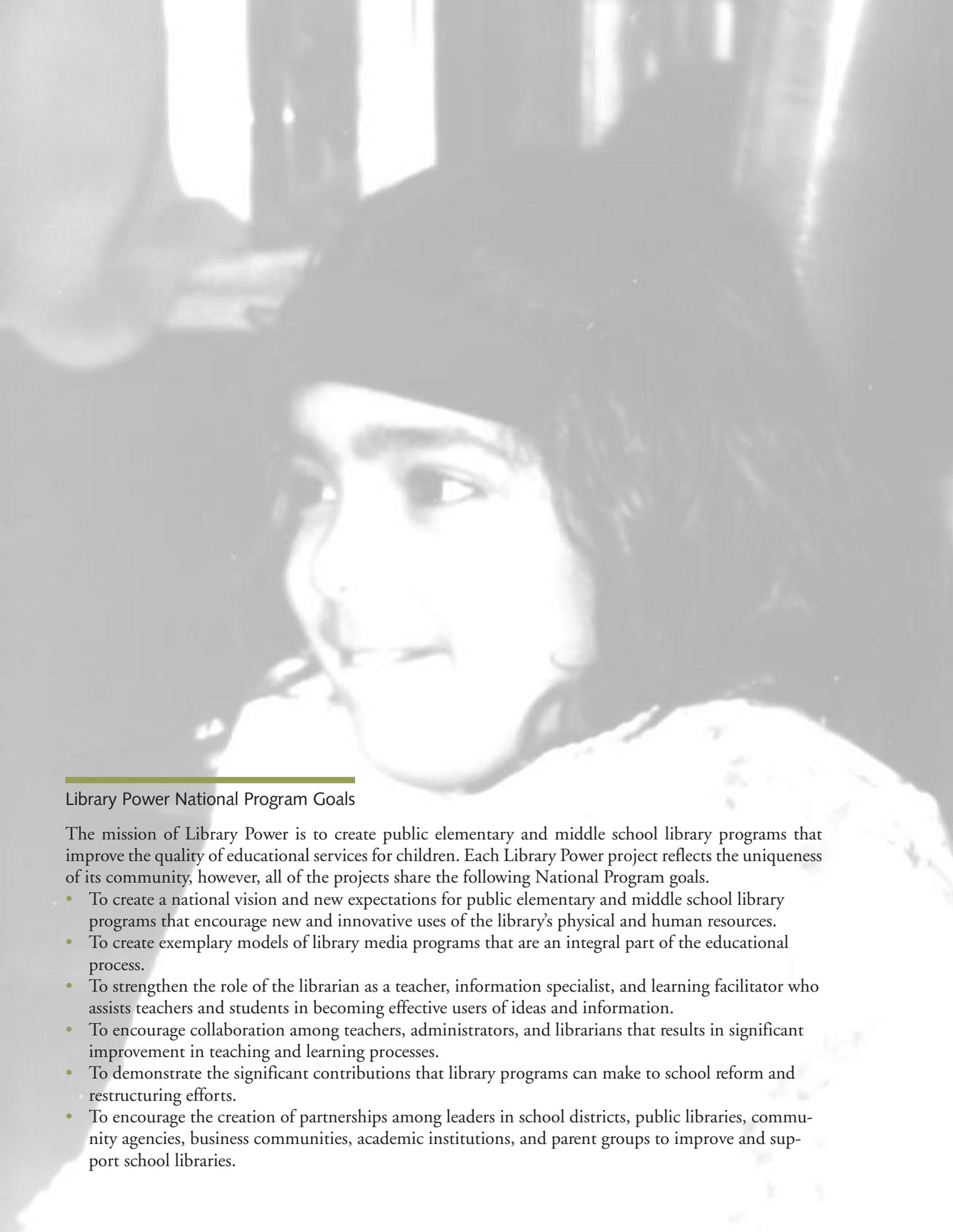




LIBRARY POWER
A REPORT TO THE COMMUNITY

Philadelphia Education Fund



Library Power National Program Goals

The mission of Library Power is to create public elementary and middle school library programs that improve the quality of educational services for children. Each Library Power project reflects the uniqueness of its community, however, all of the projects share the following National Program goals.

- To create a national vision and new expectations for public elementary and middle school library programs that encourage new and innovative uses of the library's physical and human resources.
- To create exemplary models of library media programs that are an integral part of the educational process.
- To strengthen the role of the librarian as a teacher, information specialist, and learning facilitator who assists teachers and students in becoming effective users of ideas and information.
- To encourage collaboration among teachers, administrators, and librarians that results in significant improvement in teaching and learning processes.
- To demonstrate the significant contributions that library programs can make to school reform and restructuring efforts.
- To encourage the creation of partnerships among leaders in school districts, public libraries, community agencies, business communities, academic institutions, and parent groups to improve and support school libraries.

