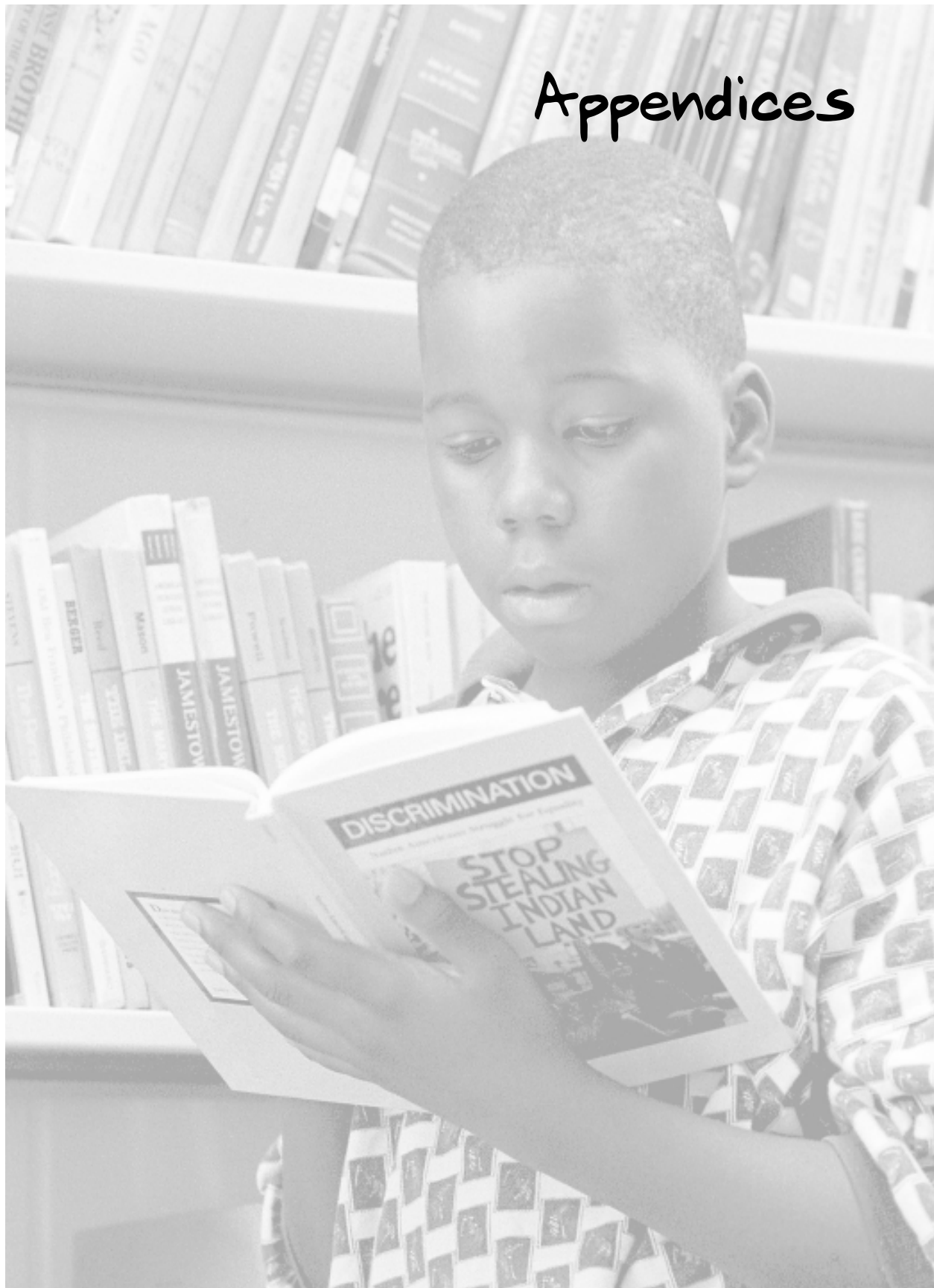


Appendices



Appendices

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Minnesota Standards for Effective School Library Media Programs

Checklist for assessment, planning, implementation and evaluation.

Part One. Learning and Teaching	Minimum	Standard	Exemplary
1. Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	<input type="checkbox"/> 50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. <input type="checkbox"/> The media specialist is a regular member of curriculum teams. <input type="checkbox"/> All media skills are taught through content-based projects.	<input type="checkbox"/> 50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. <input type="checkbox"/> Information literacy skills are an articulated component of a majority of content area curricula.
2. Are the information literacy standards integral to the curriculum?	Students complete at least two resource-based projects each year that require research skills.	<input type="checkbox"/> Students complete all resource-based projects required by the Graduation Rule's High Standards. <input type="checkbox"/> There are a clear set of media and technology benchmarks for each grade level.	<input type="checkbox"/> All classroom projects have both content and information literacy outcomes.
3. Does the media program model and promote collaborative planning and teaching?	The media specialist has a schedule that allows meeting with teachers prior to each research unit. <input type="checkbox"/> The media center contains a professional collection.	<input type="checkbox"/> The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. <input type="checkbox"/> The media specialist is a member of grade level or team planning groups. <input type="checkbox"/> The media specialist has defined responsibilities for teaching skills in each project.	<input type="checkbox"/> The media specialist participates in the assessment and grading of student projects with all staff. <input type="checkbox"/> The media specialist is viewed as a resource for authentic assessment and project-based learning.
4. Is there access to a full range of information resources and services?	<input type="checkbox"/> The media specialist is knowledgeable about and acquires some resources in print and non-print formats. <input type="checkbox"/> The media specialist assists students and staff in gathering data from electronic resources.	The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.	<input type="checkbox"/> The media specialist participates in resource and service sharing with other community agencies.

5.Does the media program encourage reading, viewing and listening?	Minimum: <input type="checkbox"/> The media center contains current materials of student interest in print format. <input type="checkbox"/> The media specialist promotes materials on a regular basis.	Standard: <input type="checkbox"/> The media center contains current materials of high student interest in a variety of formats. <input type="checkbox"/> A formal program to encourage student reading, viewing and listening is in place.	Exemplary: The media program conducts events and activities that encourage independent reading. <input type="checkbox"/> A computerized book-tracking system is available. <input type="checkbox"/> Activities that promote media literacy are held.
6. Does the media program support diverse learning needs, abilities, and styles?	<input type="checkbox"/> Research projects are individualized. <input type="checkbox"/> Multiple formats of information are recognized as valid.	<input type="checkbox"/> Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.	<input type="checkbox"/> Students have an individualized plan for information literacy projects. <input type="checkbox"/> A variety of multimedia projects and presentations are the outcome of research.
7.Does the program foster individual and collaborative inquiry?	<input type="checkbox"/> Both individual and group research projects are assigned.	<input type="checkbox"/> Formal planning of group roles and individual tasks is a part of each project.	<input type="checkbox"/> Research projects use and foster individual interests to spur life-long learning behaviors. <input type="checkbox"/> Teachers and media specialists articulate personal learning goals.
8. Does the program integrate the use of technology?	<input type="checkbox"/> Research is done with aid of an automated library catalog and stand-alone CD-ROM databases. <input type="checkbox"/> Projects are word-processed.	On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.	A wide variety of on-line information sources, including email and Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.

<p>9. Does the program provide a link to the larger learning community?</p>	<p><input type="checkbox"/> The school media program encourages the use of external resources in research projects.</p> <p><input type="checkbox"/> The availability and use of public and academic libraries are part of the information literacy curriculum.</p> <p><input type="checkbox"/> The media specialist assists students and staff in acquiring materials through interlibrary loan.</p>	<p><input type="checkbox"/> The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum.</p> <p><input type="checkbox"/> The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.</p>	<p><input type="checkbox"/> The school library is a member of the regional multitype system and participates in its activities.</p> <p><input type="checkbox"/> The media program helps facilitate school to work initiatives and other community-based learning programs.</p>
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Part Two: Information Access and Delivery	Minimum	Standard	Exemplary
<p>10. Does the program provide intellectual access to information and ideas for learning?</p>	<p>The media specialist helps students and staff with basic reference and location questions.</p>	<p><input type="checkbox"/> The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center.</p> <p><input type="checkbox"/> The media specialist creates subject bibliographies for staff.</p>	<p><input type="checkbox"/> The media specialist helps students and staff become critical users of information.</p>
<p>11. Does the program provide physical access to information and resources for learning?</p>	<p>The library media center is a physical space within the school with student seating and shelving for materials.</p> <p>The materials in the media center are cataloged and circulated according to specified criteria.</p> <p>The media specialist selects, orders and processes new materials on a regular basis.</p>	<p>The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects.</p> <p>The media center has spaces that support students working individually, in small groups and in classes.</p> <p>The collection and circulation systems are automated and current.</p>	<p>The media specialist actively participates in building and remodeling committees.</p> <p>The facility is climate controlled and has an outside entrance for after hours use.</p> <p>The school's records are part of a larger, regional union catalog.</p>

<p>12. Does the program provide a climate that is conducive to learning?</p>	<p>Minimum:</p> <p>The media center is a safe environment with adequate lighting, ventilation and heat.</p> <p>The furniture is appropriate for the age of the student being served.</p> <p>The media specialist is enthusiastic and encourages student use of the media center and its resources.</p>	<p>Standard:</p> <p>The media center has an inviting appearance with student created works, instructional displays and informational posters.</p> <p>The furniture and shelving are matched and in good condition.</p> <p>The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility.</p> <p>The media specialist conducts promotional activities to encourage student and staff use of the media center.</p>	<p>Exemplary:</p> <p>The media center has a variety of informal and formal student areas.</p> <p>The media specialist plans with teachers special displays.</p> <p>The media center is air-conditioned for year-round use.</p> <p>The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles.</p> <p>The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center.</p> <p>The media center serves as the hub of all school information networks.</p>
<p>13. Does the program provide flexible and equitable access to learning resources?</p>	<p><input type="checkbox"/> The media center is open, staffed and available to students during all school hours all school days.</p> <p><input type="checkbox"/> Parents and community members may use the collection before and after school.</p> <p><input type="checkbox"/> The media center and its resources are handicap accessible.</p>	<p><input type="checkbox"/> The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff.</p> <p><input type="checkbox"/> Teacher prep time and study halls are NOT provided in the media center.</p> <p><input type="checkbox"/> The media specialist encourages the use of the media center by the public.</p>	<p><input type="checkbox"/> The media center is open and staffed extended hours evening and weekends for community use.</p> <p><input type="checkbox"/> A policy for resource use by the community is in place.</p> <p><input type="checkbox"/> The public is informed of the availability of the media center.</p>

<p>14. Do the collections and resources support the school curriculum?</p>	<p>Minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials are professionally selected using recognized review tools. <input type="checkbox"/> There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. <p>Students have access to:</p> <ul style="list-style-type: none"> • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. <p>*Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.</p>	<p>Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. <p>Students have access to:</p> <ul style="list-style-type: none"> • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools like electronic atlases, concordances, dictionaries, thesauruses, reader's advisors and almanacs • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs including practices, simulations and tutorials <ul style="list-style-type: none"> <input type="checkbox"/> Resources are specifically chosen to support curricular needs. 	<p>Exemplary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. <input type="checkbox"/> Electronic research materials are available from all networked computers in the building. <input type="checkbox"/> There is a written collection development policy that shows collaboration with other libraries and outside information agencies. <p>Students have access to:</p> <ul style="list-style-type: none"> • a computerized union catalog of district holdings as well as access to the catalogs of public, academic and special libraries such as MnLink from which interlibrary loans can be made • a collection of materials to support local history studies • access to desktop video conferencing stations or an interactive television classroom • emerging technologies as needed to support the curriculum
<p>15. Does the program show a commitment to the right of intellectual freedom?</p>	<p>There is a board-adopted selection/ reconsideration policy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Circulation policies are consistent with the tenets of intellectual freedom and school policies. <input type="checkbox"/> Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored. 	<p>The collection has materials representing a diversity of opinions on controversial topics.</p> <p>The media specialist works with teachers and administrators to insure students' rights to information.</p> <p>Student data privacy is kept.</p>	<p>Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.</p>

16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	The school has board-adopted policies on copyright and Internet/technology acceptable use.	The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	The media specialist designs and conducts workshops on ethical issues associated with information and technology use.
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Part Three: Program Administration	Minimum	Standard	Exemplary
17. Does the program support the mission and goals of the school?	<p>The media specialist actively participates in school evaluation / accreditation efforts.</p> <p>The library media program has a written mission statement that reflects the mission of the school.</p>	<p>The media specialist formally plans yearly goals with the principal</p> <p>The library media annual goals reflect the school and district goals.</p> <p>The media specialist actively participates as a member of the media and technology committees.</p>	<p>The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.</p>
18. Is there adequate professional staffing in each building?	<p><input type="checkbox"/> There is at least one fully licensed full-time media professional serving each district.</p> <p><input type="checkbox"/> There is at least one fully licensed full-time media professional serving at least one half day in each school in the district.</p> <p><input type="checkbox"/> The media center is kept open with clerical help during the remainder of school hours.</p>	<p>There is a minimum of one licensed full-time media professional in each school.</p> <p>The principal appraises the performance of the media specialist using tools specific to the profession.</p> <p>There is a current job description for the media professional.</p>	<p>There is one full-time media specialist for each 500 students in each building.</p> <p>The media specialist is active in professional organization activities and participates in a wide-range of school activities.</p>

<p>19. Is there adequate support staff for each building?</p>	<p>Minimum:</p> <p>The media specialist has part-time clerical and technical support.</p>	<p>Standard:</p> <p>The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students.</p> <p>The media professional supervises the support staff.</p> <p>There are current job descriptions for all support staff.</p>	<p>Exemplary:</p> <p>When justified by school size and program, there is:</p> <ul style="list-style-type: none"> One full time technician in each building, a media professional who supervises media production, a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing.
<p>20. Does the program have on-going administrative support?</p>	<p>The principal and media specialist informally plan the media program goals and budget each year.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. <input type="checkbox"/> The media program and media specialist are evaluated each year using the accomplishment of the goals as a criterion. 	<ul style="list-style-type: none"> <input type="checkbox"/> An advisory committee with parents, teachers, students and community members helps establish media center goals. <input type="checkbox"/> A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.
<p>21. Is there a long-range, strategic plan for the program?</p>	<p>The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district's strategic plan reflects the mission and role of the library media program. 	<ul style="list-style-type: none"> <input type="checkbox"/> An advisory committee with parents, teachers, students and community members helps create long-range media plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Long-range media plans are shared with the community through public relation channels.

