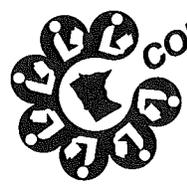


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Sourcebook

for Minnesota Multi-type
Library System
Governing Board Members



COUNCIL OF COOPERATING LIBRARIES

in cooperation with
the Office of Library Development & Services

Minnesota Department of Education

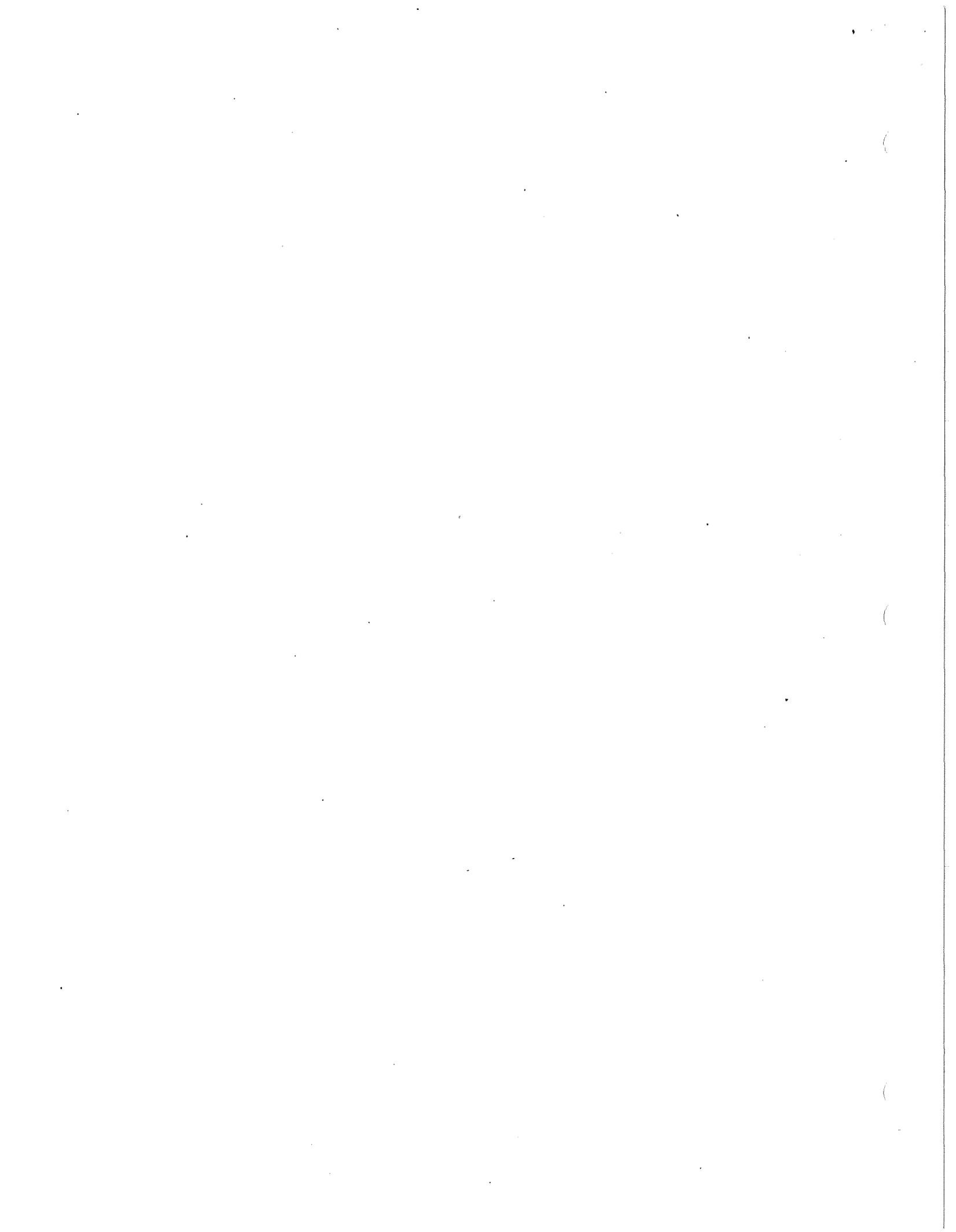
SOURCE BOOK FOR MINNESOTA MULTI-TYPE
LIBRARY SYSTEM GOVERNING BOARD MEMBERS

The Council of Cooperating Libraries
in cooperation with the
Office of Library Development and Services
Minnesota Department of Education

St. Paul, MN
1984

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PHILOSOPHY

Membership

College and university libraries, school library media centers, public libraries, and special libraries in businesses, government, health care institutions, and other agencies are organized and operated to serve varying needs of different clientele. While they may vary in purpose, services, organization, and funding, none is able to provide independently all of the resources its users may need or to develop, on its own, all of the services it could provide.

Enabling Legislation

The Minnesota Multi-county Multi-type Library Cooperation Program encourages all types of libraries within multi-county areas to work together cooperatively, enhancing the capacity of each participating library to serve its users. The program was enacted by the 1979 Minnesota Legislature and is funded by legislative appropriations and Library Services and Construction Act Title III funds. Seven multi-type library systems have been formed, involving some 500 participating libraries with more than 1,100 service outlets.

Purpose

The multi-type library systems serve as an avenue for participating libraries to plan, develop, and operate cooperative services with other types of libraries. Single-type library systems, such as the regional public library systems and the health sciences library networks, plan, develop, and operate intensive cooperative programs for particular types of libraries, while multi-type systems link libraries of all types to plan, develop, and operate cooperative services involving all. Libraries participating in multi-type library systems adopt an organizational agreement for:

- (1) Sharing of resources among all participating libraries;
- (2) Long-range planning for cooperative programs;
- (3) The development of a delivery system for services and programs;
- (4) The development of a bibliographic data base;
- (5) A communications system among all cooperating libraries.

Systems are encouraged to develop other services to meet specific needs, such as referral of users, intrasystem reciprocal borrowing, cooperative reference services, and continuing education.

Governance

The multi-type library systems are governed by citizen boards. Where geographic boundaries of a multi-type system coincide with the boundaries of a regional public library system, the regional public library system board serves also as the multi-type system board. Where geographic boundaries of a multi-type system encompass two or more regional public library systems, a nine member board is created with proportional representation from the component regional public library system boards.

Persons serving on multi-type library system governing boards represent the needs and interests of all types of libraries. Board members address issues relating to cooperative services involving institutions which in turn serve individuals, in contrast to public library board members who address issues of library services directly for users.

To assist multi-type library system governing boards in performing their responsibilities, multi-type participants elect an advisory committee consisting of two representatives of public libraries, two representatives of school media services, one representative of public supported academic libraries, one representative of private supported academic libraries, and one representative of special libraries. Some systems appoint ex officio, nonvoting advisory committee members.

State Level Offices

At the state level, the multi-type library cooperation program is administered by the Office of Library Development and Services, Minnesota Department of Education. The Advisory Council to the Office of Library Development and Services assists in developing plans and policies for the program. There is frequent communication with staff of the Department of Education's Educational Media Unit and with the Minnesota Higher Education Coordinating Board to ensure compatibility with plans of school media centers and academic libraries.

Discussion Questions

1. What are the various resources which libraries of all types can share through multi-type library systems?
2. How can multi-type library system governing board members become familiar with the needs and interests of all types of libraries?
3. What services and activities have been developed by our multi-type library system? What services and activities are identified in our system's long-range plan for development in the future?
4. How does our system go about gathering ideas and suggestions from all participants for consideration in planning services and activities?
5. How can the multi-type system represent the integrated library community to other regional agencies?

POLICY MAKING

Policy Statements

The multi-type library system governing board is responsible for establishing policy for the system. A policy statement is a formal written statement expressing the will of the board. Virginia Young, in her book The Library Trustee, likens policy statements to a road map because they show the way that goals and objectives are to be accomplished. Policies guide the staff in making day-to-day decisions.

Policy Manual

Multi-type library systems need policies concerning programs and services, personnel, and finance. Often policy statements are drafted by staff and advisory committee and presented to the board which discusses them, modifies them as necessary, and adopts them. Adopted policies should be brought together in a written policy manual, preferably looseleaf for ease in updating. Policies should be reviewed regularly and changed as needed to respond to changing circumstances and conditions.

A multi-type system governing board drawing together its policies for the first time may wish to assign the task to a subcommittee and system staff. The subcommittee can review minutes of board meetings, extracting from them policies already made and rephrasing them as needed for consideration by the full board. The subcommittee also can identify areas where policy is needed and should be drafted. Sometimes it is helpful to examine policies of other multi-type systems. Assistance also is available from staff at the Office of Library Development and Services.

Program and Service Policies

Service policies of multi-type library systems govern the operation of system services and programs. Some of the policies will be general and will apply to all or most of the system's services, such as policies on offering services free or for a fee and policies on contracting with other agencies to provide services for participating libraries. Other policies will apply to service programs such as database development, database searching, interlibrary loan, and continuing education. Because service policies govern cooperative services among many participating libraries, they must address interagency relationships and institution level concerns.

Policy Development and Review

The governing board should have the advice of the advisory committee and seek advice from the participants in developing program and service policies that will meet the goals of the multi-type system while retaining the autonomy of its individual members.

PERSONNEL POLICIES

Although the seven multi-type library systems in Minnesota have very small staffs, personnel policies are still needed to establish the terms and conditions of work. Multi-type library system personnel policies should address:

- . The hiring procedure for each level of employee, including the affirmative action policy, requirements for employment, selection procedures, and appointment procedure.

- . System organization chart.
- . Position descriptions for all positions.
- . Personnel Procedures which include details about: probation, performance evaluation; promotion, reassignment, demotion; resolution of grievances; remedial or disciplinary actions; personnel records; separation from service (resignation, retirement, or death), lay-off and reinstatement.
- . Salary Administration: salary schedules; mandatory deductions; distribution of pay checks; premium pay, overtime pay, etc.
- . Benefit Administration: health plans, other insurance (dental, catastrophic, life, income protection, etc.), and retirement (Library employees participate in the Public Employees Retirement Association. More information can be obtained from P.E.R.A., Room 203, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101).
- . Conditions of Work: hours of work, allotment for meals and breaks, special schedules, overtime, compensatory time, etc.
- . Workers' Compensation information.
- . Leaves of Absence: sick leave, maternity/paternity/adoption leave, jury duty, military duty, vacations, holidays, personal leave, funeral leave, leave without pay, weather emergency, sabbatical, etc.
- . Continuing Education/Staff Development: in-service training, educational opportunities, attendance at professional meetings and conferences, procedures for requesting; reporting requirements, eligibility, and allowances given in time and money, etc.

FINANCE POLICIES

Multi-type library system governing boards are responsible for the system's finances. Responsibilities include preparation and adoption of an annual budget, monitoring of expenditures, and provision for an annual audit.

Budget Process

The annual budget shows how the system's funds are allocated to accomplish the system's goals and objectives. Preparation of the annual budget should begin several months before the budget is to be adopted by the governing board. As part of the budgeting process, the board should review the system's long-range plan as well as expenditure patterns in previous years. The governing board may wish to establish a subcommittee to work with system staff and advisory committee in drafting a proposed budget.

Other Finance Policies

In addition to policies for budgeting, other finance policies are needed. These include policies regarding authorized signatures on checks, petty cash, investment of funds, use of interest income, financial reports to the governing board, and procedures for seeking grant funding from other sources.

QUESTIONS TO BE ADDRESSED IN MAKING POLICY

What are the issues?

What information is needed before making the policy?

Is it policy or procedure?

Who is involved?

Who is affected?

- a. Are system members affected?
- b. Are other agencies within our region affected?

How does the policy affect the existing organizational agreement with participating libraries?

