



No Child
LEFT BEHIND.

Improving Literacy Through School Libraries Evaluation



**Evaluation of the
Improving Literacy Through
School Libraries Program**

Final Report

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EXECUTIVE SUMMARY

The Improving Literacy through School Libraries (LSL) Program was established by the *No Child Left Behind Act of 2001* under Title I, Part A, Subpart 4 of the *Elementary and Secondary Education Act* (ESEA). The purpose of the program is to improve the literacy skills and academic achievement of students by providing them with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists.

Included in the legislation was a requirement for an evaluation of the program to be conducted no later than three years after the enactment of NCLB. This report provides findings from the evaluation.

Characteristics of the Improving Literacy through School Libraries Program

Districts in which at least 20 percent of the students are from families with incomes below the poverty line are eligible for the program. Charter schools and intermediate service agencies that meet the poverty requirements and are local education agencies are also eligible to participate. There are no specific eligibility criteria for grantee schools. Districts may use program funds to do the following:

- Acquire up-to-date school library media resources, including books;
- Acquire and use advanced technology, to be incorporated into the curricula of the school, to develop and enhance the information literacy; to assist in information retrieval; and to develop critical thinking skills of students;
- Facilitate Internet links and other resource-sharing networks among schools, school library media centers, and public and academic libraries, where possible;
- Provide professional development for school library media specialists and activities that foster increased collaboration between school library media specialists, teachers, and administrators; and
- Provide students with access to school libraries during nonschool hours, including the hours before and after school, during weekends, and during summer vacation periods.

Grants for the LSL Program are for one year, although many projects have received time extensions. Thus far, the program has had four award cycles (Exhibit E-1).

**Exhibit E-1
Improving Literacy through School Libraries Program grant awards: 2002–05**

Fiscal Year	Total amount available for award (in millions)	Number of awards	Average award	Smallest award	Largest award
2002.....	\$12.4	94	\$130,000	\$24,000	\$350,000
2003.....	\$12.5	73	\$165,000	\$20,000	\$335,000
2004.....	\$19.8	92	\$212,000	\$30,000	\$399,000
2005.....	\$19.6	85	\$223,500	\$30,000	\$350,000

Overview of the Evaluation

The key evaluation questions¹ were:

- How do districts allocate grant funds and are they targeted to schools with the greatest need for improved library resources?
- How are funds used (e.g., to buy books, improve technology, increase library hours, or provide professional development for library and reading staff, etc.)?
- What is the relationship between participation in this program and staff collaboration and coordination?

The two data sources used in the evaluation are described below:

- **A survey of school libraries.** The survey was sent in the fall of 2004 to a sample of 400 school libraries receiving the grant in 2003–04 (grantees) and to a matched comparison sample of 400 schools in districts that were eligible for the grant in that year (nongrantees). Characteristics used in the matching process included school type, enrollment size, type of locale, percentage of students belonging to racial or ethnic minorities, and poverty status.
- **The district performance reports.** Each grant recipient must submit a report to the Department of Education (ED) within 90 days after the end of the grant period. Components of these reports include a description of the project, highlights of key accomplishments, a report on how the district met each of its project objectives, a project evaluation, and information on expenditures, schools served, and professional development. Performance reports from districts receiving the grant in 2003-04 were analyzed for this evaluation.

Results and Conclusions

Targeting of program funds

- More than half (58 percent) of the districts receiving grants served all schools in the district. No school selection process was needed for the 14 percent of grantee districts containing only one school.
- Grantee school libraries started at a relative disadvantage when compared with nongrantee school libraries:
 - Among those that reported they had conducted needs assessments, grantees were more likely to identify needs with regard to having up-to-date materials (97 percent versus 83 percent), having the library open for more hours (68 percent versus 36 percent), and having more time for planning with teachers (61 percent versus 44 percent). Nongrantees did not have any area of need that was greater than grantee need by a statistically significant amount.

¹ The original evaluation plan contained one additional evaluation question to address impact: How do reading achievement scores vary in schools that received grants for one or two years compared with matched comparison schools that have not received grants? This question was to address a congressional requirement to look at the impact of program activities on improving the reading skills of students. The intended data source for this component of the evaluation was the U.S. Department of Education's (ED's) school-level assessment database (SLAD). However, this database has undergone some changes during the course of the evaluation and the data were not ready in time for analysis. Alternative sources of student achievement data were not available.

- In spring 2003, grantees were less likely than nongrantees to consider their holdings to be either excellent or adequate with regard both to overall reading or English literature (65 percent versus 79 percent) and to print materials (62 percent versus 81 percent).
- An analysis was also done of academic need as measured by the percentage of schools identified for improvement. Altogether, 19 percent of the grantee schools and 11 percent of the nongrantor schools were identified for improvement.

Exhibit E-2
Changes from 2003 to 2004 in the time that school libraries were open during the summer, by grantee status

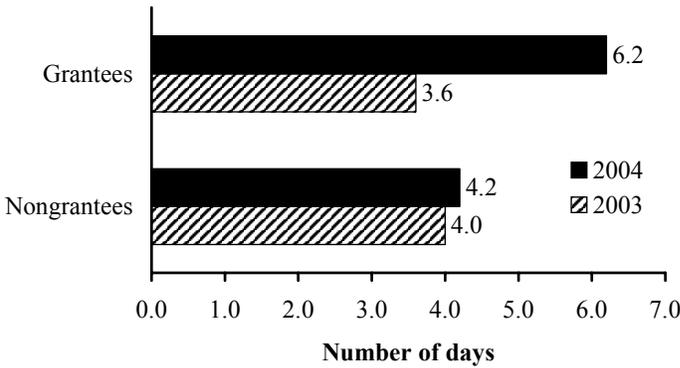
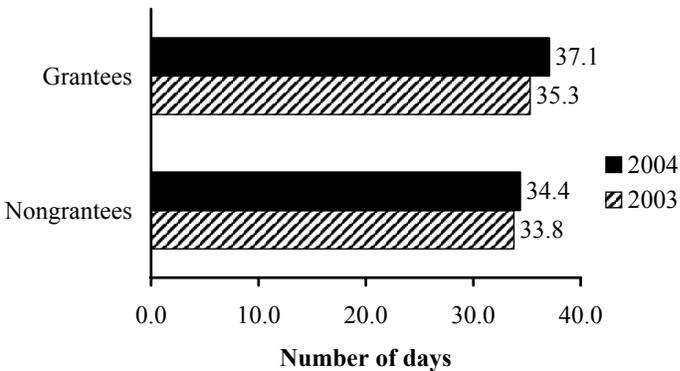


Exhibit E-3
Changes from 2003 to 2004 in the time that school libraries were open during a typical full week, by grantee status

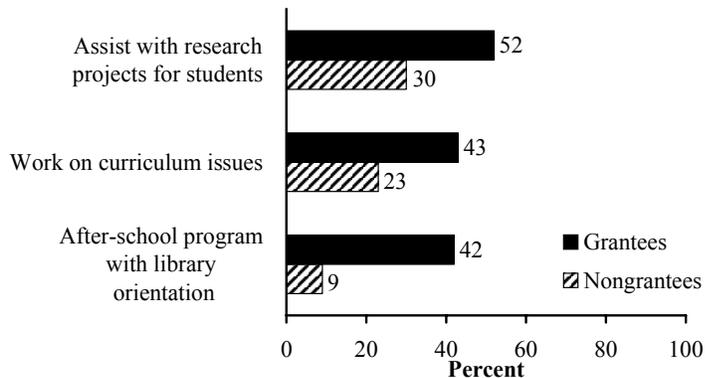


Use of program funds

Receipt of the grants appears to have resulted in major changes in the school libraries, bringing them up to a level of equality with the nongrantees and sometimes helping them to surpass the nongrantees. Some of the most notable changes were as follows:

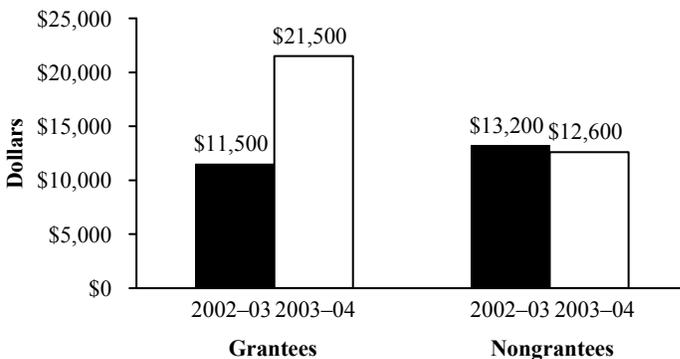
- More grantees than nongrantees had automated circulation systems (95 percent versus 87 percent) in 2003–04, though no measures of their status prior to the grants are available.
- Grantees showed significant increases in the days that the libraries were open in the summer (Exhibit E-2), as well as in the hours they were open, in a typical full week in spring (Exhibit E-3), while the nongrantees showed no significant change.
- Grantees showed an increase in library usage, from 1.1 visits per student per week in 2003 to 1.2 visits in 2004, a statistically significant change using regression analysis. The nongrantees showed no significant change (a mean of 1.6 in both years).

Exhibit E-4
Percent of school libraries providing new or expanded programs in 2003–04 compared to 2002–03, by grantee status



- Grantees were more likely than nongrantees to have added or expanded their services in several areas, including assisting teachers with research projects for students (52 percent versus 30 percent), working with the principal and/or teachers on curriculum issues (43 percent versus 23 percent), and providing an after-school program with a library orientation (42 percent versus 9 percent) (Exhibit E-4). These increases appeared primarily to bring the grantees to a level of equality in services with nongrantees.

Exhibit E-5
Mean grantee and nongrantee school library total expenditures for all materials, computer hardware, and audiovisual equipment for the 2002–03 and 2003–04 school years



- Funds for grantee school libraries roughly doubled from 2002–03 to 2003–04, while funds for nongrantees showed no significant change. The great bulk of these expenditures were for materials, particularly books (78 percent of the funds for materials in 2003–04, as compared with other materials such as video materials, CD-ROM titles, or subscriptions).
- Grantees started out in 2002-03 with no significant difference from nongrantees in their levels of expenditures but had much higher expenditures after receiving the grants (Exhibit E-5). Thus, the district grants resulted in large increases in expenditures at the school level and did not appear to supplant local spending for school libraries.

- Grantees also acquired substantially more books in 2003–04 than did nongrantees (with means of 1,250 and 730 books, respectively), putting them in a position of rough equality in the size of their book collections.
- Overall, districts receiving grants for the 2003-04 school year spent about two-thirds (68 percent) of the grant money on school library media resources, including books. About one-tenth each was spent on the acquisition of advanced technology (11 percent) and on operating the school library during nonschool hours (11 percent).

Relationship between participation in the program and staff collaboration and coordination

- Grantees were more likely to have professional development activities related to school libraries than nongrantees, and more specifically to cover methods of collaboration as part of their professional development activities.
- Grantees also were more likely than nongrantees to report collaboration between library staff and classroom teachers on reading or language arts (70 percent versus 59 percent), though not in other subject areas. More specifically, grantees were more likely to work with classroom teachers in curriculum development (67 percent versus 55 percent).

Results of this evaluation show how grantees have used and targeted funds from the Department's Improving Literacy Through School Libraries discretionary grant program during 2003–04. This report also provides detailed information on research related to school libraries and literacy and school-level changes associated with the program.

Chapter 1 Introduction

The Improving Literacy through School Libraries (LSL) Program was established under Title I, Part B, Subpart 4 of the *Elementary and Secondary Education Act* (ESEA) by the *No Child Left Behind Act of 2001*. The purpose of the program is to improve the literacy skills and academic achievement of students by providing them with increased access to up-to-date school library materials; a well-equipped, technologically advanced school library media center; and well-trained, professionally certified school library media specialists. Included in the legislation was a requirement for an evaluation of the program to be conducted no later than three years after the enactment of NCLB. This report provides findings from the evaluation.

The first chapter of this report contains a description of the LSL program and an overview of the evaluation. Because the LSL program infers a linkage between school libraries and literacy, a brief overview of the research on this topic is presented in the second chapter of this report. Evaluation results on the implementation of the program are shown in the third chapter, which examines how districts allocate program funds to schools, how schools allocate library funds, and how other outside support is found for literacy and libraries. The fourth chapter discusses what school-level changes were associated with participation in the LSL program. The evaluation explored many dimensions of a school library that might change through participation in the program, including resources available, extended hours, services offered, staffing, professional development, and collaboration with teachers. The conclusions of the evaluation are contained in the fifth chapter of this report.

Characteristics of the Improving Literacy through School Libraries Program

The LSL Program is one of several reading skills programs in the current ESEA. It is a competitive grant award program with two eligibility requirements. The first requirement is that the applicant must be a local education agency (LEA); charter schools, regional service agencies, and state-administered schools may be designated as LEAs.² The second eligibility requirement is that at least 20 percent of the students in the LEA must be from families with incomes below the poverty line. The poverty rate is based on data from the U.S. Census Bureau and is a stricter measure than the free and reduced-price lunch statistic. There are no specific eligibility criteria for grantee schools.

Districts may use program funds to do the following:

- Acquire up-to-date school library media resources, including books;
- Acquire and use advanced technology, to be incorporated into the curricula of the school, to develop and enhance the information literacy to assist in information retrieval and to develop critical thinking skills of students;
- Facilitate Internet links and other resource-sharing networks among schools, school library media centers, and public and academic libraries, where possible;
- Provide professional development for school library media specialists and activities that foster increased collaboration between school library media specialists, teachers, and administrators; and

² In the rest of the report, the term *district* will be used rather than LEA because most grant recipients are public school districts.

- Provide students with access to school libraries during nonschool hours, including the hours before and after school, during weekends, and during summer vacation periods.

Grants for the LSL Program are for one year, although many projects have received time extensions. Thus far, the program has had three award cycles and grants for the fourth cycle are expected to be awarded in September 2005 (Exhibit 1).

Exhibit 1
Improving Literacy through School Libraries Program grant awards: 2002–05

Fiscal Year	Total amount available for award (in millions)	Number of awards	Average award	Smallest award	Largest award
2002.....	\$12.4	94	\$130,000	\$24,000	\$350,000
2003.....	\$12.5	73	\$165,000	\$20,000	\$335,000
2004.....	\$19.8	92	\$212,000	\$30,000	\$399,000
2005.....	\$19.6	85	\$223,500	\$30,000	\$350,000

The legislation that established the LSL program specified that applications to the program must:

- Contain a needs assessment relating to the need for school library media improvement;
- Describe how the funds would be used;
- Tell how school librarians, teachers, administrators, and parents would be involved in the project activities;
- Show how the programs and materials used in the project are grounded in scientifically based research;
- Describe how the funds and project activities will be coordinated with other federal, state, and local funds for literacy, school libraries, technology, and professional development; and
- Show how the district will collect and analyze data on the quality and impact of project activities.

The LSL Web site contains a guidebook for assisting districts in preparing their applications. The Web site also provides poverty information so that school districts can determine if they are eligible to apply. A group of districts may submit a joint application to the program, but all districts must be individually eligible for it.

Overview of the Evaluation

The legislation establishing the LSL program required that an evaluation be conducted no later than three years after the enactment of NCLB.

The key evaluation questions³ were:

- How do districts allocate grant funds and are they targeted to schools with the greatest need for improved library resources?
- How are funds used (e.g., to buy books, improve technology, increase library hours, or provide professional development for library and reading staff, etc.)?
- What is the relationship between participation in this program and staff collaboration and coordination?

The two data sources used in the evaluation are described below:

- **A survey of school libraries.** The survey was sent in the fall of 2004 to a sample of 400 school libraries receiving the grant in 2003–04 (grantees) and to a matched comparison sample of 400 schools in districts that were eligible for the grant in that year (nongrantees). The district-level characteristics that were used in the matching process included region, district poverty status, school district type, urbanicity, and district enrollment size. The school-level characteristics that were used in the matching process included instructional level, school type, enrollment size, type of locale, percentage of students belonging to racial or ethnic minorities, and the percentage receiving free or reduced-price lunches. Special attention was given to identifying similar comparison schools for those few grantee schools with unusual characteristics (charter school districts or single-school districts). The response rate was 91 percent for the grantees and 89 percent for the nongrantees. Detailed survey results are shown in Appendix A. Details about the methodology are shown in Appendix B, and a copy of the school library survey is shown in Appendix C.
- **The district performance reports.** Each grant recipient must submit a report to the Department of Education (ED) within 90 days after the end of the grant period. Components of these reports include a description of the project, highlights of key accomplishments, a report on how the district met each of its project objectives, a project evaluation, and information on expenditures, schools served, and professional development. A copy of the report format is shown in Appendix D. Performance reports from districts receiving the grant in 2003–04 were analyzed for this evaluation.

