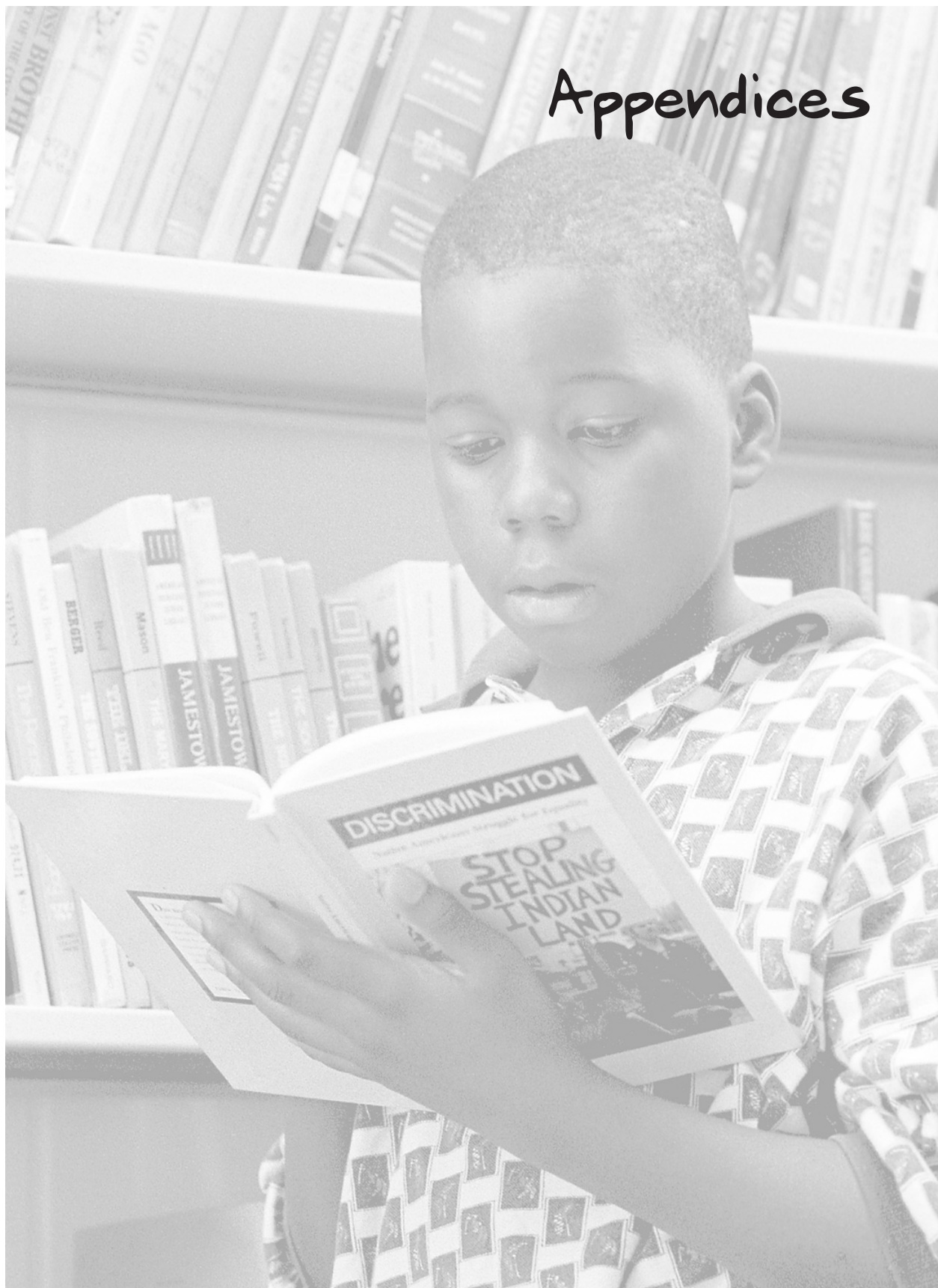


Appendices



Appendices

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Appendix I

Minnesota School Library Media Program

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?	<input type="checkbox"/> 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?	<input type="checkbox"/> 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?	<input type="checkbox"/> 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.	<input type="checkbox"/> The media specialist evaluates, acquires, and promotes resources in print and non-print formats. <input type="checkbox"/> 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: <input type="checkbox"/> 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.	<input type="checkbox"/> On-line information sources are available and used. <input type="checkbox"/> Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. <input type="checkbox"/> The media center has a telephone and fax machine for professional and supervised student use.	<input type="checkbox"/> A wide variety of on-line information sources, including email and Web, are available and used. <input type="checkbox"/> Students use digital photography and video editing to create projects. <input type="checkbox"/> The media program teaches discriminate use of technology for effective research and communication.