<p>22. Is there an on-going assessment of the program in place?</p>	<p>Minimum:</p> <p>The media specialist collects and reports basic circulation and collection size and age data.</p>	<p>Standard:</p> <p>There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit.</p> <p>Annual goals and long-range plans are based on collected data.</p> <p>All new initiatives involving media and technology have an evaluation component.</p>	<p>Exemplary:</p> <p>There is an effort to analyze the contributions of the media program to overall student performance in the school.</p> <p>Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community.</p> <p>The media specialist and school participate in formal studies conducted by state and academic researchers.</p>
<p>23. Does the program have adequate funding?</p>	<p>The program has a written budget sufficient to keep the media program at a minimal level of service.</p>	<p>The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources.</p> <p>The media specialist keeps detailed records of how funds were spent each year.</p>	<p><input type="checkbox"/> The media specialist actively participates in school budget decision-making committees.</p> <p>The media specialist uses a variety of methods for obtaining resources, including cooperative purchasing, grant writing and partnering.</p>
<p>24. Do the media specialist and support-staff receive adequate staff development opportunities?</p>	<p>The media specialist and support staff will receive training on resources and materials purchased for the media program.</p> <p>The media specialist offers classes to the staff on information resources and skills and technology integration.</p>	<p>The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula.</p> <p>There is a budget for staff development for the media specialist.</p>	<p>The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.</p>

<p>25. Are the mission, goals, functions, and impact of the library program clearly communicated?</p>	<p>Minimum: <input type="checkbox"/> The media specialist reports annually to the principal on the library media program</p>	<p>Standard: The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.</p>	<p>Exemplary: The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.</p>
<p>26. Are the human, financial, and physical resources of the program effectively managed?</p>	<p>The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.</p>	<p><input type="checkbox"/> The media specialist supervises support staff and works with custodial staff on maintenance issues. <input type="checkbox"/> The media specialist participates in the evaluation of support staff.</p>	<p>The school media specialist actively participates on the building management team.</p>

Minnesota School Library Media Program Census Advisory Committee Members

Mary Alice Anderson
Winona Middle School.

Judy Bull
North St. Paul-Maplewood-Oakdale
School District

Lisa Finsness
District 279

Gay Galles
Moorhead Senior High School

Jim Glazer
Oltman Junior High School
South Washington County Schools

Maureen Guentzel
Rush City High School

Alice Hofstad
Lincoln High School Media Center
Thief River Falls

Renee Jesness
Washburn High School
Minneapolis

Sharon Johnson
Cook School

Sue Meyer
Past MEMO President
Becker High School

Audrey Novak
Kimball Public Schools

Jane Prestebak
Spring Lake Park High School

Lars Steltzner
Retired Media Specialist

Linda Wadman
North Country Library Cooperative (NCLC)

Barb Misselt
Southeast Libraries Cooperating (SELS)

Trish Peterson
Central Minnesota Libraries Exchange
(CMLE)
(retired 5.02)

Patricia Post
Central Minnesota Libraries Exchange
(CMLE)

Ruth Solie
Northern Lights Library Network (NLLN)

Robin Chaney
Southwest Area Multicounty Multitype
Library Exchange (SAMMIE)

Ann Walker Smalley
Department of Children, Families & Learning
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(through 3.02)

Susan Baxter
Project Director
Metronet

Minnesota School Library Media Program Census Site Visitors

CMLE

Marilyn Savage
Jan Sorell
Ginny Bisek
Sylvia Raschke

SAMMIE

Neva Kamrath
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Lars Steltzner
Lisa Finsness
Kathy Smrekar
Jim Glazer
Chris Anning
Jane Prestebak
Nancy Rhinhart
Betty Dalasta
Donna von Lehe
Sandy Clarke
Donna Hageman
Kathleen James
Ginger Peterson
Ann Walker Smalley

NCLC

Marie Vaida
Linda Wadman

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Pauline Fenelon
Linda Willette

NLLN

Ruth Solie
Joan Larson
Therese Pavek
Hazel Yliniemi

SELS

Roger Sween
Pat Sween
Mary Alice Anderson
Scott Hannon

MINNESOTA SCHOOL LIBRARY MEDIA CENTER PROGRAM CENSUS 2001-2002

This census of all Minnesota school library media programs is part of a process to strengthen Minnesota's school library media centers. As you know, high quality school library media center programs do have a measurable impact on student performance. "A well-staffed, well-stocked, connected school library media center with an integrated curriculum is likely to raise reading achievement scores by 10-30%." (quote from Library Research Service, Colorado Dept. of Education)

MEMO (Minnesota Educational Media Organization) developed the first Minnesota Standards for Effective School Library Media Programs in Spring 2001 with support from LSTA. This census will establish a baseline of information about the state's public school library media programs. All of the questions relate to the standards. Metronet, the Twin Cities multitype regional library cooperative, is leading the effort to collect this information. The other six multitype regions are assisting in the census.

The information from your school is important. Completing the census will show your commitment to a high quality school library media center program to your school board, your principal, superintendent, and community. This is public data and you will also be able to see information about other schools in a format like the original after April 5, 2002. Next February Metronet will publish an analysis of the data in a report which will be sent to you. The data and analysis will then be available online in a somewhat different format.

This census has 14 parts beginning with identifying information, moving to hours and staffing, then to activities and usage. Beginning with Part F the census requests information on capacity, equipment, the library media center collection, computers & internet access, budget, mission, evaluation, and staff development. Where possible, we have provided answers to speed the process. If you like, you can print out the census so that you can gather the information you need. You can also start and stop and start again until April 5 if that's more convenient. We can't give you a ballpark idea of how long the census will take; it will depend upon how much information you have ahead of time.

All parts require responses. Even if you must use "0," "none," or a good estimate, please enter your best response in ALL areas.

Parts B and C request weekly information. Parts D and E request monthly information

You can print out the Microsoft Word version or an Acrobat version of the census to use as a guide or for research before you work on the census. [Click here for the Word version.](#) [Click here for the pdf version.](#)

Some questions are optional because you may not have the information immediately available. We do need the data, however, so please consider making an effort for the optional questions. If you would like to provide the information but can't right now, please send Susan Baxter sbaxter@metronet.lib.mn.us an email with the information before April 5, 2002, the closing date.

We know many districts are facing serious reductions in funding. This makes the collection and analysis of this data even more important. We need to have a complete and accurate picture of current school library media programs as they exist now so that we can use this information in a positive, constructive way. You do have an opportunity in the last section to tell us of any reductions in staff, budget, technology, or other areas that you anticipate for next school year.

Thank you in advance for your efforts.

Direct questions to Susan Baxter (for information about the census questions)

Voice mail 651.646-0475

Email sbaxter@metronet.lib.mn.us

Part A--Information on You and Your School

This section will identify the respondent's school, district, name, title, etc. for each school library media center in the state.

Part B. Service Hours Per Typical Week

Please report the typical weekly number of hours your library media center is open for use. Report hours you are open for use during school hours and before & after school hours. This part also includes who is available to assist students before and after school hours.

1. Number of hours <u>open</u> during typical school <i>week</i> during official class hours		B1
2. Number of hours <u>closed</u> during typical school <i>week</i> during official class hours		B2
3. Number of hours <u>open</u> during typical school <i>week</i> <u>before and after class hours</u>		B3
4. Are after-hours staff paid?	<input type="checkbox"/> Yes <input type="checkbox"/> No	B4
5. Are paid staff available to assist students during non-school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No	B5
6. Are volunteers available to assist students during non-school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No	B6
7. What are the funding sources for the after-hours staff?	Community Education Grants B7 PTA District/building funds Other	
8. Is the computer lab staffed after school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No	B8

Part C. Library Media Center Staffing per typical week

Please report the number of persons (not FTEs) in each type of position specified and the total number of person-hours worked per typical week for each staff type. That is, enter the sum of typical weekly hours for all of your staff of each type. Report each individual only once.

<u>Count number of paid staff persons (not FTEs)</u>	<u>Number of persons</u>	<u>Total hours per week</u>
1. Licensed school media specialists	C10	C11
2. Non-licensed staff serving in licensed position.	C12	C13
3. Clerical	C14	C15
4. Technical	C16	C17
5 Secretarial	C18	C19
6 Other	C20	C21
7. Volun-teers (unpaid)	C22	C23
8. What is the <u>license</u> of the person in charge of the school library media center on a day to day basis?	C23	

Part D. Frequency of Paid Staff Activities per Typical Month

Staff in school media centers engage in a wide variety of activities. For this section, we are interested in your activities each month. For each activity, please estimate how often the library media center's licensed and unlicensed staff perform each activity per typical month.

Use 0 (never)...1(rarely)...3 (sometimes)...5 (most often) Do not count volunteer activities.

<i>Instructional Time with teachers spent in an AVERAGE MONTH on:</i>	<i>Frequency</i>
1. Instructional planning with teachers before students begin projects that use media and technology	0 1 2 3 4 5 D25
2. Teaching students cooperatively with teachers & providing information skills instruction to students—in groups (e.g., locating information, note-taking, citations, copyright/plagiarism, critical thinking, evaluating Internet sources)	0 1 2 3 4 5 D26
3. Teaching students information skills	0 1 2 3 4 5 D27
4. Providing in-service training to teachers and/or other school staff—both formal and informal	0 1 2 3 4 5 D28
5. Providing reading incentive activities for students (reader's advisory services, book talks, story times, author visits, puppet shows)	0 1 2 3 4 5 D29
6. Collection development – both selection and weeding	0 1 2 3 4 5 D30
7. Providing assistance to parents/families in reading and information skills during and after school.	0 1 2 3 4 5 D31
8. Connecting students and teachers to community resources (academic and public libraries, community members, and institutions such as museums).	0 1 2 3 4 5 D32
<i>Leadership Time spent monthly on AVERAGE on:</i>	
9. Meeting with school library staff from building, district, or beyond	0 1 2 3 4 5 D33
10. Meeting with the principal, other building administrators, or district administrators	0 1 2 3 4 5 D34
11. Attending general faculty and/or staff meetings	0 1 2 3 4 5 D35
12. Meeting with standards and/or curriculum committees/teams/task forces	0 1 2 3 4 5 D36
<i>Technology Time spent monthly on AVERAGE on:</i>	
13. Managing or operating the library automation system and troubleshooting computer and technical problems	0 1 2 3 4 5 D37
14. Assisting students with Internet activities	0 1 2 3 4 5 D38
<i>Other</i>	
15. All other library activities (processing, retrieving, checking in and out, reeling)	0 1 2 3 4 5 D39
16. Extra duties unrelated to school library services (monitoring restrooms, lunch, buses, etc.)	0 1 2 3 4 5 D40

Part E. Library Media Center Usage Per Typical Month

Report the following types of usage of your school library program per typical month. The third section requests information on instructional activities in the library media center.

Total Visits of Students		<u>Average number of students per month</u>
1. Prep classes—regularly scheduled library class which provides preparation time for teachers		E41
2. Whole classes flexibly scheduled in which the teacher stays with the class or other groups (teachers, parents, etc.)		E42
3. Individuals or small groups—not already counted as part of a class		E43
Prep classes		
4. How many prep periods do media specialists provide in a typical month?		E44
5. May other students use the library media center during prep time?		<input type="checkbox"/> Yes <input type="checkbox"/> No E45
Information skills instruction by school library media specialist		
6. Average number of students receiving information skills instruction per month		E46
7. Is instruction taking place in the school library media center or the classroom?		Library Classroom Both E47
8. Does the district have a library/media curriculum program?		<input type="checkbox"/> Yes <input type="checkbox"/> No E48
9. For what grades is the library/media curriculum intended?		E49
10. Are ethical and legal behaviors including copyright taught?		<input type="checkbox"/> Yes <input type="checkbox"/> No E50
11. Are research and media skills taught in isolation or integrated into curriculum?	Integrated into Curriculum E51 In Isolation In Combination	
12. If answer in 11 is integration, please check subjects	Language Arts/English, Social Studies, Math, music E52 technology, Industrial Technology, all sciences, health/physical education, foreign language, FACS	
13. Is the media person also teaching other subjects outside the media center?	<input type="checkbox"/> Yes <input type="checkbox"/> No E53	

Part F. School Library Media Center Space and Capacity

Part F focuses on the size of your library media center. If you know the actual square footage of the entire media center area including computer labs and so forth, please provide it in question F3. If the library media center includes separate spaces such as production space or storage, please include the square feet for those areas in F6 and F7. Keep the phrase "functional student capacity" in mind when thinking about how your media center accommodates students; F1 and F2 may have different answers.

1. How many total students can work in the entire school library media center at one time?	F54
2. What is the functional student capacity of the entire school library media center?	F55
OPTIONAL	
3. How many square feet are in the school media center area?	F56
4. How many classes can fit into the school library media center for instructional purposes? .	F57

Other areas media specialist may be responsible for.	
5. Computer lab (number of student spaces)	F58
OPTIONAL	
6. Audio or video Production space (sq. ft.) IF separate from the rest of the media center	F59
OPTIONAL	
7. Other spaces (sq. ft.) Office, work room, storage	F60
8. What is the optimal number of students who can be accommodated in the school library media center for information literacy instruction--part of the media program?	#students F61

Part G. School Library Media Center Equipment

For this section please provide information about the computers, cameras, scanners, and other equipment that is supplied and maintained by the media center. The media specialist may also have responsibility for equipment outside the library media center. Include in your counts all the equipment that is the responsibility of the media specialist. In column 3, include the equipment accessible to the school library media center but not the responsibility of the school library staff. For some schools, column 3 may be blank.