The evaluation focused on the projects that received their grants in 2003, the second cohort of grantees. These grants were implemented in the 2003–04 school year. Of the 73 grants awarded in the target year, six went to consortia of more than one district and six went to districts that had received an LSL in the previous year as well.

In 2003–04, approximately 650 schools participated in the program. The characteristics of these schools differed from U.S. schools overall and schools in all districts that were eligible for the program in

³ The original evaluation plan contained one additional evaluation question to address impact: How do reading achievement scores vary in schools that received grants for one or two years compared with matched comparison schools that have not received grants? This question was to address a congressional requirement to look at the impact of program activities on improving the reading skills of students. The intended data source for this component of the evaluation was the U.S. Department of Education's (ED's) school-level assessment database (SLAD). However, this database has undergone some changes during the course of the evaluation and the data were not ready in time for analysis. Alternative sources of student achievement data were not available.

that year (Exhibit 2). A considerably greater proportion of the grantee schools (59 percent) were located in cities compared to all U.S. schools (26 percent) and all schools in eligible districts (39 percent) (Exhibit 2). Rural schools comprised 18 percent of the grantee schools, and 29 percent of schools in both all eligible districts and all U.S. schools. By region, grantee schools were more similar to all U.S. schools than they were to all schools in eligible districts. For example, 50 percent of all eligible schools were located in the west, while 31 percent of the grantee schools and 33 percent of all U.S. schools were located in the west. The proportion of small schools in the grantee schools (25 percent) was somewhat smaller than the portion among all schools in eligible districts (34 percent) and all U.S. schools (32 percent). Grantee schools also were somewhat less likely to be high schools (21 percent) than among either all schools in eligible districts (28 percent) or, to a lesser degree, all U.S. schools (25 percent).

Exhibit 2
Percent distribution of participating schools in grantee districts, all schools in all eligible districts, and all U.S. schools, by school characteristics: 2003–04 school year

School characteristic	Participating schools in grantee districts	All schools in eligible districts	All U.S. schools
Enrollment size			
1–299	25	34	32
300–599	42	36	37
600 or more	33	30	30
School level			
Elementary.....	59	56	57
Middle/junior high.....	19	16	18
High school/combined/other	21	28	25
Urbanicity			
City	59	39	26
Urban fringe	14	19	34
Town.....	9	14	10
Rural.....	18	29	29
Region			
Northeast	24	9	18
Southeast	24	25	21
Central	22	15	28
West.....	31	50	33

NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2002-03. Eligibility file supplied by the U.S. Census Bureau; Grantee file supplied by the Improving Literacy through School Libraries Program.

Grantee schools also differed from nongrantee schools in another respect: 19 percent were identified for improvement, compared with 11 percent of the nongrantees (not shown in tables). Both groups of these disadvantaged schools were more likely to need improvement than schools overall (7 percent). Still, in absolute terms, about two-thirds of schools identified as needing improvement were not in districts eligible for the grants.

It should be noted that for the target year of the evaluation, the LSL program cut technology purchases from the budgets of many applications because other funding sources were available for these purposes. Similarly, districts were encouraged to seek alternative sources of funding for rewiring the school library. Finally, for the target year, professional development activities were limited to early

childhood development because the legislation contained an incorrect citation. A waiver had been obtained for the first year of the program but not for the target year of the evaluation.

Chapter 2 Research on School Libraries and Literacy

A growing body of research has found an association of certain school library characteristics with increased student achievement. This section provides a brief summary of the research literature, focusing primarily on two topics: general evidence of the association of school libraries with student test scores and characteristics of school libraries that are associated with higher student test scores. The analysis of such associations is complicated, however, by some methodological issues that arise. These issues are discussed before the research findings are presented.

One fundamental question concerning the validity of the research findings is the question of whether a strong library support system is the source of strong academic achievement or the concurrent result of other factors that are also related to high student achievement. For example, many studies (including many of the library studies listed below) have found an association between poverty and student test scores. Poverty also tends to be interrelated with the level of resources at the school (including library resources), making it difficult to separate such socioeconomic variables from school variables: that is, it is difficult to know whether higher test scores in a school are due to students' socioeconomic background, the level of resources generally available at the school, or the specific level of library resources at the school. Thus, the library studies mentioned below typically have attempted to statistically adjust for school and student characteristics, such as school district expenditures per pupil, teacher-pupil ratio, the average years of experience of classroom teachers, average teacher salaries, adult educational attainment, children in poverty, and racial or ethnic demographics. Relationships between library characteristics and improved test scores continued to hold after making such adjustments (Burgin and Bracy, 2003). The study reports varied in the extent to which they provided information on the statistical methodology that was used, but at a minimum, adjustments for poverty levels and other school or community characteristics were included in studies in the following eight states: Alaska, Pennsylvania, Colorado (two studies), Oregon, Iowa, New Mexico, North Carolina, and Texas. The analysis in this report has a particular strength because of the capacity to examine changes in library resources over time, while the socioeconomic characteristics are generally less subject to changes over time, and even the general level of resources at the school is likely to change less dramatically than the library resources, due to the comparative size of the grants with regard to school libraries' typical budgets.

As another methodological issue, some studies have differentiated between direct and indirect relationships with test scores. For example, Oregon found that information resources and technology and library media center usage all showed direct relationships with student test scores, while library media staffing levels, staff activities, and library media expenditures showed indirect relationships. Given the current lack of test score data for this study, this issue is not directly relevant to the analyses contained here, but it should be considered when building general models of how changes in school libraries might influence students.

General Evidence of the Association of School Libraries with Student Test Scores

Many states have conducted research on the impact of school libraries within their state and found positive relationships with student test scores. The specific factors that were associated with improved test scores are discussed later in this chapter, while the general findings are presented below.

- **Alaska.** Test scores on the California Achievement Tests tended to be higher if schools had librarians (especially full-time librarians), and regardless of staffing, if schools had higher

amounts of staff time devoted to delivering library and information literacy instruction to students and providing in-service training to teachers and other staff (Burgin and Bracy, 2003).

- **Colorado.** Keith Curry Lance’s first Colorado study found the size of the library (i.e., the number of staff and the size of the collection) explains between 5 and 15 percent of the variation in reading scores (Lance, Rodney, and Hamilton-Pennell, 2000b). In a second study, he found increases in Colorado Student Assessment Program reading scores of up to 18 percent in the fourth grade and up to 10 to 15 percent in the seventh grade (ibid.).
- **Florida.** Test scores were “more than 20 percent higher in elementary schools where library media staffing is at 80 hours per week or more than in schools with less than 60 hours per week” (Baumbach, 2002, p. 4).
- **Iowa.** Reading scores were higher at schools with strong library media centers at all three levels (elementary, middle school, and high school) (Scholastic Library Publishing, n.d.).
- **Massachusetts.** Mean Massachusetts Comprehensive Assessment System (MCAS) scores tended to be higher in schools with school library programs at all grade levels (ibid.).
- **Missouri.** Scores on the Missouri Assessment Program were positively associated with the availability of school library program services (ibid.).
- **New Mexico.** Achievement scores were positively associated with school library programs (Lance, Rodney, and Hamilton-Pennell, 2002).
- **North Carolina.** Standardized reading and English scores tended to be higher if school libraries were staffed and open more hours, had newer books, spent more per 100 students on books and electronic access to information, and subscribed to CD-ROM and online periodical services (Burgin and Bracy, 2003).
- **Oregon.** Test scores on the Oregon state reading test tended to be higher in grades 5, 8, and 10 if school libraries had such characteristics as large print collections, more visits by students, and more staff (ibid.).
- **Pennsylvania.** Using bivariate and partial correlations, Pennsylvania System of School Assessment reading scores tended to increase as library staffing increased, even after adjusting for school conditions such as per pupil expenditures and the teacher-pupil ratio, or community conditions such as poverty and low educational attainment (Lance, Rodney, and Hamilton-Pennell, 2000a).
- **Texas.** Texas Assessment of Academic Skills (TAAS) scores were higher in schools with librarians, and were related to library staffing levels, collection sizes, librarian interaction with teachers and students, and technology levels (Scholastic Library Publishing, n.d.).

Characteristics of School Libraries That Are Associated with Higher Student Test Scores

A large number of factors have been specifically associated with improved scores (Exhibit 3). The exhibit below primarily emphasizes those factors that were examined in multiple studies, while a large number of additional factors were associated with improved scores in individual studies (e.g., the study in Texas used a variety of measures of technology that were not used in other states).

These individual factors may not necessarily be sufficient by themselves but may need to be part of a larger package to influence student achievement. For example, a study in Pennsylvania found that having a large collection was only important when also combined with a schoolwide initiative to integrate information literacy into the school's approach to standards and curricula (Lance, Rodney, and Hamilton-Pennell, 2000a, p. 45). School characteristics also were interrelated with differences in the relationship between school libraries and student test scores. Lonsdale notes that "some research suggests that the impact of the school library diminishes as students move through high school" (Lonsdale, 2003, p. 26).

Exhibit 3
Library services and characteristics and the states in which
they were found to have a positive association with student test scores

Library service/characteristic	State
Staffing/availability	
Number of hours of staffing at library (e.g., comparing libraries with more than 80 hours per week with those with less than 60, the total staff hours per 100 students, library media specialists' hours per 100 students)	Florida, Colorado, Pennsylvania, Massachusetts, Oregon, Texas, Iowa, North Carolina
Full-time librarian	Alaska, Massachusetts, Texas, Minnesota
Scheduling to make libraries available	Colorado, Iowa, North Carolina Michigan
Certified school library media specialist	Florida, Michigan
Professional development/training	
Instruction to students and teachers	Alaska, Pennsylvania, Massachusetts, Oregon
Collaboration/cooperation	
Cooperative relationships with public libraries	Alaska
Collaboration between library media specialists and teachers	Colorado, Oregon, Iowa
Electronic linkages and technology	
Facilities that reach the Internet	Alaska, Florida
Networked linkages with classrooms and other instructional sites	Colorado, Pennsylvania, Oregon
Automated collections	Massachusetts
Collections and resources	
Print volumes per student	Colorado, Massachusetts, Oregon, Texas, Iowa, Florida, Pennsylvania
Periodical subscriptions per 100 students	Colorado, Oregon, Texas
Video collections per 100 students	Texas, Iowa
Audio materials	Iowa
Electronic reference titles per 100 students	Colorado,
Library media expenditures per student	Colorado, Pennsylvania, Massachusetts, Oregon, Texas, North Carolina
Recency of copyright dates	Iowa, North Carolina
Usage	
Usage of library (as measured by the number of visits to the library media center or a high number of books checked out per student)	Colorado, Florida, Massachusetts, Oregon

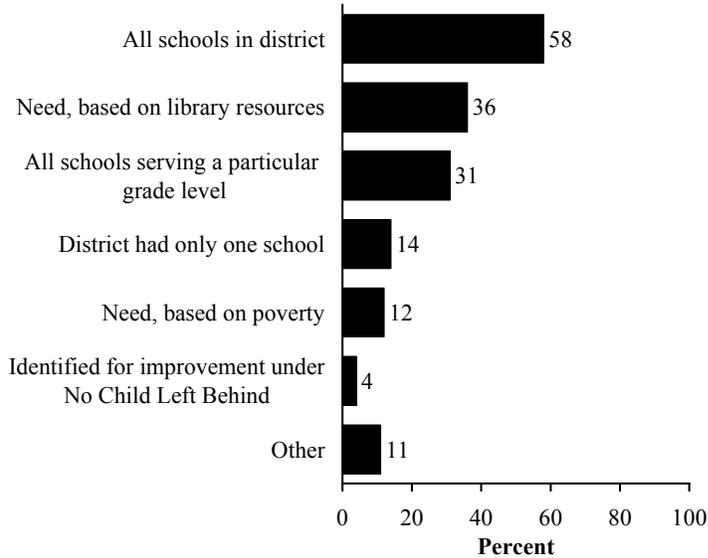
Chapter 3 How the Program Is Implemented

The Improving Literacy through School Libraries grants for the 2003–04 school year were awarded to districts, which, in turn, selected schools for participation in the grant. The evaluation examined the allocation of grant funds to schools. Other outside support for literacy and libraries that grantee and nongranatee schools might have available were explored. In addition, the evaluation looked at the allocation of library funds in both grantee and nongranatee school libraries.

How Districts Receiving Grants Allocate Program Funds to Schools

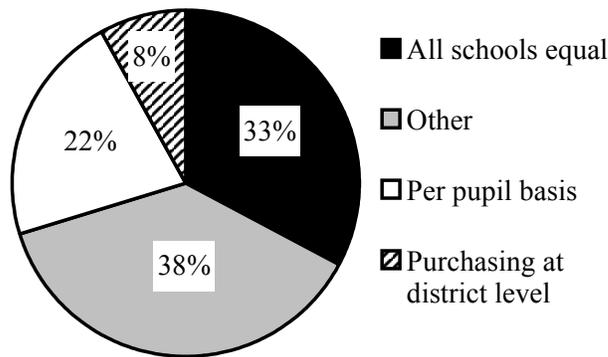
The majority of districts indicated which schools they planned to serve in their grant application, although some made changes after the grant was received. Districts receiving grants were asked about the basis they used to select schools for participation. More than half (58 percent) of the districts served all schools in the district (Exhibits 4 and A-1). Districts could use more than one method to select schools for participation. About one-third (36 percent) selected the neediest schools based on lack of library resources, and about one-third (31 percent) chose to serve all schools at a particular grade level. No selection process was needed for the 14 percent of grantee districts containing only one school.

Exhibit 4
Methods districts use to select schools for participation in the LSL grant during the 2003–04 school year



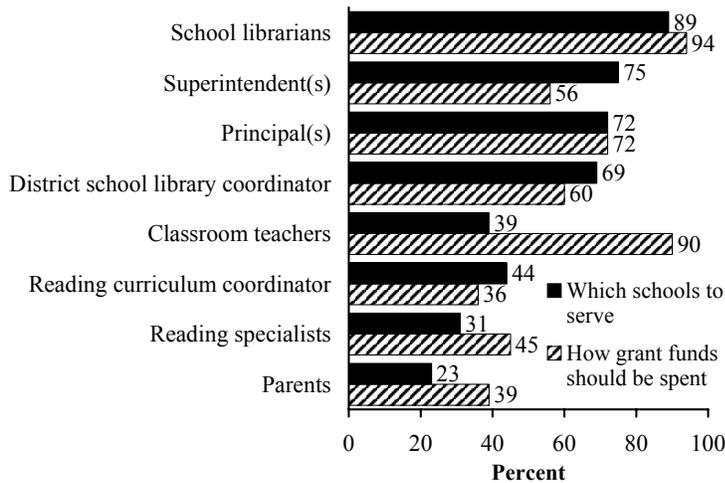
NOTE: Districts could use more than one method to select schools for participation.

Exhibit 5
Methods used to distribute grant money to schools:
2003–04 school year



NOTE: Percents may not add to 100 because of rounding.

Exhibit 6
Percent of districts using various personnel to decide
which schools to serve and how grant funds should be
spent: 2003–04 school year

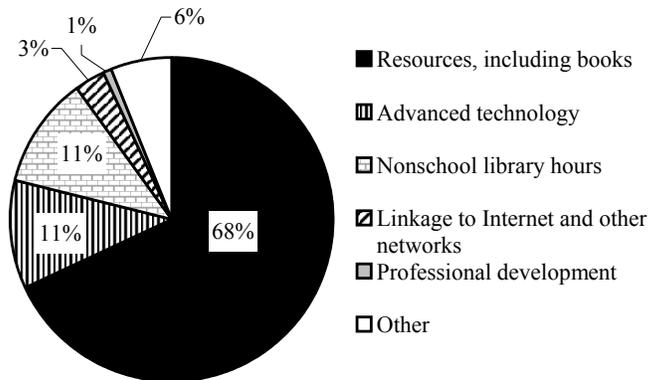


to be involved in the school selection decision, whereas building-level staff such as classroom teachers and reading specialists were more apt to be involved in determining how the money should be spent.

Districts were also asked about the distribution of grant money to the schools. About one-third (33 percent) provided each participating school with the same amount of money (Exhibits 5 and A-1). About one-fifth (22 percent) gave each participating school an amount based on the number of students in the school. For 8 percent of the districts, all purchasing was done at the district level. More than one-third (38 percent) of the districts used other approaches to distribute the grant money, including prioritized lists prepared by school librarians and the use of a different approach for each type of resource.