Philadelphia Library Power

A REPORT TO THE COMMUNITY

*An effective school connects classrooms
and resources. (Boyer, 1995)*

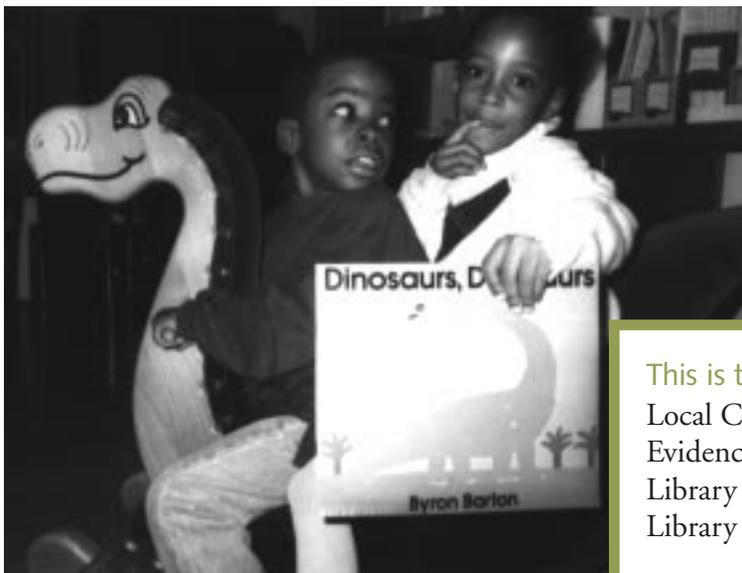
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Library Power

is a national initiative funded by the DeWitt Wallace-Reader's Digest Fund designed to place school libraries at the heart of educational reform. The goals of Library Power are to create library programs that are an integral part of the educational process, to broaden the librarian's work to include collaboration with teachers in ways that improve student learning, to provide a catalyst for broader school reform, and to develop closer partnerships with parents and organizations external to the school.

Library Power is not just library reform; it is school reform. It focuses on changing the way teaching and learning happen in schools using the library as a foundation. The Philadelphia Library Power Program, a joint effort of the School District of Philadelphia and the Philadelphia Education Fund, is changing teaching and learning in thirty elementary and middle schools in Philadelphia.



This is the Power

- Local Context and Support
- Evidence of Links to Student Achievement
- Library Power Program Components
- Library Power Program Costs

This is the Story

- Library Power at Mann Elementary

This is the Impact

- Research Results
- Library Power and *Children Achieving*
- School Libraries: Catalysts for Authentic Learning

Imagine a library full of students and staff exploring, discovering, and sharing information that expands the scope of their textbook; a library that not only encourages but provides resources for students to actively participate in the learning process.

(Library Power Librarian)

This is the Power

Local Context and Support

The Philadelphia Library Power Program began with a cohort of 11 schools midway through the 1994-95 academic year. We added a second cohort of 19 schools the following year. Library Power funds have been used to provide professional development for teachers, school librarians and administrators, to renovate school libraries, and to match School District funds for books and other library materials. The School District of Philadelphia provided a full-time, certified library media specialist in each Library Power school; kept Library Power school libraries open throughout the day with schedules that allowed students to go to the library individually, in small groups, and with their classes; and covered labor costs for renovating school libraries.

For a one-time refurbishing cost of \$5,000 Library Power schools created a physical resource center that enriched the entire school community—typically 700 or more students, many parents, and 30 or more staff. An annual expenditure of \$6,000 updated the library collections to include current nonfiction and research materials that directly support the curriculum and fiction materials that reflect the cultural diversity of the school community and meet the reading needs of the students. An expenditure of approximately \$58,000 per year provided schools with a certified school librarian who spent time working collaboratively with teachers to improve student achievement.

...more kids are in the library with flexible scheduling. The library is more attractive and the kids are reading more.