Equipment	Media Center Responsibility		Accessible to Media Center (Location) classroom, building, district
	Approximate Average age	Number available	
1. C omputers	G62	G63	G64
2. T raveling/Portable Computers	G65	G66	G67
3. C ameras – still	G68	G69	G70
4. C ameras—digital	G71	G72	G73
5. C ameras—analog video	G74	G75	G76
6. C ameras—digital video	G77	G78	G79
7. S canners	G80	G81	G82
8. P rinters--laser	G83	G84	G85
9. P rinters--inkjet	G86	G87	G88
10. Fax	G89	G90	G91
11. O verhead Projector	G92	G93	G94
12. TV/VCR/DVD	G95	G96	G97
13. Projection system	G98	G99	G100
14. T elephone	N.A.	G101	G102
15. V oice Mail	<input type="checkbox"/> Yes <input type="checkbox"/> No G103	N.A.	N.A.

Part H. School Library Collection—number of materials & year of copyright and Circulation

Please include all materials available for use by teachers and/or students. Exclude both circulating and non-circulating materials reserved exclusively for use by school library media staff or building administrators. Please report average copyright years. If you can't get copyright years from an electronic catalog, pull a systematic selection of every fourth (4th) item in the category and average their copyright years.

The last section includes a report of current circulation numbers.

	<u>Number</u>	<u>Avg. Copyright Year</u> e.g. 1989, 2001
1. Books, all types—TOTAL number of titles	H104	H105
2. Average copyright for Geography	N.A.	H106
3. Average copyright for Science	N.A.	H107
4. Average copyright for Fiction	N.A.	H108
5. Encyclopedias & reference titles on CD-ROM	H109	H110
6. Current print subscriptions to magazines & newspapers	H111	N.A.
7. Audio materials (cassettes, CDs)	H112	H113
8. Video materials (cassettes and disks and DVD's)	H114	H115
9. Computer software packages (for use in school library media center)	H116	H117
10. Subscriptions to CD-ROM services or online services	H118	N.A.
11. Other resources to support curriculum (clippings, artifacts, etc)	H119	H120
Circulation Per week	Number	
12. Average number of items circulated per week (all formats)	H121	
13. Average number of items borrowed from other libraries/media centers per week	H122	

I. Computers and Internet Access

Please report the number of computers in the building that can access your networked library resources. Then include information on technical support for your computer resources. Do not include any computers that cannot access your networked resources.

1. Number of networked computers in library/media center	I-123
2. Do all networked computers have access to an automated catalog?	<input type="checkbox"/> Yes <input type="checkbox"/> No I-124
3. Access to school library databases – full text articles —both state funded or ELM and school purchased	
a. From how many classrooms?	I-126
b. From home/outside school?	<input type="checkbox"/> Yes <input type="checkbox"/> No I-127
4. Technical/computer support – who provides?	Title I-128
5. Where is the closest tech support located?	District school media center other I-129
6. How long does it take to get assistance from building or district technician when a computer fails? <input type="checkbox"/> Less than 60 Minutes <input type="checkbox"/> Less than 24 Hours <input type="checkbox"/> Less than 7 Days <input type="checkbox"/> Weeks <input type="checkbox"/> Unpredictable I-130	
7. How long does it take to get assistance from building or district technician when a server fails? <input type="checkbox"/> Less than 60 Minutes <input type="checkbox"/> Less than 24 Hours <input type="checkbox"/> Less than 7 Days <input type="checkbox"/> Weeks <input type="checkbox"/> Unpredictable I-131	
8. How long does it take to get assistance with software problems? <input type="checkbox"/> Less than 60 Minutes <input type="checkbox"/> Less than 24 Hours <input type="checkbox"/> Less than 7 Days <input type="checkbox"/> Weeks <input type="checkbox"/> Unpredictable I-132	

Part J. Budget

1. Who creates and administers the library media center program budget?	District superintendent media specialist other	school principal technology director	J125
2. Does the media specialist submit a budget request?	Yes No J125A		
Annual budget in 2001-2002		2001-2 Budget \$	
3. What is the annual budget for the library media program? TOTAL	\$	J133	
4. Books and other print materials	\$	J134	
5. Materials in electronic formats (CD's, DVD's)	\$	J135	
6. Nonprint materials (audio, video)	\$	J136	
7. Online databases and information sources other than provided by the state	\$	J137	
8. Software updates—productivity tools like word processing	\$	J138	
9. Hardware—computers, VCRs, DVD players	\$	J139	
10. Where is the budget for hardware developed?	District building media ctr J140		
11. Is there a rotation of new computer purchases in the school or district?	Yes No J141		
12. School library media center program budget – per pupil	\$	J142	
13. Outside funding sources/revenues (i.e. grants, book fairs, etc.)	\$	J143	
14. Comments on budget trends – Since 1998-99 budget for library media program has?	Increased Stayed same Decreased Fluctuated J144		

Part K. Mission and Goals

Does the library media center have	Year of most recent	Does the school have?	Year of most recent
Mission? <input type="checkbox"/> Yes <input type="checkbox"/> No J145	J146	Mission? <input type="checkbox"/> Yes <input type="checkbox"/> No J153	J154
Goals? <input type="checkbox"/> Yes <input type="checkbox"/> No J147	J148	Goals? <input type="checkbox"/> Yes <input type="checkbox"/> No J155	J156
Strategic plan? <input type="checkbox"/> Yes <input type="checkbox"/> No J149	J150	Strategic Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No J157	J158
Tech plan? <input type="checkbox"/> Yes <input type="checkbox"/> No J151	J152	Tech Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No J159	J160
Is the library media center program included in the school plans?			<input type="checkbox"/> Yes <input type="checkbox"/> No J161
Is information literacy included in the strategic and technology plans?			<input type="checkbox"/> Yes <input type="checkbox"/> No J162
Is the community and/or parents involved in the creation of these plans?			<input type="checkbox"/> Yes <input type="checkbox"/> No J163

Part L. Evaluation

Evaluation is a key component of an exemplary school library media center program. If you are involved in a regular evaluation process in your school, please complete the section below.

1. Is the library/media center/technology/information literacy program assessed or evaluated?	<input type="checkbox"/> Yes <input type="checkbox"/> No L164	By Whom?	District staff Media center staff L165 Curriculum director North Central Other
2. How often ?	Less than one Every one two three four five years		L166
3. Are student test scores used as part of the evaluation of library/media programs?			<input type="checkbox"/> Yes <input type="checkbox"/> No L167
4. If other assessments of student performance are used, please specify.			L168

M. Staff Development

1. Staff can attend training and conferences during school year M169	Average Number of paid days per yr M170
-------------------------------------------------------------------------	--------------------------------------------

N. 2002-2003 School Year

Your school and district are discussing budgets for the 2002-2003 school year right now. What changes do you think will occur by next fall? What impact will those changes have on students?

Thank you for your participation! We appreciate your contribution to the success of this census project. We will be in touch with you on how to access the data base later in the school year.

Minnesota School Library Media Program

Response to Online Census by District

a. Districts with 100% Response

School District	County	Multitype
Adrian	Nobles	SAMMIE
Aitkin	Aitkin	CMLE
Albany	Stearns	CMLE
Albert Lea	Freeborn	SELS
Alden	Freeborn	SELS
Annandale	Wright	CMLE
Anoka-Hennepin	Anoka	Metronet
Austin	Mower	SELS
Badger	Roseau	NLLN
Bagley	Clearwater	NLLN
Barnum	Carlton	NCLC
Battle Lake	Otter Tail	NLLN
Becker	Sherburne	CMLE
Belgrade-Brooten-Elrosa	Stearns	CMLE
Belle Plaine	Scott	Metronet
Bertha-Hewitt	Todd	CMLE
Big Lake	Sherburne	CMLE
Bird Island-Olivia-Lake Lillian	Renville	SAMMIE
Blackduck	Beltrami	NLLN
Blooming Prairie	Steele	SELS
Blue Earth	Faribault	SMILE
Breckenridge	Wilkin	NLLN
Brewster	Nobles	SAMMIE
Browns Valley	Traverse	NLLN
Buffalo	Wright	CMLE
Butterfield-Odin	Watonwan	SMILE
Byron	Olmsted	SELS
Canby	Yellow Medicine	SAMMIE
Cannon Falls	Goodhue	SELS
Central	Carver	Metronet
Chaska	Carver	Metronet
Chisago Lakes	Chisago	CMLE
Chisholm	St. Louis	NCLC
Clearbrook-Gonvick	Clearwater	NLLN
Clinton-Graceville-Beardsley	Big Stone	SAMMIE

Response to Online Census by District (page 2)

a. Districts with 100% Response

School District	County	Multitype
Cloquet	Carlton	NCLC
Columbia Heights	Anoka	Metronet
Comfrey	Brown	SMILE
Cromwell-Wright	Carlton	NCLC
Crosby-Ironton	Crow Wing	NLLN
Cyrus	Pope	NLLN
Dassel-Cokato	Meeker	SAMMIE
Dawson-Boyd	Lac qui Parle	SAMMIE
Detroit Lakes	Becker	NLLN
Dilworth-Glyndon-Felton	Clay	NLLN
Dover Eyota	Olmsted	SELS
East Central	Pine	CMLE
Eden Valley-Watkins	Meeker	SAMMIE
Edgerton	Pipestone	SAMMIE
Edina	Hennepin	Metronet
Ellsworth	Nobles	NLLN
Ely	St. Louis	NCLC
Esko	Carlton	NCLC
Evansville	Douglas	NLLN
Fairmount	Martin	SMILE
Farmington	Dakota	Metronet
Fergus Falls	Otter Tail	NLLN
Fertile-Beltrami	Polk	NLLN
Fillmore Central	Fillmore	SELS
Fisher	Polk	NLLN
Floodwood	St. Louis	NCLC
Foley	Benton	CMLE
Forest Lake	Washington	Metronet
Fosston	Polk	NLLN
Fulda	Murray	SAMMIE
Glenville-Emmons	Freeborn	SELS
Goodhue	Goodhue	SELS
Grand Meadow	Mower	SELS
Greenbush-Middle River	Roseau	NLLN
Grygla	Marshall	NLLN
Hastings	Dakota	Metronet

Response to Online Census by District (page 3)
a. Districts with 100% Response

School District	County	Multitype
Hawley	Clay	NLLN
Hayfield	Dodge	SELS
Henning	Otter Tail	NLLN
Hermantown	St. Louis	NCLC
Hibbing	St. Louis	NCLC
Hill City	Aitkin	CMLE
Holdingsford	Stearns	CMLE
Houston	Houston	SELS
Hutchinson	McLeod	SAMMIE
Isle	Mille Lacs	CMLE
Ivanhoe	Lincoln	SAMMIE
Janesville-Pemberton-Waldorf	Waseca	SMILE
Jordan	Scott	Metronet
Kasson-Mantorville	Dodge	SELS
Kelliher	Beltrami	NLLN
Kerkoven-Murdock-Sunberg	Swift	SAMMIE
Kimball	Stearns	CMLE
Kingsland	Fillmore	SELS
Kittson Central	Kittson	NLLN
La Crescent-Hokah	Houston	SELS
Lake Benton	Lincoln	SAMMIE
Lake City	Wabasha	SELS
Lake Crytal-Wellcome	Blue Earth	SMILE
Lake of the Woods	Lake of the Woods	NCLC
Lake Superior	Lake	NCLC
Lakeville	Dakota	Metronet
Lancaster	Kittson	NLLN
LaPorte	Hubbard	NLLN
LeCenter	LeSueur	SMILE
LeRoy-Ostrander	Mower	SELS
Lester Prairie	McLeod	SAMMIE
Lewiston	Winona	SELS
Litchfield	Meeker	SAMMIE
Littlefork-Big Falls	Koochiching	NCLC
Long Prairie-Grey Eagle	Todd	CMLE
Mabel-Canton	Fillmore	SELS
MACCRAY	Chippewa	SAMMIE

Response to Online Census by District (page 4)

a. Districts with 100% Response

School District	County	Multitype
Mahtomedi	Washington	Metronet
Mankato	Blue Earth	SMILE
Maple Lake	Wright	CMLE
Marshall	Lyon	SAMMIE
McGregor	Aitkin	CMLE
McLeod West	McLeod	SAMMIE
Medford	Steele	SELS
Melrose	Stearns	CMLE
Milaca	Mille Lacs	CMLE
Milroy	Redwood	SAMMIE
Minneota	Lyon	SAMMIE
Minnewaska Area	Pope	NLLN
Montgomery-Lonsdale	Le Sueur	SMILE
Monticello	Wright	CMLE
Moorhead	Clay	NLLN
Moose Lake	Carlton	NCLC
Mora	Kanabec	CMLE
Morris	Stevens	NLLN
Mounds View	Ramsey	Metronet
Mountain Iron-Buhl	St. Louis	NCLC
Mountain Lake	Cottonwood	SAMMIE
Murray County Central	Murray	SAMMIE
Nashwauk-Keewatin	Itasca	NCLC
Nevis	Hubbard	NLLN
New London-Spicer	Kandiyohi	SAMMIE
New Prague	Scott	Metronet
New Richland-Hartland-Ellendale	Waseca	SMILE
New Ulm	Brown	SMILE
New York Mills	Otter Tail	NLLN
Nicollet	Nicollet	SMILE
Norman County West	Norman	NLLN
Ogilvie	Kanabec	CMLE
Oklee	Red Lake	NLLN
Onamia	Mille Lacs	CMLE
Ortonville	Big Stone	CMLE
Osakis	Douglas	NLLN
Osseo	Hennepin	Metronet