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

<p>12. Does the program provide a climate that is conducive to learning?</p>	<p>Minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The media center is a safe environment with adequate lighting, ventilation and heat. <input type="checkbox"/> The furniture is appropriate for the age of the student being served. <input type="checkbox"/> The media specialist is enthusiastic and encourages student use of the media center and its resources. 	<p>Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The media center has an inviting appearance with student created works, instructional displays and informational posters. <input type="checkbox"/> The furniture and shelving are matched and in good condition. <input type="checkbox"/> The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. <input type="checkbox"/> The media specialist conducts promotional activities to encourage student and staff use of the media center. 	<p>Exemplary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The media center has a variety of informal and formal student areas. <input type="checkbox"/> The media specialist plans with teachers special displays. <input type="checkbox"/> The media center is air-conditioned for year-round use. <input type="checkbox"/> The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. <input type="checkbox"/> The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center. <input type="checkbox"/> The media center serves as the hub of all school information networks.
<p>13. Does the program provide flexible and equitable access to learning resources?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The media center is open, staffed and available to students during all school hours all school days. <input type="checkbox"/> Parents and community members may use the collection before and after school. <input type="checkbox"/> The media center and its resources are handicap accessible. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Teacher prep time and study halls are NOT provided in the media center. <input type="checkbox"/> The media specialist encourages the use of the media center by the public. 	<ul style="list-style-type: none"> <input type="checkbox"/> The media center is open and staffed extended hours evening and weekends for community use. <input type="checkbox"/> A policy for resource use by the community is in place. <input type="checkbox"/> The public is informed of the availability of the media center.

<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. <input type="checkbox"/> Students have access to: <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. <input type="checkbox"/> Students have access to: <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 <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. <input type="checkbox"/> Students have access to: <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>	<ul style="list-style-type: none"> <input type="checkbox"/> There is a board-adopted selection/reconsideration policy. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> The collection has materials representing a diversity of opinions on controversial topics. <input type="checkbox"/> The media specialist works with teachers and administrators to insure students' rights to information. <input type="checkbox"/> Student data privacy is kept. 	<ul style="list-style-type: none"> <input type="checkbox"/> Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.

16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	<input type="checkbox"/> The school has board-adopted policies on copyright and Internet/technology acceptable use.	<input type="checkbox"/> The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	<input type="checkbox"/> 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?	<input type="checkbox"/> The media specialist actively participates in school evaluation / accreditation efforts. <input type="checkbox"/> The library media program has a written mission statement that reflects the mission of the school.	<input type="checkbox"/> The media specialist formally plans yearly goals with the principal and department heads. <input type="checkbox"/> The library media annual goals reflect the school and district goals. <input type="checkbox"/> The media specialist actively participates as a member of the media and technology committees.	<input type="checkbox"/> 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.
18. Is there adequate professional staffing in each building?	<input type="checkbox"/> There is at least one fully licensed full-time media professional serving each district. <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. <input type="checkbox"/> The media center is kept open with clerical help during the remainder of school hours.	<input type="checkbox"/> There is a minimum of one licensed full-time media professional in each school. <input type="checkbox"/> The principal appraises the performance of the media specialist using tools specific to the profession. <input type="checkbox"/> There is a current job description for the media professional.	<input type="checkbox"/> There is one full-time media specialist for each 500 students in each building. <input type="checkbox"/> The media specialist is active in professional organization activities and participates in a wide-range of school activities.

19. Is there adequate support staff for each building?	Minimum: <input type="checkbox"/> The media specialist has part-time clerical and technical support.	Standard: <input type="checkbox"/> The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. <input type="checkbox"/> The media professional supervises the support staff. <input type="checkbox"/> There are current job descriptions for all support staff.	Exemplary: <input type="checkbox"/> When justified by school size and program, there is: <input type="checkbox"/> One full time technician in each building, <input type="checkbox"/> a media professional who supervises media production, <input type="checkbox"/> a district-level supervisor <input type="checkbox"/> and support staff that assist with planning, budgeting, assessment, and materials processing.
20. Does the program have on-going administrative support?	<input type="checkbox"/> The principal and media specialist informally plan the media program goals and budget each year.	<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.	<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.
21. Is there a long-range, strategic plan for the program?	<input type="checkbox"/> The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. <input type="checkbox"/> The district's strategic plan reflects the mission and role of the library media program.	<input type="checkbox"/> An advisory committee with parents, teachers, students and community members helps create long-range media plans.	<input type="checkbox"/> Long-range media plans are shared with the community through public relation channels.

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

25. Are the mission, goals, functions, and impact of the library program clearly communicated?	Minimum: <input type="checkbox"/> The media specialist reports annually to the principal on the library media program.	Standard: <input type="checkbox"/> The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.	Exemplary: <input type="checkbox"/> 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.
26. Are the human, financial, and physical resources of the program effectively managed?	<input type="checkbox"/> The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.	<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.	<input type="checkbox"/> The school media specialist actively participates on the building management team.