The LSL legislation called for the involvement of school library media specialists, teachers, administrators, and parents in program activities. Therefore, the districts were asked about the involvement of various stakeholders in the school selection process and in determining how the grant money should be spent. Most districts included school librarians in both the school selection process (89 percent) and determining how the grant money school be spent (94 percent) (Exhibits 6, A-2, and A-3). Most districts (90 percent) included classroom teachers in the decisions regarding expenditures, but only about one-third (39 percent) of the districts included parents. District-level staff such as superintendents, district school library coordinators, and reading curriculum coordinators were more apt

Exhibit 7
Percent of grant funding spent by category:
2003–04 school year



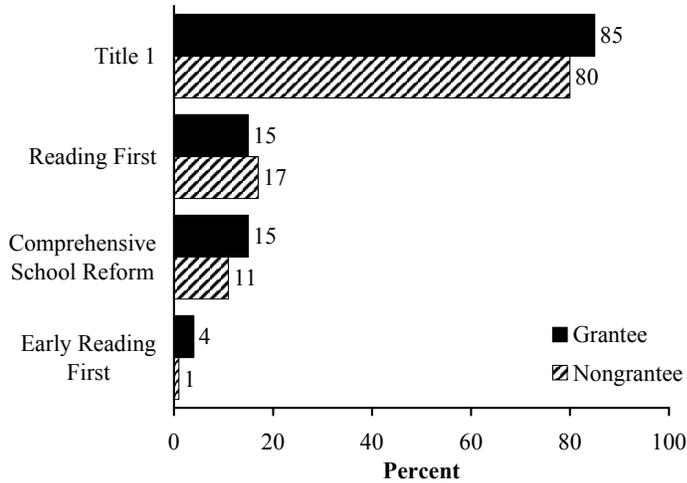
The LSL legislation specified that the grant money could be used to fund five types of activities. Districts receiving grants for the 2003–04 school year spent about two-thirds (68 percent) of the grant money on school library media resources, including books (Exhibits 7 and A-4). About one-tenth each was spent on the acquisition of advanced technology (11 percent) and on operating the school library during nonschool hours (11 percent).

Other Outside Support for Literacy and Libraries

Economic disadvantage is a criterion for participation in the LSL program. In addition to LSL, several other federal programs provide funding for literacy programs in high-poverty districts. Some nonfederal programs also provide funding for school libraries. One would want to know the extent to which grantees were utilizing these other funding sources, particularly in comparison with nongrantees who met the economic criteria for the LSL program.

School libraries were asked if they had participated in four other federal education programs during 2003–04: Reading First, Early Reading First, Title I, and Comprehensive School Reform. These programs are all part of *No Child Left Behind*, and all target high-poverty districts. Reading First serves students in grades K–3 who are reading below grade level. Early Reading First provides high-quality oral language and literature-rich environments to pre–school-age children in order to prevent reading difficulties. The purpose of Title I, originally established in 1965, is to raise student achievement in schools with students from families below the poverty level. Title I funds may be used for a variety of services and activities and are most commonly used for instruction in reading and mathematics. Comprehensive School Reform provides start-up financial assistance to schools so that they can implement whole-school reforms; priority is given to schools that have been identified for Title I school improvement.

Exhibit 8
Percent of grantee and nongrantee school libraries receiving funding from various federal education programs during the 2003–04 school year



Participation in these federal programs was not significantly different for grantee and nongrantee schools during 2003–04, when the LSL grant was implemented (Exhibits 8 and A-5). About four-fifths of the schools (85 percent for grantees and 80 percent for non-grantees) participated in Title I. Less than 20 percent participated in Reading First or Comprehensive School Reform, and less than 5 percent participated in Early Reading First.

School libraries were also asked if they had received funding from outside sources other than the federal programs during 2003–04. The percentage of school libraries receiving this outside funding was about the same for grantee and nongrantee libraries (Exhibits 9 and A-5). About half had received a state allotment, though grantees were more likely to have received state allotments if they were in rural areas (75 percent) than if they were in cities (35 percent). Less than 12 percent had received funding from not-for-profit groups and corporate donors.

Exhibit 9
Percent of grantee and nongrantee school libraries receiving funding from various outside sources during the 2003–04 school year

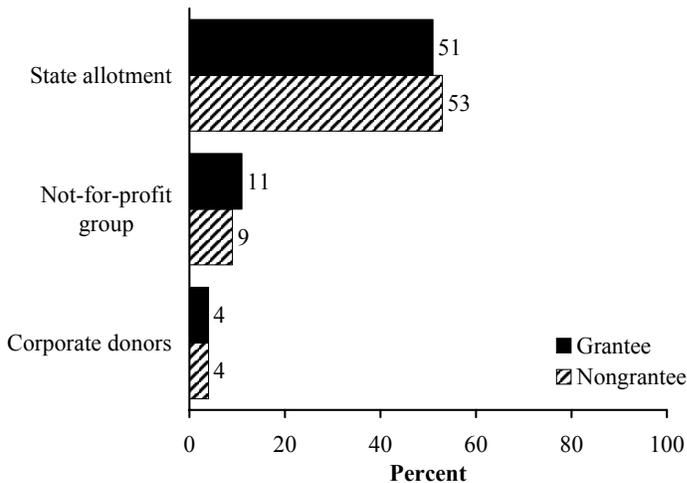
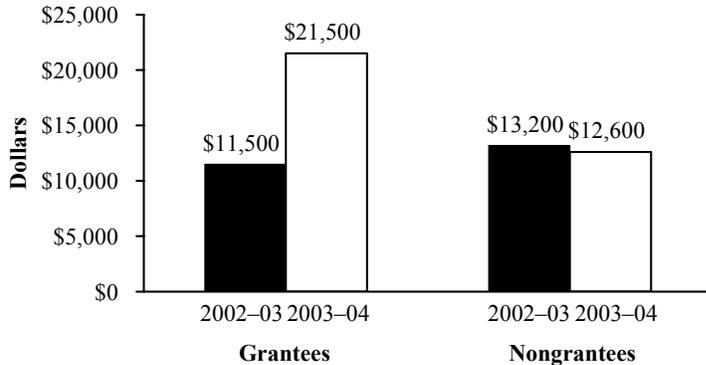
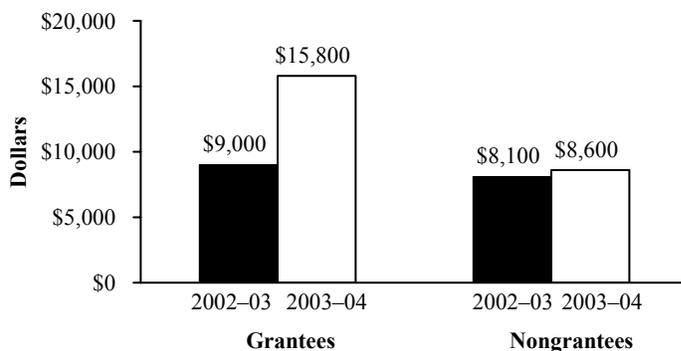


Exhibit 10
Mean grantee and nongrantee school library total expenditures for all materials, computer hardware, and audiovisual equipment for the 2002–03 and 2003–04 school years



2003–04, the average for grantees almost doubled to \$21,500, a significant increase, while average nongrantee expenditures at \$12,600 were not a significant change.

Exhibit 11
Mean grantee and nongrantee school library expenditures for all materials, including books, video materials, CD-ROM titles, and subscriptions for the 2002–03 and 2003–04 school years



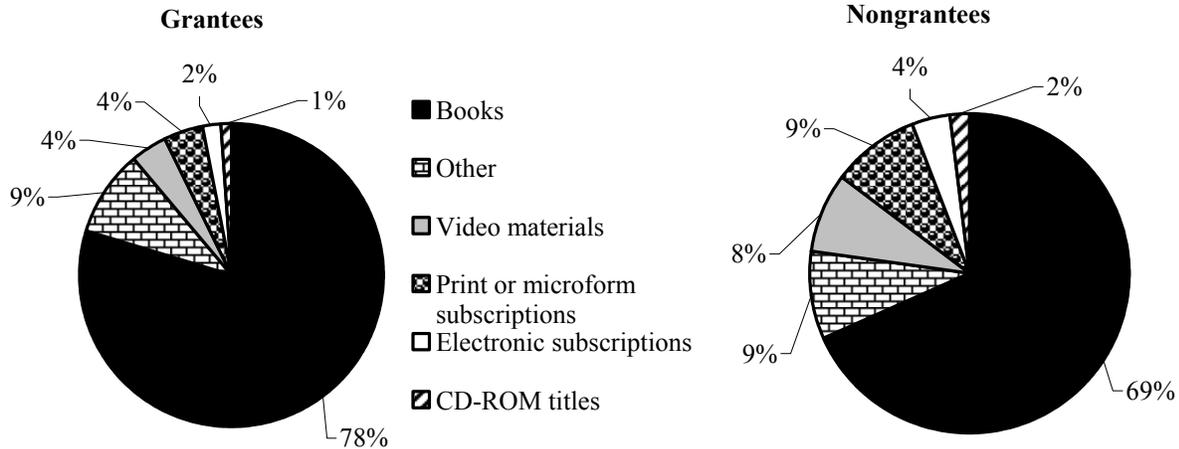
How Schools Allocate Library Funds

LSL funds can provide a large infusion of money to individual school libraries. Generally, the evaluation found that the grantees showed great change after receiving the grant, while the nongrantees showed no significant change. When the expenditures for all materials, computer hardware, and audiovisual equipment are combined, grantee expenditures during the grant year show significant differences from expenditures during the previous year and from nongrantee expenditures in both years (Exhibits 10 and A-6). During 2002–03, the year prior to the grant, there was no significant difference between the amount for grantees (\$11,500) and nongrantees (\$13,200). During the grant year,

When expenditures for just materials are examined separately, some significant increases in expenditures by grantees in the grant year are evident (Exhibits 11 and A-7). Average expenditures for all materials, including books, video materials, CD-ROM titles, and subscriptions, were not significantly different for grantees (\$9,000) and nongrantees (\$8,100) for 2002–03. However, for 2003–04, the year of the LSL grant, grantee school libraries spent \$15,800 on average for materials, which was significantly more than the average nongrantee expenditure of \$8,600. In addition, the grantee school libraries had a significant increase in expenditures for materials from 2002–03 to 2003–04, whereas expenditures for nongrantee school libraries showed no significant increase.

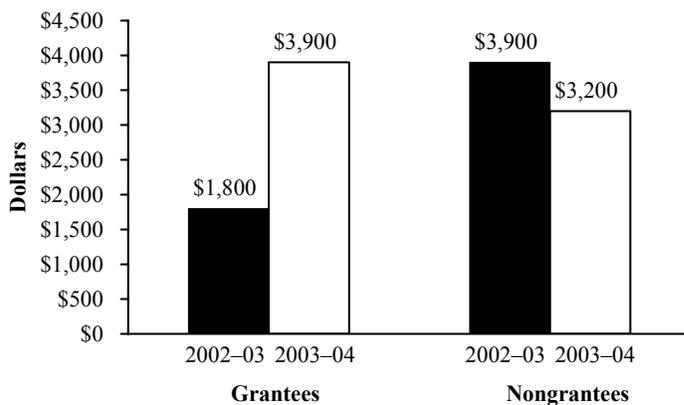
The distribution of expenditures for various materials differed for grantee and nongrantee school libraries (Exhibits 12 and A-7). Both spent the bulk of the money on books, but the grantees spent a significantly greater proportion on books (78 percent) compared to the nongrantees (69 percent). Nongrantees spent a significantly greater proportion on print or microform subscriptions and video materials compared to grantees.

Exhibit 12
Distribution of expenditures for various materials by grantee and nongrantee school libraries: 2003–04 school year



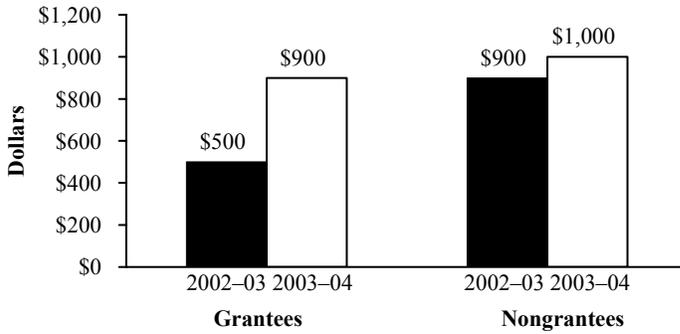
NOTE: Percents may not add to 100 because of rounding.

Exhibit 13
Mean grantee and nongrantee school library expenditures for computer hardware, other than communications equipment, for the 2002–03 and 2003–04 school years



Expenditures for computer hardware, other than communications equipment, also showed significant increases in grantee school libraries during the grant year (Exhibits 13 and A-6). In 2002–03, grantee school libraries spent an average of \$1,800 on computer hardware, while nongrantees spent on average \$3,900; although these amounts appear to differ, the differences are not statistically significant because of the variability in the expenditures for the nongrantees. In 2003–04, grantees spent an average of \$3,900 on computer hardware, which was more than double the expenditures from the year before and is a significant difference. At the same time, the average nongrantee expenditure (\$3,200) did not show a significant change from the prior year.

Exhibit 14
Mean grantee and nongrant school library expenditures for audiovisual equipment for the 2002-03 and 2003-04 school years



Grantees also showed significant increases in expenditures for audiovisual equipment during the grant year (Exhibits 14 and A-6). In 2002-03, grantee school libraries spent an average of \$500 on audiovisual equipment, while nongrantees spent \$900, which was significantly more. In the grant year, 2003-04, grantees spent an average of \$900, essentially the same amount that nongrantees had spent in the previous year, but a significant increase over what the grantees had spent in the previous year. Nongrantees spent an average of \$1,000 on audiovisual equipment in 2003-04, which was not significantly different from the prior year.

Chapter 4

School-Level Changes Associated with the Program

The evaluation of the Improving Literacy through School Libraries Program explored many dimensions of a school library that might be influenced by the program, including the conduct of a needs assessment, resources available, extended hours, services offered, staffing, professional development, and collaboration with teachers. Grantee and nongrant school libraries were compared on all dimensions. In addition, for some factors, comparisons were made between 2002–03, the year prior to the grant, and 2003–04, the grant year.

Needs Assessment

The legislation establishing the Improving Literacy through School Libraries Program requires applications to the program to contain a needs assessment relating to the need for school library media improvement. Areas to be addressed in the needs assessment are:

- Age and condition of school library media resources, including book collections;
- Access of school library media centers to advanced technology; and
- Availability of well-trained, professionally certified school library media specialists.

The winter 2003 version of the U.S. Department of Education’s guidebook for preparing applications to the program provides an example of how a school district might document its need for school library resources. The example consists of a table showing the following information for each school: enrollment, percentage of students meeting the reading standard, collection size, average copyright date, number of computers, and number of certified personnel. The guidebook states that a good needs assessment is objective and data driven. Applicants are also told to discuss the areas in need of improvement and the types of services that are not being provided.