(Principal)



Philadelphia's Library Power Schools

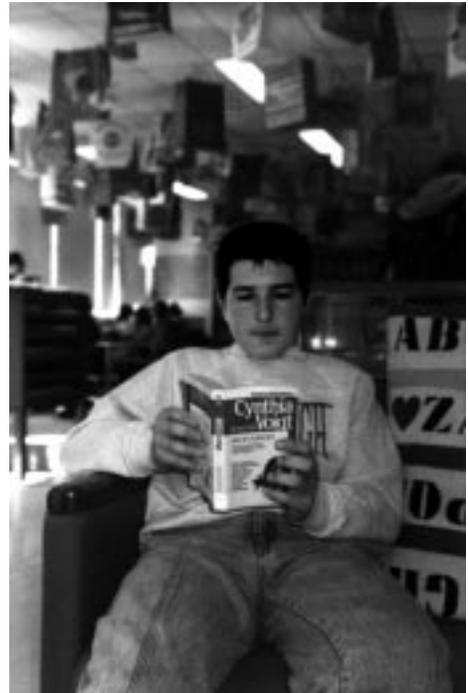
AMY at James Martin
AMY Northwest
Beeber Middle
Bluford Elementary
Clemente Middle
Cook-Wissahickon Elementary
Dobson School
Elkin Elementary
Elverson Middle
Gillespie Middle
Hamilton School
Harding Middle
Harrington Elementary
Hartranft Elementary
Hill-Freedman Middle
J.S. Jenks School
Mann Elementary
Masterman School
Meredith School
Middle Years Alternative
Morton Elementary
Potter-Thomas Elementary
Rhodes Middle
Roosevelt Middle
Southwark School
Spruance School
Strawberry Mansion School
Wanamaker Middle
Waring Elementary
Whittier Elementary

National Research Links Student Achievement to Effective School Library Programs

Research in teacher-librarianship establishes a direct link between effective school library programs and student achievement. Studies have shown that expenditures on school libraries have the greatest chance of battling at-risk conditions of poverty and low educational level. In schools with well-funded library media centers and the services of a library media specialist:

- students perform significantly better in the area of reading comprehension and in their ability to express effectively ideas concerning their reading;
- students perform significantly better on tests for basic research skills, including locational skills, outlining and notetaking, and the knowledge and use of reference materials, such as dictionaries and encyclopedias;
- more reading occurs and children enjoy reading more; and
- students themselves believe that the library media center is useful in their schoolwork.

(Krashen, 1993; Lance et al, 1993)



Studies have also shown that the development of student competence is most effective when:

- the library media center moves to flexible scheduling and curriculum-integrated instruction;
- classroom instruction is integrated with cooperative program planning and team teaching by the classroom teacher and school librarian;
- and school library media collections are developed to support the classroom curriculum.

(Lance et al, 1993)

Library Power Program Components

To achieve the Library Power goals, the initiative has a specific set of strategies:

- to redesign and refurbish the library;
- to update book and software collections;
- to implement flexible scheduling and independent checkout;
- to establish collaborative planning between librarians and teachers;
- to provide extensive professional development opportunities for librarians, teachers, and administrators; and
- to encourage the creation of partnerships among schools, public libraries, community agencies, academic institutions, and parent groups.

Children in schools with libraries that have large library collections made better gains in reading than...in schools with smaller collections or...only classroom collections.

(Gaver, 1963)

Physical Redesign and Refurbishing of the Library

This place is looking much better. The kids love the new furniture and the defined areas in the library which did not exist before...and seeing the kids curled up on the couch reading—I love that. I feel that's really important in this neighborhood.

(Librarian)

The creation of a library space that is conducive to individual and group learning is central to the Library Power Program. Through Library Power refurbishing activities, the tone, appearance, and functionality of school libraries in Philadelphia have been improved significantly. Schools have purchased area rugs, shelving, love seats and armchairs, white boards and easels, computer tables, library tables, chairs, movable carts, periodical stands, paperback stands, circulation desks, display cases, banners, wall hangings, vertical blinds, and room dividers. Today, the libraries in Library Power schools are pleasant, inviting, child-centered spaces where multiple activities take place.

Library Power schools created a physically attractive and functional resource center for a one-time refurbishing cost of \$5,000.00.

...some students would choose to stay [here] all day. It is definitely the spot where children feel free to kick back and dig into reading. (Librarian)



People feel the library is now 'friendly.'

Updating Book and Software Collections

Library Power showed us how to match resources through curriculum mapping so that they fit what the teachers want.

(Librarian)

Effective school libraries contain quality up-to-date print and nonprint materials which support the curriculum and meet the needs of the student body. Prior to Library Power, the book collections at the Library Power schools consisted of fiction, nonfiction, and reference materials purchased in the late 1960s and early 1970s with ESEA Title IV funds. The collections were inadequate to support current classroom demands or meet the recreational reading interests of students. In addition, the collections did not reflect the ethnic richness and diversity of the school district.

