential points and supporting information

2. I can counter the argument that the free Internet will not replace libraries, books and purchased online information sources.

? "Now that we have the on-line encyclopedia, we don't need to buy the print version."
? "Buying books is investing in an out-dated technology. All the information anyone needs will soon be available on the Internet - for free."
? "These on-line fees will have to be taken out of your magazine budget."
? "Our new school won't need a library media center since all the classrooms will be networked."

Digital and electronic resources are complementary.

Good teachers and media specialists understand how different resources in school library media centers are used for different purposes and how these resources are complimentary. In schools with active, resource-based programs, the following scenarios are commonplace:

? a student using the electronic card catalog to research Egypt now finds not just the books in the geography and history section, but locates books on mythology, alphabets and costumes—since a key word search turned up Egypt in the those books' annotation fields.
? a student doing research on a country in a print atlas requests a digitized map which can be modified with a paint program and imported into a word processed report.
? a teacher, having stirred the curiosity of his class with the tape of a satellite broadcast on plate tectonics, now wants a cartload of books on geology.

Both print and electronic resources have their strengths.

Remember as well that when using books and magazines, our student researchers are usually getting carefully edited and verified information. Unlike the Internet where anyone can (and does) present credible looking material, publishing houses go to great lengths to protect their reputations by ensuring their writers are expert and authoritative. The cost of print includes not just the paper, ink, and cover, but careful editing, including fact checking. Joey Rodgers, Executive Director of the Urban Library Council, proposes that a sign be hung over library books shelves that reads "CAREFULLY SELECTED BY PROFESSIONALS," and that a sign be displayed by the Internet terminal that simply reads "WHATEVER."

It is a vital combination of resources, curriculum, activities, and professional expertise that help students acquire not just information, but the skills and judgment to make good use of that information.
3. I understand the concept that school district budgets are a “zero sum” game.

*Getting more money for your program means spending less money elsewhere in the school.*

In light of the current political climate about taxes, those of us in public education should revisit David Lewis’s *Eight Truths* about budgeting. Mr. Lewis suggests a way that middle managers (like library media specialists and technology coordinators) can get more money for their programs: “You can take it away from somebody else. If you believe in what you are doing, you have an obligation to try this.” Gulp.

I think this puts an awful lot of us outside our comfort zone. Aren’t we really “givers” of resources, skills, information, time, and effort? Fighting for an adequate budget, especially if it means butting heads with co-workers like department chairs, band directors, coaches, custodians, or union reps, certainly feels like being a “taker.” Want to make an enemy? Threaten the funding of a program that is owned by another educator. But look carefully at the second part of Mr. Lewis’s statement - “If you believe in what you are doing, you have an obligation to try…”

*You have to believe in your mission.*

So here’s the deal. You really need two psychological weapons when fighting to make your program a budget priority: **a thick skin and a deep-felt mission.** Without them, you’ll get eaten alive; with them, you can accomplish anything. Strong feelings and fearlessness are of course greatly helped by a **strong rationale for your budget.** Today’s budgeting committees really need to be asking questions like:

- What programs teach the skills that will be vital to tomorrow’s citizens?
- What programs, skills and attributes does your community believe are important?
- How many teachers and students will benefit from a particular spending decision?
- Are there other sources of funds for activities which could be considered “non-essential?”
- How might a budget decision affect the school’s learning climate?
- Is there research to support the effectiveness of a program or specific spending decision?
- How much budgeting is being done out of respect for sentiment or tradition?

It’s up to us to let other educators know what the **Colorado study** (among others) found out about the impact of libraries on student achievement, about Krashen’s research on how libraries help improve reading scores, and what research says about the impact computer technology has on teaching and learning. It is up to us to know and understand the curricular aims and objectives of the entire school and how we can help teachers meet them.

6. I know a variety of sources for budget dollars and who controls those dollars including:

- Federal dollars
- Grant dollars (all grants, not just library-specific grants)
- Principal’s discretionary budget (and what “budget dust” is)
- PTA/PTO spending
- Staff development dollars
- Foundation monies
Consider your (re)sources

Schools get funding from a variety of sources. The percentage that any one of these sources contributes to a budget can widely vary from state to state, and even from district to district. But nearly all public schools get some funds from:

- A state aid formula is usually a baseline amount paid to all districts on a per pupil basis. It comes directly from the state budget.
- Local revenue, often from property taxes, is often a large percentage of many states’ school budgets. It is this source of revenue which can create large funding disparities among districts.
- Federal funds in the form of block grants, Chapter grants or special grants. These monies are a small percentage of most school budgets, but are critical to specific programs.
- Private dollars from educational foundations, parent organizations or endowments are becoming increasingly important to districts with lots of community involvement and some wealth.
- Private and government agency grants can be a source of revenue for specific projects which address specific needs.