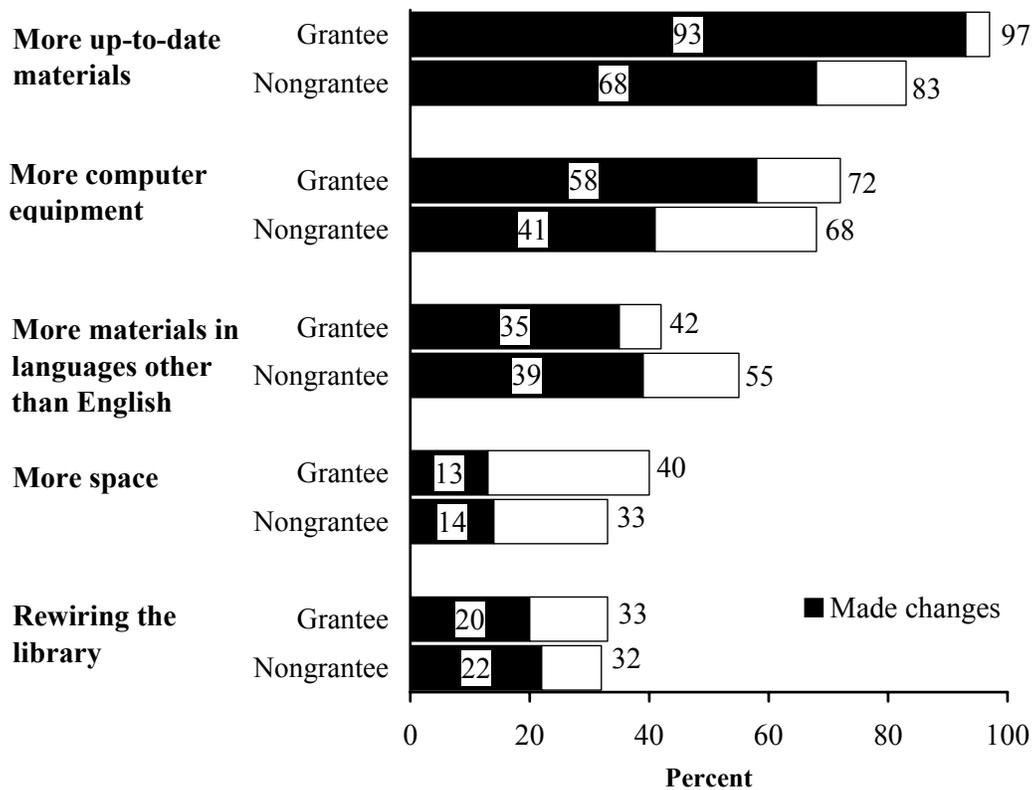
Program applicants are school districts, but some individual schools, such as some charter schools, also are eligible to apply. Thus, although most applicants are districts, the example in the guidebook indicates that needs should be demonstrated at the school level.

As a part of the evaluation, school libraries were asked if their school had conducted a needs assessment of library programs and services within the past two years. About half (51 percent) of the grantee school libraries and one-third (33 percent) of the nongrant school libraries had conducted a needs assessment, a significant difference (Exhibit A-8). At the same time, it is interesting to note that almost half of the grantee school libraries (49 percent) said they had not conducted a needs assessment; a needs assessment is not specifically required in order to receive a LSL grant, but is mentioned in the grant application as a way of defining need.

School libraries that had conducted a needs assessment were asked to indicate the needs they had identified and changes they had made as a result. Generally, the grantees were needier than the nongrantees, and the grantees were more likely to address the needs. The most frequently identified resource-related need was for more up-to-date materials, which was identified by essentially all grantees (97 percent) compared to about four-fifths of the nongrantees (83 percent), a significant difference (Exhibits 15 and A-8). In addition, significantly more grantees (93 percent) than nongrantees (68 percent)

made changes to address this need (Exhibits 15 and A-9). Although about the same percentage of grantees (72 percent) and nongrantees (68 percent) identified more computer equipment as a need, significantly more grantees (58 percent) than nongrantees (41 percent) had made changes as a result. Grantee and nongrantee school libraries did not show significant differences in the percentages reporting the need for more materials in languages other than English, space, and rewiring the library, and there were no significant differences in the percentages making changes to address these needs. However, among grantees, the libraries in rural areas were less likely both to perceive a need for more non-English materials than those in urban fringes (24 percent versus 64 percent), and to make changes in response to that need (24 percent versus 60 percent).

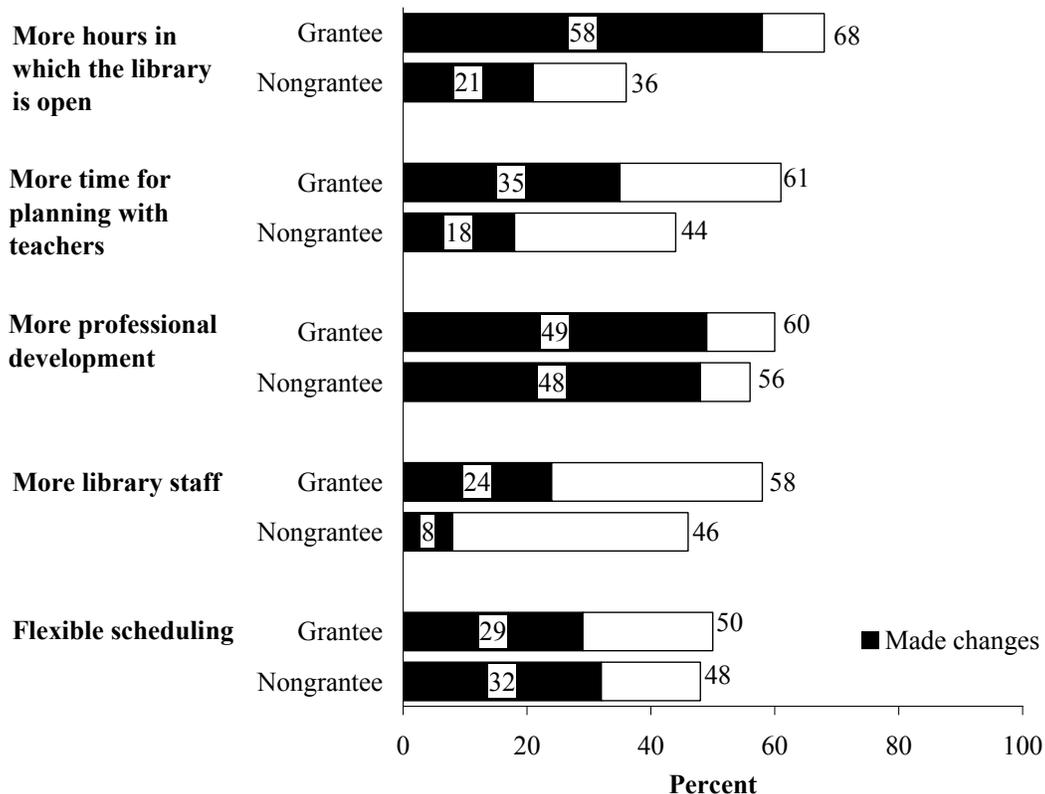
Exhibit 15
Percent of grantee and nongrantee school libraries identifying various resource-related needs through a needs assessment, and the percent that made changes:
Fall 2004



NOTE: Percents are based on school libraries that had done a needs assessment.

The most frequently identified staffing-related need for grantees was for more hours in which the library is open, mentioned by about two-thirds (68 percent), while only about one-third (36 percent) of the nongrantees identified this need, a significant difference (Exhibits 16 and A-8). Significantly more grantees (58 percent) than nongrantees (21 percent) made changes to address this need (Exhibits 16 and A-9). Grantees were also significantly more likely to identify the need for more planning time with teachers and to make changes to address this need, but about one-fourth of both grantees and nongrantees had not addressed the need. While the need for more staff was not significantly different for grantees and nongrantees, significantly more grantees (24 percent) than nongrantees (8 percent) made changes to address this need. About the same percentage of grantees and nongrantees identified the need for more professional development and flexible scheduling, and the percentage addressing these needs was about the same as well.

Exhibit 16
Percent of grantee and nongrantee school libraries identifying various staffing-related needs through a needs assessment, and the percent that made changes: Fall 2004



NOTE: Percents are based on school libraries that had done a needs assessment.

Resources

A major purpose of the Improving Literacy through School Libraries Program is to upgrade the resources available in the school library. These include the acquisition of resources, including books; the acquisition of advanced technology; and the facilitation of Internet linkages and other resource-sharing networks with other libraries. Therefore, the evaluation compared grantee and nongrantee school libraries

regarding the adequacy of their collections, recency of the holdings, kinds of equipment located in the school library, availability of electronic services, computer access to catalogs of other libraries, and cooperative activities with local public libraries. In addition, for some measures, comparisons were made between 2002–03, the year prior to the grant, and 2003–04, the grant year.

Collection

Overall, the grants seemed to even out the difference between grantees and nongrantees. School libraries were asked about the adequacy of their materials in supporting the instructional program in English. In spring 2003, prior to the implementation of the grant, significantly fewer grantees (65 percent) than nongrantees (79 percent) considered their overall reading or English literature holdings to be excellent or adequate (Exhibits 17, A-10, and A-11). However, in spring 2004, after the grant implementation, the ratings of grantees and nongrantees were about the same. The same pattern occurred for print materials, which fewer grantee (62 percent) than nongrantee (81 percent) schools considered to be excellent or adequate prior to the grant, but about the same percentage provided these ratings after the grant. The holdings of grantees and nongrantees in computer software and video and other audiovisual materials were not significantly different during the grant year or the year prior to the grant.

Exhibit 17
Percent of grantee and nongrantee school libraries reporting that their holdings were excellent or adequate in supporting the instructional program in English, by type of material: Spring 2003 and 2004

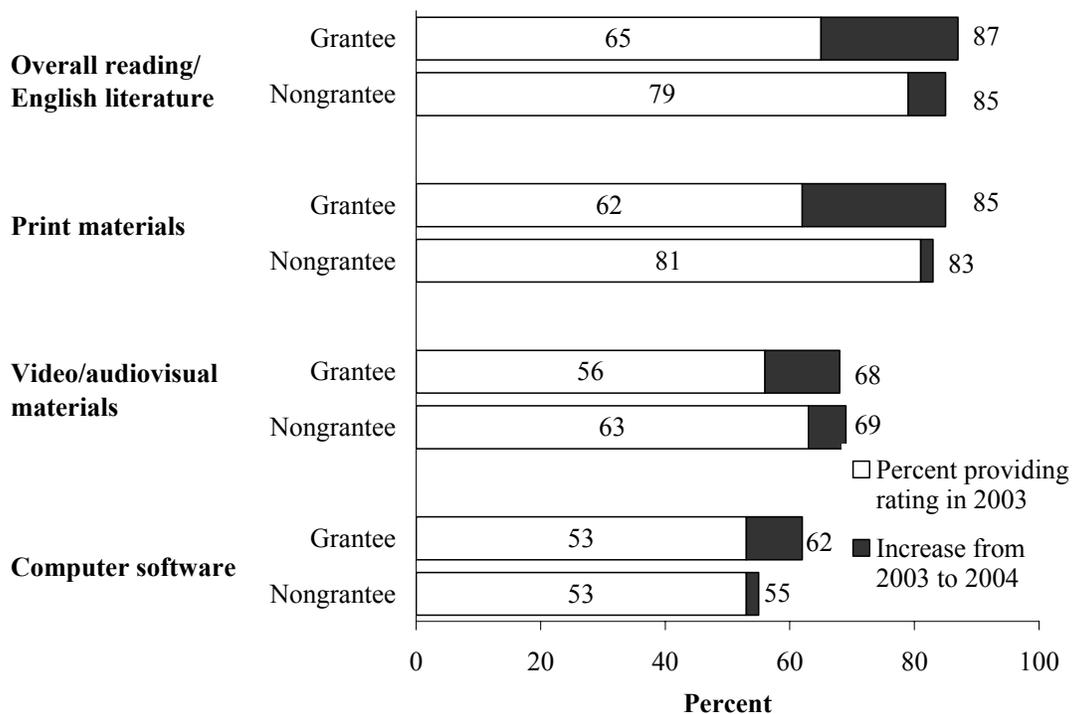
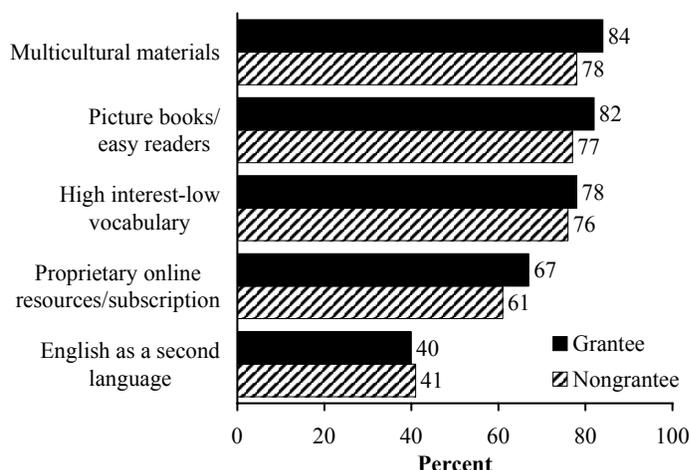


Exhibit 18
Percent of grantee and nongrantee school libraries reporting that their resources were excellent or adequate, by type of resource: Spring 2004



NOTE: Percents are based on school libraries reporting that the specified area was applicable to their school.

School libraries were also asked about the adequacy of several types of resources that might be used in literacy programs. In spring 2004, after the grant had been implemented, the percentage of grantees and nongrantees indicating that the resources were excellent or adequate was about the same for each type of resource (Exhibits 18, A-12, and A-13).⁴ More than three-fourths considered their multicultural materials, high-interest low vocabulary materials, and picture books and easy readers to be adequate. About two-thirds reported that their proprietary online resources and subscriptions were adequate, and about two-fifths considered their English as a second language materials to be adequate.

were acquired by grantees (a mean of 1,250) compared to nongrantees (730). However, nongrantees acquired significantly more print or microform periodical subscriptions. At the end of the grant year, the holdings of grantees and nongrantees were similar; the only type of holding that showed a statistically significant difference was video materials.

Exhibit 19
Mean acquisitions and holdings of grantee and nongrantee school libraries during the 2003–04 school year

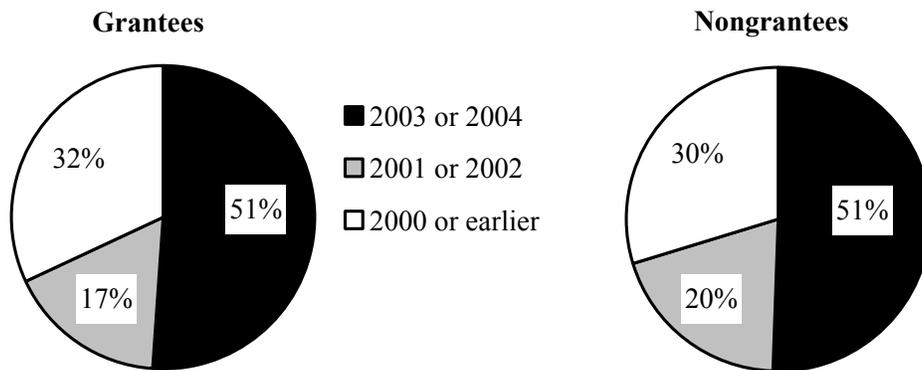
Type of material	Acquired during 2003–04		Total number held at the end of 2003–04	
	Grantee	Nongrantee	Grantee	Nongrantee
Books (all copies).....	1,250	730	9,750	9,790
Video materials (titles).....	34	43	306	384
CD-ROM titles.....	3	6	35	27
Print or microform periodical subscriptions.....	11	17	20	24
Electronic subscriptions.....	4	1	4	1

To obtain an indication of the recency of their materials, the school libraries were asked to provide the copyright years of their fiction and nonfiction collection. The average year of the fiction collection was 1990 for grantees and 1991 for nongrantees, a statistically significant difference (Exhibit A-14). In contrast, for the nonfiction collection, the average copyright year was 1991 for both grantees and nongrantees.

⁴ Only school libraries indicating that the materials were applicable to their school were included in the estimates.

Copyright year was also obtained for the school library's most recent world atlas and general knowledge encyclopedia, which could be in any format including print, CD-ROM, and online. These materials were selected because they become outdated quickly and are found in most school libraries. The age of atlases in both grantee and nongrantee school libraries was about the same in fall 2004, after the grant had been implemented (Exhibits 20 and A-14). About half (51 percent) of the libraries had atlases with a 2003 or 2004 copyright date and were, therefore, less than two years old.

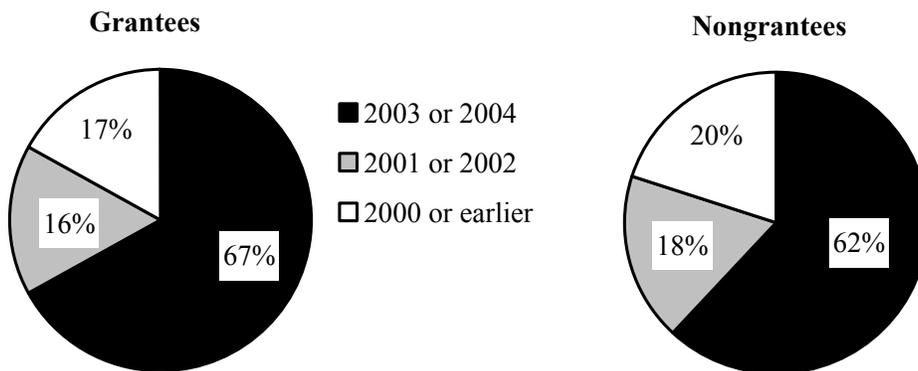
Exhibit 20
Percent of grantee and nongrantee school libraries with the copyright date of their most recent atlas: Fall 2004



NOTE: Percents may not add to 100 because of rounding.