Appendix 2

Minnesota School Library Media Program Census 2004 Advisory Committee Members

Mary Alice Anderson
Winona Middle School

Judy Bull
Maplewood Oakdale School District

Laurie Conzemius
Park Rapids Elementary & Middle Schools

Leslie Erickson
Saint Paul Public Schools

Lisa Finsness
District 279

Gay Galles
Moorhead Senior High School

Jim Glazer
South Washington County Schools

Maureen Guentzel
Rush City High School

Sylvia Hesse
Maplewood Oakdale School District

Alice Hofstad
Lincoln High School Media Center
Thief River Falls

Renee Jesness
Washburn High School
Minneapolis

Doug Johnson
Mankato Public Schools

Sharon Johnson
Cook School

Mary Mehsikomer
Minnesota Department of Education

Sue Meyer
Becker High School

Audrey Novak
Kimball Public Schools

Jane Prestebak
Robbinsdale Schools

Pat St. Peter
Moundsview Schools

Lars Steltzner
Metronet Board
Retired Media Specialist

Ann Walker Smalley
Consultant

Leslie Yoder
Saint Paul Public Schools

**Multicounty Multitype Library
Cooperatives**

Susan Baxter, Executive Director
METRONET

Linda Wadman, Director
North Country Library Cooperative (NCLC)

Barb Misselt, Regional Consultant
Southeast Libraries Cooperating (SELS)

Patricia Post, Director
Central Minnesota Libraries Exchange (CMLE)

Ruth Solie, Director
Northern Lights Library Network (NLLN)

Nancy Steele, Director
Southcentral Minnesota Inter-Library Exchange
(SMILE)

Robin Chaney, Director
Southwest Area Multicounty Multitype Library
Exchange (SAMMIE)

Appendix 3

Online Census Form with Answer Ranges

Minnesota 2004 School Media Center Census

Part A--Information on You and Your School

School _____

Address _____

City _____

County _____

District _____

Name of person completing census: NAME	
Title of person completing census: TITLE	
Email address of person completing census: EMAIL	
Date your school opened or date of last major media center remodeling A4	<i>Select date</i> Before 1970 1970-1975 1976-1980 1981-1985 1986-1990 1991-1995 1996-2000 After 2000

Part B. Library Media Center Staffing per average week for this school

Please report the number of persons (*not FTEs*) in each type of position specified and the total number of person-hours worked per **average/typical week** for each staff type. That is, enter the **sum** of typical weekly hours for all of your staff of each type. **For example**, two library assistants each work 30 hours per week. The number of persons is **2**. **Total hours** would be reported as Clerical **1.5 FTE/60 hours**. Report each individual only once, focusing on the title they use most often.

Note: Included is a range of possible answers from .1 FTE/4 hours to 2.5 FTE/100 hours. Choose the FTE/hours which most accurately fits your media center staffing.

Count number of paid staff persons (<u>not FTEs</u>)	Number of persons	Total hours per week
1. Licensed school media personnel Professional with media <u>license</u> : School library media specialist, media generalist, or librarian license	<i>Select number</i> b1a 0 1 person 2 3 4	<i>Select number</i> b1b .1 FTE / 4 hours .25 FTE / 10 hours .5 FTE / 20 hours .75 FTE / 30 hours 1.0 FTE / 35-40 hours 1.5 FTE / 60 hours 2.0 FTE / 80 hours 2.5 FTE / 100 hours
2. Professional with license (other than those listed in #1) serving in media-licensed position.	<i>Select number</i> b2a	<i>Select number</i> b2b .1 FTE / 4 hours 25 FTE / 10 hours

Online Census Form with Answer Ranges (continued)

3. Support: Clerical/Secretarial/Paraprofessional	<i>Select number</i> b3a 0 1 person 2 3 4	<i>Select number</i> b3b .1 FTE / 4 hours .25 FTE / 10 hours .5 FTE / 20 hours .75 FTE / 30 hours 1.0 FTE / 35-40 hours 1.5 FTE / 60 hours 2.0 FTE / 80 hours 2.5 FTE / 100 hours
4. What is the license of the person in charge of the school library media center on a day-to-day basis?		<i>Select license</i> b4 None School library media specialist Media generalist Librarian Teacher Other
5. Comments on personnel trends - Since 2001-02 staffing for your library media program has:		<i>Select trend</i> b5 Increased Stayed the same Decreased

Part C. Service Hours Per Average Week

Please report the **average 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 is your opportunity to provide information on the number of school media centers for which you are responsible.