Response to Online Census by District (page 5)
a. Districts with 100% Response

School District	County	Multitype
Owtonna	Steele	SELS
Park Rapids	Hubbard	NLLN
Parkers Prairie	Otter Tail	NLLN
Paynesville	Stearns	CMLE
Pierz	Morrison	CMLE
Pillager	Cass	NLLN
Pine City	Pine	CMLE
Pine Island	Goodhue	SELS
Pine Point	Becker	NLLN
Pine River	Cass	NLLN
Pine River-Backus	Cass	NLLN
Plainview	Wabasha	SELS
Prior Lake-Savage Area	Scott	Metronet
Proctor	St. Louis	NCLC
Randolph	Dakota	Metronet
Red Wing	Goodhue	SELS
Redwood Falls	Redwood	SAMMIE
Renville County West	Renville	SAMMIE
Richfield	Hennepin	Metronet
Rochester	Olmsted	SELS
Rockford	Wright	CMLE
Rocori Area	Stearns	CMLE
Roseau	Roseau	NLLN
Rothsay	Wilkin	NLLN
Round Lake	Nobles	SAMMIE
Royalton	Morrison	CMLE
Rush City	Chisago	CMLE
Rushford-Peterson	Fillmore	SELS
Russell	Lyon	SAMMIE
Sartell-St. Stephen	Stearns	CMLE
Sauk Centre	Stearns	CMLE
Sauk Rapids	Benton	CMLE
Sebeka	Wadena	NLLN
Sibley East	Sibley	SMILE
Sleepy Eye	Brown	SMILE
South Saint Paul	Dakota	Metronet
South Washington County	Washington	Metronet

Response to Online Census by District (page 6)

a. Districts with 100% Response

School District	County	Multitype
Southland	Mower	SELS
Spring Grove	Houston	SELS
Springfield	Brown	SMILE
St. Anthony-New Brighton	Hennepin	Metronet
St. Charles	Winona	SELS
St. Clair	Blue Earth	SMILE
St. James	Watonwan	SMILE
St. Louis Park	Hennepin	Metronet
Stewartville	Olmsted	SELS
Swanville	Morrison	CMLE
Thief River Falls	Pennington	NLLN
Tracy	Lyon	SAMMIE
Tri-Co	Kittson	NLLN
Triton	Dodge	SELS
Tyler	Lincoln	SAMMIE
Ulen-Hitterdal	Clay	NLLN
Underwood	Otter Tail	NLLN
United South Central	Faribault	SMILE
Upsala	Morrison	CMLE
Virginia	St. Louis	NCLC
Wabasha-Kellogg	Wabasha	SELS
Waconia	Carver	Metronet
Wadena-Deer Creek	Wadena	NLLN
Warren-Alvarado	Marshall	NLLN
Waseca	Waseca	SMILE
Waubun	Mahnomen	NLLN
West Central	Grant	NLLN
Westbrook-Walnut Grove	Cottonwood	SAMMIE
Willow River	Pine	CMLE
Win-E-Mac	Polk	NLN
Winona	Winona	SELS
Worthington	Nobles	SAMMIE
Wrenshall	Carlton	NCLC
Yellow Medicine East	Yellow Medicine	SAMMIE

Minnesota School Library Media Program

Response to Online Census by District

b. Districts with Partial Response

School District	County	Multitype
Ada-Borup	Norman	NLLN
Alexandria	Douglas	NLLN
Bemidji	Beltrami	NLLN
Bloomington	Hennepin	Metronet
Braham	Isanti	CMLE
Brainerd	Crow Wing	NLLN
Brooklyn Center	Hennepin	Metronet
Buffalo Lake-Hector	Renville	SAMMIE
Burnsville-Eagan-Savage	Dakota	Metronet
Cambridge-Isanti	Isanti	CMLE
Carlton	Carlton	NCLC
Cass Lake-Bena	Cass	NLLN
Centennial	Anoka	Metronet
Chatfield	Olmsted	SELS
Deer River	Itasca	NCLC
Delano	Wright	CMLE
Duluth	St. Louis	NCLC
East Grand Forks	Polk	NLLN
Eden Prairie	Hennepin	Metronet
Elk River	Sherburne	CMLE
Ellsworth	Nobles	SAMMIE
Eveleth-Gilbert	St. Louis	NCLC
Faribault	Rice	SELS
Frazee-Vergas	Becker	NLLN
Fridley	Anoka	Metronet
GFW	Sibley	SMILE
Grand Rapids	Itasca	NCLC
Greenway	Itasca	NCLC
Heron Lake-Okabena	Jackson	SAMMIE
Hopkins	Hennepin	Metronet
Howard Lake-Waverly-Winsted	Wright	CMLE
International Falls	Koochiching	NCLC
Inver Grove	Dakota	Metronet
Jackson Co. Central	Jackson	SAMMIE
Kenyon-Wanamingo	Goodhue	SELS
Lake Park-Audubon	Becker	NLLN

Response to Online Census by District (page 2)
b. Districts with Partial Response

School District	County	Multitype
Le Sueur-Henderson	Le Sueur	SMILE
Little Falls	Morrison	CMLE
LQP ISD 2853	Lac qui Parle	SAMMIE
Madelia	Watonwan	SMILE
Maple River	Blue Earth	SMILE
Mesabi East	St. Louis	NCLC
Minneapolis	Hennepin	Metronet
Minnetonka	Hennepin	Metronet
Montevideo	Chippewa	SAMMIE
N. St. Paul-Maplewood-Oakdale	Ramsey	Metronet
North Branch	Chisago	CMLE
Northfield	Rice	SELS
Orono	Hennepin	Metronet
Pelican Rapids	Otter Tail	NLLN
Perham Dent	Otter Tail	NLLN
Pipestone-Jasper	Pipestone	SAMMIE
Princeton	Mille Lacs	CMLE
Proctor	St. Louis	NCLC
Red Lake	Beltrami	NLLN
Red Rock Central	Redwood	SAMMIE
Robbinsdale	Hennepin	Metronet
Rosemount-Apple Valley-Eagan	Dakota	Metronet
Roseville	Ramsey	Metronet
Shakopee	Scott	Metronet
South Koochiching	Koochiching	NCLC
Spring Lake Park	Anoka	Metronet
St. Cloud	Stearns	CMLE
St. Francis	Anoka	Metronet
St. Louis Co.	St. Louis	NCLC
St. Michael-Albertville	Wright	CMLE
St. Paul	Ramsey	Metronet
St. Peter	Nicollet	SMILE
Staples-Motley	Todd	CMLE
Stillwater	Washington	Metronet
Warroad	Roseau	NLLN
Watertown-Mayer	Carver	Metronet

Response to Online Census by District (page 3)
b. Districts with Partial Response

School District	County	Multitype
Waterville-Elysian-Morristown	Le Sueur	SMILE
Wayzata	Hennepin	Metronet
Westonka	Hennepin	Metronet
White Bear Lake	Ramsey	Metronet
Willmar	Kandiyohi	SAMMIE
Windom	Cottonwood	SAMMIE
Zumbrota-Mazeppa	Wabasha	SELS

Minnesota School Library Media Program

Response to Online Census by District

c. Districts with No Response

School District	County	Multitype
ACGC	Meeker	SAMMIE
Ashby	Grant	NLLN
Balaton	Lyon	SAMMIE
Barnesville	Clay	NLLN
Bellingham	Lac qui Parle	SAMMIE
Benson	Swift	SAMMIE
Brandon	Douglas	NLLN
Browerville	Todd	CMLE
Campbell-Tintah	Wilkin	NLLN
Cedar Mountain	Redwood	SAMMIE
Chokio-Alberta	Stevens	NLLN
Cleveland	Le Sueur	SMILE
Climax-Shelly	Polk	NLLN
Cook County ISD	Cook	NCLC
Eagle Valley	Todd	CMLE
Elgin-Millville	Wabasha	SELS
Glencoe Silver Lake	McLeod	SAMMIE
Goodridge	Pennington	NLLN
Granada-Huntley-East Chain	Martin	SMILE
Hancock	Stevens	NLLN
Hendricks	Lincoln	SAMMIE
Herman-Norcross	Grant	NLLN
Hills-Beaver Creek	Rock	SAMMIE
Lakeview	Lyon	SAMMIE
Lanesboro	Fillmore	SELS
Luverne	Rock	SAMMIE
Lyle	Mower	SELS
Lynd	Lyon	SAMMIE
Mahnomen	Mahnomen	NLLN
Marshall Co. Central	Marshall	NLLN
Martin Co. West	Martin	SMILE
Menahga	Wadena	NLLN
Nett Lake	St. Louis	NCLC
Norman Co. East	Norman	NLLN
Pequot Lakes	Crow Wing	NLLN

Response to Online Census by District (page 2)
c. Districts with No Response

School District	County	Multitype
Plummer	Red Lake	NLLN
Red Lake Falls	Red Lake	NLLN
Ruthton	Pipestone	SAMMIE
Stephen-Argyle Central	Marshall	NLLN
Truman	Martin	SMILE
Verndale	Wadena	NLLN
W. St. Paul-Mendota-Eagan	Dakota	Metronet
Wabasso	Redwood	SAMMIE
Walker-Hackensack-Akeley	Cass	NLLN
Wheaton	Traverse	NLLN

Minnesota School Library Media Program Site Visit Questionnaire

Part 1. Principal's Interview

1. Are you familiar with the Standards? Do you feel the Standards are: Realistic; Useful. Do you have a sense of how your library media program measures up against the Standards?
2. What does your library media program do best?
3. Where does the library media program need improvement? What resources will these improvements require?
4. What, if any, changes do you anticipate in the next year that will affect the library media program?
5. What information can we give you (now or after the visit)?

Will you please take us to the media center?

Part 2. The Media Center

Facilities

Begin with a tour of the Media Center with the staff in charge. During the tour, observe and ask about floor plan, materials, computers, arrangement, cooperation of custodial staff, working with teachers, and other things that affect the MC. Look at the quality, quantity, and maintenance of the space and equipment.

Lowest

Highest

How would you rate the:

1. Overall appearance 1 2 3 4 5 6 7 8 9 10
Comments:

2. Location within 1 2 3 4 5 6 7 8 9 10
buildin

3. Atmosphere 1 2 3 4 5 6 7 8 9 10
Comments:

4. Furniture/
Shelving 1 2 3 4 5 6 7 8 9 10
Comments

Floor plan/Layout

Site Visit Questionnaire (page 2)

Are there areas for:

5. Study/research 1 2 3 4 5 6 7 8 9 10
Comments:

6. Informal Reading 1 2 3 4 5 6 7 8 9 10
Comments:

7. Instruction 1 2 3 4 5 6 7 8 9 10
Comments:

8. Production/Groups 1 2 3 4 5 6 7 8 9 10
Comments:

9. Administrative 1 2 3 4 5 6 7 8 9 10
Comments:

Technology

1. Is there a separate technology lab? Yes No

2. Is the MC staff responsible for it? Yes No

If no, skip to question 5 below.

If yes, answer the following:

How would you rate the tech lab:

Lowest

Highest

3. Overall appearance 1 2 3 4 5 6 7 8 9 10
Comments:

4. Atmosphere 1 2 3 4 5 6 7 8 9 10
Comments:

How would you rate the availability of technology in the media center itself?

5. # of Workstations 1 2 3 4 5 6 7 8 9 10
Comments:

6. Online Catalog 1 2 3 4 5 6 7 8 9 10
Comments:
Collection

How would you rate the:

Print Collection

Lowest

Highest

Site Visit Questionnaire (page 3)

1. Overall appearance 1 2 3 4 5 6 7 8 9 10

Comments:

2. Apparent condition 1 2 3 4 5 6 7 8 9 10

Comments:

Non-Print Resources

3. Overall appearance 1 2 3 4 5 6 7 8 9 10

Comments:

Does the school library media program have?

4. Collection Management Policy yes no

5. Internet Use Policy yes no

Observations Of Visitor about Media Center Activity and Use

1. Is this a typical day/week for the person in charge? Yes No

2. If no, what is different about today?

3. Did you observe individual students or classes in the media center?

Yes No

4. Briefly summarize what you observed about students using the materials and other resources of the media center.

5. If the media center is open before and/or after class hours, ask about services provided to students? Teachers? Others (parents, community...)? Who provides these services?

Part 3. The Media Specialist Interview

1. How well do you think your school library media program is doing in relation the Standards? Are there specific areas you have identified that you are doing exemplary in? Are there areas that need improvement?

2. What are you most proud of in your school library media program?

3. What is the most successful thing you do?

Site Visit Questionnaire (page 4)

4. What would you like to see changed or improved? What obstacles are there to these changes?
5. What, if any, changes do you anticipate in the next year that will affect the library media program?
6. What doesn't the census tell us about your program? Is there anything that you want to add to what you've said?
7. How can the results of this census project help you?

Special Circumstances

Use these questions only in the following cases:

**Section A.
School With No Media Center**

**Section B.
Elementary/Secondary In One Building With Shared Media Center**

**Section C.
Media Person With Multi-Building Responsibility**

**Section A. School With No Media Center
(phone interview questions)**

1. Do you know if this building ever had a media center and/or media specialist? Under what circumstances did it close?
2. Since there is no media center or media specialist, can you talk about how information literacy skills, research skills, and other library-related skills are taught in the curriculum?
3. What resources do students have in the building to use when doing research? For supplemental and/or recreational reading?
4. Do you have any formal arrangements or agreements with the local public library or library system to provide information resources to your students? What are these arrangements?

Site Visit Questionnaire (page 5)

Section B. Elementary/Secondary In One Building With Shared Media Center

School/Location:

Grades:

Name/title of persons interviewed:

Note: These questions are in addition to the questions in Parts 2. and 3.

1. Are the resources allocated among the various grades? Are the collections integrated or do you have separate grade level collections?

2. How do your responsibilities sort themselves out? Does one part of the school program receive more time, space, attention, etc.?