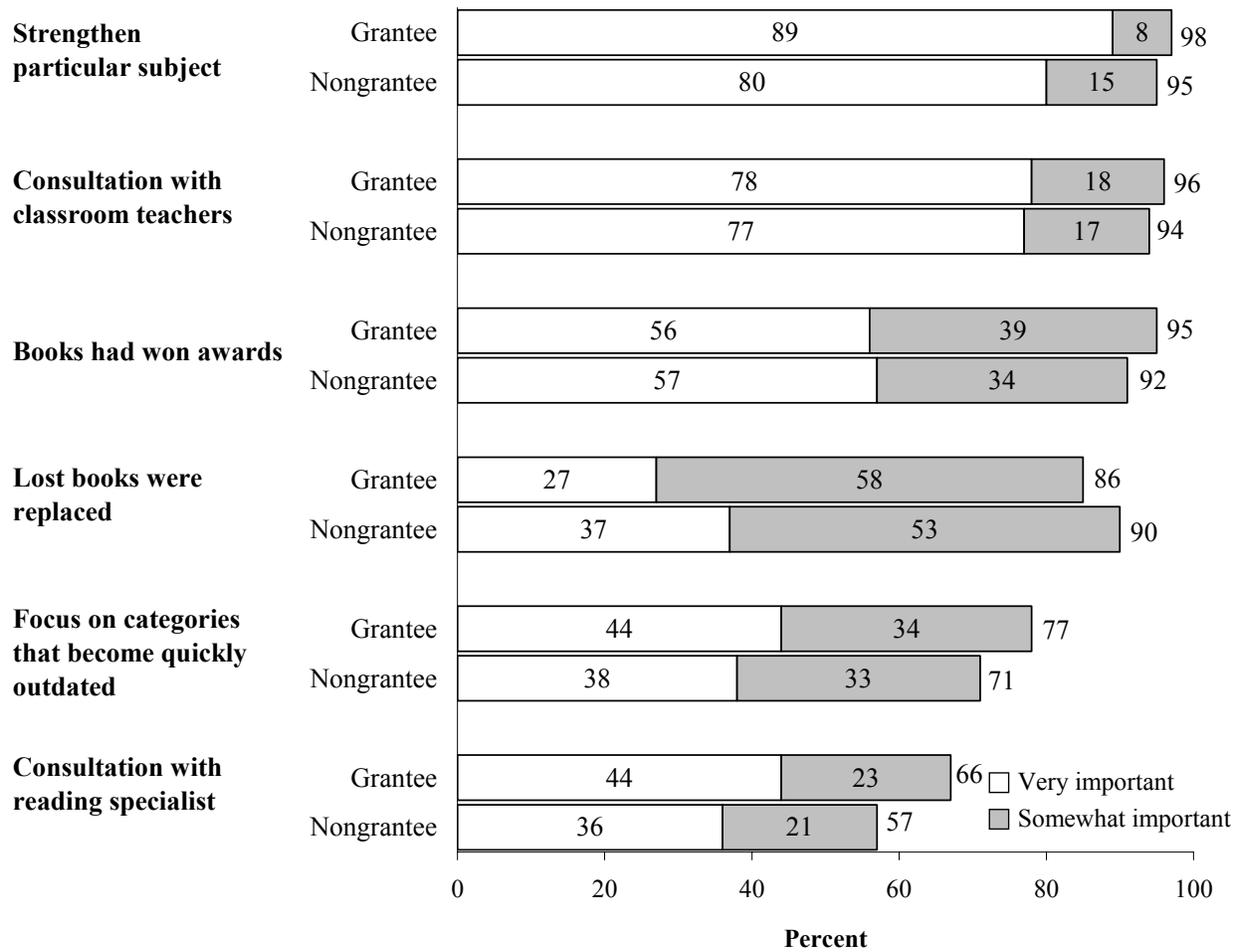
The age of general knowledge encyclopedias was not significantly different for grantees and nongrantees (Exhibits 21 and A-14). About two-thirds had a 2003 or 2004 copyright date.

Exhibit 21
Percent of grantee and nongrantee school libraries with the copyright date of their most recent general encyclopedia: Fall 2004



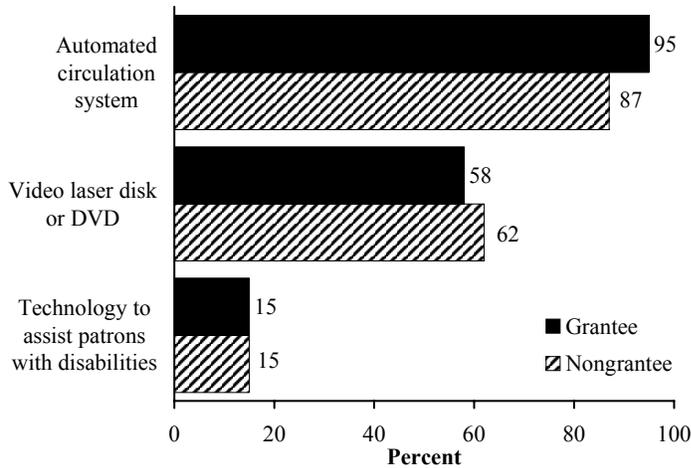
School libraries were asked to indicate the importance of various factors in selecting books to add to their collection. Responses of grantee and nongrantee school libraries were generally similar (Exhibits 22, A-15, and A-16). Factors that were very or somewhat important to more than 90 percent of grantee and nongrantee school libraries in their selection process were that the books strengthened particular subject areas, were chosen in consultation with classroom teachers, and had won awards. Replacing lost books was an important factor for more than four-fifths of grantee and nongrantee school libraries. One exception was that significantly more grantees (66 percent) than nongranterees (57 percent) considered consultation with the reading specialist to be a very or somewhat important factor in book selection.

Exhibit 22
Percent of grantee and nongrantee school libraries indicating that various factors were very or somewhat important in selecting books to add to their collection: Fall 2004



NOTE: Details may not add to total because of rounding.

Exhibit 23
Percent of grantee and nongrantee school libraries indicating that various kinds of equipment were located within the school library: Fall 2004



Technology and internal and external linkages

The availability of technological equipment affects the kinds of services provided by school libraries. Significantly more grantees (95 percent) than nongrantees (87 percent) had automated circulation systems (Exhibits 23 and A-17). The responses from the grantees and nongrantees were similar for the other types of equipment: about three-fifths had video laser disks or DVDs; and 15 percent had technology to assist patrons with disabilities.

School libraries were asked about the availability of several types of electronic services: Internet access, e-mail, automated catalog, electronic full-text periodicals, and CD-ROMs. The percentages of grantee and nongrantee school libraries that do not have these services were about the same (Exhibits 24 and A-18). The one exception was automated catalogs, which were not available in 6 percent of the grantee school libraries and 18 percent of the nongrantee school libraries, a significant difference. Fewer than 10 percent of the school libraries lacked Internet access or e-mail.

Exhibit 24
Percent of grantee and nongrantee school libraries in which various electronic services were not available: Fall 2004

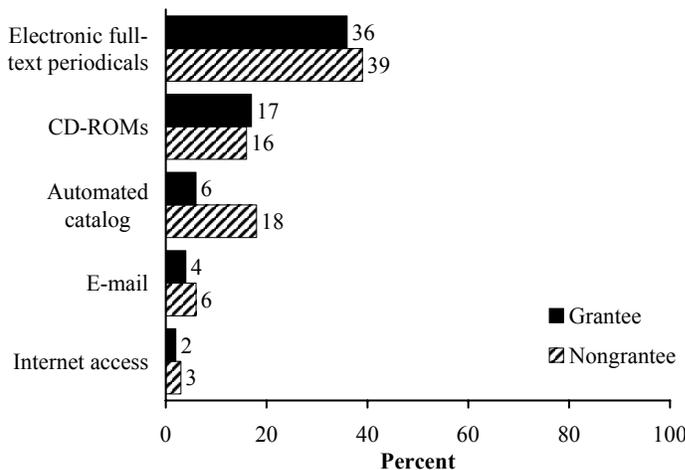
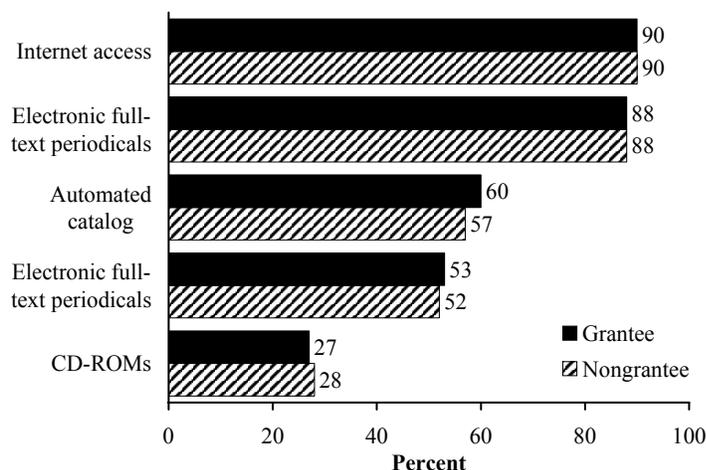


Exhibit 25
Percent of grantee and nongrantee school libraries
reporting that various electronic services were
networked to locations outside of the library: Fall 2004



In addition, school libraries were asked about the linkages of these electronic services to various types of networks, including a library local area network (LAN), building-wide LAN, and district wide area network (WAN). Networking of the electronic services to locations outside the library through building-wide LANs or district WANs was done to the same extent by grantee and nongrantee school libraries (Exhibits 25 and A-19). Most school libraries were networked to locations outside the library for the provision of Internet access (90 percent) and e-mail (88 percent). Automated catalogs and electronic full-text periodicals were networked to locations outside the library for over half of the school libraries.

The most frequent approach used to provide the various electronic services was the same for grantee and nongrantee schools, and the percentage of schools using the approach was about the same (exhibits 26 and A-18). A district WAN was used most frequently to provide e-mail, Internet access, electronic full-text periodicals, and automated catalogs. Stand-alone computers were the most frequent approach used with CD-ROMs.

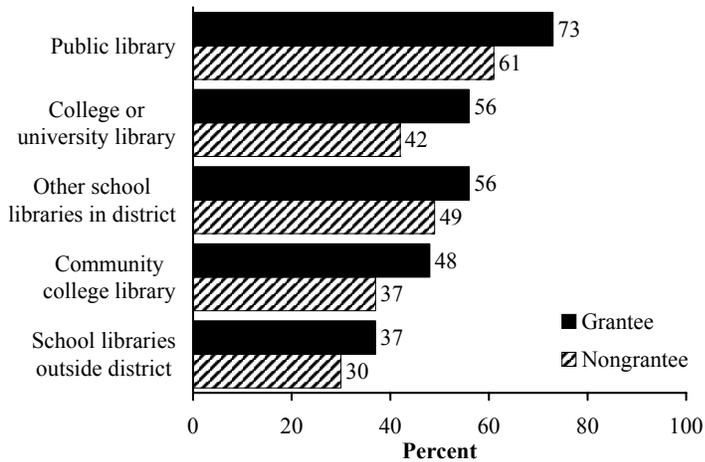
Exhibit 26
Most frequent approach used by grantee and nongrantee
schools to provide various electronic services: Fall 2004

Electronic service	Most frequent approach ¹ used to provide the service	Percent of schools using the approach	
		Grantee	Nongrantee
E-mail.....	District WAN	78	75
Internet access.....	District WAN	77	75
Electronic full-text periodicals.....	District WAN	45	40
CD-ROMs.....	Stand-alone computer	44	44
Automated catalogs.....	District WAN	41	36

WAN = wide area network.

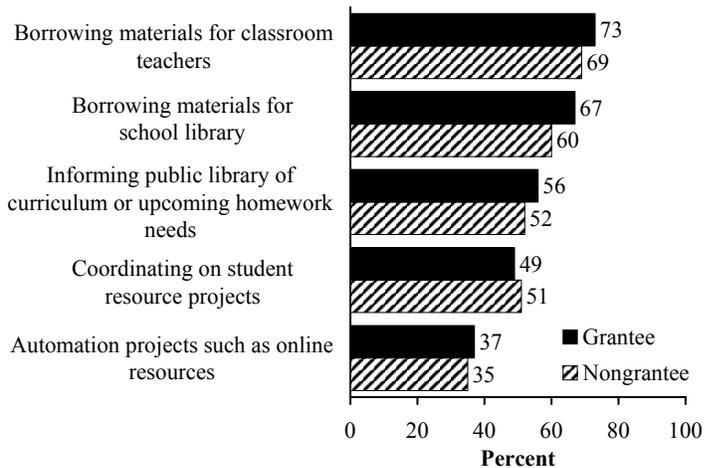
¹The most frequent approach was the same for grantee and nongrantee schools.

Exhibit 27
Percent of grantee and nongrantee school libraries with computer access to the catalogs of other libraries: Fall 2004



Computer access of the school library to the catalogs of other libraries presented a mixed picture. Grantees and nongrantees did not differ significantly in their ability to access the catalogs of other school libraries (Exhibits 27 and A-20). About half of the school libraries could access catalogs of other school libraries in their district, and about one-third could access the catalogs of school libraries outside their district. In contrast, almost three-fourths (73 percent) of grantee school libraries had computer access to the catalogs of public libraries, and about half had computer access to a college or university library (56 percent) and a community college library (48 percent). Significantly fewer nongrantee school libraries had computer access to the catalogs of college, community college, and public libraries.

Exhibit 28
Percent of grantee and nongrantee school libraries that participated in various cooperative activities with local public libraries: Fall 2004



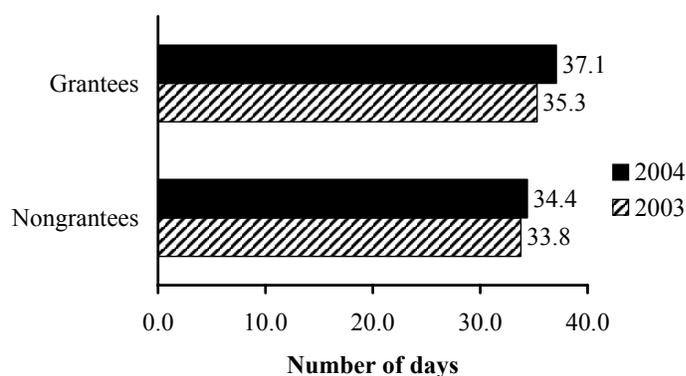
Another form of linkage with other libraries is the conduct of cooperative activities, particularly with the local public library. Significantly more grantees (68 percent) than nongrantees (58 percent) had participated in some kind of cooperative activity with a local public library (Exhibit A-21). However, grantees in rural areas were less likely to have participated (48 percent) than grantees in cities (72 percent) and towns (77 percent). The types of activities might include borrowing materials for the school library for classroom teachers, informing the public library of curriculum or upcoming homework needs, and coordinating on student research projects such as science fairs. The percentages of grantee and nongrantee school libraries engaging in these various types of cooperative activities were about the

same (Exhibits 28 and A-21). About two-thirds of the grantee school libraries borrowed materials for classroom teachers (73 percent) or the library (67 percent). About half of the grantee school libraries informed the public library of upcoming needs (56 percent) and coordinated with the public library on student research (49 percent).

Involvement of Students

One of the intended results of the LSL grants is that they will increase usage of the library by the students (and possibly others as well). For this reason, libraries were encouraged to increase the number of hours that the library is open, especially by offering access during nonschool hours (before or after school, or on weekends) or during summer vacations. If these changes or other changes make the library more attractive or useful to students, one might also expect to see changes in the actual use of the library. Both the topics of extended hours and level of usage are examined here.