Are there legal parameters?

What are the implications?

- a. Are there implications for system members (e.g., for those receiving service)?
- b. What are the budget and staffing implications?

Does the policy assign roles?

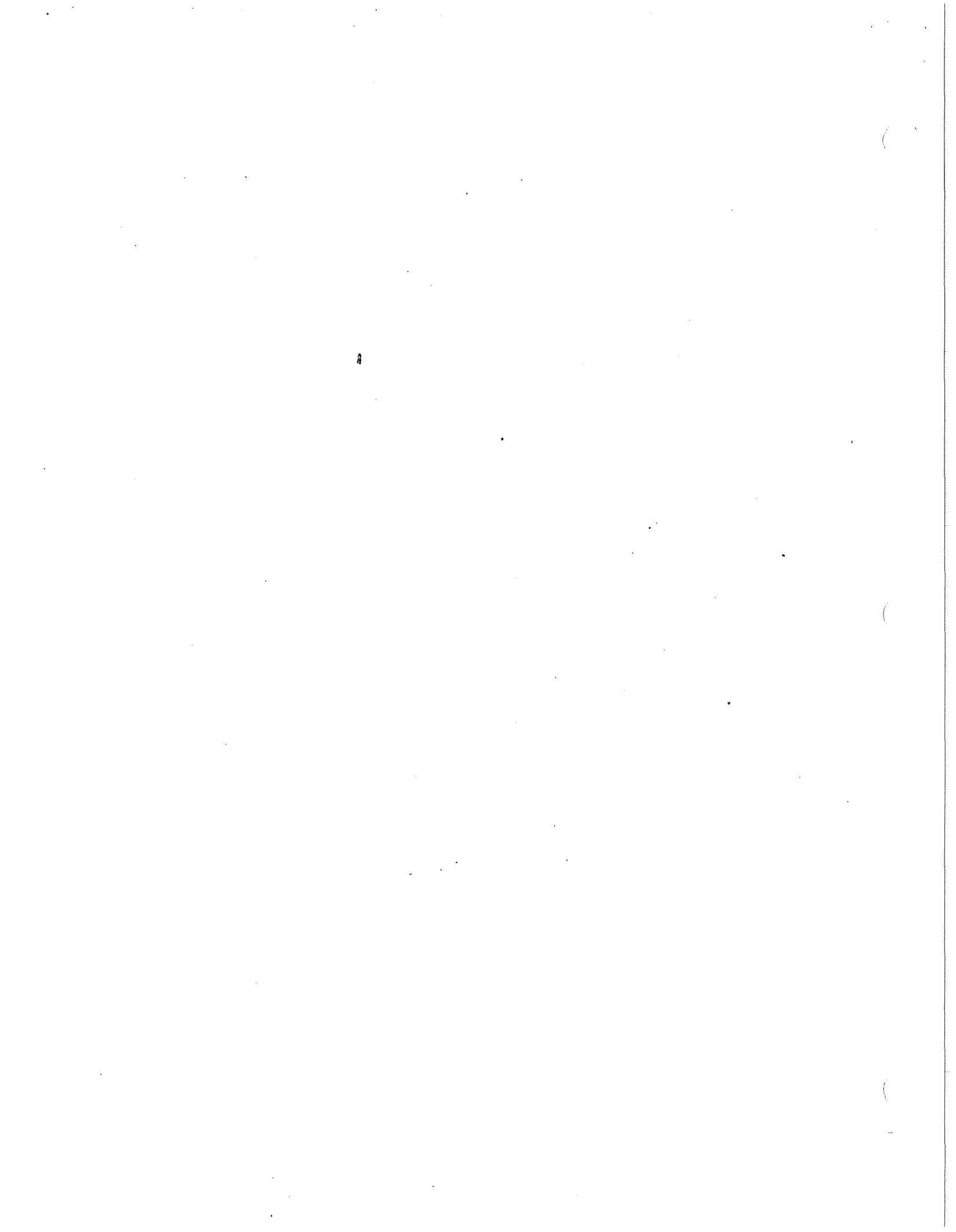
- a. Who is responsible for implementation?
- b. Who is responsible for monitoring?

How will the policy be implemented?

- a. Is a contract involved?
- b. Are staff and volunteers involved?

DISCUSSION QUESTIONS

1. In what areas has our system developed written policies? In what areas are new policies needed?
2. How should our governing board go about regular review of our policies?
3. Who has responsibility for identifying the need for a policy? Who has responsibility for drafting proposed policies?



FINANCE

Where the Money Comes From; How It Is Allocated

Primary funding of Minnesota's multi-type library systems is from the federal Library Services and Construction Act, Title III: Interlibrary Cooperation, and the Minnesota Legislature. This money is allocated to the seven systems through a formula based on population and area, as well as an equal basic amount for each system.

Grant Application Process

The annual grant application, which is due July 1, contains the budget approved by the system's governing board (based on revenue estimates from the Office of Library Development and Services) and a narrative that explains what the requested funds are to be used for. This application is submitted on forms supplied by the Office of Library Development and Services and is accompanied by a list of member institutions, copies of all organizational agreements signed during the previous fiscal year, and the long-range plan.

Quarterly Payments

The fiscal year for multi-type systems is July 1 to June 30, with payments of the allotted funds usually made in August, October, February, and April. (State funding is on an 85/15 basis, with 15% of the funds to be paid in October of the following fiscal year, in fiscal years 1983 and 1984.)

Audits

An audit must be submitted to the Office of Library Development and Services within 6 months following the end of the fiscal year. This audit must be performed by a certified public accountant or by a public accountant as defined by Minnesota law.

Bonding

The decision on whether to bond employees and/or other persons with access to the system's money is left to the discretion of each system. It is a sound business practice, however, to bond any persons who would have access to any funds.

Financial Reporting at the Local Level

Expenditures must be approved by each system's governing board. Each system handles these items in its own way. Some boards require a warrant list that they must approve before any bills can be paid, while others need only the statement of financial transactions. Each board should also receive a monthly budget update so that they are aware of the current status of their system's budget.

Budgeting

Other sources of funding for the systems might be grants from outside sources for specific programs and services; fees assessed to members for such services as delivery, workshops, etc.; and fees assessed to nonmembers for access to a delivery system, workshops, etc. Systems might also contract with other parties for any or all of the services that the governing board determines are needed.

When budgeting for the expenditure of these funds, boards need to remember that there are set overhead costs in each system for maintaining an office, including the administrative costs of running the program.

The governing board of each system may approach the budgeting process differently. One option to a standard budget might be to prioritize programs and fund them in order of importance, as funds are available. Instead of pooling the federal and state funds into one budget, boards might want to use only state funds for certain programs and only federal funds for others. If the board determines that there is a major project to be undertaken eventually, it may want to encumber funds for that specific use. Some funds should be kept in a contingency fund for sudden and unexpected expenses, such as a program opportunity or need that may suddenly arise.

DISCUSSION QUESTIONS

1. How do we decide on the budget? Is there adequate input from members, staff, Advisory Committee, and Governing Board during the process?
2. What kind of services do we now have outside contracts for? Is it feasible to do this ourselves? Could we do this service more economically ourselves?
3. Should we set program priorities for funding purposes? How would we accomplish this?
4. For what type of projects could we encumber funds? Why?
5. For what specific programs and services might we use grants? Where can grants be obtained? How do we find out what's available?
6. How might we determine which services for which to charge fees? How would we determine what to charge? Should we charge members less than we would charge nonmembers?
7. Who is our auditor? How was she/he chosen? Are any of our staff or board members bonded? Why or why not?
8. How are the expenditures reported to the board?

PLANNING

In multi-type systems, planning is a cooperative decision-making process addressing what the organization wants to accomplish during the next five years. Planning is ongoing and requires constant communication and interaction among participants. Each multi-type system is required to submit an annual update of its five-year long-range plan. Through continuing revision of the plan, a multi-type system will project changes in its services, propose new services to be added, and recommend services to be discontinued.

HOW DO WE PLAN AND FOR WHAT?

- Step 1. Gather information and collect data about the region
 - a) collect regional data (from census records, state departments, regional government sources) about population, employment, age characteristics;
 - b) obtain information about nonlibrary agencies related to libraries (private information agencies, community organizations, foundations/funding sources);
 - c) gather information about all types of libraries in the region.
- Step 2. Determine what members need in order to better serve their users, and set goals
 - a) use personal contact, small group meetings, written surveys, consultant studies;
 - b) publish results and get additional feedback.
- Step 3. Set priorities for the needs expressed, delineating available budgets/staff time through more contact, feedback, and communication with participants.
- Step 4. Translate the priorities into short-range (one year) and long-range goals, objectives/tasks
 - a) interpret what everyone is saying;
 - b) write objectives, tasks, budget proposals.
- Step 5. Communicate your written Plan to participants
 - a) share with participants, other relevant groups through personal meetings and written documents;
 - b) make modifications if needed and reach informal consensus on the Plan.

Step 6. Approve the Plan

- a) designate who will carry out the tasks and decide how/when monitoring/evaluation will occur;
- b) define steps required to implement programs and set a timetable to evaluate programs.

Step 7. Update your Plan -- back to Step 1. Are we "on track"?

WHO IS INVOLVED IN MULTI-TYPE PLANNING?*

Participating libraries: In Minnesota's multi-type systems, libraries/institutions voluntarily choose to become members of their regional multi-type systems by signing organizational agreements. Participating libraries remain autonomous, operating under their own institution's long-range plans, policies, budgets, and structures. It is important for the participating libraries to offer input to the multi-type long-range plan.

Advisory Committee: The members of each Advisory Committee are responsible for receiving input from their constituents for the long-range plan. They also have the responsibility for analyzing and translating that input into the long-range plan.

Staff: The multi-type staff have responsibility for carrying out the long-range planning activities (note the steps in the planning process) and for preparing the written document in consultation with subcommittees, task forces, and Advisory Committees.

Board member: Responsibility for final approval of the multi-type systems' written long-range planning document is only the final step in the planning process. Board member involvement really begins at Step 1...getting to know and understand member libraries and their unique differences as well as their common goals.

Planning committee: A committee representing all parties who are involved in planning could be established to advise the Governing Board regarding the development, monitoring, evaluation, and update of the Plan. A member of the Governing Board could serve on the Planning Committee to act as a liaison between participants and the full board.

DISCUSSION QUESTIONS

1. How do we obtain information about the libraries in our area to be used in developing our Long-Range Plan?
2. Do we have a committee that works specifically on the Long-Range Plan? Who represents the Governing Board on that committee?
3. How do we get member input for our long-range planning process?

*See pp. ___-___: **Roles and Responsibilities**

WORKLOAD: WHO DOES IT?

The work of the seven multi-type library systems is accomplished by a combination of paid staff and of the volunteered time and expertise of the membership, governing board, and others in the regional community. Effective use of this combination of human resources is an important key to the success of any multi-type cooperative effort.

Staff

Each of the seven multi-type library systems has a slightly different approach to staffing, ranging from one cooperative which employs a full-time director and secretary to others employing full or part-time coordinators or directors and part-time secretaries.

The administrative responsibility in each of the multi-type library systems is similar, although program development varies from area to area, largely dependent on whether there is full or part-time staff.

Job descriptions have been carefully developed in each system to provide performance guidelines consistent with legislative intent and at the same time unique to the needs of that area.

Governing Boards

Multi-type systems are governed by citizen boards who volunteer time to serve on their local public library boards, their regional public library system boards, and their regional multi-type library system boards. Some multi-type boards have as many as 27 members, with nine member boards most common. Meetings are held monthly in some regions, bimonthly or quarterly in others. While travel time and length of meetings vary, it must be emphasized that a considerable commitment is made by those who serve to govern multi-type systems.