After evaluating the current collections and assessing the needs of students and teachers, Library Power schools have updated and revitalized their library collections. Tattered and outdated books have been eliminated. Interesting and current research materials and culturally diverse books have been purchased. As a result, circulation and the use of research materials have soared because teachers and students are now able to find the resources they need in the school library.

An annual expenditure of \$6,000.00 updated book and software collections.

Library Power takes a look at our school communities and reflects that cultural reality by buying and shelving books about Latinos, African Americans, Asians and Native Americans.

By doing this, we tell our children that all people and their contributions matter and they can read about people that look like them.

(Parent)



Implementation of Flexible Scheduling and Independent Checkout

The flexible scheduling has allowed me to connect more with the teachers as teachers and to connect with small groups of children in thoughtful meaningful research—the ‘aha’ moments.
(Librarian)

Flexible scheduling has been a critical addition to the culture of Library Power schools. With open access and flexible scheduling, Library Power libraries have become extensions of the classroom. Multiple activities successfully co-exist in the library; several grade levels or classes are able to access resources simultaneously. At any point in the day in Library Power schools, you might see first graders checking out their own books; a cooperative learning group of third graders working on a research project on insects; a fourth grade class receiving instruction on note-taking from the librarian as part of a unit on rainforests; a kindergarten teacher reading to his students, and a fifth grader using a CD-ROM encyclopedia for a research project on volcanoes.

In addition, in Library Power schools, librarians and teachers no longer check out students' books for them. Students in Library Power schools travel in small groups from their classrooms to the library. Even kindergartners and first graders make their way to the library and independently check out their own books. This freedom deepens the sense of ownership children feel toward the library. Students respect the privilege of being allowed to visit the library as often as they wish, and they take care of the books and the facility. They recognize that the library is *their* place and that what goes on there benefits them.

I can think for myself. I can get a book quietly. (Student)



People know that the teacher trust[s] us.... You don't have to go down as a class.... It is better and easier. You can look for your own book. (Student)

A year and a half ago, I would have said it was impossible to have more than one full class in the library...[now] I marvel at how much can be going on at the same time... (Librarian)

Collaborative Planning Between the Librarian and Teachers

The collaboration has gone really great. The librarian and I meet and I tell her what theme I am teaching. She gets the books and materials and we talk about ways and things to do with the books. She can bring out different aspects of a book. It is like having another teacher to bounce ideas off of. She gives me ideas of what other teachers do. In the past, I rarely took my class there for her to teach—she used to just read them a story for 20 minutes. Now she will have them for an hour.

(Teacher)

A key feature of Library Power is the collaborative planning and teaching of specific curricular units by teachers and the librarian. In Library Power schools, the curriculum of the classroom is the curriculum of the library. The role of the librarian is to help teachers meet their instructional goals. Teachers and librarians meet to share ideas and strategies for instruction, to look at books and other materials which are available on a topic, and to discuss ways the librarian can assist with the teaching of a unit or theme.

Library Power librarians work directly with students, teaching them to ask questions, find information, and analyze it—not just copy—all within the context of the regular classroom curriculum. They help students use the creative arts, computer technology, and other formats to convey information. In addition, as they work with small groups of students on cooperative projects, librarians help children see that interaction with others can inspire new ideas and lead to increased creativity and productivity.

An expenditure of approximately \$58,000.00 per year provided schools with a certified librarian who worked collaboratively with teachers.

Students look at me differently. I am not just the Library Lady who checks books in and out. I work collaboratively with teachers and do some team teaching and sometimes help evaluate students' projects. Teachers trust me and are more apt to come to me since Library Power.

(Librarian)



Extensive Professional Development Opportunities

I've learned that I cannot live without the development of true collegial relationships—working toward common beliefs, goals, philosophy, and a high level of professionalism.

(Librarian)

Professional development is perhaps the most crucial component of the Library Power Program. While refurbishing the library and improving the library collections are essential, beautiful and well-stocked libraries that sit empty do not benefit students. Library Power professional development has given teachers, librarians, and administrators the information they need to create library programs that are central to the educational program of the school.

Professional development opportunities have occurred in program-wide meetings, such as special events with speakers and consultants or the summer institute, and workshops that are customized to meet the needs of the individual school. Topics have included translating standards into teaching and learning, constructivism, the research process, collaboration and team building, using the internet to support teaching and learning, including multicultural materials across the curriculum, and creating an integrated library program.

Another important aspect of Library Power's professional development design has been the creation of a librarians' network. Since January of 1994, Library Power librarians have met monthly for professional development. In addition, the librarians

have established a regular support group, independent of the initiative, which meets bimonthly. Librarians feel the network is extremely valuable, providing them with "the confidence they need to be more innovative and to take risks." Librarians from the new network have presented professional development sessions for Library Power schools and for schools interested in exploring the model.