Competition for large grants is becoming increasingly fierce, and good grant writing takes time, experience and talent. Rather than writing library-specific grants, you may be better off collaborating with other grant writers who may need library and technology resources.

Fund raisers can make small amounts of money for those who wish to hold them. Book fairs, candy sales, and car washes are best sponsored by a “Friends of the Media Center” than directly by school personnel. If media and technology programs are to be viewed as core to the educational process, then funding for them should be from the regular school budget.

Learn about your district’s budget

Like other media specialists, I have taken my budget requests to my principal and been told there is no money in the budget. My follow-up questions then asked, “Is there money in the budget for textbooks? for band uniforms? for the office copier? for summer school?” if the answer to any of those questions was yes, then both the principal and I knew that the question was no longer one of “is there money in the budget,” but “how do we chose to spend the money in the budget?” An important difference that opens the door to budgeting for reasons rather than tradition.
ProQuest Company is pleased to provide its library customers and trialers with information about the 2003 Literacy through School Libraries (LSL) federal grant (Title I.B.4). LSL grants are intended to improve multiple aspects of library services: staffing, technology infrastructure, availability of services, and ongoing professional development of teachers, etc. Appropriate ProQuest library databases, curriculum resources, and training are only one, but we believe essential, aspect of this initiative.

A summary of the LSL–2003 grant and criteria with links to important websites for grant information and grant applications is found at the end of this guide

This guide for librarians will provide supporting documentation for those grant criteria that address the need for . . .

? training of librarians with the intent that they will train teachers to create, manage, and evaluate curriculum and standards-based mini-research learning activities

? providing Internet access to world-class learning resources for students and parents both at home and at school (24x7 library)

? integrating scientific-based reading research into teacher and librarian created BookCart learning resources

? integrating student database use features that simplify searching for age-appropriate and curriculum-relevant Internet websites and reduce the need to “surf”

? demonstrating that ongoing mini-research activities will increase student achievement and state assessment in reading, writing, and critical thinking

? providing consistent learning resource connections between and among libraries in the community

ProQuest Analysis of the 2002 Grant Award Winners -- ProQuest has analyzed the proposals of the award winners from 2002 to find common elements in their applications that may be helpful to you in applying for LSL—2003. Those elements that are bolded are examples of how the training, curriculum resources, content and features of ProQuest’s eLibrary Curriculum Edition can provide essential support for many of the priorities that are integrated into the LSL scoring criteria.

? collaborate with teachers on how to use library technology and resources to best align with standards and the curriculum

ProQuest Support: eLibrary Curriculum Edition provides publications and 160,000 Editor’s Choice websites. Using the BookCart feature, librarians and teachers can create customized collections from eLibrary Curriculum Edition’s 34 million documents, maps, audio-visual, photos, and websites that save student time and focus student attention on a variety of appropriate and relevant learning resources. BookCarts can include statements designating a specific curriculum topic and the related state standard(s).

? create professional development opportunities for teachers to integrate information literacy and research skills into the curriculum

ProQuest Support: ProQuest will train librarians and provide resources that would be essential for librarians to then use in creating professional development workshops for teachers. This training will not focus on the traditional functionality of using a library database, but instead focus on creating mini-research assignments that integrate information literacy and research skills into the curriculum. Using the BookCart feature, librarians and teachers can collaborate to easily build collections that can be shared by teachers among schools and among teachers of the same subject.

? extend the hours of the library media center so that access is more compatible with the needs of parents, teachers, students, and community members.
**ProQuest Support:** ProQuest has no authority to extend a library’s hours of access to students, parents, teachers, and the community. But, unless a student is without access to a computer and the Internet, this is not as important a factor in a library’s power as in the past. *eLibrary Curriculum Edition* is available at home or at school 24x7.

- Students can use it at home for completing homework assignments or creating extra-credit reports.
- Homebound or home-schooled students can access custom *BookCarts* created by their teachers to continue to learn.
- GED students can access the database and teacher created *BookCarts* after their working hours.
- Teachers can access more than 50 professional journals/magazines for advanced course work, and curriculum-related resources to stay current in their subject.
- Teachers can create *BookCarts* at home as part of their lesson planning.
- Parents can access information for personal use, and also support students who are using *eLibrary Curriculum Edition* resources at home.

