

# Collaborative School Library Award

Sponsored by the American Association of School Librarians (AASL) a division of the American Library Association (ALA) and Scholastic Book Fairs.

## Overview

The Collaborative School Library Award recognizes and encourages collaboration and partnerships between school librarians and educators in meeting goals outlined in *National School Library Standards for Learners, School Librarians and School Libraries* through joint planning of a program, unit or event in support of the curriculum and using school library resources.

## Eligibility

1. The applicants will be a school librarian and educators who have collaborated on a project to further the competencies in the Learner Framework in the *National School Library Standards for Learners, School Librarians, and School Libraries*.
2. The applicant shall be a current AASL personal member.

## Criteria

The following criteria will be used in the selection process:

1. To what degree did a collaborative effort occur, over a specific period of time between the school librarian and other educators, to execute the project, event or program? Are there specific examples of the collaborative process? (This should include both planning and implementation)
2. How were the school library resources used to execute the project, event, or program?
3. To what degree did the project, event or program align with the AASL National School Library Standards? Specifically, how does the project, event or program address any or all of the shared foundations - inquire, include, collaborate, curate, explore and engage?
4. Does the project event or program serve as a model for others in collaborative planning?
5. Did the applicant state what the learning outcomes achieved were?
6. Does the supporting documentation support the applicant's assessment of the above – mentioned areas of consideration

The project submitted should reflect a best practice that can serve as a model for others in collaborative planning. It is recommended that a portion of the cash award be used to provide opportunities for the recipients to share their project at a state association conference

## Deadline

**APPLICATIONS MUST BE SUBMITTED VIA ONLINE APPLICATION BY FEBRUARY 1  
ALL APPLICATIONS WILL CLOSE AT 4:30 CST ON THE DAY OF THE DEADLINE.**

\*Please note: This downloadable version is for informational purposes only. All applications must be submitted online, via the Apply Now button at the top of the award's page  
(<http://www.ala.org/aasl/awards/collaborative>).

# AASL Collaborative School Library Award Application

Name: Nancy Bogan

Preferred Email Address: nboga001@odu.edu

School/Organization: Oscar F. Smith High School

Position Title: Librarian

School/Organization Address: 1994 Tiger Drive

City: Chesapeake State: VA Zip: 23320

Preferred Phone: 757-548-0696

Title of Project: Tiger Cafe

Teacher Collaborator(s): Nancy Bogan, librarian; Christine Trainello, Special Education Teacher; Ryan Amerson, Culinary Teacher; Melissa Khoshaba, Business Teacher.

## Responses to the following should be in narrative form:

### 1. Learning Outcomes Achieved

Oscar F. Smith High School (OSHS) is located in Chesapeake, Virginia and serves 2,275 students (VDOE, 2021). The demographics of the school are as follows: 55% of the students are black; 22% are white; 13% are Hispanic; 7% are multiple races; and 2% are Asian (VDOE, 2021). 20% of the students have disabilities, and 56% of students are economically disadvantaged (VDOE, 2021). 58% of students qualify for free or reduced lunch.

Establishing a student-driven library cafe will provide invaluable opportunities for students at Oscar Smith High School to gain work experience, develop leadership qualities, and connect academic content from several subjects in real-life application. Students will hone written and oral communication skills; additionally, they will enhance English, business, math, and technology skills to effectively manage the daily operation, financial aspect, and marketing of a business.

Because a significant portion of OSHS students face economic disadvantages, gaining work experience is a valuable opportunity that mitigates some of the financial hardships and enhances future employment opportunities. In addition, the cafe's profits will be used to create scholarships that will assist students with the financial burden of college. The program's inclusion of special education work-study students will present many learning opportunities for both the special education students who will participate in the daily operations of the library cafe, but also for the general education students who will work alongside them and visit the cafe. The inclusive model

brings students who are normally isolated from each into a central space and will allow both students build relationships and to normalize such inclusion.

Finally, an important benefit of a library cafe will be attracting new users to the library space. There are proven benefits of positive library experiences and student use of the library. In turn, student use of library services has profound academic impacts: test scores, grade averages, and on-time graduation rates rise when students use the library (Lance and Kachel, 2018). These benefits are amplified for students who face socio-economic hardships (Lance and Kachel, 2018). The first step in creating positive relationships with students is getting the students to actually visit the library space. While renovating the space may revive the appearance of the library, a cultural change is more effective in luring students to the space and becoming regular patrons (Fleming, 2017). A library cafe creates a cultural shift that is enticing to students because it offers the comfort of food, independence, and socialization. To meet evolving and demanding student expectations, a library cafe brings students into the library, where they will be exposed to the services and programs available, and library staff can “make a difference in how kids feel about libraries” (Whelan, 2008). Abundant evidence indicates the library cafe is “like a magnet” for students, and that it undoubtedly increases circulation: Northwest High School, located in Texas, has tripled circulation since opening a coffeehouse in the library (Whelan, 2008). Another Texas high school, Tulia High School, reports that “Since opening day in 2006, there’s been a 12 percent increase in circulation—despite a four percent dip in the overall student population” (Whelan, 2008). Since Flagler Palm Coast High School opened a library cafe, circulation has increased “five times what it was three years ago” (Whelan, 2008). Thus, besides offering students the opportunity to gain real-life experience, build relationships among a diverse yet inclusive student body, earn scholarships, the library cafe will positively impact students customers who are more likely to become patrons of the library and benefit academically.