An expenditure of approximately \$1,900.00 per year provided customized professional development for school teams around issues of teaching and learning.

*One word that describes
Library Power staff
development is 'nourishment.'
I've Learned I cannot live
without it. (Librarian)*



The Creation of Community Partnerships

During the past two years, Library Power has served as a strong link between the Multicultural Resource Center and Philadelphia schools—enabling and supporting our teaching thousands of librarians, teachers, and parents to select and use literature which integrates multicultural competencies into all aspects of children's lives.

(Fran Emery, Multicultural Resource Center)

The creation of community partnerships is an important component of Library Power. Even with the changes brought about by Library Power, the resources of the school library are not sufficient to meet all the informational needs of students and teachers.

Through the initiative, partnerships have been strengthened with The Free Library of Philadelphia, Drexel University's College of Information Science and Technology, The Multicultural Resource Center, the Community Design Collaborative, the Foundation for Architecture, and the Pennsylvania Institute for Environmental and Community Service Learning. These organizations have provided resources and technical assistance to teachers and librarians as they work to engage students in authentic learning tasks. Mini-grants provided by Library Power also involved community members and organizations in the life of schools.

In addition, Library Power has provided ways for parents to increase their own knowledge-base and to become involved in their children's educations. In September of 1996 we began MotheRead/FatheRead classes for parents and students at two Library Power schools. MotheRead combines the teaching of literacy skills with child development and family empowerment issues. Through MotheRead classes, parents and children learn to use the power of language to discover more about themselves, their families, and their communities.

Computer classes have been offered for parents and other community members at several schools. These classes are designed to improve the parents' information literacy skills and to provide them with practical ways they can help their children with their school work. Parents have also been included in professional development opportunities. The Multicultural Resource Center has provided workshops on multicultural education for parents and teachers. Parents have also been included in literature discussion groups.

The [Library Power] mini-grant helped open my reading class to learning outside the classroom. (Teacher)



Library Power Program Costs

Average Estimated Costs Per School for Library Power 1995-96

	DeWitt Wallace-Reader's Digest Fund	School District of Philadelphia
Renovations	\$5,000.00	*
Books/Software	\$3,400.00	†\$2,600.00
††Mini-grants	\$1,000.00	0.00
Librarian	0.00	Δ\$24,000.00
Staff Development	\$1,900.00	Release Time
TOTAL	\$11,300.00	\$26,600.00

* The School District carpeted libraries in 3 schools during the 1995-96 school year.

† For library materials at the 1995-96 \$3.45 per-pupil allocation; based on average of 775 students per school.

†† Mini-grants provided funding for special collaborative projects.

Δ In order to participate in Library Power, each school had to have a certified school librarian who did not provide preparation coverage. The SDP provided participating elementary schools with additional prep coverage at an estimated cost of \$24,000.

School library media centers are a cost-efficient way for schools to provide students with the sophisticated knowledge and skills they will need for the growing demands of work and citizenship in the twenty-first century. The libraries' cultivation of literacy, research, and thinking skills is crucial for success in school and success in life.

(School Libraries...Unfinished Business, 1996)

This is the Story

This is the story of Tom and Shannon, Maleeka and Byron, Harold, April, and Henry. This was the year things were like they were supposed to be—or nearly. This was the time wistful hopes came true. This was the year Library Power came to Mann Elementary School.

Into a long, rectangular room on the basement level of Mann School came some comfortable and functional furnishings, new books, bright banners, a life-size Arthur doll, and a whimsical, giant caterpillar pillow. A formerly dark and dreary room, became a bright, inviting place that, like a magnet, drew both children and adults.

Students and teachers made the library their learning place. After researching a famous African-American inventor and incorporating the information into a book for kindergarten students, third-grader Maleeka called herself an author in her evaluation.

By year's end, Shannon, who took any opportunity she could to come to the library to read, made the connection between reading and writing. She busily began reading picture books and then, using only the pictures, rewriting the stories to share with others.

Tom found the library so inviting that he kicked off his sneakers while reading a favorite paperback and walked around the library in his stocking feet. Byron, who came to the library to type his reports on the computer, couldn't wait to try out the new computer with CD-Rom.

When encountered in a classroom of thirty students, Harold, a highly active ten-year-old with few coping mechanisms for controlling his behavior, created a discipline problem. When able to work independently in the library, however, Harold showed an acute ability for sustained concentration. While studying the thirteen colonies, Harold planned and completed his own project.