?  **increase use of school library media centers to improve student literacy skills and academic achievement.**

**ProQuest Support:** ProQuest and *eLibrary Curriculum Edition* and its curriculum resources cannot by themselves increase the use of the school library and media center and its resources. The ultimate reason for the use of the library media center and its resources depends on **teachers making assignments that depend on library resources.** *eLibrary Curriculum Edition*, with its curriculum resources, BookCarts, and librarian training can help librarians to get principals, department heads, curriculum directors, and teachers to recognize the importance of research activities in increasing student achievement. When **research activities are recognized by the entire education team as essential in the development of reading, writing, and critical thinking**, they will create more of these opportunities for learning in the daily activities of students. These skills are among the most important skills tested on state assessments. **This transition from textbook learning to inquiry-based learning** will increase the importance of libraries and librarians.

?  **acquire additional technology and digital media for the library and share Internet links among community libraries**

**ProQuest Support:** Not Applicable

?  **improve the quantity and quality of student reading material resources using scientifically-based reading research methods**

**ProQuest Support:** *eLibrary Curriculum Edition* can sort and search documents by Lexile reading levels. Lexiles are based on **scientific research in reading** that indicates that students increase reading skills when they are challenged, but not over- or under-challenged by materials that they are given to read. Teachers and librarians can create BookCart reading lists for students based on appropriate Lexile levels. Since eLibrary Curriculum Edition contains more than **35 publications appropriate for elementary school students**, the range of materials and Lexile levels accommodates a wide range of student reading needs.

?  **train library assistants to aid students with reading, writing, research, and computer literacy.**

**ProQuest Support:** All *eLibrary Curriculum Edition* curriculum resources correlate to state standards and emphasize the mini-research process that is based on **Bloom’s Taxonomy of Learning.** This training, based on the materials mentioned, is available and can be replicated by librarians for training students and, most importantly, teachers.
acquire information database and educational software to improve reading comprehension, language, and writing skills.

**ProQuest Support**: *eLibrary Curriculum Edition* has many features that support reading and language arts development:

- Students can highlight words as they read articles, click on *Reference Desk*, and get definitions, synonyms, and related information from the integrated dictionary, thesaurus, and encyclopedia.
- Students can access a collection of language arts games, puzzles, and tutorials to sharpen their skills.
- Teachers and librarians can create *Lexile* based collections of reading material in *BookCart* or that can be printed for classroom use.
- Home and school use of *eLibrary Curriculum Edition* and its motivating array of graphics, audio-visuals (CBS new clips back to the 1940s), documents, and websites provides a one-stop way for students to read and then write about what they read.

create and field test a content-based curriculum unit that will focus on reading comprehension and research skills

**ProQuest Support**: *BookCarts* provide a way for librarians and teachers to create collections of reading and research resources that can be customized to the interests and reading level of students. ProQuest curriculum guides help librarians and teachers to show students how to organize and write reports that integrate reading comprehension, critical thinking, and academic content standards.

provide professional development for teachers to create more inquiry-based and standards-based teaching units

**ProQuest Support**: ProQuest training for *eLibrary Curriculum Edition* focuses on training librarians and library assistants to then use this model to train teachers and students. All the resources used correlate to standards and provide mini-research models and *BookCarts* that address higher-order thinking, and avoid research whose end product is who, what, when, and where reports.

encourage more parental involvement in reading, research and Internet access

**ProQuest Support**: With home access, *eLibrary Curriculum Edition* becomes a learning resource available to the whole family, much as the encyclopedia was a generation ago. The *Parent and Student Homework Guide* is designed for librarians to distribute to parents and encourage their use of *eLibrary Curriculum Edition* at home for student learning. The guide also encourages parents to encourage teachers to assign more mini-research activities as homework or extra-credit assignments.

collaborate with teachers to identify print and Internet resources that support literacy development and other English Language Arts content standards

**ProQuest Support**: *eLibrary Curriculum Edition* *BookCarts* can be created by librarians to help teachers see the value of research assignments and make them easier to manage. This helps librarians to build the essential relationship to teachers and the curriculum that increases their importance and credibility. This is important at a time when local and state library staffing and budgets are under attack.
The following parts of this application contain information that could be used by librarians to include eLibrary and professional development as part of an educational solution that integrates technology to increase student achievement, teacher effectiveness, and parental involvement in schools and learning. **Without this information, any grant proposal would not be considered for funding under Title II-D.**

The parts of the proposal that are shown in **bolded italics** are the responses to Title II-D priority questions and information (NOT BOLD ITALIC) that grant writers may wish to copy and paste (or modify) into the actual grant application. Title II-D applications should contain technology infrastructure acquisitions as well as eLibrary and librarian training.