Advisory Committee

Seven-member Advisory Committees are elected from the membership in each of the multi-type library systems. Advisory Committees usually meet monthly with staff to develop recommendations to the board for policies, procedures, and programs to be carried out in the multi-type. Again, it must be recognized that participating on the Advisory Committee level represents a considerable professional commitment on the part of the individual as well as a substantial in-kind contribution from her/his institutions.

Organizational Structure

Multi-type library systems do not necessarily follow traditional organizational structures. The model for effective operation and administration has not been clearly developed; perhaps it should be understood that multi-types in Minnesota are part of an emerging structure. Multi-type systems function primarily to promote library resource sharing and must blend existing organizational structures within a region with the everchanging needs, technologies, and people involved. In order to facilitate such a blend, the multi-type systems must remain loosely enough structured to allow for responsive action as needs change and as human expertise and leadership emerge.

Committees and Task Forces

Committees and/or task forces are established as needed to accomplish some of the work outlined in the system's annual plan. At any one time within a region there may be as many as 40 or 50 people volunteering time, energy, and expertise on committees and task forces to produce a variety of results, all of which will enhance resource sharing in the region.

It is generally recognized that this structure allows for many different people to be involved in the work of the multi-type system, some in very short-term projects and others on a more long-term basis. Budget and staff cuts, which are beyond the control of the individual, have had a profound, sometimes negative effect on the amount of time that may be volunteered. It is, however, the involvement through cooperation which creates a sense of "having a stake" in the organization and therefore reaps benefits for the member. The actual practice of cooperating with each other accomplishes organizational goals as well as enhances the strength of each member.

Further, it is important to note that while the multi-type works toward development of the five service areas mandated by legislation, its success is dependent upon the willingness of the entire membership to share their human resources -- to volunteer expertise and time to support the goals of the multi-type. It is only through all people working together that the multi-type concept will be productive.

Other Human Resources

In addition to the human resources which the regional library community has to offer, the resources of other agencies and organizations should not be overlooked. Very often the goals or needs of other institutions are surprisingly similar to those of libraries. An excellent example of this is continuing education opportunities. The need for microcomputer management or supervisory skills workshops is very similar for the private businessperson, the city government employee, or the social service agency worker. The structure of the multi-type library system allows for interagency cooperation when similar goals can be accomplished by working together. Like a true network, the multi-type system can make a variety of connections as the needs of the membership or segments thereof may demand.

Leadership

Finally, the multi-type structure encourages many people to assume leadership positions according to their areas of expertise. No one person or institution should dominate the many functions necessary to carry out the work of the multi-type, recognizing that everyone has a unique stake in the cooperative's success and effectiveness. It is broadly understood that the most efficient use of all available human resources in a region is necessary to ensure progress and success for any multi-type library system.

DISCUSSION QUESTIONS

1. Who is doing the work in our multi-type?
2. In what ways does our multi-type link with other organizations and agencies in the region to provide mutual benefit?
3. Who are the nonlibrary resource people in the region who may be of assistance to the multi-type?

RELATIONSHIPS WITHIN THE INTEGRATED LIBRARY COMMUNITY

Libraries deal not only with resources but with ideas; they work both independently and interdependently to bring people and ideas together. Unlike management information systems which concentrate on the collection, preservation, organization, and dissemination of records themselves, libraries focus on concepts and ideas that are as elusive as they are powerful.

Relationships Within the Library Community

The library community operates in a complex environment, a mix of institutional settings, patterns of cooperation, and varied missions. There is increased recognition of the shift toward open networks and of the desirability of the library community working as an integrated information system. Those responsible for library services have shifted from performing specific tasks to managing systems that perform the tasks. The library community has also developed structures to assure the flow of information and ideas within the library community itself.

Allan Pratt suggests that "the information process, in the widest possible sense, holds society together. Our mutual informing of each other is essential to, perhaps **is**, the process by which human beings accomplish anything."¹ In essence, the role of multi-type cooperatives is to expand each library's capacity to meet the needs of its own clientele by informing those who manage libraries. The task is troublesome, however, from a systems theory perspective: quantitative measures of services are impossible; guaranteed methods of success are unavailable.

Relationships Within Multi-type Systems

Multi-type cooperatives in Minnesota are a classic example of new structures and new tasks designed to meet the expanding possibilities of bringing people (library users and librarians) in contact with ideas. Multi-type cooperatives emphasize process over product, informing over directing, and consensus-building over operating systems. Seen from a traditional organizational perspective, multi-types are an extra layer, a melange of one or two person offices. Seen from a perspective incorporating the systemic thinking necessary to move the library community into the knowledge society, multi-type cooperation is a lively process, held together by a minimal structure that assures representation, direction, and efficient communication among libraries within the seven regions of the state.

Multi-type cooperatives facilitate the flow of ideas. This may present a dilemma to those more familiar with operations governance -- decisions about building plans, direct service delivery, policies pertaining to facilities or materials. Setting policy for multi-type cooperatives is essentially different from setting policy for public library systems. Because the facilities and fiscal resources of multi-type cooperatives are negligible, some may think that the process of cooperation is inconsequential. Because the particular mission of each type of library is unique, common issues are sometimes difficult to distill. The very simplicity of multi-type structures is deceiving while the breadth of the library community represented in multi-type cooperatives is exhilarating.

¹Pratt, Allan D. **The Information of the Image**. Ablex, 1983, p. 110.

Relationships in Multi-type Governance

Close communication between the Governing Board and the Advisory Committee is essential if multi-type cooperation is to achieve its potential. Again, the relationship is essentially unlike that of the relationship familiar in regional public library systems. The members of the Advisory Committee are elected by the constituent groups to represent school, academic, public, and special libraries. Thus, they represent but do not manage their constituents. Advisory Committee members often have no administrative authority within their own institutions. New types of relationships emerge among Advisory Committee members who, released from traditional hierarchical structures, become colleagues and equal partners in cooperative activities and purposes. Working out the relationships among elected representatives of diverse constituencies involves uncoupling some old relationships and establishing new working partnerships.

Advisory Committee members have a major role to play in helping Governing Board members understand both the diversity of libraries and the common threads. While Advisory Committee members may have no power to implement programs at the local institutional level, they have a unique responsibility and authority to represent a broad constituency and to recommend programs that transcend the local and serve the region.

Relationships Between Multi-type and Community

Acting together, the Advisory Committees and Governing Boards of multi-type cooperatives also have a unique relationship with other regional agencies. The library community, particularly well-functioning regional cooperatives, is extremely complex. Levels, methods, and patterns of cooperation, tailored to local and regional needs and practices, can confuse the underlying reality that the system works as a whole to bring people and ideas together. Regional agencies and residents of the region must see the library community operate as an integrated whole; the minutia of the "how" must not get in the way. Collectively, the spectrum of libraries bring people and ideas together in a range of settings and styles and for a variety of purposes. What is important is that those responsible for supporting libraries --- library and school boards, college and school administrators, corporate decision makers -- come to see that libraries are relevant, unique, and particularly suited to serving the diverse information needs of individuals. Multi-type cooperatives can play a role in interpreting the richness of the library resources and services to a broad audience.

Regional multi-type library cooperation is a process which eludes the organization chart, breaks old bonds, establishes new relationships, and demands some innovative thinking on the part of all involved. Again, quoting Pratt, "the scope of 'librarianship' is much wider than has been generally assumed. Whether one is 'librarian,' 'information resource manager,' or 'director of information services,' or in some as yet uninvented position, the basic structure of the system, the task, and the responsibility are the same: information--system--management. It is the understanding of the information process, and the management of a system which encourages that process, regardless of specific circumstance.... The task will be undertaken by some group.... It is a decision that must be made soon. If it is not, the decision will be made by default, and it will not be one which librarians would prefer."²

²Pratt, p. 112.

ACADEMIC, PUBLIC, SCHOOL, SPECIAL LIBRARIES: A COMPARISON

Definitions

School - "School media center" means a school media program for preschool through twelfth grade which is organized to implement the curricular goals and objectives of the school district or organization and provides an instructional program for students and staff in the utilization of media.

Public - "Public library" means any library that provides free access to resources and services for all residents of a city or county without discrimination, receives at least half of its financial support from public funds and is organized under the provisions of chapter 134.

Academic - "Academic library" means any library that is organizationally part of a postsecondary education institution.

Special - "Special library" means a library which is part of a larger organization; its services are determined by the objectives of the sponsor and the collection of the library is delimited by the subject areas of particular interest to the sponsor. Special libraries are differentiated from other libraries by their emphasis on the information function. They are also differentiated by where they are found. They are units of larger organizations such as private business and industrial organizations; associations, foundations, and societies devoted to trades or professions or having social or welfare goals; part of the framework of federal, state, county, or municipal governmental bodies; or in nonprofit institutions such as hospitals and museums.

Authority For Founding

School - Minnesota statutes state that every school district may provide library facilities as part of its school equipment according to the standards of the State Board of Education.

Public - Authority for the establishment of a public library is given to cities, counties, and regions by Minnesota Statutes, Chapter 134 and section 471.59.

Academic - The legal status of the library in academic institutions may be determined by the charter or by the articles of incorporation but, in general, it is established by the by-laws of the board. Accreditation boards establish certain minimum levels of library service in academic institutions.

Special - Special libraries are sponsored by business and industrial firms, not-for-profit organizations, government agencies, and professional associations. They serve such sponsors as hospitals, law firms, museums, research laboratories, banks, and state and federal agencies.

Authority For Funding

School - Financing of schools is shared by local and state governments. State tax monies appropriated by the Minnesota legislature for secondary and elementary education are channeled through the Department of Education to the school districts, which receive most funds on a per pupil unit basis. Each school board determines what will be allocated to the media center budget. There is no formula that guarantees funding for school media centers.

Public - Over 80% of the funding for public library services comes from local property taxes, with state grants, federal grants, and other miscellaneous sources accounting for the rest. More than seventy counties tax for public library service on a countywide basis and participate in twelve regional public library systems.

Academic - Public colleges and universities are supported principally by state taxes, by some federal money, and by tuition. Other institutions of higher education are supported by private money and tuition. The library's financial support is part of the total budget of the institution in which it is located. Academic libraries are increasingly turning to endowments, foundations, alumni, and individual donors for additional sources of revenue.

Special - Special libraries are dependent on the support of top management for the level of funding they receive. There are no laws requiring corporations, museums, agencies, etc., to have libraries. The Joint Commission on Accreditation of Hospitals has standards for professional library service. Generally, success must be based on solid merit brought to the attention of those who control the budget.

Qualifications Of Personnel

School - School media specialists are licensed as classroom teachers as well as media professionals. As such, they have a working knowledge of the psychology of children and young adults and of learning theory, and are trained in the philosophy, objectives, content, methods, and evaluation procedures of an instructional program and are aware of new areas of educational emphasis. They are competent in the evaluation, selection, organization, and use of print and audio-visual materials and in organizing and administering the programs in which these materials are used. They often have additional training in areas such as production of materials, instructional television, electronic and computerized processes, and instructional subsystems.

Public - There is at present no state law specifying qualifications of public library personnel other than for chief administrative officers of regional public library systems. To qualify for grants, the chief administrator of regional public library system is required to have a MLS (Minnesota Rules, Part 3530.1000, Item A). However, library boards of many cities and counties, have recognized the Master's Degree in Library Science from an ALA accredited library school as the minimum requirement of a beginning professional librarian. Criteria for other library personnel, i.e., clerks, shelvers, etc., are usually established by local civil service rules, or by library boards.

Academic - There is no state certification for academic librarians. Qualifications are determined by the institution, although most professional positions require a Master's Degree in Library Science and may require an additional advanced degree in a subject area. Academic libraries are staffed by professional librarians who have a broad, general education and the specializations which are required in each area of service offered by the library. They may teach a course in their speciality.