Finally, this is an excellent program for our library because it is enduring. Unlike a one-time event, the library cafe becomes self-sustaining and profitable once the required equipment is in place. Hence, the programs and partnerships may continue indefinitely and continue to evolve and have meaningful impacts in the school. And because OSHS will be the first Chesapeake Public School to create such a program, it will serve as a model for other schools.

## **2. Collaborative Process**

The collaborative process is one of the most exciting and important aspects of this program. Beginning May 2022, the library staff will partner with the special education department, the business department, and the culinary department to assemble the cafe space and to create a business model. The two weeks of school, September 6-16 2022, will be a “soft opening” of the cafe during which only faculty and staff are served; this will allow students/staff work out any issues with implementation and give student workers the opportunity to practice customer service and transaction skills. The cafe will begin full operations and serve the students beginning September 19, 2022, and will continue for the duration of the 2022-2023 school year.

The cafe program will draw on the experience of several programs already in place. Mrs. Trainello, a special education teacher, has already created a program in which her special education work study students offer coffee service to teachers each Friday. They are currently

using a space in the cafeteria and a cart. However, the library cafe presents an opportunity for her students to expand their skills by moving to a more professional, inclusive, and interactive setting. The culinary teacher, Ryan Amerson, also has established a similar program in which food/coffee beverages are

offered on Mondays and delivered to students on a limited basis. His program will create cafe-fare menus, which include healthy and light fare, such as hummus and vegetables, light sandwiches, and bakery items. This is also an opportunity for the culinary students to participate in a more professional and demanding program. We will also be collaborating with the business department to help create marketing strategies and manage the finances of a restaurant to make it both appealing and profitable. Finally, other departments in the school may become involved in the future. Upon profit, scholarships for the special education students who staff the cafe will be awarded, but the potential to offer scholarships to the general education students who participate exists as well; the school has a robust Advancement Via Individual Determination (AVID) program, which would be an ideal future partner to help establish scholarships for students in that program. Furthermore, the social nature of the cafe will allow the staff to be better attuned to the needs of students, and future programs may be tailored to meet these needs.

### **3. Use of Library Resources**

The library will host the cafe space. It will also provide Wifi and allow students to browse the collection and access library programs while visiting the cafe. Fortunately, there is already an unused room with a dutch door, so it is an ideal space to offer the cafe service. Just outside of this room is the sitting area, which has several couches and comfortable chairs. Because this is a student-centered and student-run program, and because of the collaboration amongst staff, the cafe space will always have adult supervision present, but the librarians will also be expected to assist with overseeing the space.

### **4. AASL National School Library Standards**

The library cafe will meet the following AASL Standards: “II. Include-Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.” C.1-Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services; D.2-Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners’ success; D3-Clearly and frequently articulating the school library’s impact when communicating with administration, faculty, staff, learners, parents, and the community.” By attracting new users and being an inclusive and student-oriented program, there is an opportunity to create a positive view of the library and introduce students to the services and other programs available. Also, by transforming the atmosphere of the school library into a comforting and welcoming space,reluctant students will feel more comfortable interacting with staff, and each interaction is an opportunity for librarians and staff to pitch the benefits of library use. The inclusive nature of the program is critical to normalize the presence of all types of students and build relationships between those who typically do not interact with each other.

Another standard met is “III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.” This includes the partnership amongst students who will be managing the cafe, but also amongst the faculty and numerous departments who must collaborate.

## **5. Funds Allocation**

If awarded the grant, funds will be used to purchase the equipment needed to begin cafe service in the library. A detailed list of items and cost follows:

- 3 Square Readers for Magstripe @ \$49.00 each
- iPad flip \$269.00
- Acrylic food display case \$304.99
- Galaxy Conveyer Toaster \$319.99
- 2 Delonghi Semi-Automatic Espresso Machine @ \$240.00 each
- Cuisinart Perfect Temp 14 cup Coffeemaker \$100.00
- Crown Beverages 8 Gallon Cold Brew System with Coffee \$134.00
- Premium Levella 7.3 cu ft. Refrigerator with Top Freezer \$592.99
- Torani Coffeehouse Favorites Variety Pack 49.99

**Total: 2,397.96**

## References

- AASL. (2018). *The national school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA.
- Lance, K. and Kachel, D. (2018, March 26). *Why school libraries matter: what years of research tell us*. Phi Delta Kappan: the Professional Journal for Educators.  
<https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/>
- Virginia Department of Education (VDOE). (2021). *Oscar F. Smith High*. Virginia school quality profiles. Retrieved February 23, 2022, from  
<https://schoolquality.virginia.gov/schools/oscar-f-smith-high>
- Whelan, D. L. (2008). *Café society*. *School library journal*, 54(1), 36–40.