EETT Form #3: Project Summary

*This project will use utilize the content, features, curriculum support materials, and training provided by ProQuest utilizing the content and features of eLibrary (K-12 database) to help librarians to train teachers in the mini-research process.* This process integrates the power of technology and the strategies of Bloom’s Taxonomy to create student research activities that improve **reading**, **writing**, and **critical thinking** skills while providing in-depth learning of academic content.

Scientific research has shown that students learn more effectively when they can pursue in-depth study of topics and ideas that are engaging to them and related to the standards-based curriculum. Ongoing mini-research assignments have the power to engage students and to help them build the essential reading and writing skills so important to their success and to school performance on state assessments. Unfortunately, many of our teachers who are experts on textbook delivered learning, do not know how to create, manage, and evaluate these proven and excellent ways to learn. eLibrary features and content and appropriate curriculum training by librarians can show teachers the “why and how” to use these tools for learning.

**eLibrary has integrated several teacher tools that are critical to the success of this project and that help distinguish eLibrary from a variety of other general library databases that focus only on student information needs.** BookCarts are a unique feature that empower teachers and librarians to create collections of websites, maps, photos, multimedia, and published articles that address state standards, the current textbook, and essential skills.. BookCarts can be accessed in *school* or *at home*, encourage parent support of technology, and can be customized by Lexile reading level and student interest. BookCarts focus student attention, discourage endless surfing, conserving valuable time for learning, not searching.

*Teachers can browse a variety of subject area-related publications to stay current in their field especially now that textbook replacement cycles are being extended.* Teachers can also search and browse a variety of *professional education magazines and journals* to help them with graduate courses and other professional development activities that depend on current knowledge in the field of education.

**eLibrary has unique features that support student understanding and engagement during the research/reading process. **Reference Desk allows students to highlight word(s) that they are reading and get definitions, synonyms, antonyms, and encyclopedia information that increases understanding and motivates inquiry into related topics that broaden ideas and concepts.

**EETT COMPETITIVE GRANT APPLICATION -- PROJECT NARRATIVE**

**A. PROGRAM FOR STUDENTS**

Describe the program for students that will be implemented as part of the comprehensive program. The narrative must explain:
1. The student target group (in selected subject areas and/or grade levels) that will be the focus of the program upon implementation. If the student target group will expand over time, include other grade levels and other academic areas of focus, and when this change will occur.

This program is designed to meet the learning needs of students in grades 3-8. The focus of the program is on developing student essential skills in reading, writing, and higher-order thinking skills.

2. How students’ learning needs will be met through the selected research-based program or programs (include citations).

All students in grades 3-8 have a need for learning resources beyond the textbook. Research has shown that schools with a variety of learning resources, both current and historic, have higher achievement levels than those with little or none. In our schools these resources are insufficient and/or obsolete. With eLibrary, there are thousands of current and historic resources that are available to students at school or at home that would be impossible for our school to duplicate in any other way. Unlike traditional libraries, all students can access these resources simultaneously, anytime and anywhere. eLibrary has a variety of publications that support our student’s grade 3-8 interests and reading levels. There are also a variety of maps, pictures, multimedia, and websites that provide the visual learning support necessary for many of our students who have struggled with reading over the years. eLibrary’s Reference Desk feature allows students to highlight words and get immediate feedback in the form of definitions, synonyms, antonyms, and other meaning-related information to increase comprehension.

While this proposal focuses on students in grades 3-8, eLibrary learning resources and features will be available to all students in our schools, both at school and at home.

Comment on Citations: While the following findings do not address ProQuest mini-research activities directly, it should be clear to teachers how well-designed and motivating mini-research assignment contribute to permanent learning of concepts and learning how to learn.

Research Summary: Building permanent memory and the ability to transfer training utilizes many principles confirmed through brain research on learning.

Research Finding 1: Understanding is more than knowing facts. The emphasis of recent research has been on learning for understanding, which means gaining knowledge that can be used and applied to novel situations. (Bransford, J. D., Brown, A. L., & Cocking, R., (Eds). (1999).

Research Finding 2: Students build new knowledge and understanding on what they already know and believe. When consistent with ideas accepted by the expert community, this "prior" or "informal" knowledge forms a strong base on which to build deeper understandings. Many learners’ preconceptions, however, are inconsistent with accepted expert knowledge. Students often hold tenaciously to these ideas, and their preconceptions can interfere with learning, particularly using conventional teaching strategies (Wandersee et al., 1994).