Section C. Media Person With Multi-Building Responsibility

School/Location:

Grades:

Name/title of persons interviewed:

1. How many buildings do you supervise? What are the grade levels?

2. How often are you in each building? How much time do you spend in each building in a typical week?

3. What services do you provide when you are in the building?

4. What difficulties does this arrangement pose? For you, for students, for teachers...

Schools Selected for Site Visits

2001 Senate

District	School	City	Grades
01	Warren-Alvarado-Oslo Elementary	Warren	PK-12
01	Lincoln High School	Thief River Falls	9-12
02	West Elementary	Hendrum	K-6
02	Waubun High School	Waubun	7-12
03	Vandyke Elementary	Coleraine	K-4
03	Nashwauk-Keewatin High School	Nashwauk	7-12
04	Walker Elementary	Walker	PK-3
04	Bemidji Middle School	Bemidji	6-8
05	Virginia Secondary School	Virginia	7-12
05	Cotton School	Cotton	K-12
06	Cook School	Cook	PK-12
06	Memorial Jr/Sr High School	Ely	7-12
07	Denfeld Sr. High School	Duluth	9-12
07	Piedmont Elementary	Duluth	K-6
08	McGregor School	McGregor	PK-12
08	East Central High School	Sandstone	9-12
09	Rothsay Public School	Rothsay	K-12
09	Barnesville High School	Barnesville	7-12
10	Parkers Prairie Elementary	Parkers Prairie	PK-6
10	Jefferson High School	Alexandria	10-12
11	New York Mills Elementary	New York Mills	PK-6
11	Browerville Elementary	Browerville	PK-12
12	Lincoln Elementary	Brainerd	K-5
12	Little Falls High School	Little Falls	9-12
13	Madison-Marietta-Nassau Elementary	Madison	K-6
13	Wheaton High School	Wheaton	6-12
14	Paynesville Middle School	Paynesville	6-
14	Melrose High School	Melrose	7-12
15	Prairie Woods Elementary	New London	1-4
15	Willmar Jr. High School	Willmar	7-8
16	Apollo High School	St. Cloud	9-12
16	Madison Elementary	St. Cloud	K-4
17	Herbert Nyquist Elementary	Isle	PK-6
17	Milaca Secondary School	Milaca	7-12
18	Rush City High School	Rush City	7-12
18	Chisago Lakes Middle School	Lindstrom	6-8
19	Big Lake High School	Big Lake	9-12
19	Maple Lake Elementary	Maple Lake	PK-6
20	Cokato Elementary	Cokato	K-4

Schools Selected for Site Visits

page 2

2001 Senate District	School	City	Grades
20	Litchfield Middle School	Litchfield	6-8
21	Pipestone-Jasper High School	Pipestone	6-12
21	Lynd Public School	Lynd	PK-8
22	Fulda Jr/Sr High School	Fulda	7-12
22	Walnut Grove Public School	Walnut Grove	5-8
23	Sibley East Elementary	Arlington	K-5
23	Sibley East Elem-Jr. High School	Gaylord	PK-9
24	Mankato West High School	Mankato	9-12
24	Monroe Elementary North	Mankato	K-5
25	Roosevelt Elementary	Faribault	K-5
25	LeCenter High School	LeCenter	7-12
26	St. James High School	St. James	8-12
26	Blue Earth Elem, /Jr. High School	Blue Earth	K-5
27	Austin High School	Austin	9-12
27	Alden-Conger Elementary	Alden	K-6
28	Kenyon-Wanamingo Elementary	Wanamingo	PK-4
28	Triton High School	Dodge Center	7-12
29	Red Wing High School	Red Wing	9-12
29	Goodhue School	Goodhue	K-12
30	John Marshall High School	Rochester	9-12
30	Elton Hills Elementary	Rochester	K-5
31	Central Elementary	Stewartville	PK-3
31	St. Charles High School	St. Charles	7-12
32*	Spring Grove Elementary	Spring Grove	K-6
32	Winona Senior High School	Winona	9-12
33	Dayton Elementary	Dayton	1-5
33	Maple Grove Sr. High School	Maple Grove	10-12
34	Schumann Elementary	Long Lake	1-3
34	Grandview Middle School	Mound	5-7
35*	Chaska Middle School East	Chaska	6-7
35	Five Hawks Elementary	Prior Lake	1-6
36	Sky Oaks Elementary	Burnsville	K-6
36	Eastview High School	Apple Valley	9-12
37	Farmington Elementary	Farmington	1-5
37	McGuire Jr. High School	Lakeville	7-9
38	Dakota Hills Middle School	Eagan	6-8
38	Mendota Elementary	Mendota Heights	PK-4
39	Lincoln Center Elementary	South St. Paul	PK-6
39	Simley Sr. High School	Inver Grove Heights	9-12
40	Indian Mounds Elementary	Bloomington	K-5

Schools Selected for Site Visits

page 3

2001 Senate District

School

City

Grades

40	Valley View Middle School	Bloomington	6-8
41	Eagle Ridge Junior HS	Savage	7-9
41	Hidden Valley Elementary	Savage	K-6
41**	Jefferson Sr. High School	Bloomington	9-12
42	Central Middle School	Eden Prairie	7-8
42	Concord Elementary	Edina	K-5
43	Minnetonka High School	Minnetonka	9-12
43	Excelsior Elementary	Excelsior	K-5
44	Susan Lindgren Elementary	St. Louis Park	3-6
44	St. Louis Park Jr. High School	St. Louis Park	7-8
45	Wayzata West Middle School	Wayzata	6-8
45	Meadowbrook Elementary	Golden Valley	K-6
46	Spanish Immersion Elementary	Robbinsdale	K-5
46	Cooper Sr. High School	New Hope	9-12
47	Brooklyn Jr. High School	Brooklyn Park	7-9
47	Earle Brown Elementary	Brooklyn Center	PK-6
48	Spring Lake Park Sr. High School	Spring Lake Park	9-12
48	Osseo Elementary	Osseo	K-6
49	Fred Moore Middle School	Anoka	6-8
49	Hamilton Elementary	Coon Rapids	K-5
50	Blaine Sr. High School	Blaine	9-12
50	Cedar Creek Community School	Cedar	4-6
51	Forest Lake Elementary	Forest Lake	K-6
51	Centennial Middle School	Lino Lakes	6-8
52	Valley View Elementary	Columbia Heights	PK-5
52	Irondale Sr. High School	New Brighton	9-12
53	Chippewa Middle School	Shoreview	6-8
53	Otter Lake Elementary	White Bear Lake	K-5
54	Roseville Area High School	Roseville	9-12
54	Wilshire Park Elementary	St. Anthony	K-5
55	Richardson Elementary	North St. Paul	K-5
55	Central Middle School	White Bear Lake	6-8
56	Afton-Lakeland Elementary	Lakeland	K-6
56	Stillwater Area Sr. High School	Stillwater	10-12
57	Newport Elementary	Newport	K-6
57	Lake Jr. High School	Woodbury	6-9
58	Lucy Craft Laney School	Minneapolis	K-7
58	North High School	Minneapolis	9-12
59	Edison High School	Minneapolis	9-12
59	Holland Community School	Minneapolis	K-5

Schools Selected for Site Visits

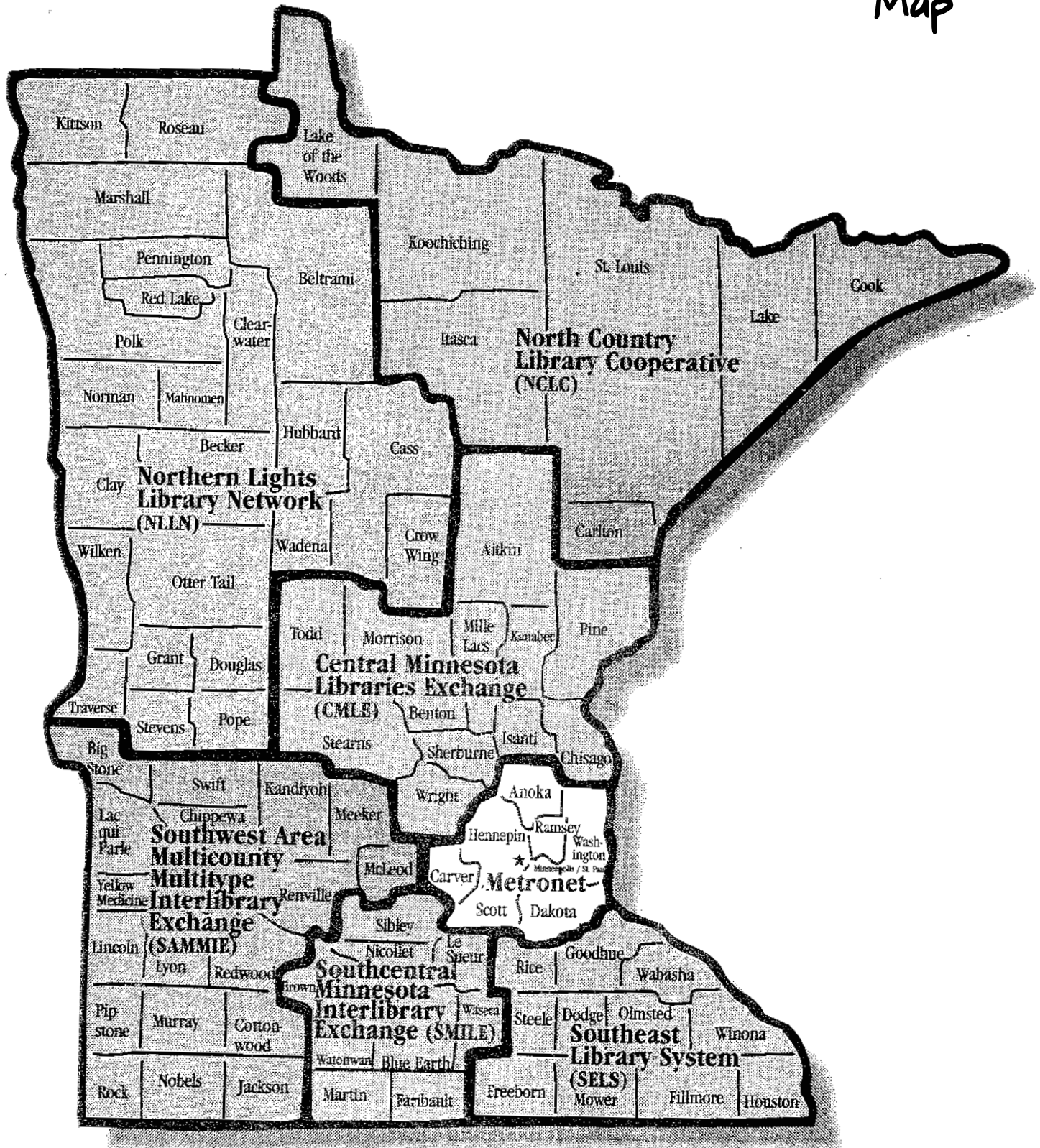
page 4

2001 Senate District	School	City	Grades
59**	Northeast Middle School	Minneapolis	6-8
60	Jefferson Community School	Minneapolis	PK-8
60	Southwest High School	Minneapolis	9-12
61	Lyndale Community School	Minneapolis	K-5
61	South High School	Minneapolis	9-12
61**	Powderhorn Community School	Minneapolis	PK-7
61**	Banneker Community School	Minneapolis	PK-8
62	Bancroft Elementary	Minneapolis	K-5
62	Minnesota Transitions School	Minneapolis	HS
63	Hale Community School	Minneapolis	K-4
63	Richfield High School	Richfield	9-12
64	Ramsey Jr. High School	St. Paul	7-8
64	Highland Park Elementary	St. Paul	K-6
65	Humboldt Jr. High School	St. Paul	7-8
65	St. Paul Open School	St. Paul	K-12
66	Como Park Sr. High School	St. Paul	9-12
66	St. Anthony Park Elementary	St. Paul	K-6
67*	Hazel Park Middle School	St. Paul	6-8
67	American Indian Magnet School	St. Paul	K-6

* These visits were not completed due to scheduling difficulties.

** These schools declined visits due to construction, closure, or other circumstances. Different schools were substituted in these cases.

Appendix 8. Minnesota School Library Media Program Multicounty Multitype Library Systems Map



Multicounty Multitype Library System Roster

Central Minnesota Libraries Exchange (CMLE)

Patricia Post, Director
Miller Center, Room 130-D
St. Cloud State University
St. Cloud, MN 56301-4498
320-255-2950
320-654-5131 - FAX
papost@stcloudstate.edu

Metronet

Susan Baxter, Executive Director
1619 Dayton Ave., Suite 314
St. Paul, MN 55104
651-646-0475
651-649-3169 - FAX
info@metronet.lib.mn.us
or
sbaxter@metronet.lib.mn.us

North Country Library Cooperative (NCLC)

Linda J. Wadman, Director
5528 Emerald Ave.
Mountain Iron, MN 55768
218-741-1907
218-741-1908 - FAX
lwadman@arrowhead.lib.mn.us

Northern Lights Library Network (NLLN)

Ruth Solie, Director
103 Graystone Plaza
Detroit Lakes, MN 56501
218-847-2825
218-847-4161 - FAX
800-450-1032
rsolie@nlln.org

Southcentral Minnesota Inter- Library Exchange (SMILE)

Nancy Steele, Director
1400 Madison Ave., Suite 622
Mankato, MN 56002
507-625-7555
507-625-4049 - FAX
smile@tds.lib.mn.us

Southeast Library System (SELS)

Barbara Misselt, Regional Consultant
Ann Hutton, Executive Director
2600 19th Street NW
Rochester, MN 55901
507-288-5513
507-288-8697 - FAX
bmisselt@selco.lib.mn.us
ann@selco.lib.mn.us

Southwest Area Multicounty Multitype Interlibrary Exchange (SAMMIE)

Robin Chaney, Director
109 S. 5th St., #30
Marshall, MN 56258
507-532-9013
507-532-2039 - FAX
1-800-788-6479 - Toll-Free
sammie@starpont.net

Detailed Census Data Tables

This Appendix includes more comprehensive data analysis tables explaining the census results. These tables were summarized in the report.

Student reading achievement in elementary and secondary schools increases when school districts enhance school library media programs. This finding is based on an extensive analysis of the Minnesota School Library Census and results from the Minnesota statewide assessments including the Minnesota Comprehensive Assessments (MCA) in Grades 3 and 5, and Basic Skills Tests (BST) in Grade 8.

The following tables contrast schools with above and below average student reading scores with the work hours of professional library media specialists using both 36 and 40 hours of work per week.

For the 264 schools (of 449 total) where third grade students had average or above average scores on the MCA reading test, 166 (63%) were schools where the Library Media Specialist worked 36 hours or more per week.