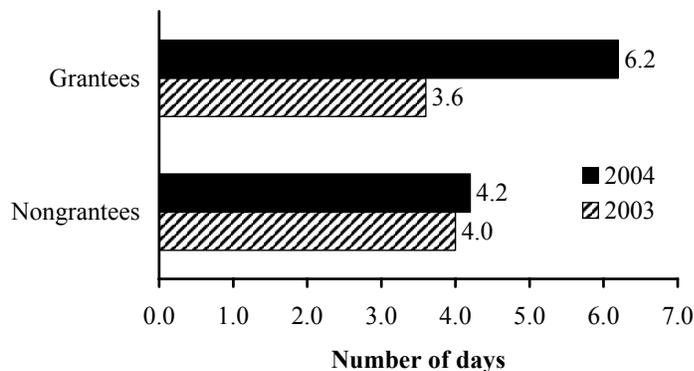
Exhibit 29
Changes from 2003 to 2004 in the time that school libraries were open during a typical full week, by grantee status



Extended hours

On average, only grantees increased the number of hours the library was open in a typical week from spring 2003 to spring 2004 (Exhibits 29, 30, and A-22). The grantees both started at a higher level in 2003 than the nongrantees (35.3 versus 33.8) and were the only group to show a statistically significant increase (to 37.1, an increase of 1.8 hours).⁵ If one assumes that the schools on average had a 36-week school year, these changes per week would cumulate to school-year totals of 64.8 hours among grantees.

Exhibit 30
Changes from 2003 to 2004 in the time that school libraries were open during the summer, by grantee status



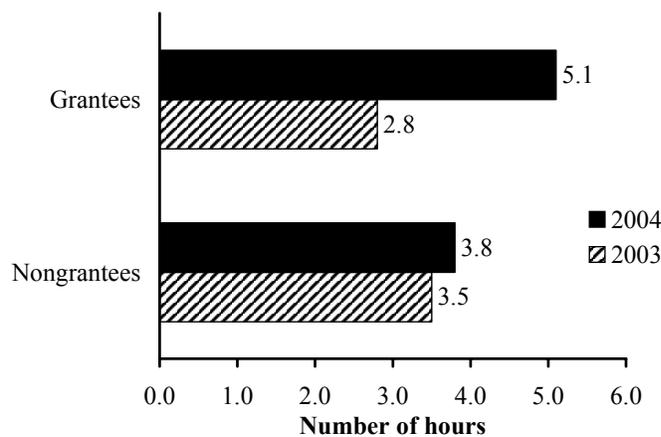
Similarly, only the grantees showed statistically significant increases in the number of days the library was open during summer vacation: grantees increased from 3.6 to 6.2 days. Note that the statistics for the summer are based on the number of days rather than the number of hours, so that the increases in the two time periods are not directly comparable. The schools were not asked to indicate the length of the daily period during the summer when the library was open; depending on the school, that time period might have ranged from one or two hours to a full school day. As a conservative estimate to establish a lower bound for the number of hours the library was open in the summer, one might assume that the average across libraries was two hours or more. In that case, the increase of 0.2 days among nongrantees

⁵ The change was not statistically significant for either grantees or nongrantees when performing a comparison of means but was significant for grantees when using a regression analysis.

might be estimated as a change of at least 0.8 hours, and the increase of 2.6 days among grantees might be estimated as a change of at least 5.2 hours.

A regression analysis can be used to help confirm the relationship between grantee status and opening the library for extended hours. By this measure, all schools shared a non-statistically significant increase of 0.6 hours from 2003 to 2004, and the grantee schools showed an additional and statistically significant increase of 2.2 hours. With regard to the number of days the school library was open during the summer, all schools shared a statistically significant increase of 1.1 days, and grantees schools showed an additional statistically significant increase of 2.3 days.

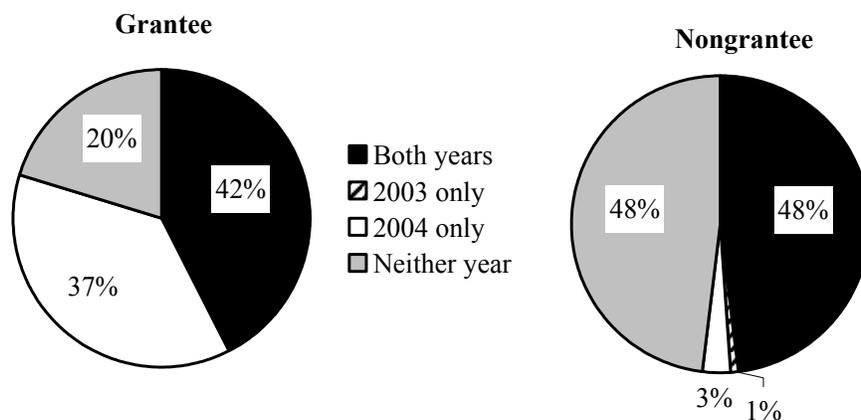
Exhibit 31
Mean number of nonschool hours of library access per week: Spring 2003 and 2004



In addition to examining the total number of hours the libraries were open, one can examine more specifically the number of nonschool hours the libraries were open. Here the nongrantees initially started with a small (but statistically insignificant) advantage prior to the grants, being open for a mean of 3.5 nonschool hours per week compared with 2.8 among grantees (Exhibits 31, A-23, and A-24). During the grant year of 2003–04, however, the grantees were open for a greater number of nonschool hours (5.1 versus 3.8).

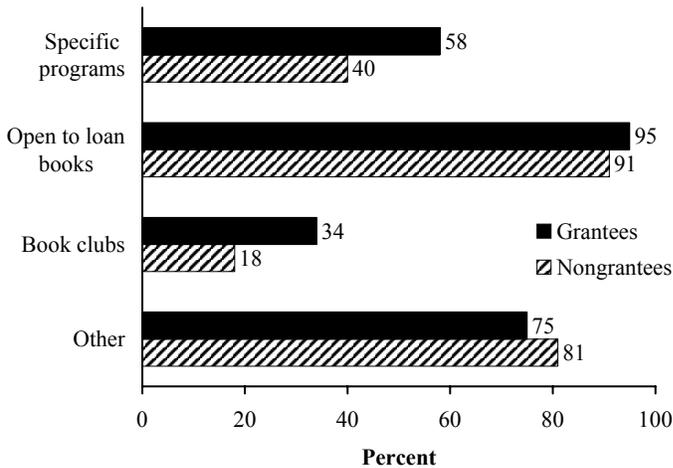
The changes were even more pronounced if one looks at how many schools decided to begin to provide access to school libraries during nonschool hours. Among nongrantees, only 3 percent of all schools were in the position of having changed their practice, providing access in 2004 after not providing access in 2003. By contrast, 37 percent of all grantee schools fell within this category (Exhibits 32 and A-23).

Exhibit 32
Provision of access during nonschool hours, by grantee status: Spring 2003 and 2004



NOTE: Percents may not add to 100 because of rounding.

Exhibit 33
Uses of extended hours during 2003–04 school year

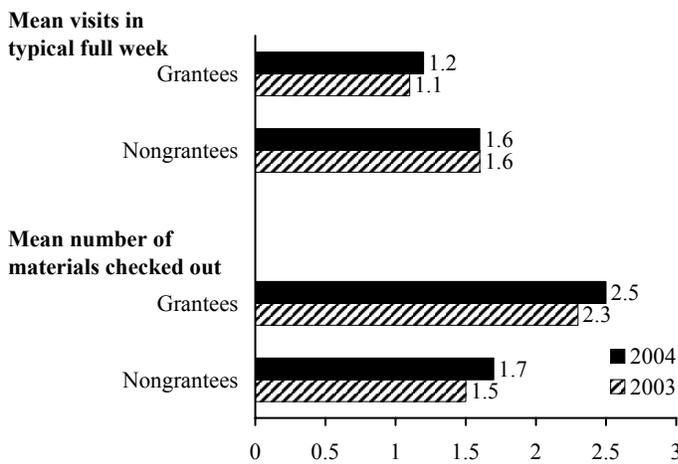


Besides having more extended hours in 2003–04, in some ways the grantees also used them differently. They were significantly more likely to use the hours to offer specific programs such as tutorials on search techniques (58 percent versus 40 percent) and for book clubs (34 percent versus 18 percent) (Exhibits 33 and A-25).

Usage of the library

As noted earlier, whether because of offering increased access to the library through extended hours or by making library usage more attractive (through training students on how to use it, better materials, etc.), one logical sign of improvements in school libraries is increased usage. In terms of the number of visits to the library, there were no significant differences between grantee and non-grantee schools in 2003 or 2004 (Exhibits 34 and A-26). Only the grantees showed a statistically significant increase from 2003 to 2004; the increase of 0.11 visits per student per week was insignificant when performing a comparison of means but significant when using a more powerful test (regression analysis). The change might appear too small to be worth noting, but if multiplied by the number of weeks in a school year and the number of students at the school, it could add up to a substantial number of additional library visits.

Exhibit 34
Mean usage of library resources per student: Spring 2003 and 2004

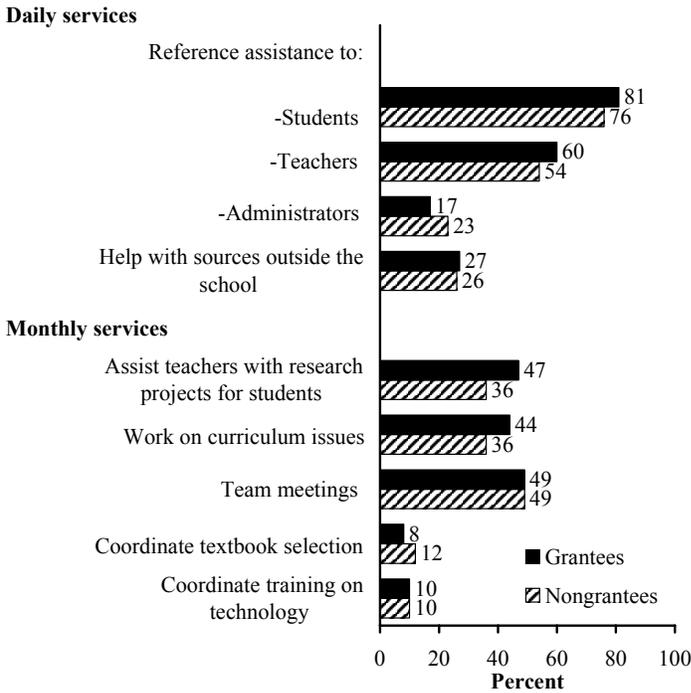


Though grantees appeared to have a greater mean number of books checked per student for both years than nongrantees, the differences were not statistically significant. Also, neither

grantees nor nongrantees showed statistically significant changes from 2003 to 2004.⁶

⁶ Three school libraries gave responses that appeared highly inconsistent with their other school statistics. These three responses were ignored because of questions about their reliability.

Exhibit 35
Percentage of school libraries offering selected services at the highest listed level of frequency during the 2003–04 school year



Services Offered

If the grants were associated with changes in school libraries, one might expect that the change would be exhibited in part through the services offered by the libraries. However, here one must be careful in how the measurements are performed. Some of the data collected in this report suggest that the school libraries receiving grants under this program were disadvantaged not only with respect to school libraries in general (as might be expected, based on the eligibility standards), but also with respect to other districts meeting the eligibility criteria (in terms of the level of poverty in the school district). To properly estimate the influence of the grants, one needs to examine changes over time rather than simply comparing grantees and nongraantees in 2003–04. For example, a finding that grantees and nongraantees offered similar services in 2003–04 may sometimes be a positive sign, if the grants were used to help the school libraries overcome a previous deficit. In fact, this appears to be what happened.

In terms of current levels of services, there was little difference between grantees and nongraantees (Exhibits 35, A-27, and A-28). One exception that was statistically significant is that grantees were slightly more likely on a monthly basis to assist teachers with research projects for students.

Exhibit 36
Percent of school libraries providing new or expanded general programs or services in 2003–04 compared to 2002–03, by grantee status

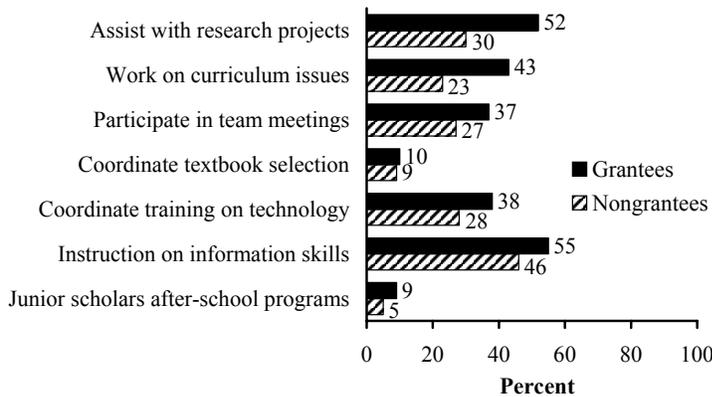
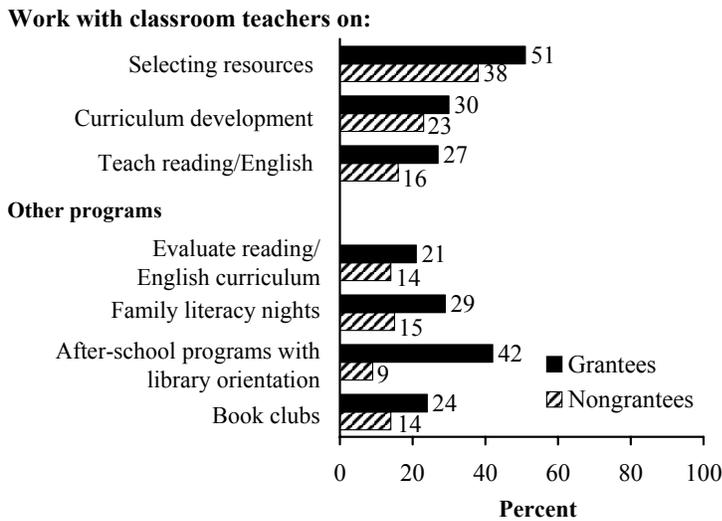
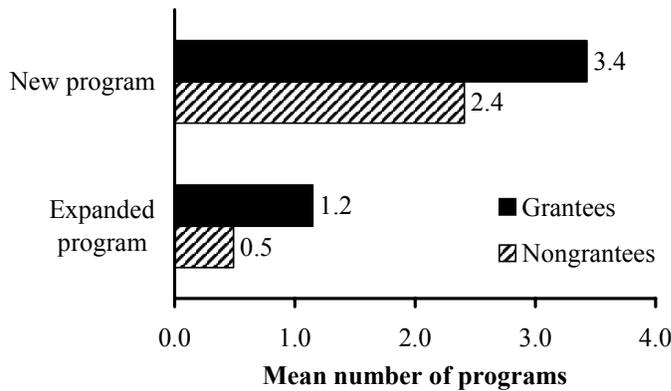


Exhibit 37
Percent of school libraries providing new or expanded programs related to reading or English in 2003–04 compared to 2002–03, by grantee status



A different story emerges when one examines changes in the school library services. Using this measure, there were substantial and positive differences between the grantees and nongrantees with regard to 12 different kinds of services (Exhibits 36, 37, and A-29 through A-31). For example, looking at those areas with differences of 15 percentage points or greater, grantees were more likely than nongrantees to have new or expanded programs in each of the following areas: assisting teachers with research projects for students (52 percent versus 30 percent), working with the principal and teachers on curriculum issues (43 percent versus 23 percent), and providing an after-school program with a library orientation (42 percent versus 9 percent). It is especially interesting that the first two of these showed no significant differences when comparing current services, but differences of 20 percentage points or higher when examined in terms of new or expanded programs. Thus, at least with regard to services, receiving the grants has primarily been associated with reducing or eliminating deficits in services, and only sometimes with raising them above average levels of services (i.e., when compared to other disadvantaged school libraries).

Exhibit 38
Mean number of programs or services that were added or expanded in 2003–04, by grantee status

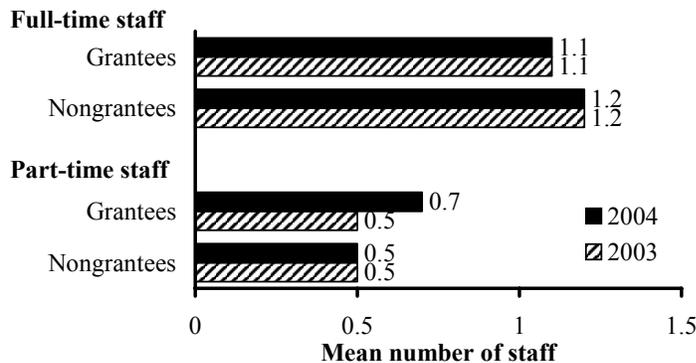


Another way of summarizing the change in programs is to count the number of programs that each school library established or expanded in 2003–04. Grantees had significantly greater increases of both types: they had a greater mean number of new programs (3.4 versus 2.4) and expanded programs (1.2 versus 0.5) than did nongrantees (Exhibit 38).