Research Finding 3: Students formulate new knowledge by modifying and refining their current concepts and by adding new concepts to what they already know (Driver et al., 1985; 1994). The research on conceptual change indicates that students change their ideas when they find these ideas to be unsatisfactory, that is, when their present ideas do not sufficiently describe or explain an event or observation. Further, they change their ideas when they discover alternatives that seem plausible and appear to be more useful (Hewson and Thorley, 1989).

Research Finding 4: Learning is mediated by the social environment in which learners interact with others. Saying that learners construct their own knowledge does not imply that they do so alone. Research indicates that learners benefit from opportunities to articulate their ideas to others, challenge each others’ ideas, and, in doing so, reconstruct their ideas (Rosebery et al., 1992).
Research Finding 5: Effective learning requires that students take control of their own learning. Students need to learn to recognize when they understand and when they need more information. Good learners articulate their own ideas, compare and contrast them with those of others, and provide reasons why they accept one point of view rather than another.

Comment: eLibrary content, teacher tools, curriculum guides, mini-research lesson plans, and librarian training are designed to empower teachers to integrate more critical thinking activities into the curriculum.

Research Summary: The most common explanations for why schools do not currently teach higher-order thinking focus on teacher, curricular, and institutional factors. The approach is, to use a medical analogy, similar to affirming that “the patient failed to respond,” rather than “I misdiagnosed or I misprescribed.” The current conclusion is that the barriers to the teaching of higher-order thinking are in the organizational context of schools, not in the assumptions on which the instructional model is based. Onosko (1991) has identified six such barriers to the teaching of higher-order thinking skills:

Teaching as knowledge transmission. The dominant agenda in classrooms is student acquisition of knowledge, and teachers consistently transmit that knowledge to students in ways that fail to challenge students to think.

3. How technology will be integrated to support helping all students in the target group meet state standards.

eLibrary and mini-research strategies for learning are an Internet delivered solution to providing equality of learning resources to all schools and all students. A major focus of state standards and testing is developing essential reading, writing, and higher-order thinking skills. ProQuest mini-research strategies, models, and guides are based on Bloom’s Taxonomy and combined with teacher training and access to world-class resources, student achievement will increase with sustained and ongoing use.

Teachers can customize collections of learning resources in BookCarts. These BookCarts can be easily aligned to state standards to ensure appropriate learning for students and greater accountability to the state by teachers and administrators.

4. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4.

Performance Goal 1 of Form # 4: All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

Librarians and teachers will be trained to utilize the features of eLibrary that promote student learning such as BookCarts, Reference Desk, and mini-research strategies. Librarians and teachers will also be trained to take advantage of the variety of current and historic publications, visuals, and websites. Teachers will be expected to make ongoing mini-research assignments that leverage eLibrary media and student interests and integrate state learning standards. These assignments can be include work from home, community center, and at school because students can access these learning resources anytime and anywhere, unlike traditional learning resources.

Performance Goal 2.1 of Form # 4: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.
Successful professional development programs that are focused and sustained over time, allow teachers to create, refine, and then share successful techniques and strategies. This teacher collaboration, which research indicates is a characteristic of successful schools, will be the primary goal of our professional development plan with eLibrary resources and teacher tools.

**Performance Goal 2.2 of Form # 4:** All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

Librarians will train and help teachers to create and use BookCarts to customize learning resources for students and align to standards. This is essential when many textbooks that are used by students and teachers may be 5-10 years old and therefore missing any connection to the student’s knowledge and interest in the current world. Teachers will be motivated to use the wide variety of current learning resources to keep their textbooks current. Teachers can create BookCarts at home or at school and student can use these resources at home and at school.

**Performance Goal 3 of Form # 4:** All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

eLibrary is available both at home and at school. Newspapers and TV/Radio transcripts are updated daily so that current events can easily be included in class projects, discussions, and debates. Magazines are updated monthly and provide in-depth coverage of most current events. Any of these resources can be accessed individually or simultaneously by students and teachers through the Internet. Resources can be emailed between and among students who may be collaborating on a mini-research project.

**Performance Goal 4 of Form # 4:** Communication and collaboration among home, school and community utilizing technology will be established or improved to support students’ learning needs.

eLibrary can be accessed at home or at school or at community centers that partner with the schools. eLibrary resources include resources that mostly address curriculum and standards but also include resources of interest to parents and teachers. Parents will find information about business, parenting, and health valuable to them and help set a good example for students. Teachers will find many education journals and magazines to use for self-improvement, planning in-service, or for use in graduate courses. BookCarts that address individual student needs provide parents with confidence that eLibrary is more than your typical “look-it-up” student database.