Special - Criteria for special library personnel are usually established by the founding organization. Special libraries often have highly trained subject specialists who have either the Master's Degree in Library Science or a degree (or advanced degree) in the subject area and frequently both.

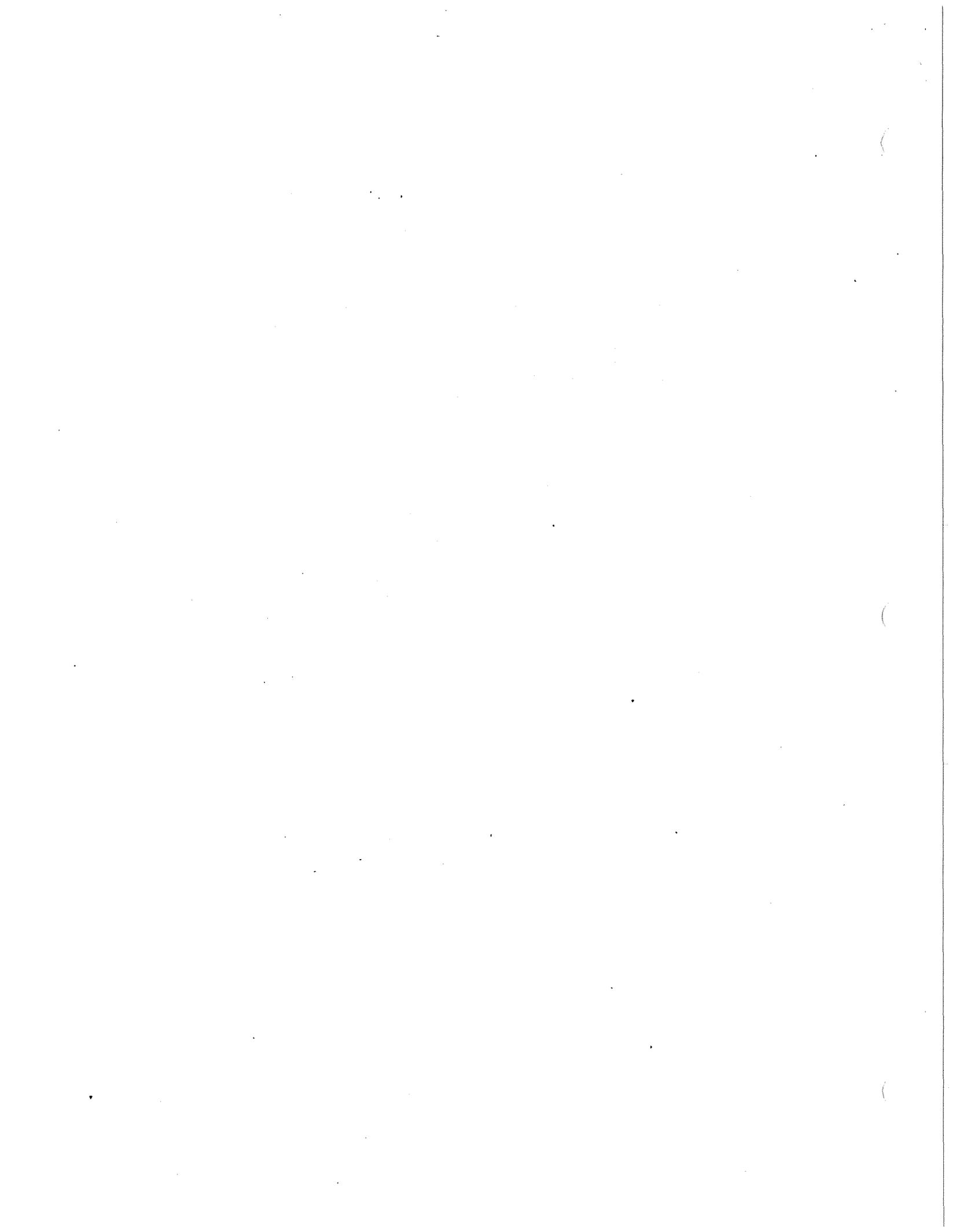
Responsibilities

School - The school/media center provides information/material in a variety of media formats and at all levels of difficulty, and provides the services necessary for its full and efficient use in response to the needs of the educational program, students, and staff of a school. It furnishes appropriate materials to meet curriculum generated needs to a limited population at the time the materials are needed. It functions as a resource center, a learning laboratory, a service agency for both students and staff, a coordinating center for information, a recreational service, and a preparatory system for skills that will be needed to find information in adulthood. Media professionals work with teaching staff to identify and build a collection of instructional materials suitable for the range of ages, abilities, and interests represented in the school population. They arrange materials for effective circulation and retrieval, and teach the skills necessary to use both materials and equipment. They work closely with other professional staff in planning and carrying out instructional units, in producing both print and nonprint materials not otherwise available, and in helping staff and students to make appropriate decisions about the use of media in teaching and learning. They correlate information and equipment for the building.

Public - The public library serves everyone, of all ages, regardless of education, occupation, philosophy, economic level, ethnic origin, or human condition. The public library exists to provide any individual with the books, magazines, phonograph records, cassettes, films, filmstrips, and other types of materials which communicate ideas, information and knowledge, along with the necessary equipment to facilitate their use. Public library staff build collections of materials for the following purposes: to facilitate informal self-education by community members; to enrich and develop subject areas in which individuals are undertaking formal education; to meet the informational needs of the community; to support the educational, civic, and cultural activities of groups and organizations; and to provide a wide range of alternatives for recreational and educational use of leisure time. These materials are organized and made easily accessible to potential users. Public library staff furnish guidance to users in finding what they want, either in material immediately at hand or from whatever library may have it.

Academic - The basic function of the academic library is to aid the parent institution in carrying out its objectives. The library contributes to the realization of these objectives and supports the total programs by acquiring and making available the books, materials, and services which are needed by students and faculties. Academic libraries are primarily established to support education, which includes various amounts of research. Each kind of academic library serves certain purposes and has certain features particularly its own which grow out of the individual character and scope of the institution of which it is a part.

Special - Special libraries provide materials of special interest to their founding organization, with direct service frequently limited to the organization's staff and members. These libraries have the reputation of giving excellent service to their clientele. Since they generally have a relatively small number of users, they are more likely to be well acquainted with the user's particular needs and can tailor the library's services to meet those needs. Special libraries have long been innovative and creative in serving their users and often provide services unheard of in other types of libraries, such as translating foreign journal articles, providing computerized current awareness service to individuals, and devoting days or weeks to locating requested information. The smaller numbers they serve make it more feasible for them to provide expensive tailor-made services than a tax-supported library could offer the many patrons they must legally serve.



ROLES & RESPONSIBILITIES FOR SYSTEM COMPONENTS

Long-Range Planning - including needs assessment, data collection & analysis, goals & objectives writing, feasibility studies.

Governing Board

Direct & evaluate feasibility studies.
Make sure planning occurs.
Might want to assist in needs assessment through subcommittee of Board with Advisory Committee.
Review drafts recommended by Advisory Committee.
Approve final plan.
Review goals.

Advisory Committee

Assist in writing goals & objectives.
Responsible for continuous planning.
Give input of their needs.
Analyze needs assessments.
Recommend final plan to Governing Board.
Brainstorm.
Recommend feasibility studies.

Coordinator/Staff

Responsible for continuous planning with Advisory Committee.
Select or suggest needs assessment tools or methodology.
Draft or assist in drafting plan.
Collects data and is involved with analysis with Advisory Committee.
Drafts goals & objectives.

Membership

Give input of their needs.
Serve on subunits, e.g., subcommittees of Advisory Committees.

Services - planning for implementation of, establishing, operating, monitoring, evaluating services.

Governing Board

Determine what services will be within the law & which represent the best for which member libraries.
Determine services, in addition to those prescribed in Minnesota Statutes, needed in region.
Determine priorities.
Require periodic reports of activities of constituent groups.
Make decision on services based on evaluation and reports.
Initiate, approve & update contracts in line with change.
Keep actively informed on current & future possible services in the library field.

Advisory Committee

Provide mechanism for providing feedback on services to membership.
Develop operational plan to provide services.
Provide feedback to staff & Governing Board on the operation of services.
In cooperation with staff, plan evaluation of services and submit to Governing Board.
Submit input to write grant proposals.
Provide input for a balanced representation of constituency.
Recommends priorities.

Coordinator/Staff

Responsible for implementing services defined by the Governing Board.
Develop instruments for monitoring & evaluating services.
Monitor services provided by others.
Contract for services.
Write grant proposals.
Perform some services.
Direct services as authorized by the Board.
Prepare budget for services.
Report on services to Advisory Committee & Board.
Inform members of services.

Membership

To speak out on services to Coordinator, Advisory Committee or Governing Board.
Keep channels open.
Make concerns known to appropriate people.

Member Relations - with present & potential participants.

Governing Board

Be involved in public meetings.
Develop PR plan (jointly with Advisory Committee & staff).
Explain organization.
Encourage orientation activities.
Be advocates for MT systems with potential participants.

Advisory Committee

Responsible for keeping in contact with their constituencies, serve as liaison, bring feedback, & act as constituency representatives, reporting back & forth.
Promote/sell/inform others about system, & encourage new, additional participation.
Develop PR plan jointly with staff & Governing Board.

Coordinator/Staff

Initiate contacts with nonmembers.
Develop PR plan (jointly with Advisory Committee, Governing Board).
Respond to requests for information.
Keep aware of meetings where system should be represented.
Conduct or coordinate orientation sessions for new member libraries.
Conduct orientation sessions for new Advisory Committee and Governing Board members.
Develop communication package to encourage use of services by members and to encourage nonmembers to join.
Visit communities and get librarians together, share ideas, discuss needs, etc.
Edit newsletter for system.

Membership

Identify community needs and problems.
Inform Advisory Committee about relevant local events that would interest members.
Promote system among colleagues.
Bring the system perspective to the attention of decision makers, funding authorities, administrators.

Budget, Finance, Purchasing - drafting & reviewing budget; setting up accounts; bookkeeping; receiving checks; writing checks; identifying sources of support; application for grant funds; fees for services; purchasing--including specifications; selection; dealing with vendors.

Governing Board

Approve budget.
Approve grant applications.
Disposition of investments.
Purchase insurance.
Approve expenditures.
Board or budget committee review preliminary drafts & provide input.
Sign checks.
Establish fees, if any.
Select bank, board treasurer.
Identify sources of funding.
Be advocates; for MT Systems with funding authorities.

Advisory Committee

Review & recommend approval of budgets developed by staff, in accordance with guidelines.
Make recommendations on budget to Governing Board & staff.
Evaluate cost of programs.
Identify sources of money--taxes, grants, gifts, fees.
Review drafts of grant application.
Offer information, specs for purchasing, vendors available, etc.
Review specifications.

Coordinator/Staff

Develop budget drafts.
Do bookkeeping, financial reports.
Identify sources of income.
Recommendations re: purchasing.
Agent of Governing Board.
Supply data to support budget.
Initiate and draft grant applications.
Monitor cash flow.
Obtain bids.

Staffing - hiring, evaluating, terminating.

Governing Board

*Hire & terminate coordinator/director.
Approve salaries.
Approve job descriptions.
Evaluate coordinator/director with help of Advisory Committee.
Confirm appointment of other staff.
Authorize positions.

Advisory Committee

Recommend salary levels.
Recommend needed positions.
Be involved in the development of coordinator's position.
Review & recommend job description.
Participate in interview to hire & evaluate coordinator.

Coordinator/Staff

Hire, evaluate and terminate clerical staff.
Develop staff job descriptions.
Supervise staff procedures.

Policies, Guidelines, Protocols - including origin, development, adoption of, e.g., determining eligibility for participation.