Maleeka and her classmates are adamant about not copying from books and bandy about terms like 'trade books' and 'bibliographic citation.'

Although his behavior in the classroom was sometimes still disruptive, Harold finally experienced what his teachers had long suspected: he could be a self-motivated worker with sharp critical thinking and problem-solving skills. Harold discovered that he liked doing research, being absorbed in books, and finding out new things.

In the past, April's time in the library was like a contest of wills: hers and the librarian's. April would talk non-stop; the librarian would constantly drag her attention back to the lesson. Yet, when she worked on a unit on South America, April became interested in the facts she was finding and was delighted that she had no trouble transferring the information to simple sentences. At the end of the unit, her oral presentation was direct and clear and her delivery was excellent. This time, April's gift of gab served her well.

Harold finally experienced what his teachers had long suspected: he could be a self-motivated worker with sharp critical thinking and problem-solving skills.

By the time Henry's fourth grade class had worked on their third research unit in the library, he had taken the art of oral presentation to a sophisticated level. To emphasize his points, Henry created a mock travel brochure for Venezuela and distributed it to his class. Neither his classroom teacher nor the librarian had used or talked about this approach.

Fifteen minutes before arriving in the library, the fifth grade class (with more than its share of "spirited" personalities) was read the riot act for their deplorable conduct in the lunchroom. Once in the library, however, the students each paired up with a five-year old and read aloud (quietly and intently) the original fantasies they had composed.

Library Power brought a beautiful library with great books to Mann School, but more importantly, it empowered us to change the traditional way we viewed the library and learning. We found that our school library is essential to the learning process and a key element in the educational framework of our school. We only have to determine how we use it.

What Library Power has taught us is that magic can come with the right choice. Our school community chose to embrace the principles of Library Power and we made a brave, promising start to improve teaching and learning in our school.

Bernadette Cooke-Kearney
Librarian, Mann Elementary

The Impact of Library Power in Philadelphia

Research Results

Mrs. Jones informed me that her third grade students greatly improved in reading. In September only 17% of her students read on grade level or above as compared to 54% in June. She contributes this to a combination of personal reading (30% borrowed books on a daily basis; 40% borrowed three times a week; and 20% once a week), the special SSR (sustained silent reading) project funded by a Library Power mini-grant, and their independent library work.

(Library Power Annual Report, 1996)

In order to understand the impact of Library Power on the thirty schools involved in the initiative, the Philadelphia Education Fund is engaged in an extensive research study of the program. Data collection includes: continuing case studies at seven schools; interviews with librarians and principals at three middle schools; project-wide focus group interviews; and analysis of documents such as student work, curriculum maps, collaboration logs, and collection maps.

Preliminary findings show that in schools where Library Power approaches full implementation, one is likely to see a bright, well-furnished student-centered library used by individual students, groups, and whole classes engaged in research or other constructivist learning activities; increased circulation of books boosted by the independent checkout system; a revitalized librarian who assumes an array of teaching roles in ways that provide greater support for teachers; a collection that matches current classroom teaching topics; and closer relationships with community groups. In short, the library provides a vibrant center for collaborative teaching and learning and is headed by a librarian with a broader and more professionalized role. In addition, a new district-wide network of librarians provides intellectual and emotional support to its members and supplies the school district with a cadre of leaders for related district-wide professional development activities (Useem, 1996, p.2).



In September, only 17% of [Ms. Jones'] students read on grade level or above as compared to 54% in June. She contributes this to a combination of personal reading, the special sustained silent reading project, and their independent library work. (Annual Report, 1996)



The Role of Library Power in *Children Achieving*

The goal of *Children Achieving* is for all students in the School District of Philadelphia to reach world-class standards. Library Power is demonstrably essential to achieving that goal.

I. Evidence collected from Library Power sites shows clearly that Library Power is supporting student achievement of the District Standards. Students in Library Power schools are:

- using their libraries to gather information needed for class projects as well as to find books for recreational reading;
- conducting research as part of thematic units designed by certified school librarians working in collaboration with classroom-based teachers;
- learning about the design and function of information systems technology;
- engaging in ongoing exchange of ideas and information in a social, interactive and multicultural context;
- investigating the power of language in shaping self-definition, creating knowledge and providing insight into many cultures; and
- identifying concrete issues and abstract ideas and recognizing that there are resources available to explain these issues and ideas.

The kids see the library as a place where they can find information. I can say 'it is there—don't tell me you can't find it.' The new resources and the collaborative planning are wonderful for my instructional program...it is like having an extra teacher to help.