5. How the program strategies listed in Form 5 will assist students in meeting the performance goal(s).

**Strategies and Actions to Implement Performance Goal 1:** All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

*Teachers will assign at least 2 eLibrary mini-research reports per quarter. Teachers will create their own or copy/adapt ProQuest BookCarts to be used by students for these research projects. Teachers will use ProQuest models for mini-research including the Summary Document style bibliography that helps prevent plagiarism. Computer labs and classes will include mini-research assignments and models that support the work of the rest of the faculty.*

**Strategies and Actions to Implement Performance Goal 2.1:** All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.
ProQuest will train librarians to use the teachers tools of eLibrary and the mini-research process models. Administrators will create in-service time slots for the librarians to train teachers to use these tools and methods over the school year.

**Strategies and Actions to Implement Performance Goal 2.2:** All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

Creating BookCarts is a major task that involves teachers use of the Internet, selection of standards-aligned learning resources, and making assignments that dictate student use of these resources for learning. Since these assignments will be made regularly, the learning culture of the school will begin to depend more on technology-delivered information and resources, and less on learning with textbooks that may be obsolete.

**Strategies and Actions to Implement Performance Goal 3:** All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

eLibrary resources are available anytime and anywhere there is an Internet connected computer. The school district has installed many network stations that allow access to eLibrary and BookCarts from the library, in computer labs, and in classrooms.

**Strategies and Actions to Implement Performance Goal 4:** Communication and collaboration among home, school and community utilizing technology will be established or improved to support students’ learning needs.

ProQuest will supply librarians with access to The Parent and Student Homework Guide. This guide will help parents to understand the benefits of mini-research and BookCarts in the education of their children. Librarians will make presentations of the project to PTA groups so that they can partner with students in the learning process.

6. The administrative support to be implemented to ensure program success.

The professional development plan to integrate the use of eLibrary resources, curriculum guides, and ongoing student mini-research activities will include a series of trainings provided by ProQuest and the librarian staff. In-service and after school activities will be designed to focus on creating engaging and standards-based mini-research activities that integrate reading, writing, and critical thinking skills in the context of learning appropriate academic content. Learning to create customized, high-quality BookCarts that address student needs, reading levels, interests, and state standards will also be a major professional development activity. Over time these BookCarts can be shared by teachers across grade and subject levels saving time, ensuring quality, and addressing standards with a high degree of uniformity.

**RESEARCH-BASED RECOMMENDATION**

Research shows mounting evidence that educational technology can have a positive impact on student achievement (NCES, 2002; NEIRTEC, 2002). The following statements provide evidence of the effectiveness of eLibrary and mini-research activities in helping to increase student achievement.

- Incorporating technology as a **normal part** of the learning environment
- Using **standards-aligned electronic learning resources** that **enhance** the adopted curriculum appropriate to support student achievement
- Utilizing electronic technologies to **access and exchange information**
- Utilizing technology tools to assist students with **productivity, research, problem solving and decision-making activities** related to learning
Allowing students to choose and use technology tools to **obtain information, analyze, synthesize, and assimilate the information, and then to present it in an acceptable manner**

Using technology to engage students in activities that are **difficult, if not impossible, to replicate without technology**

### B. PROFESSIONAL DEVELOPMENT

Describe the research-based program that will be implemented as part of the comprehensive program. The narrative must explain:

1. How the professional development to be provided is high quality, comprehensive, ongoing, based on a review of relevant research (including citations), and supports student learning.

**ProQuest** will provide appropriate training and resources for librarians to provide and support ongoing professional development activities for as long as necessary. This training will include:

- Knowledge about state standards and higher-order thinking skills
- Models that can be used to implement mini-research assignment quickly
- Seamless integration of Internet and useful technology skills
- Practice with using eLibrary’s teacher tools including BookCart
- How to use a variety of previously unavailable learning resources that expand the textbook
- Using content that supports the curriculum goals and state standards in each of the core academic areas

**CITATION:** What are the characteristics of professional development that improve teaching practice? Are these characteristics common to professional development as it is currently offered? The national Evaluation of the Eisenhower Professional Development Program, (Title II—ESEA) conducted by the American Institutes for Research (AIR) under contract with the U.S. Department of Education’s Planning and Evaluation Service, addresses these questions.