Staffing of School Libraries

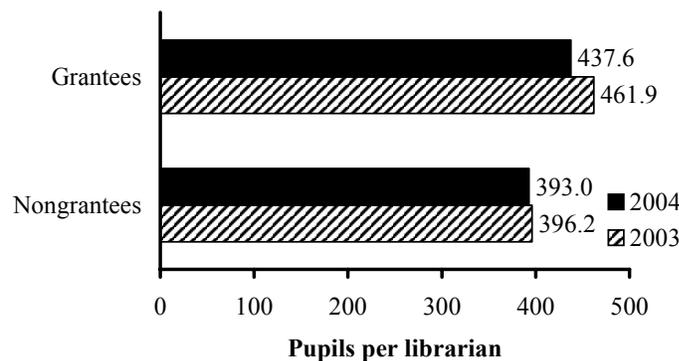
While the grant program was not directly intended to affect school library staffing, the provision of extended hours and increased services might require obtaining additional staff. In fact, no change appeared among either grantees or nongrantees in the number of full-time staff, and the small increase in the number of part-time staff among grantees (from a mean of 0.5 in 2003 to 0.7 in 2004) was statistically insignificant (Exhibits 39, 40, and A-32). The small decrease in the number of pupils per librarian among grantees, from 461.9 to 437.6, was statistically insignificant, and there was essentially no change among nongrantees. By other measures, the grantees had more limited resources in terms of staffing than nongrantees: the number of pupils per librarian was higher both in 2003 (461.9 versus 396.2) and in 2004 (437.6 versus 393.0).

Exhibit 39
Mean number of school library staff, by grantee status: Spring 2003 and 2004



Grantees in rural areas did have lower numbers of pupils per librarian than grantees in other locations. In 2004, the number of pupils per librarian among grantees was 278.6 in rural areas compared to 436.7 in towns, 474.7 in cities, and 533.0 in urban fringe areas.

Exhibit 40
Mean number of pupils per librarian, by grantee status: Spring 2003 and 2004

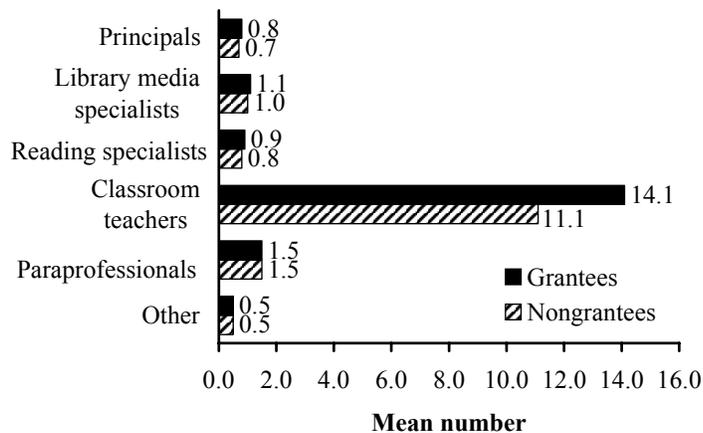


Professional Development Related to School Libraries

Since professional development was one of the emphases of the grant, one might expect the grantees to show a

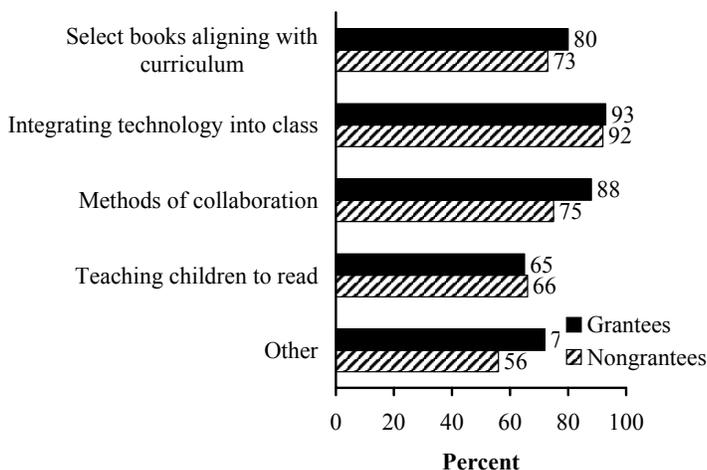
greater participation in professional development. More specifically, according to the legislation, the grants were intended to provide professional development to “foster increased collaboration between school library media specialists, teachers, and administrators” (Section 1251 (g) (4)).

Exhibit 41
Mean number of staff participating in professional development, by grantee status: 2003–04 school year



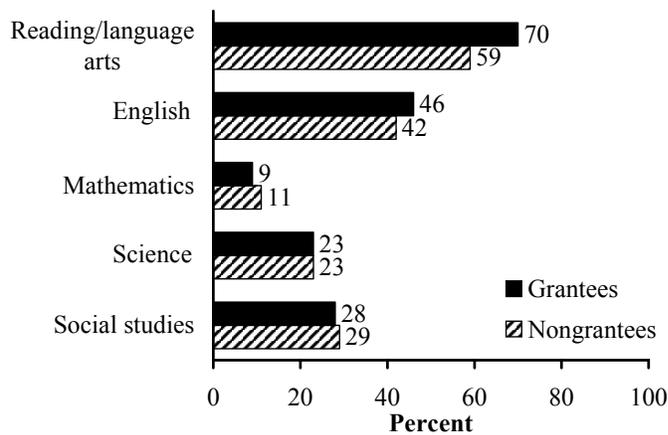
The survey confirmed that professional development activities were widespread among the grantees, although professional development was common among nongrantees as well: 76 percent of grantees had staff participating in professional development related to school libraries, which was significantly more than the 67 percent among nongrantees (Exhibit A-33). Among those schools that did have staff participating in professional development, the differences in the number of staff were insignificant, probably in part because there was little variation in the number of staff in many of the categories (e.g., in the number of principals per school and the number of school library media specialists). Even the apparent difference in involvement of classroom teachers, with a mean of 14.1 for grantees compared with 11.1 for nongrantees, was statistically insignificant (Exhibit 41). Grantees in rural areas had a lower number of classroom teachers involved (a mean of 5.7) than grantees in either cities (16.1) or towns (22.3).

Exhibit 42
Percentage of school libraries covering selected topics in professional development activities, by grantee status: 2003–04 school year



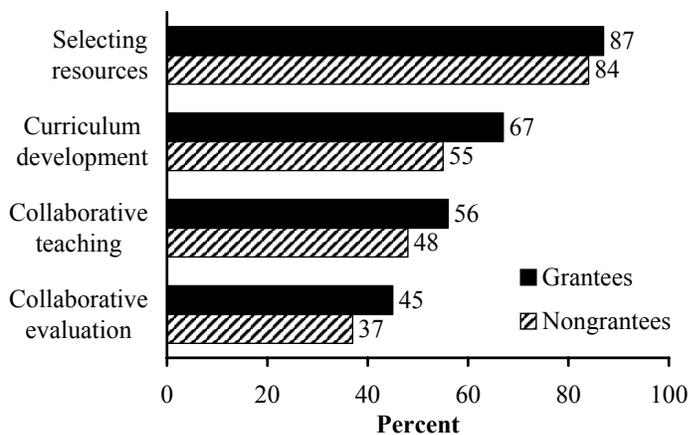
There generally was little difference between grantees and nongrantees in what topics were covered in the professional development activities. However, grantees were more likely than nongrantees to cover methods in which teachers and school library media specialists can collaborate, which was the area of professional development that was addressed by the grants (88 percent versus 75 percent) (Exhibits 42, A-34, and A-35).

Exhibit 43
Percentage of school libraries with library staff
working with classroom teachers on a weekly basis:
2003–04 school year



weekly collaboration (42 to 46 percent), followed by social studies (28 to 29 percent), science (23 percent), and mathematics (9 to 11 percent).⁷

Exhibit 44
Percentage of school libraries providing selected
services to classroom teachers in reading or English:
2003–04 school year



Collaboration with Teachers

One of the characteristics of effective libraries is the degree to which the library staff collaborate with teachers on the curriculum. Reading and language arts, the area that was the primary focus of the grant program, was also the primary area in which library staff collaborated frequently (i.e., weekly) with classroom teachers (Exhibits 43, A-36, and A-37). Grantees were significantly more likely to report such collaboration (70 percent), but most nongrantees also reported weekly collaboration in this area (59 percent). In other subject areas, there was no significant difference between grantees and nongrantees (1 to 4 percentage points), and substantial differences between most of the subject areas.

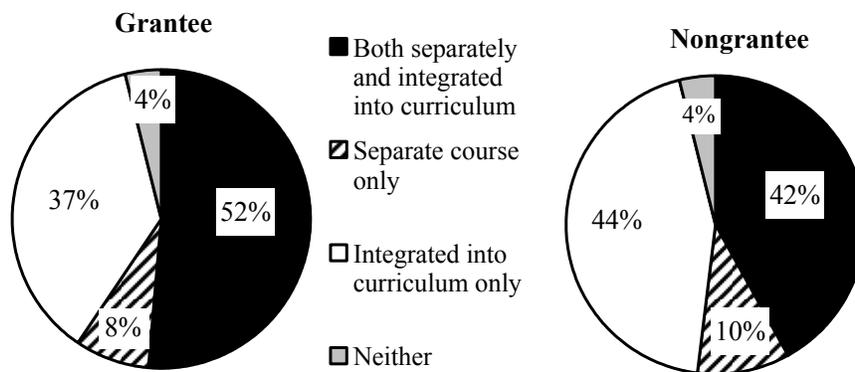
English was the next highest area of

Because reading or English is the primary focus of the grant program, the questionnaire asked for additional information on services provided by school library staff to classroom teachers in that area. Of the four areas examined, grantees were most likely to work with teachers in selecting and evaluating library media resources (87 percent), and nongrantees were quite similar (84 percent) (Exhibits 44, A-38, and A-39). Though grantees appeared to show higher rates of collaboration than nongrantees, only one of the differences was statistically significant. The one statistically significant difference is that grantees were more likely to work with teachers in curriculum development (67 percent versus 55 percent).

⁷ The difference between social studies and science was not statistically significant.

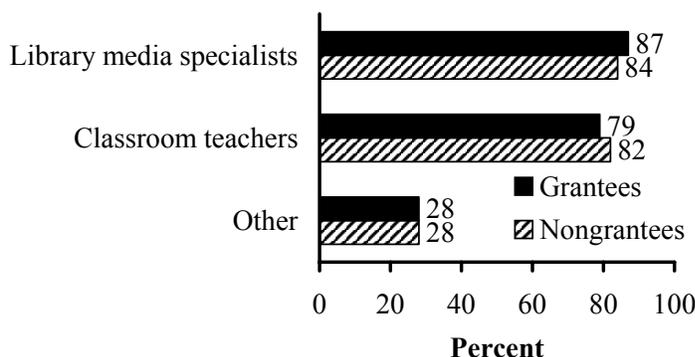
Instruction in information skills can help students make effective use of a school library. It is also an area in which school librarians and classroom teachers might collaborate. There was no difference between grantees and nongrantees in whether such instruction was offered, in fact, only 4 percent failed to provide it in both groups (Exhibits 45 and A-40). There also was little difference in who provided the instruction: library media specialists were highly likely to provide such instruction at both grantee (87 percent) and nongrantee (84 percent) schools, as also were classroom teachers (79 percent of grantees and 82 percent of nongrantees) (Exhibit 46). The one difference that appeared was that grantees were slightly more likely than nongrantees to provide the instruction in two ways—both separately and integrated into the curriculum—rather than only one (Exhibit 45). That is, 52 percent of grantees provided it in both ways, compared with 42 percent of nongrantees.

Exhibit 45
Percent of grantee and nongrantee schools providing instruction in information skills, by where that instruction was provided: 2003–04 school year



NOTE: Percents may not add to 100 because of rounding.

Exhibit 46
Percent of grantee and nongrantee school libraries reporting that various personnel provided instruction on information skills: 2003–04 school year



Libraries That Received Grants for Two Years

Six districts received LSL grants for two successive years, and collectively accounted for 98 of the 628 school libraries receiving LSL grants in 2003–04. Potentially, data from these schools can be used to measure both how the LSL program has changed and what changes are associated with participating in the program for two years. However, given the small number of such districts, the data may not be representative of what might happen if the grants were repeated for multiple years across a broader range of schools. Also, with only 40 respondents having received grants for two years, the standard errors tend to be high, so that differences in responses often are not statistically significant.

This section does not attempt to review all of the questionnaire items but rather discusses only selected items where the differences were especially large. The data used here differ slightly from the appendix exhibits by including separate estimates for schools receiving grants only for the 2003–04 school year.⁸ The extra data are included here to allow better differentiation of the two periods of grant involvement.

Level of need prior to grants

The School Library Survey provided data on conditions in the schools in the 2002–03 school year (i.e., prior to the receipt of the 2003–04 grants), but not prior to the 2002–03 grants. Compared to both the nongrantees and the grantees that received LSL grants only in 2003–04, the school libraries receiving two successive LSL grants tended to be more disadvantaged (Exhibit 47). On average, the libraries were open for fewer hours in a typical week (27.2 versus 33.8 at nongrantees and 36.3 at schools receiving LSL grants for only year) and offered fewer hours of access outside of school hours (1.7 versus 3.0 for other grantees and 3.5 for nongrantees). They also appeared to be open for fewer days during the summer, though those differences were not statistically significant (2.7 versus 3.7 for other grantee schools and 4.0 for nongrantees). They had a greater number of pupils per librarian (577.3 versus 396.2 for nongrantees and 448.6 for other grantees). One exception to this general trend is that the two-year grantees appeared to have higher expenditures for books and subscriptions than both of the other groups of schools, consistent with their having received LSL grants in 2002–03 while the other schools did not; however, the differences were not statistically significant (\$11,491 versus \$8,692 for other grantees, and \$8,108 for nongrantees).

Characteristic	Spring 2003			Spring 2004		
	Received grants for:		Non-grantees	Received grants for:		Non-grantees
	1 year	2 years		1 year	2 years	
Mean hours open in typical full week.....	36.3	27.2	33.8	38.6	26.2	34.4
Mean days open in summer 2003	3.7	2.7	4.0	6.6	3.6	4.2
Provided access during nonschool hours (percent).....	44.0	33.0	49.0	83.0	49.0	51.0
Mean number of nonschool hours of access.....	3.0	1.7	3.5	5.4	3.1	3.8
Mean number of pupils per librarian	448.6	577.3	396.2	424.3	546.2	393.0
Mean expenditures on books and subscriptions	\$8,692	\$11,491	\$8,108	\$16,413	\$11,436	\$8,573

Conditions after 2003–04 grants

The two-year grantees continued to lag behind other libraries after receiving the 2003–04 grants. They remained behind both groups in the number of hours they were open during a typical week (26.2 versus 34.4 among nongrantees and 38.6 among other grantees). They did show a statistically significant improvement in access during nonschool hours (from 1.7 to 3.1), making them only slightly behind the nongrantees (by a statistically insignificant amount) but still behind the other grantees (3.1 versus 5.4), which also improved. They remained less well staffed than both groups in the sense that they had a higher number of pupils per librarian (546.2 versus 424.3 among other grantees and 393.0 among

⁸ The appendix exhibits provide estimates for school that received grants for two years, and for all grantee schools combined, but not for those receiving grants for only one year.

nongrantees). In two areas, improvements among other grantees left the two-year grantees behind by a statistically significant amount, despite the lack of statistically significant differences in spring 2003: the two-year grantees were open on average for fewer days in the summer (3.6 versus 6.6) and had lower mean expenditures on books and subscriptions (\$11,436 versus \$16,413).

In sum, the two-year grantees appeared to start out being highly disadvantaged (i.e., more so than even other grantees) and remained behind the other grantees after the year in which both groups received grants. The receipt of two years of grants may have helped the schools to reach a rough parity with nongrantees in some areas (i.e., at least in the sense of the differences not being statistically significant), but not in all areas, and the lack of statistical significance was due in part to the low number of such schools in the survey. No information is available on whether the disadvantages found among these two-year grantees are representative of other schools that received grants in 2002–03. It is possible that there may have been a selection bias that resulted in them being more disadvantaged (e.g., if only the most needy were likely to apply for a second year of the grant, or if only the most needy were approved for a second year), so one should be wary of extrapolating these statistics to the larger group of 2002–03 grantees.