Governing Board

Adopt policies.
Suggest needed areas for policy development.
Periodically review policies.
Refer suggestions for change/addition/deletion of policy parts to Advisory Committee for reaction & input.
Approve some procedures, e.g., interlibrary loan protocols.

Advisory Committee

Develop procedures with staff.
Help develop, with staff, needed policies.
Recommend policies.
Suggest needed areas for policy development.
Periodically review present policies in light of growth/membership/services/
budget.

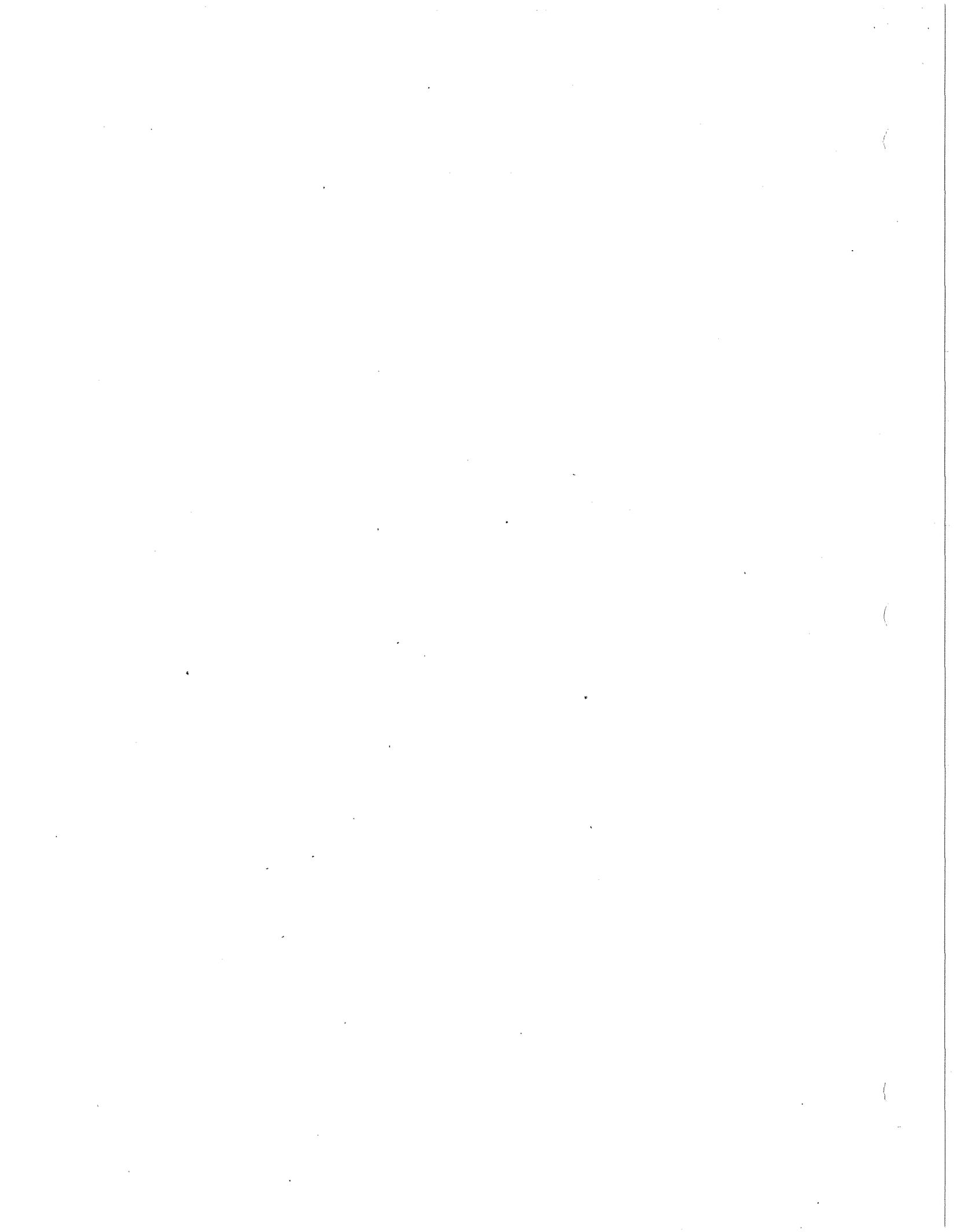
Coordinator/Staff

Develop, with Advisory Committee, needed policies drafts.
Research and present alternatives.
Monitor conformance with law, policies and principles.
Suggest needed areas for policy development.
Implement policies.

Membership

Suggest new policies through Advisory Committee.
Recommend changes in existing policies - refer to Advisory Committee.

*The board may choose to delegate staffing responsibility to a contracting agent.



GLOSSARY: LEARNING THE LIBRARY LANGUAGE

Acronyms:

- AACR2: Anglo-American Cataloging Rules
- AASL: American Association of School Librarians, a division of American Library Association
- ACRL: Association of College and Research Libraries, a division of American Library Association
- AECT: Association for Educational Communications and Technology
- ALA: American Library Association
- ALS: Arrowhead Library System, a Minnesota federated regional public library system with headquarters in Virginia, MN
- ALTA: American Library Trustee Association, a division of American Library Association
- ALSC: Association for Library Service to Children, a division of American Library Association
- ASCLA: Association of Specialized and Cooperative Library Agencies, A division of American Library Association
- ASIS: American Society for Information Science
- BRS: Bibliographic Retrieval Services, Inc. A database vendor, serves as an intermediary between database suppliers and users.
- CALCO: Capitol Area Library Consortium, Inc. An informal organization of librarians employed in Minnesota state government agencies.
- CCL: Council of Cooperating Libraries. An informal organization composed of up to three voting representatives of each of Minnesota's seven multi-type library systems. Holds business meetings twice each year and sponsors a program in conjunction with each meeting.
- CMLE: Central Minnesota Libraries Exchange, the multi-county, multi-type library system with an office in St. Cloud
- COM: Computer output microfilm
- DIALOG: DIALOG Information Retrieval Service, Inc., formerly Lockheed. A database vendor, serves as an intermediary between database suppliers and users.
- DRA: Data Research Associates, a commercial producer of automated library systems

- EARC: "Equalization Aid Review Committee," made up of the commissioners of the Departments of Education, Revenue, and Administration as created by the Minnesota Legislature to determine annually "adjusted assessed valuations" to reflect more accurately true valuation of property for use in determining levels of local support for school districts.
- ECRL: East Central Regional Library, a consolidated Minnesota regional public library system with headquarters in Cambridge, MN
- ECSU: Educational Cooperative Service Unit. A formalized system for providing and promoting educational cooperation among school districts throughout the state. There are currently nine ESCU's in Minnesota.
- GPO: Government Printing Office (U.S.)
- GRRL: Great River Regional Library, a consolidated Minnesota regional public library system with headquarters in St. Cloud
- HEA: Higher Education Act (U.S.)
- HECB: (Minnesota) Higher Education Coordinating Board. The Minnesota Interlibrary Telecommunications Exchange (MINITEX) is a program of HECB under contract with the University of Minnesota. Biennial appropriations to HECB support academic library participation in MINITEX.
- I & R: Information and referral service. A service, primarily by telephone, of providing specific information, frequently of a human social service nature, to inquirers, or referring the inquirers to an organization, agency, or individual capable of providing the information required.
- KRL: Kitchigami Regional Library, a consolidated Minnesota regional public library system with headquarters in Pine River
- LAMA: Library Administration and Management Association, a division of American Library Association
- LARL: Lake Agassiz Regional Library, a consolidated Minnesota regional public library system with headquarters in Moorhead
- LC: Library of Congress
- LDS: Office of Library Development and Services, Minnesota Department of Education. This office gives consultant service and administers state and federal grants for public libraries and multi-type library cooperation. Formerly, OPLIC.
- LITA: Library and Information Technology Association, a division of American Library Association

LSCA: Library Services and Construction Act (U.S.). Enacted in 1956 to assist the states in the extension and improvement of public library services, to provide funds for library construction, to strengthen state library administrative agencies, and to promote interlibrary cooperation among all types of libraries.

MALL: Minnesota Association of Law Libraries

MARC: Machine Readable Cataloging

MELSA: Metropolitan Library Service Agency, a federated Minnesota regional public library system with headquarters in St. Paul

MEMO: Minnesota Educational Media Organization

Metronet: A Minnesota multi-county, multi-type library system with an office in St. Paul

MFLA: Midwest Federation of Library Associations

MHSLA: Minnesota Health Science Library Association

MINITEX: Minnesota Interlibrary Telecommunications Exchange. A program in which academic, public, governmental, and institutional libraries in Minnesota and neighboring states share resources, cooperatively catalog material, and access materials.

MLA: Minnesota Library Association

MLS: Master of Library Science, the graduate degree from a library school or department

MULS: Minnesota Union List of Serials, a machine readable listing of the periodical holdings of the libraries participating in MINITEX, available in microfiche, hard copy, or computer printout

NCLC: North Country Library Cooperative, a Minnesota multi-county, multi-type library system with offices in Virginia, MN

NCLIS: National Commission on Libraries and Information Science. A permanent, independent agency of the Executive Branch created in 1970. Advises the President and Congress on implementation of national information policy.

NLLN: Northern Lights Library Network, a Minnesota multi-county, multi-type library system with offices in Detroit Lakes, MN

NWRL: Northwest Regional Library, a consolidated Minnesota regional public library system headquartered in Thief River Falls, MN

OCLC, Inc. Online Computer Library Center, online data base of bibliographic records, serving national network of libraries

OPLIC: Former name of the Office of Library Development and services (LDS)

PCLS: Plum Creek Library System, a federated Minnesota regional public library system with headquarters in Worthington

PLA: Public Library Association, A division of American Library Association

PLANET: Public Library Access Network. A state funded program coordinated by Library Development and Services, which operates out of offices in the St. Paul Public Library and provides interlibrary loan and reference service to the regional public library systems outside the metropolitan area.

PLS: Pioneerland Library System, a consolidated Minnesota regional public library system with headquarters in Willmar, MN

RASD: Reference and Adult Services Division, A division of American Library Association

RLIN: Research Libraries Information Network. Bibliographic utility providing online data processing support, especially for university and research libraries. Similar to OCLC, Inc.