**IMPLICATIONS FOR POLICY AND PRACTICE**

In sum, we find that high-quality professional development that focuses on specific teaching strategies does affect self-reported teaching practice. Furthermore, this effect is stronger if the professional development has the six dimensions of quality identified in the analysis of our national sample of teachers:

- The professional development is a reform rather than traditional type
- Is sustained over time
- Involves groups of teachers from the same school
- Provides opportunities for active learning
- Is coherent with other reforms and teachers’ activities
- And is focused on specific content and teaching strategies.

2. How the program focuses on increasing teacher use of technology as a tool to support student academic achievement.

**eLibrary**, standards-aligned Internet learning resources, and BookCarts are an exemplary use of technology that allow students, teacher, librarians, and parents to enjoy benefits that would not have been possible in a textbook delivered curriculum. Because students will be asked to write, speak, or make PowerPoint presentations of the informed opinions on issues that matter to them, real learning takes place. There is no rote memorization and forgetting because information is sought after, represents personal ideas and opinions, and is translated through the development of essential skills of
inferential reading, writing, speaking, using critical thinking and problem solving. These are the skills that students need in the future and also those that are the focus of state assessments.

3. The professional development component to be provided, including the following: The number of professional development hours the staff will receive, and how staff participation will be monitored.

No ProQuest Input

4. If the district will collaborate and/or partner with another entity (i.e. school district, county office of education, CTAP, institute of higher education, non-profit, etc.) with a proven track record of successfully providing education technology professional development services and support, explain how will this be done.

No ProQuest Input

5. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following are required performance goals for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 2.1: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

Successful professional development programs that are focused and sustained over time, allow teachers to create, refine, and then share successful techniques and strategies. This teacher collaboration, which research indicates is a characteristic of successful schools, will be the primary goal of our professional development plan with eLibrary resources and teacher tools.

Performance Goal 2.2 of Form # 4: All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

Librarians will train and help teachers to create and use BookCarts to customize learning resources for students and align to standards. This is essential when many textbooks that are used by students and teachers may be 5-10 years old and therefore missing any connection to the student’s knowledge and interest in the current world. Teachers will be motivated to use the wide variety of current learning resources to keep their textbooks current. Teachers can create BookCarts at home or at school and student can use these resources at home and at school.

? How the program strategies listed in Form 5 will assist staff in meeting the performance goals.

Performance goals will be measurable in the following terms:

? the quantity of BookCarts created by each faculty member
? the variety of state standards addressed through each BookCart
? the number of assignments made by each teacher (2 per quarter is the goal)
? the number of student portfolios/presentations collected
? the usage reports of eLibrary presented to the school each month
? the number of librarian led trainings during the school year
? random surveys of parents

8. The administrative support to be implemented to ensure program success.
Administrators and Title coordinators can set up the schedule of trainings and the teacher expectations based on the criteria listed above. Ultimately, the success of this program will be demonstrated by student test scores in reading, writing, and critical thinking.

Research-Based Recommendation

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research into effective professional development during the past two decades has established key lessons and principles that can help inform the planning of professional development in all areas, including those focused on technology integration. Effective staff development must be high quality, comprehensive and ongoing (NEIRTEC, 2002; NCES, 2002). Research-based recommendations for effective professional development for technology integration include:

- Focusing on improving teaching and learning, rather than focusing on the technology itself
- Providing interactions within professional learning communities
- Providing timely, sustained and intensive training supported by modeling, coaching, and problem solving around specific problems of practice
- Providing adequate time for training and support as well as access to updated research in teaching and learning through electronic means
- Engaging teachers in looking closely at students’ work including analysis of multiple measures of student learning and achievement data, such as curriculum embedded and student-performance assessments
- Making effective use of information and communication technologies and having access to high-quality content that supports the adopted curriculum and is appropriate, relevant, and engaging for students

Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment and Technical Support

Describe how students and teachers will have expanded access to electronic learning resources, including infrastructure, equipment, and technical support as part of the comprehensive program. The narrative must explain:

1. The current student-to-multimedia computer ratio in all classrooms (excluding computer labs) used by the students and teachers in the target group, as well as the current number of classrooms connected to the Internet (excluding computer labs) that are used by the students and teachers in the target group.

No ProQuest Input

2. How the currently available electronic learning resources, including infrastructure, equipment, and technical support are being utilized by the students and teachers in the target group.

No ProQuest Input

3. How currently available and to-be-acquired electronic learning resources (including infrastructure and equipment) will support the comprehensive program; where the new electronic learning resources, infrastructure and equipment will be located; and how the acquisition and placement will support the comprehensive program.