**Table 1. GRADE 3 MCA Reading Scores by Level of Professional Staffing
Elementary Schools, 2000/01
(LMS Working 36 hours or More)**

	Number of schools with above and below average student scores on grade 3 MCA reading test (state average =1486.6)		Total
	Average or above	Below average	
LMS* working 0 hours	5	9	14
LMS* working less than 36 hours	93	65	158
LMS* working 36 hours or more	166	111	277
Total	264	185	449

* LMS-Library Media Specialist

**Table 2. GRADE 3 MCA Reading Scores by Level of Professional Staffing
Elementary Schools, 2000/01
(LMS Working 40 hours or More)**

	Number of schools with above and below average student scores on grade 3 MCA reading test (state average =1486.6)		Total
	Average or above	Below average	
LMS working 0 hour	5	9	14
LMS working less than 40 hours	217	152	369
LMS working 40 hours or more	42	24	66
Total	264	185	449

Grade five results were more evenly distributed; in 162 (68%) of the 237 schools where students had average or above average scores the Library Media Specialist worked 36 or more hours per week. In 157 (66%) of schools where students had average or above average scores the Library Media Specialist worked 40 hours or more per week.

**Table 3. GRADE 5 MCA reading scores by level of Professional Staffing
Elementary Schools, 2000/01
(LMS Working 36 Hours or More)**

	Number of schools with above and below average student scores on grade 5 MCA reading test (1545.2 or more)		Total
	Average or above	Below average	
LMS* working less than 36 hours	75	67	142
LMS* working 36 hours or more	162	113	275
Total	237	180 (43%)	417

*LMS—Library Media Specialist

**Table 4. GRADE 5 MCA reading scores by level of Professional Staffing
Elementary Schools, 2000/01
(LMS Working 40 Hours or More)**

	Number of schools with above and below average student scores on grade 5 MCA reading test (1545.2 or more)		Total
	Average or above	Below average	
LMS working less than 40 hours	80	72	152
LMS working 40 hours or more	157	108	265
Total	237	180	417

In 95 schools (69%) out of 137 where eighth grade students had above average reading scores on the Basic Skills test, the Library Media Specialist worked 36 or more hours per week. In 83 (60% of schools with above average results the Library Media Specialists worked 40 hours per week or more.

**Table 5. GRADE 8 BST reading scores by level of Professional Staffing for
Middle Schools, 2000/01
(LMS Working 36 Hours or More)**

	Number of schools with above and below average student scores on grade 8 BST reading test (637.5 or more)		Total
	Average or above	Below average	
LMS* working less than 36 hours	42	35	77
LMS* working 36 hours or more	95	78	173
Total	137	113	250

**Table 6. GRADE 8 BST reading scores by level of Professional Staffing
Middle Schools, 2000/01
(LMS Working 40 Hours or More)**

	Number of schools with above and below average scores on grade 8 BST reading test (637.5 or more)		Total
	Average or above	Below average	
LMS working less than 40 hours	54	45	99
LMS working 40 hours or more	83	78	151
Total	137	113	250

For all schools with above average test scores at all levels, at least 60% had Library Media Specialists who worked at least 36 hours per week.

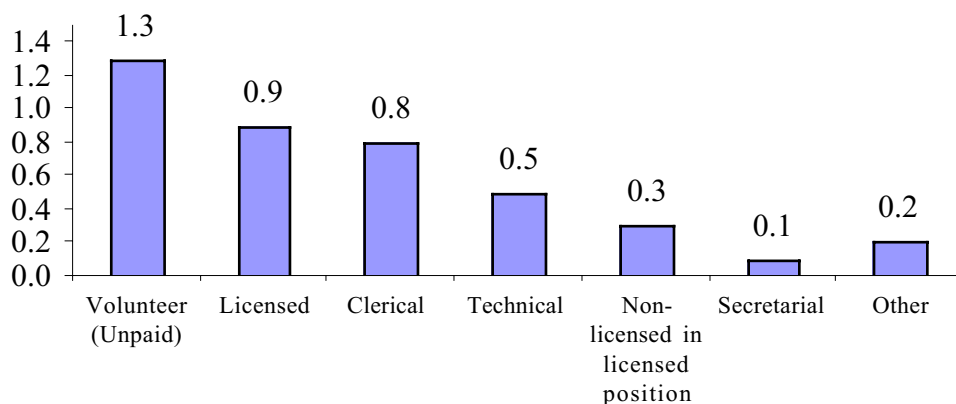
School Library Media Center Hours and Staffing

Minnesota school library media centers are open an average of 28.4 hours per week during class hours, about 5.5 hours each day, and open about 5 hours during non-class hours. Hours open range from 1 to 43 hours,

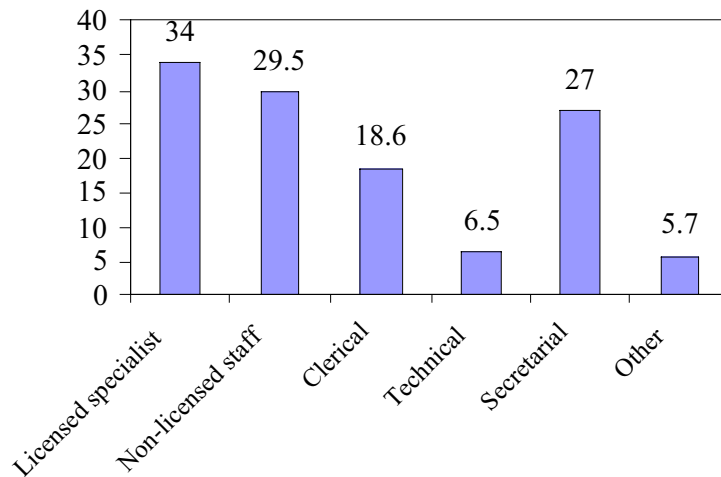
The following charts and tables describe in detail work hours of people in the school media center and the license of the person in charge. The work hours, licensed staff and other staff are also shown by type and size of school.

Based on the census results, 44 percent of staff report they have volunteers working in their library media centers. Among them, 56 percent report they have 1-2 volunteers, 33 percent report they have 3-5 volunteers, 11 percent report they have 6-10 volunteers weekly.

Figure 1. Number of Paid Staff (FTE) Per Week



**Figure 2. Work Hours of Paid Staff Per Week
In all School Library Media Centers**



Hours for licensed and clerical staff increase with the increase in school size in almost all cases. The following tables show the distribution of work hours of *paid staff* in elementary, middle, and high schools by size of school. In Table 7 the overall average of work hours for all schools covers such a wide range that the numbers may not be meaningful. Tables 8-10 provide more accurate data.

**Table 7. Average Number Of Paid Staff Persons and Work Hours Per Week
By Grade Level**

	Overall		Elementary		Middle		High	
	Number	Hours per week	Number	Hours per week	Number	Hours per week	Number	Hours per week
Licensed School Media Specialists	0.9	34	0.9	33	0.9	33	1.0	35
Non-licensed staff serving in licensed position	0.3	30	0.3	27	0.3	30	0.3	33
Clerical	0.8	19	0.8	16	0.7	20	0.8	23
Technical	0.5	7	0.5	5	0.4	7	0.5	8
Secretarial	0.1	27	0.1	40	0.1	*not many responses	0.2	14
Other	0.2	6	0.3	6	0.3	6	0.3	4

Table 8. Number of Paid Staff and Work Hours Per Week By School Size
Elementary School

	Licensed Media Specialist		Non-Licensed Staff		Clerical Staff		Technical Staff	
Number of Students (School Size)	#	Hours	#	Hours	#	Hours	#	Hours
1-193	0.6	13.4	0.5	17.9	0.5	5.4	0.3	4.0
194 - 300	0.8	22.5	0.4	26.5	0.5	6.4	0.3	5.6
301 – 401	0.9	30.9	0.3	26.4	0.7	11.2	0.4	5.5
402-525	0.9	33.7	0.2	29.2	0.8	16.2	0.4	4.2
526 -1500	1.0	39.7	0.2	27.9	0.9	21.0	0.5	6.0

Table 9. Number of Paid Staff and Work Hours Per Week by School Size
Middle School

	Licensed media specialist		Non-licensed staff		Clerical staff		Technical Staff	
Number of Students (School Size)	#	Hours	#	Hours	#	Hours	#	Hours
1-140	0.6	16.0	0.6	30.2	0.4	0.0	0.3	3.9
141 - 193	0.8	18.9	0.6	28.7	0.5	12.0	0.1	3.8
194 – 305	0.8	25.3	0.5	29.3	0.6	12.4	0.2	3.7
306 – 549	1.0	31.2	0.4	25.3	0.5	13.1	0.3	3.6
550 - 1099	1.0	37.7	0.2	31.3	0.8	24.1	0.5	10.0
1100 - 2520	1.1	43.0	0.1	34.4	1.1	29.5	0.7	14.4

Table 10. Number of Paid Staff and Work Hours Per Week By School Size
High School

	Licensed media specialist		Non-licensed staff		Clerical staff		Technical Staff	
Number of Students	#	Hours	#	Hours	#	Hours	#	Hours
1-140	0.6	18.4	0.5	33.0	0.5	0.0	0.4	0.0
141 - 193	0.7	23.9	0.5	26.7	0.5	12.0	0.1	5.8
194 – 305	0.8	26.1	0.6	28.0	0.5	12.7	0.2	3.9
306 – 549	1.0	30.6	0.4	26.1	0.6	14.8	0.3	3.2
550 - 1099	0.9	34.7	0.2	32.6	0.9	25.5	0.6	8.7
1100 - 2520	1.2	46.8	0.2	42.2	1.3	30.9	0.8	13.0
More than 2520	1.3	54.5	0.2	37.7	1.0	40.0	0.3	32.2

Media centers in larger schools tend to have more licensed staff, clerical, and technical staff and those staff work more hours per week than in media centers in smaller schools. However, media centers in larger schools are more likely to have fewer non-licensed staff and fewer volunteers. The non-licensed staff who do work in larger media centers work more hours than in smaller schools.

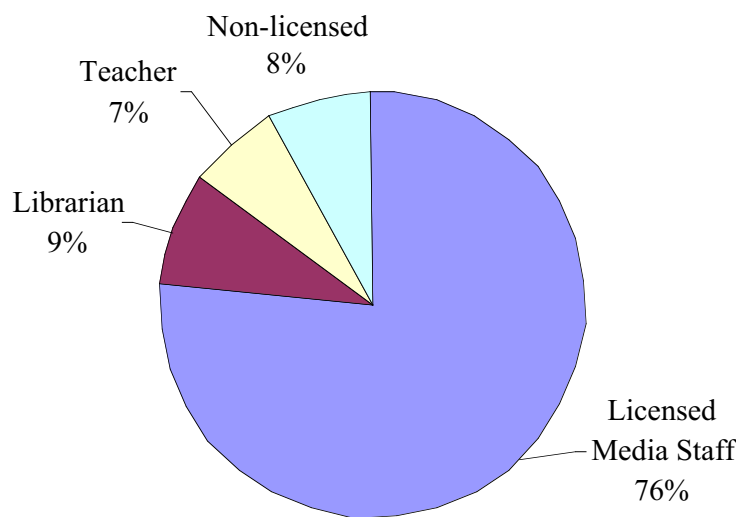
Licensed media specialists are the most common workers in the typical library media center, and the average media specialist works 34 hours weekly in the media center. A majority of schools (84%) report one licensed school media specialist works in the media center, and about 5% report two licensed specialists work in the media center. Part time clerical staff work 18.6 hours per week, while non-licensed staff serving in a licensed position (acting as the school library media specialist) work 29.5 hours weekly. At all levels, school size does not have an impact on the service hours of the school media center.

Table 11. License of the Person in charge of the School Library Media Center on a Day to Day Basis

	All	Elementary	Middle	High
N	1051	586	270	258
Media Specialist License	35%	35%	34%	34%
Media Generalist License	40%	40%	37%	37%
Media Supervisor License	1%	0%	2%	3%
Librarian License	9%	8%	11%	12%
Teacher License	7%	8%	8%	7%
Non-Licensed	8%	9%	8%	7%

Figure 3

License of the Person in Charge of the School Library Media Center on a Daily basis



School size has an important impact on the number of licensed school media specialists, clerical staff and technical staff as well as their weekly work hours across elementary, middle and high school levels. It is likely that larger library media centers have more licensed school media specialists, clerical staff and technical staff and have fewer non-licensed staff serving in a licensed position. Also, large schools are more likely to have people with a media specialist's license serving in leadership positions and less likely to employ a non-licensed person to be in charge of the school library center.

Tables 12-14 show the percentages of schools with media specialists, clerical and technical staff by school level and school size. The percentages of licensed vs. unlicensed persons in charge of the school library media center are shown in the right two columns.

**Table 12. School Library Media Centers Reporting One or More Staff
And License of Person in Charge
Elementary Schools**

Number Of Students (School Size)	Number Of Responses	Licensed School Media Specialist	Clerical Staff	Technical Staff	People With Media Specialist License In Charge	People Without Any License In Charge
1-193	38	63%	41%	26%	49%	29%
194 - 300	82	82%	44%	23%	50%	18%
301 – 401	88	89%	67%	41%	73%	10%
402-525	136	90%	75%	43%	76%	7%
526 -1500	239	92%	78%	49%	84%	3%

**Table 13. School Library Media Centers Reporting One or More Staff
And License of Person in Charge
Middle Schools**

Number Of Students (School Size)	Number Of Responses	Licensed School Media Specialist	Clerical Staff	Technical Staff	People With Media Specialist License In Charge	People Without Any License In Charge
1-140	8	62%	29%	27%	44%	22%
141 - 193	18	78%	35%	24%	45%	35%
194 – 305	40	75%	50%	28%	50%	15%
306 – 549	77	95%	50%	30%	70%	4%
550 - 1099	130	92%	66%	48%	82%	5%
1100 - 2520	22	96%	81%	67%	91%	0%

**Table 14. School Library Media Centers Reporting One or More Staff
And License of Person in Charge
High Schools**

Number Of Students (School Size)	Number Of Responses	Licensed School Media Specialist	Clerical Staff	Technic al Staff	People With Media Specialist License In Charge	People Without Any License In Charge
1-140	7	57%	33%	20%	38%	13%
141 - 193	19	68%	44%	13%	55%	0%
194 – 305	31	77%	48%	20%	48%	19%
306 – 549	68	94%	49%	24%	69%	7%
550 - 1099	69	90%	70%	44%	67%	4%
1100 - 2520	67	95%	84%	63%	87%	6%
More than 2521	6	100%	50%	33%	100%	0%

Media Center Collections and Budgets

The average copyright date for all books in all media centers is 1985, with a range of average dates from 1960 to 1999; the median is also 1985. Some large districts have average copyright dates prior to 1980. One large metropolitan school district has an average copyright date of 1974. Other materials in the media center are more current. On average, high schools have more magazines and newspapers, more CD-ROM materials and more resources to support the curriculum.