1. Are you the person primarily responsible for the media center in more than one building?	Yes No c1
2. How many buildings?	<i>Select number</i> 1 building c2 2 3 4 5 More than 5
3. How many average hours per week do you work in the building relating to THIS census form?	<i>Select range</i> 1-5 hours c3 6-10 11-15 16-20 21-25 26-30 31-35 Over 35
4. Number of hours this school media center is <u>open</u> during average school week during official class hours	<i>Select range</i> 1-5 hours c4 6-10 11-15 16-20 21-25

Online Census Form with Answer Ranges (continued)

5. Number of hours this school media center is open during average school week <u>before and after</u> official class hours	Select number c5 0 1 hr 2 hrs 3 hrs 4 hrs 5 hrs More than 5
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Part D. Frequency of Paid Staff Activities per Average 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 average **month**. That is, what are the most frequent and least frequent activities for all staff?

Use 0 (never)...1(rarely)...3 (sometimes)...5 (most often)

Do not count volunteer activities.

Instructional/Collaboration Time with teachers in an AVERAGE MONTH on:	Frequency Never...most often
1. Instructional planning with teachers BEFORE students begin projects that use media and technology	0 1 2 3 4 5 d1
2. Teaching students cooperatively with teachers & providing information skills instruction to students—in groups and individual assistance to students with teacher present (e.g., locating information, note-taking, citations, copyright/plagiarism, critical thinking, evaluating Internet sources)	0 1 2 3 4 5 d2
3. Teaching students information skills with no teacher present	0 1 2 3 4 5 d3
Leadership & Technology Time spent MONTHLY on AVERAGE on:	Frequency
4. Meeting with school library staff from building, district, or beyond	0 1 2 3 4 5 d4
5. Meeting with academic standards, technology, staff development and/or curriculum committees/teams/task forces	0 1 2 3 4 5 d5
6. Meeting with the principal, other building administrators, or district administrators	0 1 2 3 4 5 d6
7. Managing or operating the library automation system and troubleshooting computer and technical problems	0 1 2 3 4 5 d7
Other Library Activities	Frequency
8. Collection development – both selection and weeding	0 1 2 3 4 5 d8
9. Advocacy/public relations for the media center	0 1 2 3 4 5 d9
Clerical Tasks	Frequency
10. All other library activities (processing, retrieving, checking in and out, re-shelving)	0 1 2 3 4 5 d10

Online Census Form with Answer Ranges (continued)

Part E. Library Media Center Usage Per Average Month

Report the following types of usage of your school library program **per average month**. The first section requests numbers of students; the second section requests number of class periods. These are part of your monthly statistics.

If you keep weekly statistics, please multiply by 4 to get the monthly numbers.

The third section requests information on instructional activities in the library media center.

Total Visits of <u>Students</u>	Average number of <u>students</u> <u>per month</u>
1. Prep classes—regularly scheduled library class which provides preparation time for teachers	Select range e1 None Under 500 students 500-1000 1001-1500 1501- 2000 2001-2500 2501-3000 3001-3500 3501-4000 4001-4500 4501-5000 Over 5000
2. Whole classes flexibly scheduled in which the teacher stays with the class or other groups (teachers, parents, etc.)	Select range e2 None Under 1000 students 1001-1500 1501- 2000 2001-2500 2501-3000 3001-3500 3501-4000 4001-4500 4501-5000 Over 5000
3. Individuals or small groups—not already counted as part of a class (include those before and after official school hours)	Select range e3 Under 100 students 100-199 200-299 300-399 400-499 500-599 600-699 700-799 800-899 900-1000 Over 1000

Online Census Form with Answer Ranges (continued)

Prep <u>classes/periods</u>	# of classes or periods per month
4. How many prep <u>periods</u> do the media specialists provide in an average month?	Select range e4 None 1-20 classes 21-40 41-60 61-80 81-100 101-120 Over 120
5. May other students use the library media center during prep time?	Yes No e5
Information skills instruction by school library media specialist	
6. Average number of students receiving information skills instruction per month	Select range e6 Under 100 students 100-400 401- 800 801-1200 1201-1600 1601-2000 Over 2000
7. Does the district have an Information/Media Literacy curriculum program?	Yes No e7
8. Are ethical and legal behaviors including copyright taught?	Yes No e8

Part F. School Library Media Center Space and Capacity

This section concerns student capacity of the media center. Do not count the space in any adjoining computer labs. The number of computers is also requested.

1. 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? *Information literacy includes, but is not limited to, instruction in locating information, citations, copyright/plagiarism, critical thinking, evaluating Internet sources, and note taking.	Select range f1 Under 20 students 21-40 41-60 61-80 81-100 Over 100
2. Number of computers available in the media center for student use	Select range f2 Under 10 computers 11-20 21-40 41-60 61-80 81-100 Over 100

Online Census Form with Answer Ranges (continued)

Part G. School Library Collection--number of materials, year of copyright and Circulation

Please include all materials available for use by teachers and/or students. Exclude district collections and 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.