RTSD: Resources and Technical Services Division, a division of American Library Association

SAMMIE: Southwest Area Multi-county Multi-type Interlibrary Exchange, a Minnesota multi-county, multi-type library system with offices in Marshall, MN

SDE: Minnesota State Department of Education

SELCO: Southeastern Libraries Cooperating, a Minnesota federated regional public library system headquartered in Rochester, MN

SELS: South Eastern Library System, a Minnesota multi-county, multi-type library system with offices in Rochester, MN

SLA: Special Libraries Association

SMILE: Southcentral Minnesota Inter Library Exchange, a multi-county, multi-type library system with offices in Mankato

SUS/PALS: Minnesota State University Systems online public access library system

TCBC: Twin Cities Biomedical Consortium

TdS: Traverse des Sioux Library System, a Minnesota federated regional public library system with headquarters in Mankato, MN

VLS: Viking Library System, a Minnesota federated regional public library system with headquarters in Fergus Falls, MN

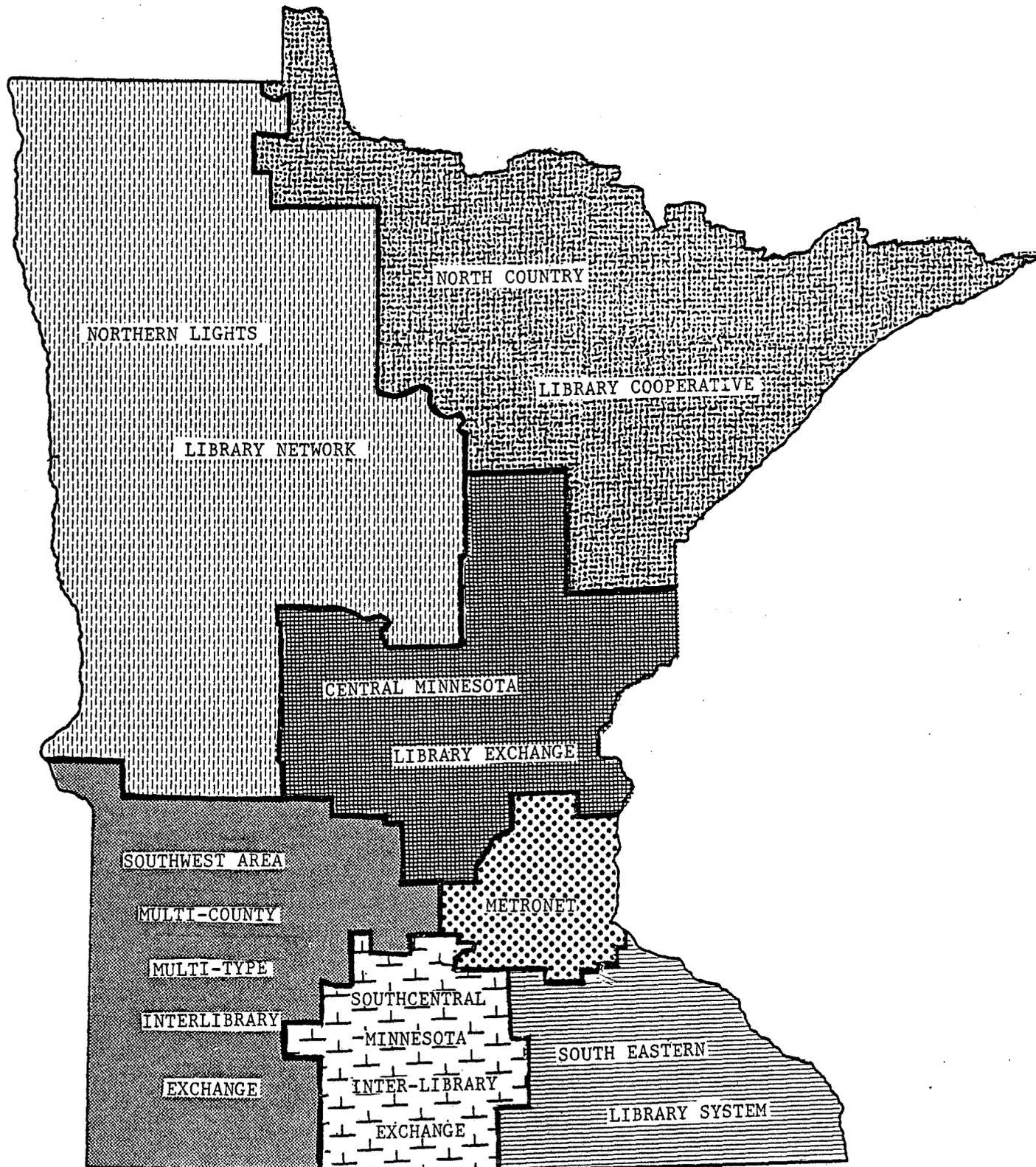
YASD: Young Adult Services Division, a division of American Library Association

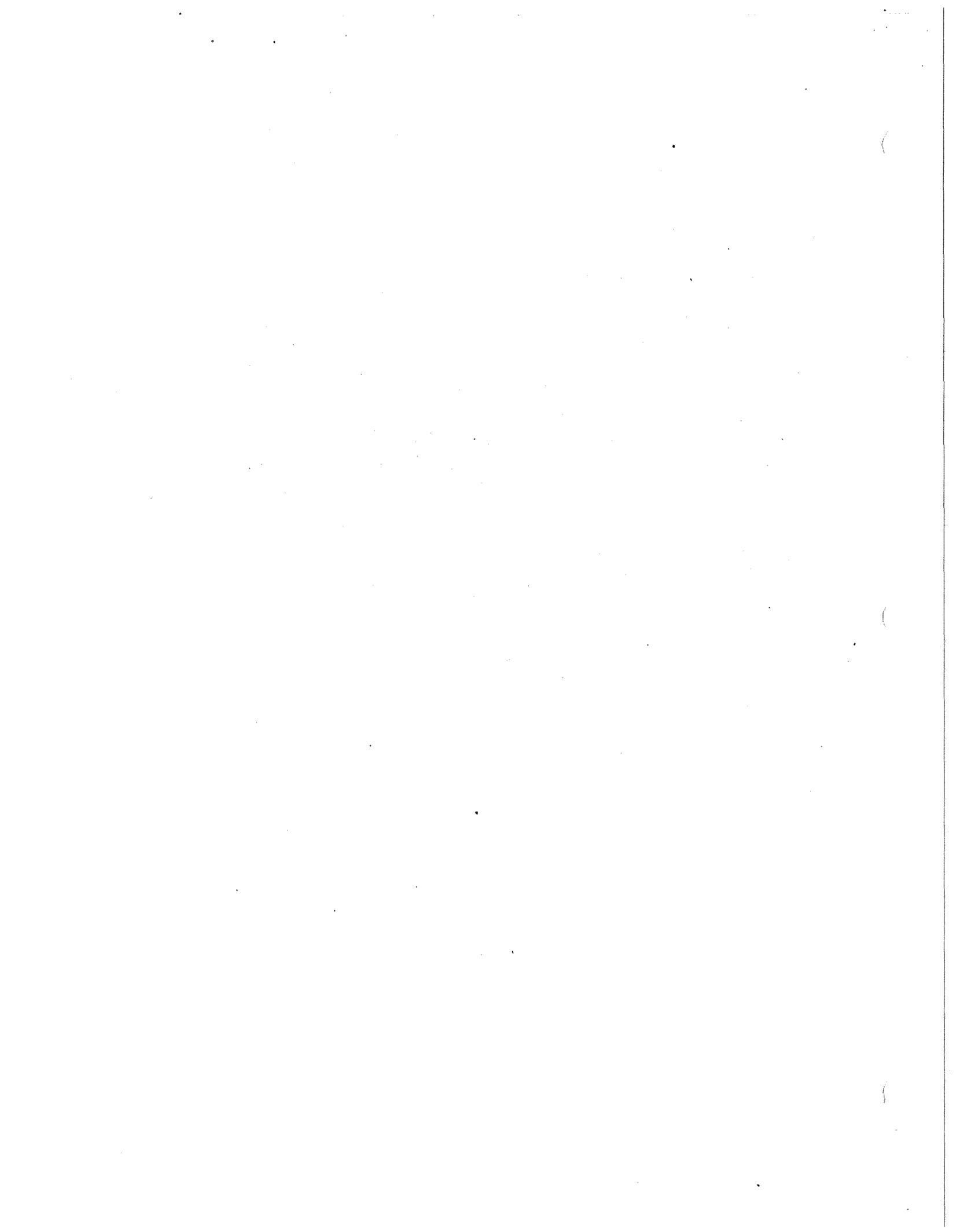
Other Definitions:

- Acquisition:** The process of acquiring the library materials which make up a library's collection
- Audio-Visual (AV):** Communication resources which rely on a device for transmission, reproduction, or enlargement to be effectively utilized or understood (e.g., films, tapes, records, etc.). Excluded are print substitutes.
- Basic System Support Grants:** Grants made to regional public library systems for system services.
- Block Grant:** The most striking change in 1982 for school library media specialists was the shift from categorical federal funding to block grants. The intent of the Educational Consolidation and Improvement Act (ECIA) in consolidating programs was to decentralize decision-making and enable local school districts to determine the disbursement of their external funding.
- Cataloging:** The process of describing an item in the collection and assigning a classification (call) number.
- Circulation:** The activity of a library in lending materials to borrowers and the recording of these loans.
- Consolidated Regional Library System:** A regional system in which member libraries operate under a single board and central administration. Individual city and county libraries become "branches" of the regional library.
- Copyright:** The right that an author, composer, or producer of a work has to sell, duplicate, or control the distribution of the work. Recent revisions in the U.S. copyright law have affected photo-duplication for libraries by placing limits on the number of copies that may be legally reproduced from an original without the consent of the copyright owner.
- Data base:** A machine-readable collection of information, usually stored on a computer, accessible over telephone lines from a terminal.
- Educational Media Unit:** A unit of the State Department of Education. Aids in the planning and evaluation of school district media facilities and programs, and the development of interlibrary cooperation.
- Establishment Grants:** Grants to public library systems for extending services to newly participating counties.
- Federated Regional Library System:** Exists when the individual city and county libraries become members of the regional "system" with each member retaining local governance. The system board, whose members represent participating areas, has authority and responsibility for facilitating cooperative programs as outlined in the system contract.
- Forum:** Collective name used for a group of presidents or representatives of various Minnesota library associations who meet informally together.