Networked and Internet connected computers will be located throughout the school: libraries, computer labs, and many classrooms. Each of these will be capable of accessing eLibrary resources and BookCarts. In addition, eLibrary will be available at home and in community centers for those who have no Internet connection at home.
Students will be able to learn when it is most convenient for them, whether the learning is self-initiated or as part of a teacher assignment. Our schools are lacking in the quantity and quality of supplemental learning resources, and, combined with obsolete textbooks, student performance has suffered. With Internet access to learning resources that are better than any school library, our students will now have the necessary resources to improve their learning and achievement.

4. How technology tools, both currently existing and to-be-acquired, will be used to support data-driven decision-making.

When BookCarts are created, they require that state standards are selected and included in with the resources, as well as the teacher, topic, subject, and grade. By cataloging this information, librarians can help provide some measure of accountability for use and for the standards that were addressed by the mini-research activities.

5. How adequate technical support will be provided to support the comprehensive program.

ProQuest provides both in-person phone support and next day email support.

6. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the required performance goal for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 3: All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

eLibrary is available both at home and at school. Newspapers and TV/Radio transcripts are updated daily so that current events can easily be included in class projects, discussions, and debates. Magazines are updated monthly and provide in-depth coverage of most current events. Any of these resources can be accessed individually or simultaneously by students and teachers through the Internet. Resources can be emailed between and among students who may be collaborating on a mini-research project.

7. How the program strategies listed in Form 5 will assist staff in meeting the performance goal(s).

This project requires the collaboration of the entire learning community to be successful.

? Librarians to learn processes, functionality and then conduct ongoing professional development for teachers
? Teachers to learn to integrate technology into proven strategies for student learning and create more inquiry- and standards-based learning activities
? Parents to become involved in the use of the new tool for learning whether at home or in a community center
? Administrators to purchase appropriate equipment, set up professional development schedules, and promote inquiry-based learning to parents and community

Describe how technology will be utilized to establish or to improve communication and collaboration among home, school, and community as part of the comprehensive program.

The narrative must explain:

1. How the use of technology for communication among home, school, and community will enhance the comprehensive program.
Librarians will promote the program at PTA meetings. They will explain what teachers will be learning, what kind of assignments students will be getting and why. They will also get access accounts, passwords and a Parent & Student Homework Guide that explains the value of mini-research for students and how they can use the resource for their own practical research needs.

2. How students’ learning needs will be supported through the use of technology for communication and collaboration among home, school, and community, and how the use of technology enhances the comprehensive program.

Successful schools and students have access to a variety of quality learning resources. Many parents come from homes where their parents sacrificed to provide a home encyclopedia, or transported them to public libraries when school was not open. eLibrary and teacher BookCarts are the modern equivalent of these past opportunities for their children to learn and achieve. However, these learning opportunities with access to world-class resources are open anytime and anywhere for all students and parents.

3. The collaborations and/or partnerships that have been established to support the comprehensive program, including the following:

No ProQuest Input

4. The narrative must address and align with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the required performance goal for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 4: Communication and collaboration among home, school and community utilizing technology will be established or improved to support student learning.

Teacher BookCarts customized for student use are a dramatic way to distinguish eLibrary learning from general surfing of the Internet or the use of search engines to find relevant information. Parents can see the teacher and school support for their children’s learning. This in turn builds the parental support for learning that research says is necessary for school and student success.

5. How the narrative is in line with the strategies listed on Form 5.

Each of the strategies on form 5 addresses the teamwork and collaboration that will characterize this project over time. As teachers get more experience with eLibrary, BookCarts, mini-research, and standards alignment, there will evolve a culture of learning how to learn based on successful ideas and strategies that will come out of this program.

6. The administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to ensure program success.

eLibrary contains a topic searching tool that organizes more than 160,000 Editor’s Choice websites into 20 curriculum aligned categories for student (and parents) to use. These websites were chosen and then maintained to support the need for information, multimedia, and graphics that are generally not available through eLibrary publications but that are valuable for student learning. With topic searching for Editor’s Choice websites, students save time in accessing relevant information. Students also minimize the risk of encountering websites that compromise quality and decency. Teachers can use the same websites to populate BookCarts for student use, saving them time also.
Provide a complete list and description of the type and projected costs of technologies to be acquired through the grant. Include services, equipment, and electronic learning resources.

Talk to a ProQuest sales representative to get specific pricing for your proposal including an outline of the extensive training for librarians and other decision makers who may be interested. This training will be replicated for teachers during the school year as professional development eligible for CEU credit and any associated costs should be included but are not part of the ProQuest fee.