Media Center Collections	Number	Average Copyright Year e.g. 1989, 2001
1. Books, all types—TOTAL number of titles	g1a	g1b
2. Average copyright for Geography	N.A.	g2
3. Average copyright for Science	N.A.	g3
4. Average copyright for Biography	N.A.	g4
5. Print encyclopedias (all)	g5a	g5b
6. Current print subscriptions to magazines & newspapers	g6	N.A.
7. Electronic resources/subscriptions (i.e. online encyclopedias) Count ELM as one subscription	g7	N.A.
8. Non-print resources available for students (CD's, DVD's)	g8	N.A.
Circulation Per week		Number
9. Average number of items circulated/checked out per week (all formats)	Select range g9 50 and under 51-100 101-150 151-200 201-250 251-300 301-350 351-400 401-450 451-500 Over 500	

Part H. 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.

1. Number of networked computers in library/media center	Select range h1 Under 10 computers 11-20 21-40 41-60 61-80
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Online Census Form with Answer Ranges (continued)

Access to electronic resources -- both school purchased and state funded (i.e. ELM - Electronic Library for Minnesota)		
4. From how many classrooms?		Select range h4 None Few Some Most All
5. From home/outside school?		Yes No h5
Media Center Equipment And Other Equipment Maintained By Media Center Staff		
6. Are you person primarily responsible for the maintenance of Media Center equipment/computers?		Yes No h6
	Number	Average age of computers
7. How many desktop and/or laptop computers are you responsible for? Include those on traveling carts.	h7a	Select years old h7b 1 2 3 4 More than 4
8. If you are <u>not</u> responsible for the equipment/computers, is your tech support building- or district-based?		Building h8 District

Part I. Budget

Please report what you know about the media center's budget. Do not include any costs for employees including yourself.

Estimated 2003-2004 expenditures	School/building revenue	Grants, book fairs, PTO's, etc.
1. Books and other print materials	i1a	i1b
2. Electronic resources by subscription	i2a	i2b
3. Non-print materials (i.e. DVD's, software)	i3a	i3b
4. All other expenses (i.e. supplies, maintenance)	i4a	i4b
Comments on budget trends		
5. Since 2001-02 the budget for your library media program has...		Select budget trend i5 Fluctuated Increased Stayed the same Decreased

Part J. 2004-5 School Year

Your school and district are discussing budgets for the 2004-2005 school year right now. What changes do you think will occur by next fall? What impact will those changes have on students? **j1**

Appendix 4

Response by District

A. Districts with 100% Response

Districts are considered to have a 100% response if all Schools in the District answered the seven key questions.

- | | |
|---|--|
| 1. Adrian ISD 511 | 40. Grand Meadow Pub School District 495 |
| 2. Albany ISD 745 | 41. Greenbush-Middle River SD 2683 |
| 3. Alden ISD 242 | 42. Grygla ISD 44743. Hawley ISD 150 |
| 4. Annandale ISD 876 | 44. Hayfield ISD 203 |
| 5. Austin ISD 492 | 45. Henning ISD 545 |
| 6. Bagley ISD 162 | 46. Hinckley-Finlayson Public SD |
| 7. Barnesville ISD 146 | 47. Holdingford ISD 738 |
| 8. Barnum ISD 91 | 48. Houston ISD 294 |
| 9. Battle Lake ISD 542 | 49. Hutchinson ISD 423 |
| 10. Becker ISD 726 | 50. Isle ISD 473 |
| 11. Belgrade-Brooten-Elrosa SD 2364 | 51. Ivanhoe ISD 403 |
| 12. Belle Plaine ISD 716 | 52. Jackson Co Central SD 2895 |
| 13. Big Lake ISD 727 | 53. Jordan ISD 717 |
| 14. Bird IS-Olivia-Lake Lillian SD | 54. Kelliher ISD 36 |
| 15. Blackduck ISD 32 | 55. Kimball ISD 739 |
| 16. Blue Earth Area ISD 2860 | 56. Kittson Central School District 2171 |
| 17. Brooklyn Center ISD 286 | 57. LA Crescent-Hokah ISD 300 |
| 18. Browns Valley ISD 801 | 58. Lake City ISD 813 |
| 19. Buffalo Lake-Hector ISD 2159 | 59. Lakeview ISD 2167 |
| 20. Carlton ISD 93 | 60. LeRoy-Ostrander ISD 499 |
| 21. Central School District 108 | 61. Lewiston ISD 857 |
| 22. Clearbrook-Gonvick SD 2311 | 62. Litchfield ISD 465 |
| 23. Clinton-Graceville-Beardsley SD 2888 | 63. Littlefork-Big Falls SD 362 |
| 24. Cloquet ISD 94 | 64. Long Prairie-Grey Eagle 2753 |
| 25. Comfrey ISD 81 | 65. Luverne ISD 2184 |
| 26. Cromwell-Wright ISD 95 | 66. Lyle ISD 497 |
| 27. Dassel-Cokato ISD 466 | 67. Madelia ISD 837 |
| 28. Detroit Lakes ISD 22 | 68. Mahtomedi ISD 832 |
| 29. Dover-Eyota ISD 533 | 69. Mankato ISD 77 |
| 30. Fairmont Area School District 2752 | 70. Maple Lake ISD 881 |
| 31. Farmington ISD 192 | 71. Marshall ISD 413 |
| 32. Fergus Falls ISD 544 | 72. McGregor ISD 4 |
| 33. Fertile-Beltrami ISD 599 | 73. Melrose Area IISD 740 |
| 34. Fillmore Central School District 2198 | 74. Milaca ISD 912 |
| 35. Fosston ISD 601 | 75. Minneota ISD 414 |
| 36. Frazee-Vergas ISD 23 | 76. Monticello ISD 882 |
| 37. Glencoe Silver Lake ISD 2859 | 77. Moorhead ISD 152 |
| 38. Glenville-Emmons ISD 2886 | 78. Mora ISD 332 |
| 39. Goodhue ISD 253 | 79. Mounds View ISD 621 |