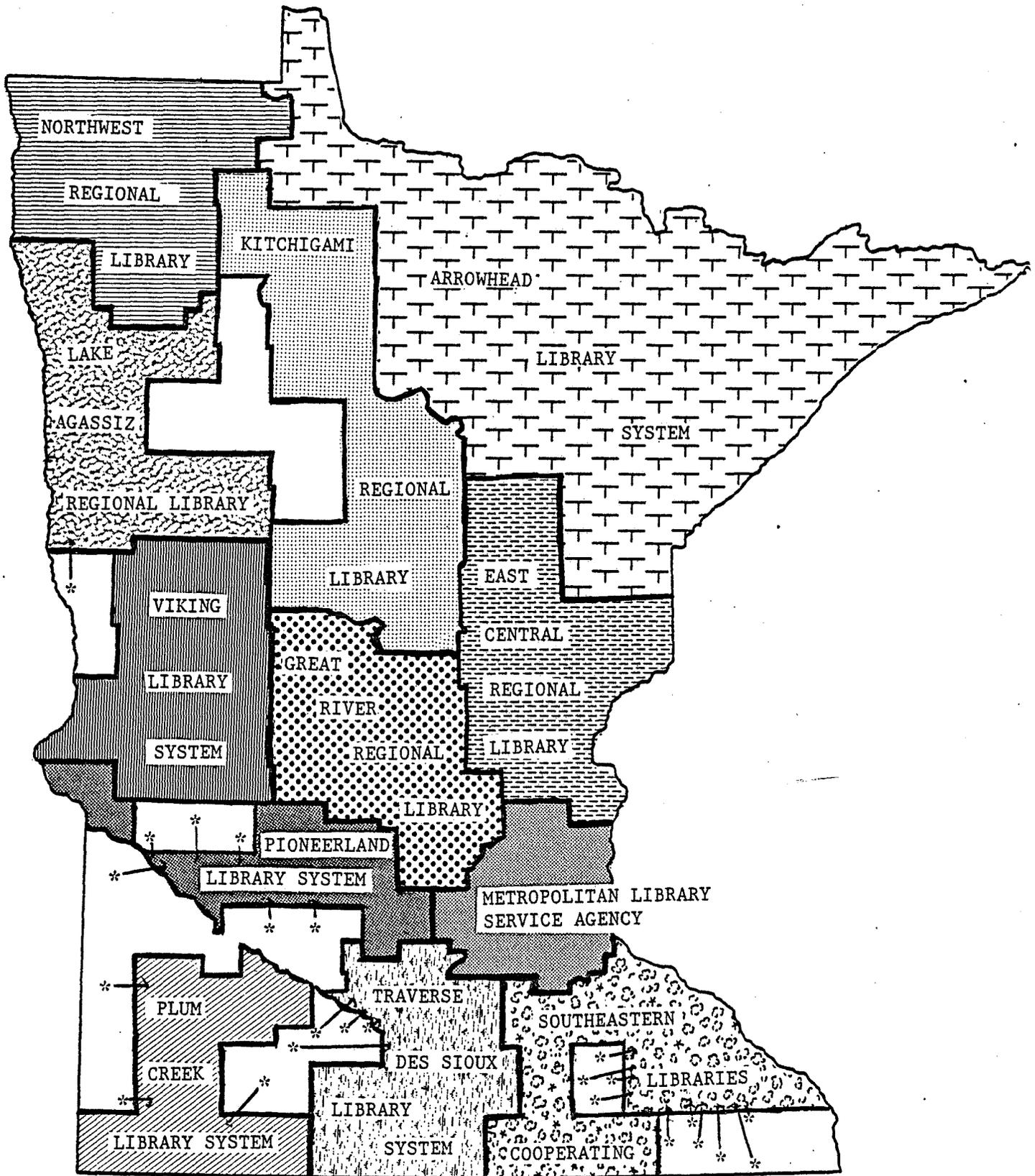
- Interlibrary Loan:** A transaction in which library material or photocopies of material are loaned by one library to another outside its branch system for the use of an individual patron.
- Library:** An entity that provides all of the following: 1) an organized collection of printed and/or other materials (e.g., books, periodicals, tapes, records, films, pictures, data base terminals, etc.); 2) a staff trained to acquire, organize, and interpret such materials to meet the informational, cultural, recreational or educational needs of a clientele; 3) an established schedule in which services are available to the clientele; and 4) a physical facility necessary to support such a collection, staff, and schedule.
- Media:** Printed and audio-visual forms of communication and any necessary equipment required to render them usable.
- Mill Rate:** The number of mills (one mill equals one-tenth of one cent) which is multiplied by the valuation (assessed or adjusted) of property to determine the amount of tax to be paid by the property owner.
- Network:** Organized groups of libraries engaged in a common pattern of information exchange, through communications for some functional purpose.
- Nonresident:** A person not residing within the governmental unit which provides funding for library service.
- Reciprocal Borrowing:** An arrangement making it possible for a person registered at one library to borrow materials in person from other libraries upon presentation of a library card or other identification validated by the home library.
- Special Grants:** State and federal grants made to public libraries for developmental, innovative, and experimental programs otherwise impossible without this source of funding.
- State Agency Libraries:** Collections maintained by departments and units of state government services for state officials, employees, and citizens.
- State Aid:** An item of state expenditure for strengthening and improving public libraries.
- State Library Agencies:** Units of state government providing consultant assistance and grant funds to public, school, and state institution libraries as well as long-range planning and support for interlibrary cooperation.
- Station:** An unstaffed public library agency in a store, school, factory, club, or other organization or institution, with a small and frequently changed collection of books, and open at certain designated times.
- Vertical File:** A collection of pamphlets, clippings, and similar materials arranged for ready reference in a file cabinet of some kind.
- Weeding:** The selection of library material from the collection to be discarded or transferred to storage.

MINNESOTA MULTI-TYPE LIBRARY SYSTEMS





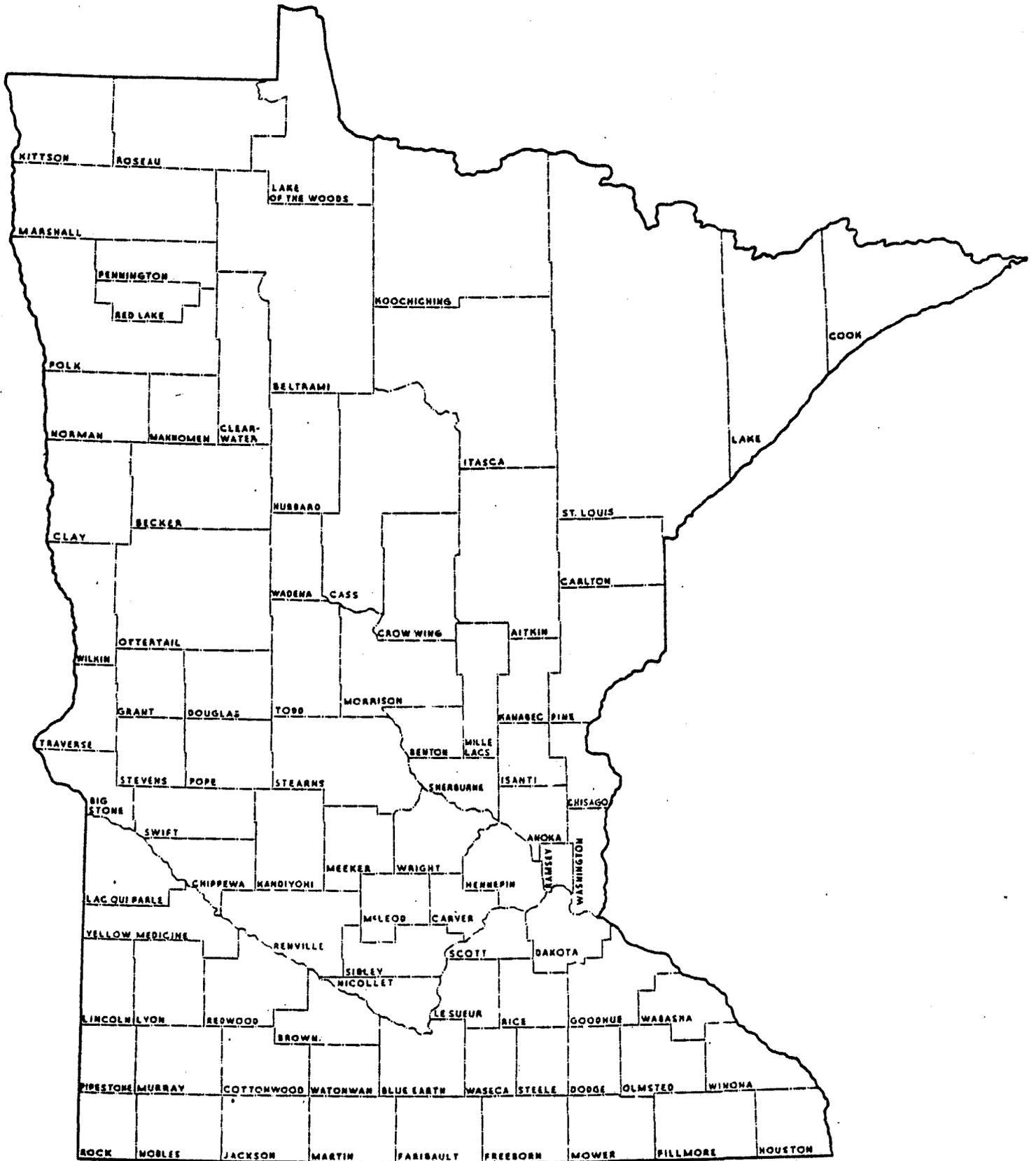
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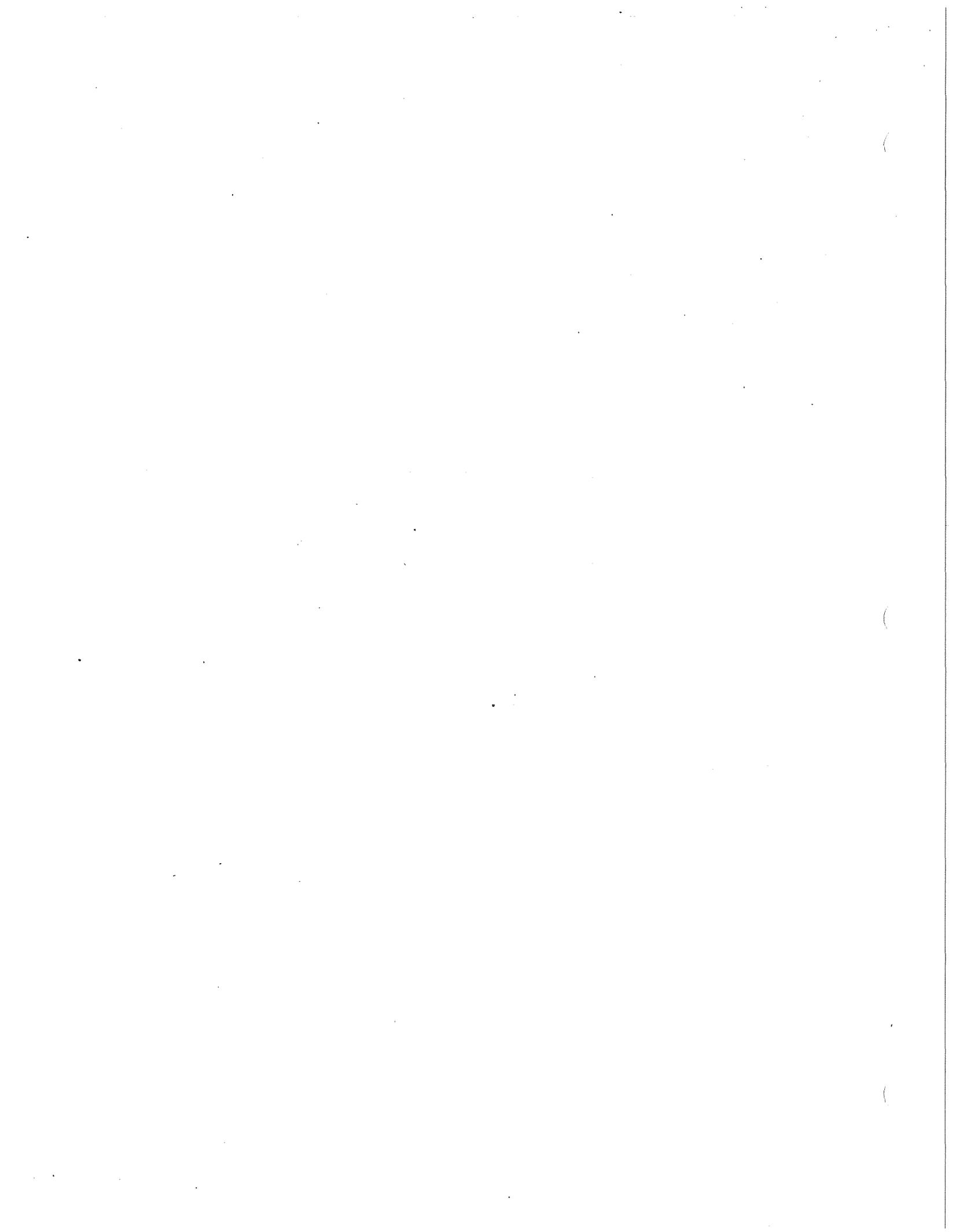


*City Libraries participating in Regional Library Systems



MINNESOTA STATE MAP





134.351 MULTI-COUNTY, MULTI-TYPE LIBRARY SYSTEMS.

Subdivision 1. Establishment. The state Board of Education upon the advice of the advisory council to the office of public libraries and interlibrary cooperation, may approve the establishment of multi-county, multi-type library systems and the geographic boundaries of those systems.

Subd. 2. Services. Each multi-county, multi-type library system is encouraged to develop services including, but not limited to the following: referral of users, intrasystem reciprocal borrowing, cooperative collection development, cooperative reference services, staff development, research and development, cooperative storage facilities, publicity and community relations.

Subd. 3. Agreement. In order for a multi-county, multi-type library system to qualify for a planning, development or operating grant pursuant to sections 134.353 and 134.354, each participating library in the system shall adopt an organizational agreement providing for the following:

- (a) Sharing of resources among all participating libraries;
- (b) Long-range planning for cooperative programs;
- (c) The development of a delivery system for services and programs;
- (d) The development of a bibliographic data base; and
- (e) A communications system among all cooperating libraries.