(Middle School Teacher)

I feel that last year was the first time in the six years I've been at my school that I had evidence the children really got it. When the students would come in small groups and work, they came up with the most clear thoughts and really seemed to thrive on doing research. It was really their thing. And yet, in a classroom, they were behavior problems. I think if there were some way you could hold students in that style of learning, you would see an increase in their achievement.

(Elementary Librarian)

The library is a learning center for kids. The library is my favorite place in the whole school.

(Elementary Student)

The library is different from my elementary school in that you don't need the librarians to help you check out the book. There are computers in it. You can go there any time you want... I like the wide selection of books. (Student)

II. The Library Power Model is addressing the Opportunity-to-Learn Standards.

- Research in teacher-librarianship shows that among school and community factors that determine academic achievement, the size of the library media center staff and collection is second in importance only to the absence of at-risk conditions.
- In Library Power schools, well resourced libraries staffed by full-time certified librarians who are not covering preparation periods are giving students an equal chance to meet content and performance standards.

The quality of the library and self-checkout system allowed students to meet the twenty-five book standard while including diverse authors and texts in their reading.

(Elementary Librarian)

We're a school of 1,000. Everybody wants to be in the library. If they could they would be there every day. The teachers who have adapted to Library Power are making their classrooms an annex to the library, where I teach the initial lesson and then they just take piles and piles of books and it becomes their classroom set for that month. We rotate among the classrooms of that grade level and it works beautifully.

(K-8 Librarian)

III. In Library Power schools, librarians act as on-site teaching and learning facilitators.

- Librarians meet regularly with grade level teams and small learning community members to plan collaborative units of instruction.
- Librarians engage their schools in curriculum mapping.
- Librarians provide professional development materials to keep teachers aware of current educational practices.

I worked collaboratively with the librarian on a year-long unit called 'Who Am I?' We used the library and it helped the kids to get in touch with the real world and their earlier lives. The kids learned that the librarian was multi-talented and is not just there to dispense books. She has a wealth of artistic talent and could help kids try new things and pick up kids for whom artistic intelligence is their main vehicle.

(Middle School Teacher)



Library Power has emphasized that educators need to be learners too.

(Librarian)

School Libraries: Catalysts for Authentic Learning

Imagine a library where 36 classes file in every other week to search the card catalog, hear about Mr. Dewey's invention, and browse the encyclopedia looking for abstract places and things. Now re-imagine the same library full of students and staff exploring, discovering, and sharing information that expands the scope of their textbook; a library that not only encourages but provides resources for students to actively participate in the learning process.

(Library Power Application from a K-5 school)

The focus of recent school reform efforts has been on improving student learning by changing the culture and vision of schools. Reformers recognize that if we want student learning to improve, schools must become places that: emphasize thinking and inquiry skills; provide in-depth learning experiences; make students responsible for their own learning; help students create authentic assessment products; and provide an atmosphere in which students feel safe and successful (Stripling, 1996).

The Philadelphia Library Power Program has helped schools make progress toward these goals by creating school libraries in which students are nurtured and provoked to engage in authentic learning. In Library Power schools classroom teachers and librarians collaborate to design tasks that raise expectations beyond rote recall to high intellectual quality. They emphasize teaching strategies that lead to meaningful learning—building higher order thinking skills based on a solid knowledge base; expecting deep understanding from students rather than an accumulation of facts; allowing students to engage in intellectual conversations and shared learning; and establishing connections to the world beyond school (Stripling, 1997).

Philadelphia Library Power At A Glance

- Revitalized 30 elementary and middle school libraries since 1994.
- Leveraged School District dollars to provide full-time school librarians.
- Provided more than 20,000 books and other resources to schools since 1994.
- Spent \$123,000 to improve the physical space of school libraries.
- Conducted program-wide and customized professional development activities.
- Developed a network of librarians who provide support for one another and conduct professional development sessions.
- Established MotheRead/FatheRead program at two elementary schools.