Circulation is much higher in elementary schools. The print collection exceeds the standards, but since the average copyright date is 1985, it is unclear how many of those 31 average print items per student are up to date.

Table 15. School Library Media Center Collections and Circulation

	Overall		Elementary		Middle		High	
	#	©Year	#	©Year	#	©Year	#	©Year
Books (all types)	13,943	1985	14,149	1986	13,326	1984	14,259	1983
Geography		1985		1986		1985		1983
Science		1985		1986		1984		1983
Fiction		1985		1985		1985		1983
Encyclopedias and reference titles on CD	31	1996	32	1995	28	1997	32	1997
Magazines and Newspapers	31		21		41		54	
Audio materials (cassettes and CD's)	84	1990	83	1990	105	1991	51	1990
Video materials (cassettes and disks and dvd's)	281	1992	236	1992	275	1992	390	1992
Computer software packages	29	1997	36	1997	20	1997	14	1997
CD-ROM or online services	65		2		216		238	

Table 15 - continued

Other resources to support curriculum	179	1991	91	1991	272	1991	378	1991
Number of items circulated per week	737		981		425		293	
Number of items borrowed through inter-library loan	11		12		16		10	
Current Print Collection per Student	31		35		29		26	

At the elementary level, school size has some impact on the number of books in the collection as well as the copyright year. Larger schools have newer collections. At the high school level, there are few differences in the print collection related to school size.

On average, a school library media center circulates 737 items each week.

**Table 16. Library Media Center Collection By School Size
Elementary Schools**

Number Of Students (School Size)	# Books	© Year For All Books	© Year For Geography	© Year For Science	© Year For Fiction
1 - 193	11,629	1981	1980	1982	1983
194 - 300	10,131	1985	1984	1985	1985
301 - 401	12,639	1984	1985	1985	1984
402 - 525	15,444	1987	1987	1986	1986
526 -1500	15,844	1987	1987	1988	1986

There is a statistically significant relationship between a larger school media center budget and higher reading scores at the elementary level. Correlation analysis shows that elementary students' MCA reading scores are significantly related to the library budget for books and materials, particularly at the fifth grade level; a correlation of .177 with a significance of .000i. The larger a library media center budget is for books and electronic materials, the higher a student's reading achievement is.

Media center budgets are developed by the media specialist 33% of the time, by the principal 34%, by the superintendent 19% of the time, by the technology director 5%, and 9% of the time by other. Hardware budgets are developed at the building level 24% of the time, at the district level 71%. [N=975]

The total annual budget for the library media program at all levels on average is \$12,524. See Table 18. These budgets do not include the salary and benefits for media center personnel. 36 media centers reported that they had no budget and 46 reported a budget of \$300 or less. Elementary school libraries report an average budget of \$29 per student; secondary schools report \$33. Of the total budget, \$5,107 is available for books—about 40% of the total. About \$3,830 of the total budget on average is budgeted for computer hardware; the remainder is allocated to materials in electronic and other formats, and software updates.

District analysis shows that different school districts have significant differences in total budget, the allocation of budget for all kinds of materials, as well as the administration of the budget. Similar results are obtained from multitype region analysis. Elementary, middle, and high schools also allocate their budgets differently (see hardware). School size also had an impact on the allocation of budget items. See Tables 19-21.

**Table 17. Library Media Center Program Budget
Created & Administered by**

Media Specialist	324	33%
Technology Director	43	5%
School Principal	335	34%
Superintendent	187	19%
Other	86	9%
Total	975	100%

Table 18. School Media Center Annual Budgets in 2001-2002

	All	Elem.	Middle	High
Annual budget	\$12,524	\$9,933	\$14,906	\$18,309
Outside funding	\$2,616	\$2,479	\$2,375	\$2,240
Books and other print materials	\$5,107	\$4,137	\$5,793	\$6,655
Materials in electronic formats	\$1,348	\$667	\$1,590	\$2,713
Non-print materials	\$851	\$661	\$1,006	\$1,197
Software updates	\$497	\$337	\$570	\$772
Hardware	\$3,830	\$2,596	\$5,644	\$4,901
Library media center program budget per pupil including hardware	\$29	\$25	\$33	\$33

**Table 19. Media Center Budget Comparison by School Size
Elementary School**

Number of Students (School Size)	Total	Outside Funding	Books	Electronic Resources	Non-print & Software	Hardware	Total Per pupil
1-193	\$8,336	\$1,247	\$2,300	\$660	\$624	\$1,515	\$72
194 - 300	\$7,049	\$2,843	\$3,179	\$607	\$558	\$812	\$28
301 - 401	\$8,084	\$1,720	\$3,136	\$652	\$819	\$1,081	\$24
402-525	\$11,896	\$2,294	\$4,511	\$641	\$1,103	\$4,475	\$26
526 -1500	\$10,776	\$2,899	\$4,903	\$705	\$1,192	\$2,860	\$16

**Table 20. Media Center Budget Comparison by School Size
Middle School**

Number of Students (School Size)	Total	Outside Funding	Books	Electronic Resources	Non-print & Software	Hardware	Total Per pupil
1-140	\$10,494	\$913	\$3,022	\$1,282	\$1183	\$7,000	\$91
141 - 193	\$9,591	\$1,044	\$3,029	\$373	\$526	\$2,836	\$57
194 – 305	\$11,165	\$1,085	\$4,796	\$1,479	\$1,028	\$1,126	\$47
306 – 549	\$16,304	\$1,617	\$4,544	\$1,402	\$1243	\$4,624	\$38
550 - 1099	\$16,327	\$3,192	\$6,738	\$2,041	\$1,984	\$8,373	\$22
1100 - 2520	\$15,072	\$4,081	\$9,628	\$1,175	\$2,285	\$3,579	\$12

**Table 21. Media Center Budget Comparison by School Size
High School**

Number of Students (School Size)	Total	Outside Funding	Books	Electronic Resources	Non-print & Software	Hardware	Total Per pupil
1-140	\$12,264	\$774	\$3,236	\$1,449	\$1,250	\$7,000	\$107
141 - 193	\$7,482	\$744	\$2,828	\$519	\$475	\$346	\$45
194 – 305	\$10,939	\$1,550	\$4,419	\$996	\$1,024	\$1,353	\$46
306 – 549	\$14,517	\$1,711	\$4,649	\$1,652	\$1,307	\$2,626	\$35
550 - 1099	\$24,527	\$754	\$7,598	\$3,344	\$2,686	\$8,323	\$33
1100 - 2520	\$22,366	\$5,298	\$9,637	\$4,482	\$2,673	\$5,749	\$14
More than 2520	\$26,625	\$4	\$12,800	\$3,363	\$3,500	\$6,000	\$6

The median amount spent on books in school media centers in four U.S. regions is shown in the following table. Note that the 1999-2000 book budget in the North Central region (which contains Minnesota) is \$6,700 in the average media center, about 31% larger than the Minnesota average. The North Central book expenditures are the lowest of the four regions.

Table 22. U.S. Regions Budgets and Book Expenditures for School Media Centers*

	1989-90	1999-2000
Median total media center budget—Northeast	\$8,458	\$22,050
Median book expenditures—Northeast	\$4,000	\$9,750
Median total media center budget—South	\$8,173	\$22,500
Median book expenditures—South	\$2,705	\$8,174
Median total media center budget—North Central	\$7,800	\$20,955
Median book expenditures—North Central	\$3,000	\$6,700
Median total media center budget—West	\$7,700	\$25,897
Median book expenditures—West	\$3,050	\$7,112

*Based on a biennial survey of school media centers by School Library Journal.

Media Specialist Activities

When asked about the frequency of media center program activities, respondents listed these as their most frequent activities:

- Processing, retrieving, checking in or out, reshelving books (90%)
- Managing or operating the library automation system and troubleshooting computer and technical problems (87%) *see Standard 19*
- Teaching students information skills (85%)
- Collection development (85%)
- Managing the library automation system (83%)
- Assisting students with Internet skills (82%)
- Attending general faculty and/or staff meeting (75%)

Note that the two most frequent activities have been considered duties of support staff and school tech support staff in the past.

Table 23. Most Frequent Paid Staff Activities per Typical Month by Grade Levels

	All	Elementary	Middle	High
	1051	550	240	224
Instructional planning with teachers	68%	61%	77%	77%
Teaching students cooperatively with teachers	63%	55%	70%	74%
Teaching students information skills	85%	88%	80%	81%
Provide in-services training to teachers and/or other school staff	57%	55%	57%	58%
Providing reading incentive activities for students	61%	76%	44%	29%
Collection development	83%	82%	86%	84%
Providing assistance to parents/families in reading and information skills	17%	20%	16%	11%
Connecting students and teachers to community resources	33%	26%	41%	45%
Meeting with school library staff from building, district or beyond	51%	50%	49%	48%
Meeting with the principal, other building administrators, or district administrators	46%	45%	47%	46%
Attending general faculty and/or staff meeting	75%	74%	79%	77%
Meeting with standards and/or curriculum committee/team/task forces	44%	43%	47%	46%
Managing or operating the library automation system and troubleshooting computer and technical problems	87%	85%	91%	90%
Assist students with Internet activities	82%	74%	94%	97%
All other library activities	90%	91%	92%	90%
Extra duties unrelated to school library services	31%	34%	30%	20%

Media Center Usage

About 73 percent of staff report their districts have a library/media curriculum program that covers grades K to 12. A vast majority of staff report that the curriculum includes ethical and legal behaviors and copyright (84%) and that research and media skills are integrated into the curriculum (88%). Those subjects integrated with research and media skills include: science, health/physical education, FACS, foreign language, industrial technology, English language arts, social studies, math, music technology, etc. The subjects which integrate information skills instruction and curriculum most frequently are language arts, all science, social studies and industrial technology.

In Table 24 the responses across grade levels are remarkably similar. Since these are averages, more detail might illustrate the differences.

Table 24. Library Media Center Program and Usage

	All	Elem.	Middle	High
The district has a library program	73%	73%	70%	69%
Curriculum includes ethical and legal behaviors and copyright	84%	84%	84%	82%
The media person also teaching other subjects	14%	13%	18%	16%
Other students can use the library during prep time	84%	84%	85%	87%

Table 25. Information Skills Instruction in Classroom or Library

	Number	Percent
Both	430	42%
Classroom	31	3%
Library	553	55%
	1014	

Table 26. Research and Media Skills Taught in Isolation or Integrated into Curriculum

	Number	Percent
Combined	552	54%
Isolation	117	12%
Integrated	346	34%
	1015	

Media Center Space and Student Capacity

Larger schools tend to have higher numbers of students who visit school library media centers for prep class, whole classes or just visit individually. See Table 27. Media

information skills instruction. It is more likely that media persons teach other subjects outside the media center in smaller schools at both elementary and secondary levels. See Table 24. Also, the results show that elementary or secondary grade levels have more impact on whether students are allowed to use the library during prep time and which grades and what content are covered when in the library/media curriculum programs.

Table 27. Library Media Center Usage per Typical Month

	All	Elem.	M.S.	H.S.
Number of students visiting library for prep classes	707	1100	227	100
Number of students visiting library for whole classes	805	483	986	1310
Individual or small groups visit	552	302	722	987
Number of prep periods provided by media specialists	37	58	14	5
Number of students receiving information skills instruction	724	880	438	443

On average, about 68 students can work in the school library media centers at one time. Usually 2 classes can fit into the media center for instruction at one time; the computer lab can hold 32 students on average.

**Table 28. Media Centers & Computer Labs Space & Student Capacity
Elementary School**

Number Of Students (School Size)	Maximum # Students Who Can Work In The Media Center	Functional Student Capacity	Square Feet Of The Center	Maximum # Of Classes	Optimal # Students For Instruction In Media Center	Maximum # Students In Computer Lab
1-193	41	39	1718	1.6	31	19
194 - 300	44	43	1929	1.7	29	23
301 – 401	52	49	2267	1.8	30	28
402-525	61	61	3506	2.1	37	30
526 -1500	68	70	3497	2.2	45	34

Table 29. Media Center & Computer Labs Space and Student Capacity
Middle School

Number of Students (School Size)	Maximum # students who can work in the center	Functional student capacity	Square Feet of center	Maximum # of classes	Optimal # students for instruction in media center	Maximum # students in computer lab
1-140	37	34	1153	1.4	22	25
141 - 193	52	44	2899	1.7	33	26
194 - 305	56	72	2257	2	33	26
306 - 549	66	56	4677	1.9	37	31
550 - 1099	85	74	4582	2.2	47	42
1100-2520	99	91	4574	2.7	45	42

Table 30. Media Center & Computer Labs Space and Student Capacity
High School

Number of Students (School Size)	Maximum # students who can work in the media center	Functional student capacity	Square Feet of center	Maximum # of classes	Optimal # students for instruction in media center	Optimal # students for instruction in computer lab
1-140	40	36	1400	1.5	20	29
141 - 193	61	53	3174	2.2	35	22
194 - 305	58	74	2389	1.8	32	24
306 - 549	64	55	4400	1.9	38	28
550 - 1099	88	78	5731	2.3	49	38
1100 - 2520	113	105	6320	2.7	48	44
More than 2521	136	130	7600	2.4	63	94

Computers, Technical Support, and Equipment

As Table 31 shows, a school media center is responsible for about 44 computers and the average age of these computers is three years. About 65 percent of the remaining computers and other equipment are accessible in the school building; 29 percent are in a classroom and 6 percent are in district. The school media center is responsible for a wide variety of equipment. That responsibility may include maintenance and repair. Those questions will require further research. The average age of the equipment is similar across levels but different across districts.