Subd. 4. Governance. In any area where the boundaries of a proposed multi-county, multi-type library system coincide with the boundaries of the regional library system, the regional library system board shall be designated as the governing board for the multi-county, multi-type library system. In any area where a proposed multi-county, multi-type library system encompasses more than one regional library system, the governing board of the multi-county, multi-type library system shall consist of nine members appointed by the cooperating regional library system boards from their own membership in proportion to the population served by each cooperating regional library system. In each multi-county, multi-type library system there shall be established an advisory committee consisting of two representatives of public libraries, two representatives of school media services, one representative of special libraries, one representative of public supported academic libraries, and one representative of private academic libraries. The advisory committee shall recommend needed policy to the system governing board.

Subd. 5. Property. All property given, granted, conveyed, donated, devised or bequeathed to, or otherwise acquired by any multi-county, multi-type library system board shall vest in, and be held in the name of the multi-county, multi-type library system board. Any conveyance, grant donations, devise, bequest, or gift made to, or in the name of, any multi-county, multi-type library system shall be deemed to have been made directly to the multi-county, multi-type library system board.

Subd. 6. Ratification. All property heretofore given, granted, conveyed, donated, devised, bequeathed to, or otherwise acquired by any multi-county, multi-type library system board is hereby validated, ratified and confirmed as the property of the board.

Subd. 7. Reports. Each multi-county, multi-type system receiving a grant pursuant to section 134.353 or 134.354 shall provide an annual progress report to the department of education. The department shall report before November 15 of each year to the legislature on all projects funded under sections 134.353 and 134.354.

134.352 MULTI-COUNTY, MULTI-TYPE LIBRARY SYSTEM: PLANNING GRANTS.

The state Board of Education may award a one year planning grant to a multi-county, multi-type library system, to be available during the first year of operation of each system. In awarding a planning grant, the state board shall consider the extra costs incurred in systems located in sparsely populated and large geographic areas.

134.353 MULTI-COUNTY, MULTI-TYPE LIBRARY SYSTEM DEVELOPMENT GRANT.

The state Board of Education may provide development grants to multi-county, multi-type library systems. In awarding a development grant, the state board shall consider the extra cost incurred in systems located in sparsely populated and large geographic regions.

134.354 MULTI-COUNTY, MULTI-TYPE LIBRARY SYSTEM OPERATING GRANT.

The state Board of Education may provide operating grant, the state board shall consider the extra cost incurred in systems located in sparsely populated and large geographic areas.

134.36 RULES.

The state Board of Education shall promulgate rules as necessary for implementation of library grant programs.

**5 MCAR § 1.0806 MULTI-COUNTY, MULTI-TYPE LIBRARY COOPERATION
OPERATING GRANTS.**

- A. Application. Multi-county, multi-type library systems approved under provisions of Minn. Stat. § 134.351, subd. 1 (Supp. 1979) may annually apply for an operating grant as authorized by Minn. Stat. § 134.353 (Supp. 1979). Applicants shall submit the following information:
1. name, address and telephone number of applicant multi-county, multi-type library system;
 2. name, address and telephone number of contact person representing the applicant;
 3. identification of participating libraries by type of library;
 4. copies of organizaional agreements required by Minn. Stat. § 134.351, subd. 3 (Supp. 1979);
 5. narrative descriptions of the programs to be operated with grant funds including objectives and results to be accomplished;
 6. statement of relationship of programs to the plan developed under the provisions of Minn. Stat. § 134.352 (Supp. 1979);
 7. proposed expenditures for costs incurred in providing the services required by the organizational agreement as specified in Minn. Stat. § 134.351, subd. 3 (Supp. 1979) and for the costs of providing any additional cooperative services agreed to by participating libraries and consistent with provisions of Minn. Stat. § 134.351, subd. 2 (Supp. 1979).
- B. Office of Public Libraries and Interlibrary Cooperation review. The Director of OPLIC shall review all applications for compliance with Minn. Stat. § 134.351, (Supp. 1979) and this rule. The Director of OPLIC shall report recommendations to the State Board of Education for action.
- C. Criteria for eligibility. In order to be eligible to apply for operating grants, applicants shall have met the requirements in Minn. Stat. § 134.351, subds. 3, 4, and 5 (Supp. 1979) and the following:
1. Plan. Applicants shall provide to OPLIC by the application date a five-year plan which addresses the provisions of the five qualifying services required in Minn. Stat. § 134.351, subd. 3 (Supp. 1979) and any other cooperative services to which participants have agreed and for which funding is sought. The plan shall include projected dates for implementation and cost estimates for implementing the first year of the plan.
 2. Each public library participating in a multi-county, multi-type library system shall also participate in its regional public library system, and a public library which has remained independent of its regional public library system shall not participate in a multi-county, multi-type library system.

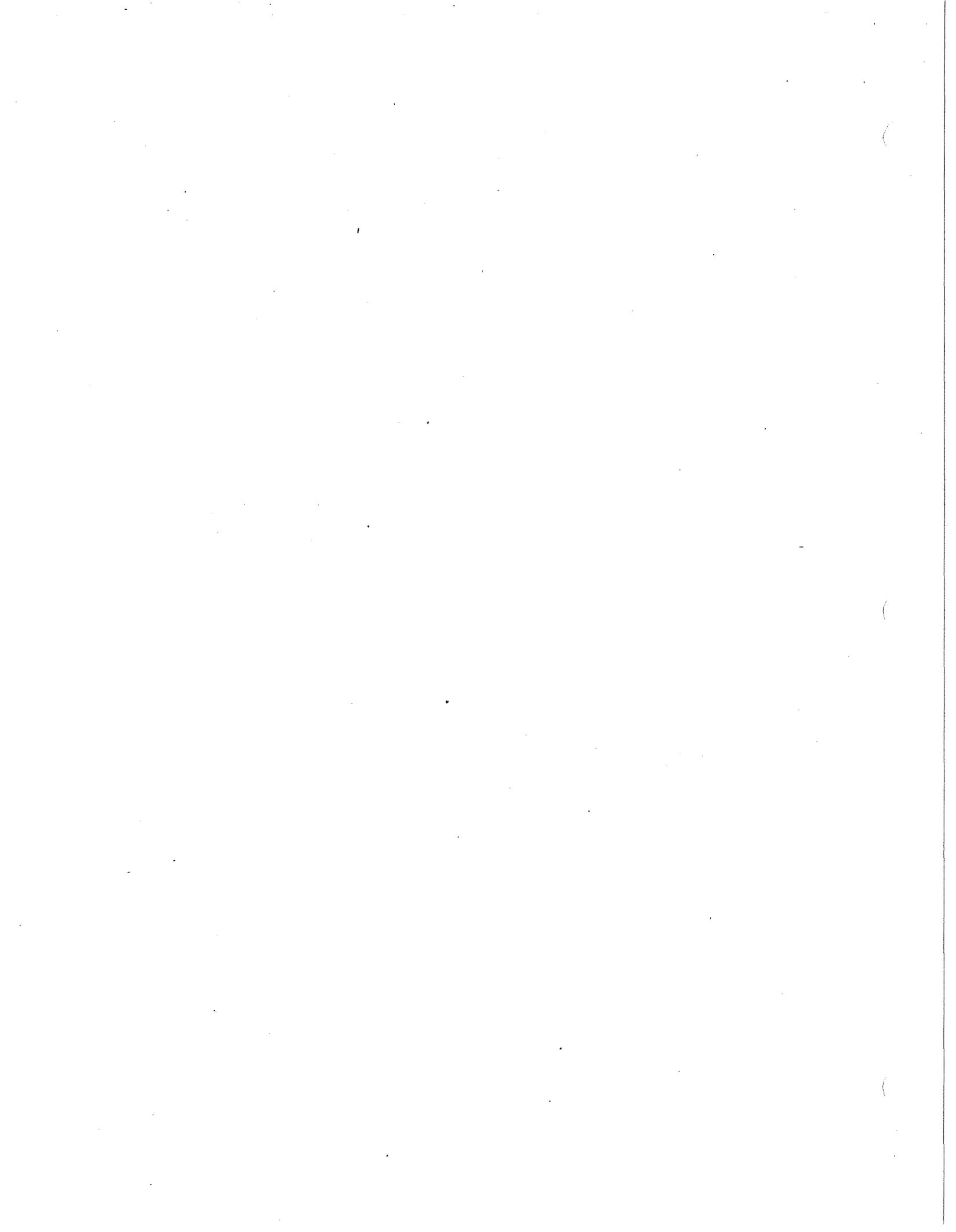
- D. Calculation of operating grant amounts. The State Board of Education shall annually determine the amount of funds to be provided as operating grants after considering the availability of funds for multi-county, multi-type library system grant programs. Of the amount to be provided as operating grants, sixty percent shall be divided into equal amounts for each eligible applicant, twenty percent shall be divided on an equal amount per capita and twenty percent shall be divided on an equal amount per square mile.
- E. Audit. Multi-county, multi-type library systems which receive grants shall annually submit to OPLIC an audit of receipts and disbursements within 180 days after the end of the multi-county, multi-type library system's fiscal year. The audit shall be performed by the staff of the State Auditor's Office, by a certified public accountant or by a public accountant as defined in and in accordance with Minn. Stat. § 6.65-6.71 (1978). (5 MCAR 1980)

THE COUNCIL OF COOPERATING LIBRARIES

The Council of Cooperating Libraries is composed of representatives of each of Minnesota's seven multi-type library systems. Up to three persons from each multi-type system serve as voting members of the Council.

The Council holds business meetings twice each year to discuss policies and issues relating to multi-type library cooperation, to develop recommendations, to communicate with interested organizations and groups, and to share information on current projects and challenges.

The Council also sponsors, in conjunction with each meeting, a program which is open to all interested persons. Program topics have included networking and policy setting in a multi-type environment, bibliographic access in Minnesota, and librarians' responses to **A Nation At Risk**.



BACKGROUND READING

Library Resource Sharing. editors, Gloria Rohmann, et. al. Minnesota Library Association, 1982.

Various contributors examine different aspects of resource sharing on both a national and statewide level.

Minnesota. Department of Education. Office of Public Libraries and Interlibrary Cooperation. Minnesota Libraries Vol. XXVI, Number 8, Winter 1980-81, pp. 633-662.

Entire issue devoted to Minnesota's multi-county, multi-type library cooperation program. Essential background reading.

Minnesota. Department of Education. Office of Public Libraries and Interlibrary Cooperation. Minnesota Long-Range Plan for Library Service 1984-88. (To be published in Minnesota Libraries.)

Contains long-range goals and objectives for multi-county, multi-type library cooperation and library services in Minnesota.

The Minnesota Multi-county Multi-type Library Cooperation Program: Report to the Minnesota Legislature. Minnesota Department of Education, Office of Public Libraries and Interlibrary Cooperation.

Yearly reports to the 1980, 1981, 1982, 1983 and 1984 legislatures on the operation of the Minnesota multi-county multi-type library cooperation program. Contains statistics on participation and describes services/programs offered.

Multi-type library cooperation state laws and regulations. Association of Specialized and Cooperative Library Agencies. Chicago, 1983.

An annotated checklist of various states' laws and regulations. Organized into eleven broad categories including establishment, authority, membership, governing bodies, funding, services/activities, dissolution and accountability of multi-type cooperatives. July 1982 cutoff date.

"Statement of Barbara Sheldon Namie before the Joint Congressional Hearing on Information Needs of Rural Americans: The Role of Libraries and Information Technology, July 21, 1982." Minnesota Libraries XXVI (Winter, 1981-82): 788-792.

One of Minnesota's multi-type coordinators discusses the role libraries and multi-type library systems can and should play in the information needs of rural Americans.

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