Response by District

A. Districts with 100% Response (continued)

- | | |
|---|---------------------------------------|
| 80. Mountain Iron Buhl ISD 712 | 120. Waseca ISD 829 |
| 81. Nevis ISD 308 | 121. Westonka ISD 277 |
| 82. New London-Spicer ISD 0345 | 122. Willow River School District 577 |
| 83. New Ulm ISD 88 | 123. Winona Area ISD 861 |
| 84. New York Mills ISD 553 | 124. Wrenshall School District 100 |
| 85. North Branch ISD 138 | 125. Yellow Medicine East SD 2190 |
| 86. Ogilvie ISD 333 | 126. Zumbrota-Mazeppa ISD 2805 |
| 87. Osakis ISD 21388. Park Rapids ISD 309 | 127. Roseau School District 682 |
| 89. Paynesville ISD 741 | 128. Rush City ISD 139 |
| 90. Pequot Lakes ISD 186 | 129. Rushford-Peterson ISD 239 |
| 91. Perham Dent ISD 549 | 130. Sebekka ISD 820 |
| 92. Pierz School District 484 | 131. Shakopee School District 720 |
| 93. Pillager ISD 116 | 132. Sibley East ISD 2310 |
| 94. Pine Island School District 255 | 133. South Washington Co SD 833 |
| 95. Pipestone-Jasper ISD 2689 | 134. Southland School District 500 |
| 96. Plainview School District 810 | 135. St Cloud ISD 742 |
| 97. Randolph School District 195 | 136. Swanville School District 486 |
| 98. Redwood Falls School District 2897 | 137. Thief River Falls SD 564 |
| 99. Robbinsdale ISD 281 | 138. Tracy ISD 417 |
| 100. Roseau School District 682 | 139. Tri-Co ISD 2358 |
| 101. Rush City ISD 139 | 140. Truman School District 458 |
| 102. Rushford-Peterson ISD 239 | 141. Underwood School District 550 |
| 103. Sebekka ISD 820 | 142. United South Central ISD 2134 |
| 104. Shakopee School District 720 | 143. Upsala Area School District 487 |
| 105. Sibley East ISD 2310 | 144. Virginia School District 706 |
| 106. South Washington County SD 833 | 145. W St Paul-Mendota-Eagan SD 197 |
| 107. Southland School District 500 | 146. Warren-Alvarado-Oslo SD 2176 |
| 108. St Cloud ISD 742 | 147. Waseca ISD 829 |
| 109. Swanville School District 486 | 148. Westonka ISD 277 |
| 110. Thief River Falls SD 564 | 149. Willow River School District 577 |
| 111. Tracy ISD 417 | 150. Winona Area ISD 861 |
| 112. Tri-Co ISD 2358 | 151. Wrenshall School District 100 |
| 113. Truman School District 458 | 152. Yellow Medicine East SD 2190 |
| 114. Underwood School District 550 | 153. Zumbrota-Mazeppa ISD 2805 |
| 115. United South Central ISD 2134 | |
| 116. Upsala Area School District 487 | |
| 117. Virginia School District 706 | |
| 118. West St Paul-Mendota-Eagan SD 197 | |
| 119. Warren-Alvarado-Oslo SD 2176 | |