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Acknowledgments

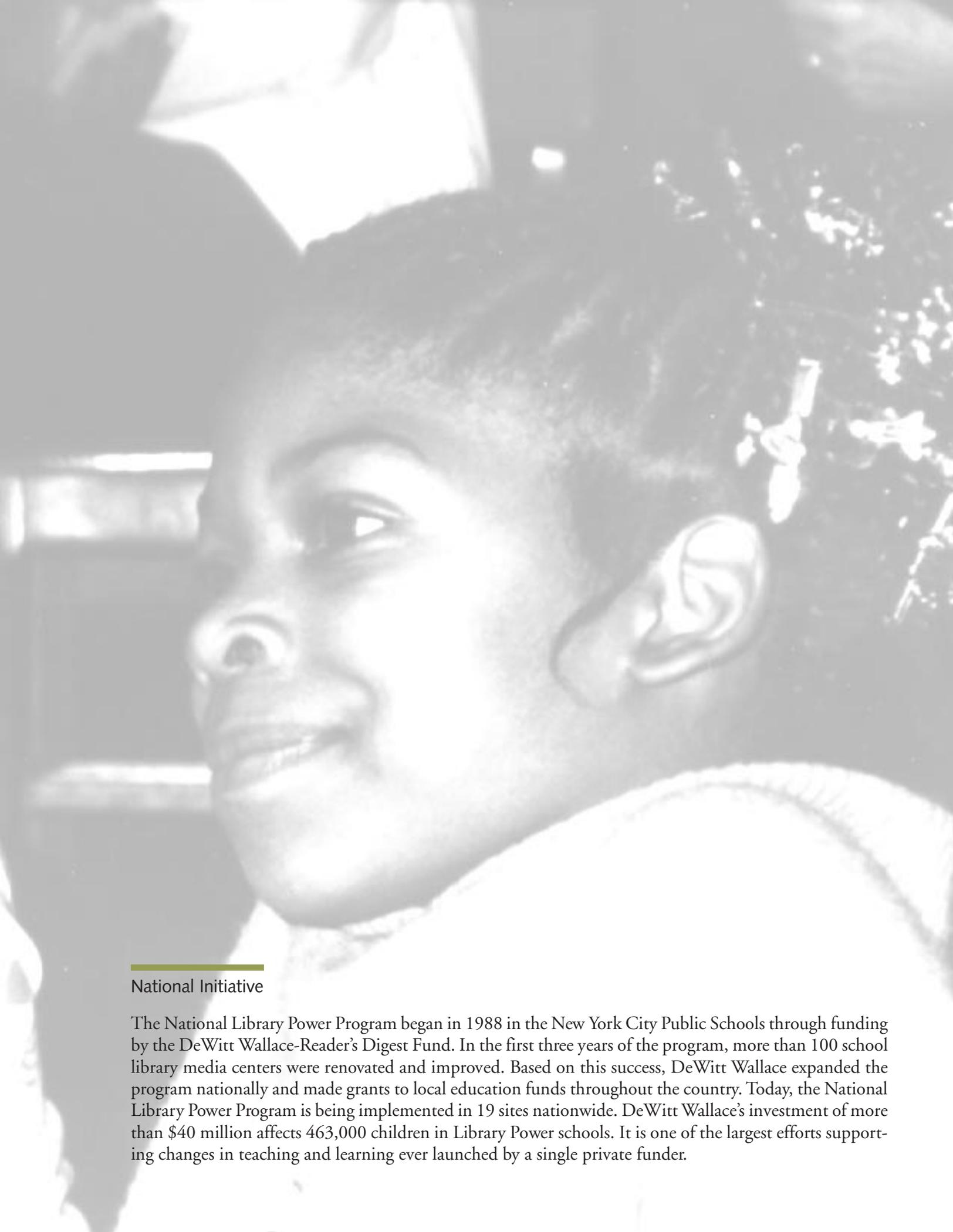
DEWITT WALLACE-READER'S DIGEST FUND is a national, private grantmaking foundation located in New York City. Its mission is to improve the quality of educational and career development opportunities for school-age youth, especially young people growing up in low-income communities. The program received technical assistance from the American Association of School Librarians and the Public Education Network. Local support was provided by the School District of Philadelphia and by the Philadelphia Education Fund.

Warren Simmons, Executive Director of the Philadelphia Education Fund
Sandra Hughes, Library Power Program Director

Publication Production
Writer - Sandra Hughes
Design - Christina Hill Cantrill



A *SPECIAL THANKS* to the students, teachers, librarians, and administrators in the thirty Library Power schools whose vision, commitment and hard work make Library Power not only possible, but real.



National Initiative

The National Library Power Program began in 1988 in the New York City Public Schools through funding by the DeWitt Wallace-Reader's Digest Fund. In the first three years of the program, more than 100 school library media centers were renovated and improved. Based on this success, DeWitt Wallace expanded the program nationally and made grants to local education funds throughout the country. Today, the National Library Power Program is being implemented in 19 sites nationwide. DeWitt Wallace's investment of more than \$40 million affects 463,000 children in Library Power schools. It is one of the largest efforts supporting changes in teaching and learning ever launched by a single private funder.