The school library media center equipment such as computers or portable computers is very different across districts in the following areas: computers average age, number available and accessibility in building, classroom, or district locations. In regard to other equipment like cameras, scanners, printers, fax, etc., more differences occur in age across districts than the number of available pieces of equipment.

Table 31. School Library Media Center Equipment

	Media Center Responsibility		Accessible in Location		
	Average Age	# Available	Building	Classroom	District
1. Computers	3	44	65%	29%	6%
2. Traveling/Portable computers	1	7	66%	12%	22%
3. Cameras-film	2.5	6	74%	9%	16%
4. Cameras-digital	2	2	74%	9%	16%
5. Cameras-analog video	4	2	69%	8%	23%
6. Cameras-digital video	1	1	68%	7%	25%
7. Scanners	2.5	1.5	72%	12%	11%
8. Printers--laser	3	3	83%	10%	7%
9. Printers--inkjet	2	2	71%	23%	6%
10. Fax	2	0.5	92%	1%	7%
11. Overhead Projector	5	20	58%	36%	7%
12. TV/VCR/DVD	N/A	N/A	61%	31%	8%
13. Projection system	2	1	68%	12%	19%
14. Telephone		28	60%	30%	10%
15. Voice mail (available)	76%				

About 48 percent of technical or computer support is from district technology staff, 29 percent is from school technology staff, 17 percent is from school media specialists and the rest 6 percent is from other resources. Thirty-eight percent of media specialists report the closest tech support is located in school, 35 percent report that it is located in the district, 24 percent report that it is located in the media center, and 3 percent report other locations.

Table 32. Technical Support

Provided by	Technical Support		Closest tech support located	
	#	%	#	%
District technology staff	474	48%	352	35%
School technology staff	285	29%	377	38%
Media specialist	175	17%	238	24%
Other	56	6%	26	3%
Total	990		993	

Networked Computers and Databases

At the elementary level less than half the reporting schools have access to school library databases. The smallest schools at all levels have few networked computers which limits resources for students in classrooms, the media center, and computer labs.

At the secondary school level, school size significantly affects the number of networked computers, whether all networked computers have access to an automated catalog, and the accessibility to school library databases from home or outside school. Larger schools are significantly more likely to have more networked computers, have access to an automated catalog, and more accessible school databases from home or outside school.

**Table 33. Media Center Computer and Internet Access by School Size
Elementary Schools**

Number Of Students (School Size)	# Networked Computers	Access To An Automated Catalog	Access To School Library Database From Home
1-193	10	37%	35%
194 - 300	12	54%	38%
301 – 401	20	63%	33%
402-525	23	71%	36%
526 -1500	23	71%	44%

**Table 33. Media Center Computer, Network and Database Access
Secondary Schools**

Number Of Students (School Size)	Middle School			High School		
	# Networked Computers	Access To Automated Catalog	Access To School Library Database From Home	# Networked Computers	Access To Automated Catalog	Access To School Library Database From Home
1-140	19	22%	22%	21	29%	14%
141 - 193	10	44%	47%	15	33%	44%
194 – 305	23	51%	29%	23	48%	41%
306 – 549	21	53%	49%	20	52%	45%
550 - 1099	30	65%	57%	29	63%	66%
1100 - 2520	32	87%	77%	47	80%	77%
More than 2520				41	100%	100%

Correlation Tables

Table 35.
Library Media Staff Hours and Activities in Minnesota School Libraries
N=897

Variable	Self-reported	Library Media Specialists (LMS) Staffing per Week			
		Total LMS Hours		LMS hours per 100 students	
		Correlation Coefficient (r)	Statistical sig. (p)	Correlation Coefficient (r)	Statistical sig. (p)
Staff Activities	% of Weekly Hours in the Activities				
1. Instructional planning with teachers	6%	.244	.000	.165	.000
2. Teaching cooperatively with classroom teachers	6%	.265	.000	.212	.000
3. Teaching students information skills	8%	.219	.000	.205	.000
4. Providing in-service training	5%	.313	.000	.271	.000
5. Providing reading incentive activities	6%			.152	.000
6. Collection development	8%				
7. Providing assistance to parents/families in reading and information skills	3%				
8. Connecting to community resources	4%	.080	.02	.080	.040
Leadership Time spent monthly on Average:					
9. Meeting with school library staff	6%	.108	.001	.108	.011
10. Meeting with the principal/administrators	6%	.176	.000		
11. Attending faculty meetings	8%	.150	.000	.192	.000
12. Meeting with standards, curriculum committees, teams, task forces	5%	.123	.000	.149	.000
Technology Time spent monthly on Average:					
13. Managing/operating automation system	8%	.246	.000	.124	.000
14. Assisting students with Internet activities	7%			.226	.000
15. All other library activities	10%				
16. Extra duties unrelated to school library services	4%				

Note: One-tailed statistical significance.

Table 36. School Library Predictors on MCA Reading Scores in Elementary Schools, 2000/01
N=527

Variable	Grade 3		Grade 5	
	Correlation Coefficient r	Statistical Significance (p)	Correlation Coefficient r	Statistical Significance (p)
Library Staffing				
Number of hours open during official hours	.111	0.005	.080	.034
Weekly hours of LMS	.115	0.004	.092	.018
Staff activities				
Instruction planning with teachers			.078	.039
Providing reading incentive activities	.087	.022		
Collection Development	.045	.041		
Providing assistance to parents/families in reading and information skills	.093	.016	.073	.049
Library Media Center Usage				
Prep classes	.090	.020	.115	.005
Average number of students receiving information skills instruction	.088	.022	.109	.007
Space and Capacity				
Number of students who can work in the center at one time	.131	.001	.073	.050
Functional student capacity of the center	.131	.001	.101	.012
Number of student space in computer lab	.135	.002	.088	.033
Equipment				
Approximate average age of computers	.040	.189	.078	.047
Number of portable computers	.012	.405	.107	.019
Overhead projectors	.112	.013	.098	.029
School Library Collection				
Current print subscriptions to magazines and newspapers	.086	.030	.115	.007
CD-ROM services or online services	.181	.000	.172	.000
Other resources to support curriculum	.178	.001	.108	.032
Average number of items circulated per week	.108	.010	.114	.008
Average number of items borrowed from other libraries	.114	.007		
Budget				
The annual budget for the library media program	.119	.005	.177	.000
Annual budget for books and other print materials	.126	.004	.154	.001
Annual budget for materials in electronic formats	.158	.001	.211	.001
Annual budget for non-print materials	.192	.000	.218	.000
Outside funding sources/revenues	.140	.000	.178	.000

Multitype Multicounty Library Cooperation Systems Comparisons

See map and names of multitype regions in Appendix 8.

Table 37. Analysis of Average Library Media Center Staffing by Multitype Regions

	Number of Library Media Centers	# Media Specialist	Total Hours Per Week	# Non- licensed Staff	Total Hours Per Week	# Clerical Staff	Total Hours Per Week	# Technical Staff	Total Hours Per Week
CMLE	139	0.89	32.8	0.4	30.5	0.8	20.4	0.5	9.3
METRONET	435	1.03	40.8	0.2	32.2	0.9	23.5	0.6	5.3
NCLC	85	0.96	29.6	0.3	18.0	0.5	5.4	0.3	3.1
NLLN	123	0.82	28.7	0.3	27.4	0.6	11.0	0.3	11.0
SAMMIE	83	0.76	22.0	0.6	32.7	0.6	8.4	0.2	3.7
SELS	150	0.91	29.2	0.3	26.5	0.7	15.0	0.4	5.6
SMILE	34	0.88	24.8	0.3	27.3	0.8	17.4	0.4	8.1
Total	1049	0.94	34.0	0.3	29.5	0.8	18.6	0.5	6.4
F-test		9.29	30.3	9.4	10.4	9.2	10.3	9.3	4.6
Significant Test		.000	.000	.000	.000	.000	.000	.000	.000

Note:

1. F-test is used to examine if there is a statistically significant difference among multi-type regions. The results in Significant Test show strong differences.
2. Results above show that library media centers are quite different across regions in media center staffing, including licensed, non-licensed, clerical and technical staff as well as their work hours.

**Table 38. Analysis of Frequency of Paid Staff Activities by Multi-type Regions
(on a 0-5 scale with 0 as the lowest and 5 as the highest)**

	Instruction Planning w/ Teachers	Teaching Students in Group	Teaching Inform. Skills	In- service Training	Reading Incentive Activities	Meeting w/ Library Staff	Meeting w/admini- -strators	Attend. Staff Meeting	Library Automat. System	Assist w/ Internet Activities	Extra Duties
CMLE	2.7	2.7	3.6	2.5	2.5	2.3	2.2	3.4	4.2	3.7	1.6
METRONET	3.0	3.0	4.0	2.8	3.2	2.7	2.5	3.6	3.9	3.8	1.8
NCLC	2.7	2.6	3.6	2.0	2.6	1.9	1.9	3.0	3.4	3.3	1.4
NLLN	2.7	2.7	3.5	2.4	2.9	2.3	2.3	3.5	3.7	3.5	1.6
SAMMIE	2.7	2.5	3.3	2.0	2.6	2.0	2.1	3.3	3.7	3.2	1.6
SELS	2.8	2.7	3.8	2.4	2.8	2.5	2.3	3.6	4.0	3.7	1.4
SMILE	2.4	2.1	3.4	2.3	2.3	2.0	2.0	3.1	3.9	3.3	1.2
Total	2.8	2.8	3.7	2.5	2.9	2.4	2.3	3.5	3.9	3.6	1.6
F-Test	2.9	3.4	6.6	8.4	4.6	6.5	3.5	3.2	4.2	3.0	2.3
Sig.	.007	.003	.000	.000	.000	.000	.002	.004	.000	.007	.032

Note: Results in table 38 show significant differences exist in paid staff doing instructional activities including instructional planning with teachers, teaching students cooperatively with teachers, teaching students information skills, providing in-service training to teachers, providing reading incentive activities, meeting with school library staff or meeting with the principal or other administrators, attending general staff meetings, managing or operating the library automation system, assisting students with Internet activities, and conducting extra duties unrelated to school library services.

Table 39. Analysis of Library Media Center Usage by Multi-type Regions

	Average # Students visiting in whole scheduled classes	Average # Students receiving Information Skills
CMLE	1048	660
METRONET	843	902
NCLC	690	725
NLLN	739	558
SAMMIE	417	365
SELS	780	685
SMILE	889	413
Total	805	724
F-test	2.1	4.5
Significant Test	0.05	.000

**Table 40. Analysis of Computer and Internet Accessibility
by Multi-type Regions**

	Average Age Of Computer	# Computers Available	# Networked computers in library/media center
CMLE	4.0	60.8	22.7
METRONET	4.0	65.3	27.5
NCLC	3.9	32.2	18.1
NLLN	3.8	26.1	18.1
SAMMIE	3.7	28.7	18.2
SELS	3.9	38.6	23.2
SMILE	4.6	45.8	22.7
Total	3.9	50.3	23.4
F-test	.82	18.0	5.3
Significant Test	55.6	.000	.000

Results show that the average age of computers in media centers isn't really different, but there is a significant difference in the number of computers available and the number of networked computers in media centers across regions.

Table 41. Analysis of Annual Budget by Multi-type Regions

	Library Media Program	Books and Other Print Materials	Materials in Electronic Formats	Non-print Materials	Software Updates	Hardware
CMLE	\$18,425	\$5,554	\$2,111	\$1,123	\$1,075	\$7,281
METRONET	10,901	5,366	1,249	773	442	4,018
NCLC	10,009	5,906	1,108	579	274	1,099
NLLN	13,558	5,177	1,395	1,145	339	2,945
SAMMIE	11,267	3,598	910	837	396	3,408
SELS	12,318	4,495	1,271	678	366	2,493
SMILE	14,284	4,240	1,135	1,194	665	3,506
Total	12,534	5,107	1,349	851	498	3,835
F-test	3.9	3.1	2.5	3.4	4.1	2.8
Significant Test	.001	.006	.022	.003	.001	.012

Results show that library media centers are significantly different in annual budgets across regions.

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Web Resources

<http://www.metronet.lib.mn.us/survey/index.cfm>

This is the link to the results of the Minnesota school library media program census. Choose to look at state summaries or the data submitted by individual schools.

Minnesota Standards for Effective School Library Media Programs 2000

<http://cfl.state.mn.us/library/mnschoolstandards.pdf>

Direct link to Minnesota Standards for Effective School Library Media Programs 2000.

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Other Studies of Interest

California

<http://www.kn.pacbell.com/survey/k12libraries.pdf>

California School Library Media Centers and Student Achievement.

Jackie Siminitus, MLS. SBC Pacific Bell, 2002

The Colorado Studies

http://www.lrs.org/html/data/school/school_library_media_centers.html

- *Impact of School Library Media Centers on Academic Achievement* (1993 Colorado study) by Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell
- *How School Librarians Help Kids Achieve Standards: The Second Colorado Study* (2000 Colorado study) by Keith Curry Lance, Christine Hamilton-Pennell, and Marcia J. Rodney

Iowa

Making the Connection. AEA Statewide Library Study <http://www.aea9.k12.ia.us/statewidelibrarystudy.html>

Maryland

<http://www.bcpl.net/~dcurtis/libraryfacts/>

Information on how Baltimore Public School Libraries convince the powers that be to allocate \$10M for their school libraries. Links to other sources of information that supports school library media programs.

Massachusetts

MCAS and School Libraries: Making the Connection

<http://artemis.simmons.edu/~baughman/mcas-school-libraries/>

Oregon

School Librarians Collaborate to Improve Academic Achievement, Oregon Educational Media Association

http://www.oema.net/Oregon_Study/OR_Study.htm

Texas

Texas School Libraries: Standards, Resources, Services, and Students' Performance

<http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html>

"I think it is possible to tell what kind of school it is by what the media center is like. I want an active library where students are encouraged to use many different kinds of resources. This cannot be achieved without professional staff to provide help and supervision, an adequate budget to buy books and other resources, and support staff so the media specialist has time to plan and work with teachers. Every student deserves this kind of media center."

Junior/Senior High School Principal
Southwest Minnesota



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This document and the full report are available in PDF format at
<http://metronet.lib.mn.us/survey/index.cfm>