Response by District

B. Districts with No Responses

1. Aitkin
2. Balaton
3. Bertha Hewitt
4. Brewster
5. Caledonia
6. Canby
7. Crookston
8. Eagle Valley
9. Hancock
10. Hendricks
11. Hills-Beaver Creek
12. Lake Crystal
13. Lake of the Woods
14. Lanesboro
15. LaPorte
16. Lynd
17. MacCray
18. Martin Co. West
19. McLeod West
20. Medford
21. Mesabi East
22. Mountain Lake
23. Murray County Central
24. Nashwauk/Keewatin
25. Nett Lake
26. New Richland
27. Pine Point
28. Red Rock Central
29. Ruthton
30. Sauk Centr
31. South Koochiching
32. South Sanit Paul
33. Spring Grove
34. St. Francis
35. Staples Motley
36. Stephen Argyle
37. Ulen Hitterdal
38. Walker Hackensack
39. Watertown Mayer
40. Wheaton

Appendix 5

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

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

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

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
an@selco.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

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@starpoinet.net

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

Appendix 6

Additional Census Tables

Minnesota Schools with Above Average Reading Scores Compared to Library Media Specialist Work Hours 2002

Library Media Specialist (LMS) Work Hours Per Week	Number of schools with <u>above average</u> student scores on MCA and BST state reading tests 2000-01			Total Schools
	Grade 3 Schools	Grade 5 Schools	Grade 8 Schools	
LMS working fewer than 36 hours	93	75	42	210
LMS working 36 hours or more	166	162	95	423
Total Schools with above average student scores	259	237	137	633

Annual Media Center Budget 2001-2002

	All	Elementary	Middle	High	K12
Total Annual Budget 2001-2002	\$8,197	\$7,000	\$8,692	\$12,536	N/A
Books & other print materials	\$5,107	\$4,137	\$5,793	\$6,655	N/A
Materials in electronic format	\$1,348	\$667	\$1,590	\$2,713	N/A
Non-print materials	\$851	\$661	\$1,006	\$1,197	N/A

**Library Media Program Staffing in
Minnesota Five Star Schools in Reading and Math
(<http://education.state.mn.us/content/078221.xls>)
August 26, 2004**

School District	School	Professional Media Specialist (FTE)	Support Staff (FTE)
Bloomington	Ridgeview Elementary	1	.75
Brainerd	Harrison Elementary	1	1
	Riverside Elementary	No census data (1FTE)*	No census data (1)
Browns Valley	Browns Valley Elementary	.1	4 hours / week
Buffalo	Discovery Elementary	5 hours / week	0
Chokio-Alberta	Chokio-Alberta Elementary**	N / A	N / A
Clinton-Graceville-Beardsley	Lismore Colony Elementary**	N / A	N / A
Delano	Delano Elementary	1	1
Duluth	Congdon Park Elementary	.5	0
Edina	Concord Elementary	1	1
	Creek Valley Elementary	1	2
	Edina Senior High	1	.75
	Highlands Elementary	1	2
	Normandale Elementary	1	2
	South View Middle School	1	2.5
	Valley View Middle School	1	2.5
Fosston	Magelssen Elementary	.5	1
Greenway	Marble Elementary (K3)	N / A	N / A
Hopkins	Glen Lake Elementary	1	1.5
	Hopkins West Jr.	1	2.5
Inver Grove Heights Schools	Atheneum Elementary	No census data (0 FTE)*	No census data
Kittson Central	Kittson Central-St. Vincent Elementary**	N / A	N / A
Lakeville	Lake Marion	No census data (1FTE)*	No census data
Mahtomedi	Mahtomedi Senior	1	1
Mankato	Bridges Community Elementary**	N / A	N / A
Maple River	Maple River East Middle School**	N / A	N / A
Math & Science Academy	Math & Science Academy**	N / A	N / A
Milroy	Milroy Junior High (K8; 120 students)	0	.5
Minnetonka	Deephaven Elementary	No census data (1 FTE)*	No census data
	Minnetonka East Middle School	1	1.5
	Minnetonka Senior High	1	1
	Minnetonka West Middle	1	1

Minnewaska	Villard Elementary	.25	.1
Mounds View	Chippewa Middle School	1	1
	Edgewood Middle School	.5	.5
	Mounds View Senior	1	1
	Snail Lake Elementary	.5	.75
	Turtle Lake Elementary	.5	.75
Orono	Orono Middle School	1	.75
Osseo	Rush Creek Elementary	1	.5
Pipestone Area Schools	Pipestone Senior High School	.5	1
Randolph	Randolph Elementary	1	.25
Rochester	Washington Elementary	.5	.5
Roseau	Wannaska Elementary**	N / A	N / A
Rosemount-Apple Valley-Eagan	Eagan Senior High	1	2
	Eastview Senior High	1	2.5
	Northview Elementary	No census data (1FTE)*	No census data
	Pinewood Elementary	1	1
	Thomas Lake Elementary	1.75 (.75 LMS; 1 other license)	.75
	Woodland Elementary	No census data (1FTE)*	No census data
Roseville	Brimhall Elementary	1	1
St. Anthony-New Brighton	St. Anthony Village Senior	No census data (0 FTE)*	No census data
St. Louis County	Cook Elementary	1	.25
St. Paul	Chelsea Heights Elementary	1	
	Mann Elementary	No census data (0 FTE)*	No census data
Stillwater	Marine Elementary	No census data (0 FTE)*	No census data
	Withrow Elementary	.5	.1
Twin Cities Academy	Twin Cities Academy**	N / A	N / A
United South Central	United South Central Senior	.5	.5
Warroad	Angle Inlet Elementary**	N / A	N / A
Waterville-Elysian-Morristown	Waterville-Elysian-Morristown Senior	.1	1
Wayzata	Gleason Lake Elementary	1	.75
	Greenwood Elementary	1	.75
	Kimberly Lane Elementary	No census data (1FTE)*	No census data
	Plymouth Creek Elementary	1	.5
	Wayzata Central Middle School	No census data (1FTE)*	No census data
	Wayzata East Middle School	1	.75
	Wayzata West Middle School	1	1
West Saint Paul-Mendota Heights	Mendota Elementary	1	.75
Westonka	Shirley Hills Primary School	1 (other license)	.75

*Staffing data collected from other sources.

**No attempt (N / A) to collect data in 2004 School Library Media Program Census due to enrollment size or because building is a non-regular public school (alternative learning center, charter, etc.)

Summary of Data on Five Star School Table

The majority of Minnesota's Five Star Schools in Reading and Math have staffed library media centers.

- 70 Minnesota schools are Five Star Schools in Reading and Math
- 10 of the schools were not in 2004 Census because they have small enrollments or are charter schools

Of the 60 remaining schools, responses, 93% of the schools have at least some LMS hours:

- 42 have at least 1 FTE library media specialist (70%)
- 9 with at least .5 LMS (15%)
- 4 with some LMS hours (7%)
- 1 with no LMS (K-8 school with 120 students); has .5 FTE support staff

Only 4 of these Five Star schools have no LMS specialist hours (7%)

Of those with Census or other data on support staffing (52), only 2 do not have support staff.

State Fair Census Summary

Minnesota 2004 School Media Center Census

Based on 974 Completed Surveys

Note: This is only a quick summary of some of the data gathered by the Census. A more complete report will be available later. The averages and percentages shown are based on the number of responses to specific questions. Some questions were answered by only a small number of respondents.

- The most popular response selected from the dropdown lists is displayed.
- Most numbers are averages.
- Percentages shown are based on "Yes" responses.
- Items not available in this summary are marked "N.A."

Part A--Information on You and Your School

Date your school opened or date of last major media center remodeling	1986-1990
---	-----------

Part B. Library Media Center Staffing per average week for this school

Count number of paid staff persons (<u>not</u> FTEs)	Number of persons	Total hours per week
1. Licensed school media personnel Professional with media <u>license</u> : School library media specialist, media generalist, or librarian license	1	.75 FTE / 30 hours

State Fair Census Summary (continued)

2. Professional with license (other than those listed in #1) serving in media-licensed position.	0	.5 FTE / 20 hours
3. Support: Clerical/Secretarial/ Paraprofessional	1	.75 FTE / 30 hours

Part C. Service Hours Per Average Week

1. How many buildings are you responsible for?	1 building(s)
3. Number of hours this school media center is <u>open</u> during average school week during official class hours	26-30 hours
4. Number of hours this school media center is open during average school week <u>before and after</u> official class hours	3 hour(s)

Part E. Library Media Center Usage Per Average Month

Total Visits of <u>Students</u>	Average number of <u>students per month</u>
1. Prep classes—regularly scheduled library class which provides preparation time for teachers	Under 500 students
<u>Prep classes/periods</u>	# of classes or periods <u>per month</u>
4. How many prep <u>periods</u> do media specialists provide in an average month?	1-20 classes
Information skills instruction by school library media specialist	
7. Does the district have an Information/Media Literacy curriculum program?	68.6% yes
8. Are ethical and legal behaviors including copyright taught?	70.5% yes

Part F. School Library Media Center Space and Capacity

2. Number of computers available in the media center for student use	11-20 computers
--	-----------------

Part G. School Library Collection--number of materials, year of copyright and Circulation

Media Center Collections	Number	Average Copyright Year e.g. 1989, 2001
1. Books, all types--TOTAL number of titles	15039	1986
2. Average copyright for Geography		1987
3. Average copyright for Science		1987
4. Average copyright for Biography		1985

Part H. Computers and Internet Access

1. Number of networked computers in library/media center	11-20 computers
2. Do you have an automated catalog for your collection?	71.5% yes

Part I. Budget

Estimated 2003-2004 expenditures	School/building revenue	Grants, book fairs, PTO's, etc.
1. Books and other print materials	\$4880	\$2850
4. All other expenses (i.e. supplies, maintenance)	\$2169	\$256

Appendix B

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