Chapter 5 Conclusions

Several evaluation questions were specified at the start of this study to evaluate the changes resulting from the LSL program. Before addressing those questions, however, it is helpful to present the study in a larger context, looking first at how grantees compared to nongrantees prior to their receipt of the grants, and then looking at evidence for change among grantees following the receipt of the grant. These measures of change can then be used to answer the evaluation questions.

2003 Baseline Information

Grantee school libraries started at a relative disadvantage when compared with nongrantee school libraries:

- Among those that reported they had conducted needs assessments, grantees were more likely to identify needs with regard to having up-to-date materials (97 percent versus 83 percent), having the library open for more hours (68 percent versus 36 percent), and having more time for planning with teachers (61 percent versus 44 percent). Nongrantees did not have any area of need that was greater than grantee need by a statistically significant amount.
- In spring 2003, grantees were less likely than nongrantees to consider their holdings to be either excellent or adequate, both with regard to overall reading or English literature (65 percent versus 79 percent), and print materials (62 percent versus 81 percent).
- One can infer by other measures as well that grantees had inferior book collections in 2002–03. That is, they had substantially equivalent numbers of books at the end of 2003–04, but they acquired many more books during 2003–04 than nongrantees (a mean of 1,250 versus 730 for nongrantees). Thus, either grantees started with fewer books or they performed substantial weeding in order to still have equivalent numbers after the acquisitions.
- Similarly, one can infer that grantees offered fewer services than non-grantees in 2003, based on the fact that there was little difference between grantees and nongrantees in 2004, but the grantees were more likely to have added or expanded their services than the nongrantees.

Because all eligible schools were in districts with high poverty rates, one might expect the grantees and nongrantees to have been roughly equivalent. The fact that they were not could be an indicator either that (1) the program tended to target those schools or districts that were the most disadvantaged (the targeting could occur either at the federal level when awarding the grants, or within the districts receiving the grants when determining how to designate the participating schools), or (2) disadvantaged districts were more likely to apply (e.g., because districts or schools that failed to find needs in a needs assessment would have less reason to apply).

Changes After Receipt of the Grants

Receipt of the grants appears to have resulted in major changes in the school libraries, bringing them up to a level of equality with the nongrantees, or sometimes helping them to surpass the nongrantees. Some of the most notable changes were:

- Grantee schools' total expenditures almost doubled, while the nongrantees showed no significant change. The net result was that after starting out with no significant difference in their level of expenditures, the grantees had much higher expenditures after receiving the grants. Thus, the district grants resulted in large increases in expenditures at the school level and did not appear to supplant local spending for school libraries.
- They often were more likely than non-grantees to have made changes in response to their needs assessment, including getting more up-to-date materials (93 percent versus 68 percent), acquiring computer equipment (58 percent versus 41 percent), extending the hours in which the library was open (58 percent versus 21 percent), making time for planning with teachers (35 percent versus 18 percent), and adding library staff (24 percent versus 8 percent).
- After starting out behind the nongrantees concerning their holdings in reading or English literature and print materials, the grantees moved to a position of relative equality. The percentage of grantees with excellent or adequate holdings in reading or English literature improved from 65 percent in 2003 to 87 percent in 2004 (compared with 79 percent to 85 percent among nongrantees), and, for holdings in print materials, from 62 percent to 85 percent (compared with 81 percent to 83 percent among nongrantees). Grantees also had roughly equivalent resources in other areas in spring 2004 (multicultural materials, picture books, high-interest low vocabulary materials, online resources, and ESL materials), though no measures of change are available to indicate whether they started out being behind the nongrantees in 2003.
- Grantees also acquired substantially more books in 2003–04 than did nongrantees (with means of 1,250 and 730 books, respectively), putting them in a position of rough equality in the size of their book collections.
- Grantees were ahead of nongrantees in having automated circulation systems (95 percent versus 87 percent), though no measures of their status prior to the grants are available. They were roughly equal to nongrantees in the networking of electronic services to locations outside the library.
- Grantees showed significant increases in the hours they were open, both in a typical full week in spring, and in the days that the libraries were open in the summer, while the nongrantees showed no significant change. The changes were also widely distributed across many school libraries rather than being limited to a few that raised the overall mean: 37 percent of grantees added access during nonschool hours in 2004 (after not offering access the prior year), compared with 3 percent of nongrantees.
- Grantees showed an increase in library usage, from 1.1 visits per student per week in 2003 to 1.2 visits in 2004. Using regression analysis, this was a significant difference. The nongrantees showed no significant change (a mean of 1.6 in both years).
- Grantees were more likely than nongrantees to have added or expanded their services in several areas, including assisting teachers with research projects for students (52 percent versus

30 percent), working with the principal and teachers on curriculum issues (43 percent versus 23 percent), and providing an after-school program with a library orientation (42 percent versus 9 percent). These increases appeared primarily to bring the grantees to a level of equality in services with nongrantees.

Evaluation Questions

As discussed in Chapter 1, this study was designed to answer several major evaluation questions. Following are the results.

How do districts allocate grant funds and are they targeted to schools with the greatest need for improved library resources?

Even when compared with other districts with high poverty levels, it does appear that the funds have been targeted to the neediest schools. In fact, because it is likely that the other eligible schools are also disadvantaged (because of their high poverty populations) when compared to the general population of U.S. public schools, the targeting appears to be to the neediest of the needy schools.

More than half (58 percent) of the districts receiving grants served all schools in the district. Districts could use more than one method to select schools for participation. About one-third (36 percent) selected the neediest schools based on lack of library resources, and about one-third (31 percent) chose to serve all schools at a particular level. No school selection process was needed for the 14 percent of grantee districts containing only one school.

How are funds used (e.g., to buy books, improve technology, increase library hours, or provide professional development for library and reading staff, etc.)?

Funds for grantee school libraries roughly doubled from 2002–03 to 2003–04, while funds for nongrantees showed no significant change. The great bulk of these expenditures were for materials such as books and subscriptions, and particularly for books (78 percent of the funds for materials in 2003–04, as compared with other materials such as video materials, CD-ROM titles, or subscriptions).

Professional development activities related to school libraries were more common among grantees than nongrantees (76 percent versus 67 percent). Further, the one topic area that grantees were more likely to have covered in their professional development activities—methods in which teachers and school library media specialists can collaborate (88 percent for grantees versus 75 percent for nongrantees)—was also the area that was specifically addressed by the grants.

What is the relationship between participation in this program and staff collaboration and coordination?

Grantees were more likely than nongrantees to have new or expanded services to assist teachers with research projects for students (52 percent versus 30 percent), and to have library staff work with the principal and teachers on curriculum issues (43 percent versus 23 percent). Both of these are areas where the schools apparently were addressing previous deficits in services, because their actual frequency of services (after receiving the grants) was quite similar to that for nongrantees. Besides these direct indicators of change, one might also infer that the program increased staff collaboration based on

differences that appeared between grantees and nongrantees in 2003–04 (though no data are available for 2002–03).

Grantees were more likely than nongrantees to report collaboration between library staff and classroom teachers on reading or language arts (70 percent versus 59 percent), though not in other subject areas. More specifically, grantees were more likely to work with classroom teachers in curriculum development (67 percent versus 55 percent).

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APPENDIX A

DETAILED TABLES

Exhibit A-1
Percent of districts using various methods to select schools for participation in the grant and to
distribute grant money to the schools, by district characteristics: 2003–04 school year

District characteristic	District had only one school	Selecting schools ^a						Distributing funds among schools			
		All schools selected	Grade level	Based on poverty	Based on library resources	Identified for improvement under NCLB	Other	All schools equal	Per-pupil basis	Purchasing at district level	Other
Total.....	14	58	31	12	36	4	11	33	22	8	38
District enrollment size											
Less than 500.....	45	100	0	0	17	0	0	27	9	18	45
500–1,999.....	17	100	20	0	60	0	0	0	60	0	40
2,000 or more.....	4	40	39	17	34	5	16	42	17	6	35
Urbanicity											
City.....	0	15	67	17	43	5	17	52	15	7	25
Urban fringe.....	27	65	0	10	20	10	15	29	11	15	45
Town.....	11	78	0	22	62	0	11	30	18	0	52
Rural.....	22	100	20	0	21	0	0	13	42	7	38
Region											
Northeast.....	0	40	40	20	50	20	0	30	20	10	40
Southeast.....	0	64	29	18	59	0	18	18	52	0	30
Central.....	31	55	45	0	28	0	0	19	0	19	62
West.....	23	63	22	7	13	0	15	47	10	8	34
Amount of grant											
Up to \$100,000.....	39	73	16	18	52	9	0	25	17	19	38
\$101,000–\$200,000.....	7	78	20	10	38	5	12	18	29	0	53
More than \$200,000.....	0	30	49	12	26	0	16	54	18	7	21

NCLB = *No Child Left Behind*.

^aDistricts could use more than one method to select schools for participation.

Exhibit A-2
**Percent of districts using various personnel to decide which schools
to serve, by district characteristics: 2003–04 school year**

District characteristic	District school library coordinator	Reading curriculum coordinator	Superintendent(s)	Principal(s)	School library media specialists	Reading specialists	Classroom teachers	Parents	Other
Total	69	44	75	72	89	31	39	23	30
District enrollment size									
Less than 500.....	36	9	82	91	91	27	64	27	27
500–1,999.....	67	83	100	83	100	33	67	40	0
2,000 or more	79	44	66	63	85	31	24	18	39
Urbanicity									
City.....	85	35	55	43	83	30	23	23	55
Urban fringe	51	44	81	100	82	22	42	19	37
Town	68	55	80	90	89	30	53	28	0
Rural.....	66	48	88	73	100	38	49	25	13
Region									
Northeast	60	70	100	70	80	30	30	30	60
Southeast	83	58	64	58	94	29	45	28	18
Central.....	81	65	84	65	100	35	35	19	0
West.....	59	17	68	84	84	30	41	18	36
Amount of grant									
Up to \$100,000.....	39	37	83	89	89	37	66	19	31
\$101,000 to \$200,000	69	51	84	78	93	30	36	29	21
More than \$200,000	95	44	58	51	84	26	20	20	40

Exhibit A-3
Percent of districts using various personnel to decide how the grant funds should be spent,
by district characteristics: 2003–04 school year

District characteristic	District school library coordinator	Reading curriculum coordinator	Superintendent	Principal(s)	School library media specialists	Reading specialists	Classroom teachers	Parents	Other
Total	60	36	56	72	94	45	90	39	26
District enrollment size									
Less than 500	27	9	73	82	91	55	91	36	9
500–1,999.....	40	60	80	80	100	20	100	40	20
2,000 or more	74	38	45	68	94	49	87	40	32
Urbanicity									
City.....	85	30	28	47	95	40	90	27	38
Urban fringe	43	29	48	93	89	59	93	40	36
Town	40	58	72	90	89	30	80	34	18
Rural.....	55	35	87	75	100	51	93	55	7
Region									
Northeast.....	50	40	40	50	90	30	70	10	70
Southeast.....	66	53	59	82	100	35	88	46	6
Central.....	62	43	67	43	100	33	100	19	38
West.....	59	22	57	84	90	62	96	52	17
Amount of grant									
Up to \$100,000.....	19	17	63	81	94	50	87	37	13
\$101,000 to \$200,000	61	43	64	82	93	34	91	34	36
More than \$200,000.....	91	44	42	55	95	54	91	46	26

Exhibit A-4
Total grant funding, and the percent of funding spent by category,
by district characteristics: 2003–04 school year

District characteristic	Total funding in dollars	Acquisition of advanced technology	Acquisition of all other resources	Linkage to Internet and other networks	Professional development	Operating center in nonschool hours	Other
Total	11,260,681	11	68	3	1	11	6
District enrollment size							
Less than 500.....	686,812	19	59	2	1	14	6
500–1,999.....	1,522,952	4	78	0	0	13	3
2,000 or more	9,050,917	12	66	4	1	11	6
Urbanicity							
City.....	5,434,510	9	68	3	2	11	6
Urban fringe	2,044,210	16	63	6	0	11	4
Town	1,817,086	14	77	2	0	5	2
Rural.....	1,964,876	10	62	0	1	18	9
Region							
Northeast	2,336,255	3	66	11	1	12	5
Southeast	3,510,300	12	68	1	1	11	6
Central.....	1,383,317	10	74	0	5	8	4
West.....	4,030,810	15	66	1	1	12	6
Amount of grant							
Up to \$100,000.....	1,123,952	17	59	1	1	14	8
\$101,000 to \$200,000.....	3,594,823	10	75	4	0	6	5
More than \$200,000	6,541,906	11	65	3	2	13	6

Exhibit A-5
Receipt of outside funding during the 2003–04 school year, by school characteristics

School characteristic	Percent participating in federal education programs					Percent receiving funding from outside sources			
	Reading First*	Early Reading First*	Comprehensive School Reform	Title I	Other	State allotment	Corporate donors	Not-for-profit group	Other
Total.....	16	1	11	80	31	53	4	9	29
Nongrantees.....	17	1	11	80	31	53	4	9	28
Grantees.....	15	4	15	85	46	51	4	11	61
Received grant for 2 years.....	42	11	12	88	34	42	0	16	57
School enrollment size									
400 or less.....	19	5	12	93	60	50	3	8	59
401–700.....	16	5	14	85	39	47	4	12	61
More than 700.....	9	0	20	72	36	56	5	13	66
School level									
Elementary.....	20	4	14	95	47	44	3	9	56
Middle/junior high.....	12	4	22	79	41	54	2	13	71
High school/combined/ other.....	6	2	10	65	47	63	9	14	67
Urbanicity									
City.....	16	4	16	84	38	35	3	11	51
Urban fringe.....	20	0	14	93	55	64	3	11	66
Town.....	16	4	4	70	35	67	0	21	85
Rural.....	12	4	18	87	69	75	10	7	76
Free/reduced-price lunch eligibility									
Less than 50 percent.....	14	5	11	68	32	47	5	15	69
50 percent or more.....	16	3	16	90	49	52	4	10	59
Total expenditures per student									
\$12.00 or less.....	13	2	13	81	55	42	1	11	69
\$12.01–\$20.00.....	11	5	21	80	41	52	3	7	61
More than \$20.00.....	22	4	10	93	39	59	7	14	55
Total FTE staff									
1.25 or less.....	18	4	18	90	57	46	3	6	59
1.26–1.75.....	13	2	4	81	26	50	2	15	71
More than 1.75.....	13	3	15	76	40	60	7	17	58

FTE = full-time equivalent.

*These programs ordinarily are limited to elementary schools, but also may be at combined schools (e.g., those with a grade range from prekindergarten through grade 12) or (in the case of Early Reading First) conceivably at other schools with preschool programs (e.g., to support students who have children).

Exhibit A-6
Mean expenditures in school libraries and percent change of those expenditures
between the 2002–03 and 2003–04 school years, by school characteristics

School characteristic	Materials such as books and subscriptions			Computer hardware, other than communications equipment			Audiovisual equipment			Total ^a		
	2002–03	2003–04	Percent change	2002–03	2003–04	Percent change	2002–03	2003–04	Percent change	2002–03	2003–04	Percent change
Total.....	\$8,140	\$8,854	9	\$3,821	\$3,205	-16	\$922	\$999	8	\$13,144	\$12,914	-2
Nongrantees.....	8,108	8,573	6	3,901	3,176	-19	937	1,002	7	13,207	12,562	-5
Grantees.....	8,958	15,845	77	1,836	3,950	115	550	918	67	11,543	21,522	86
Received grant for 2 years.....	11,491	11,436	0	3,844	1,728	-55	226	400	77	15,645	15,422	-1
School enrollment size												
400 or less.....	6,103	13,807	126	1,369	2,778	103	352	649	84	8,125	17,512	116
401–700.....	9,292	15,871	71	1,741	5,092	192	611	1,010	65	11,029	23,780	116
More than 700.....	12,907	18,977	47	2,753	4,414	60	771	1,218	58	17,662	25,152	42
School level												
Elementary.....	8,846	13,647	54	1,250	3,633	191	363	618	70	10,578	19,182	81
Middle/junior high.....	9,064	18,586	105	2,977	2,782	-7	848	1,235	46	13,531	22,614	67
High school/other.....	9,147	19,004	108	2,225	5,813	161	724	1,352	87	12,053	26,030	116
Urbanicity												
City.....	9,575	13,363	40	1,425	2,377	67	467	614	31	11,525	17,671	53
Urban fringe.....	12,399	17,565	42	2,502	8,269	230	454	1,009	122	16,463	27,675	68
Town.....	4,952	27,640	458	3,580	4,932	38	811	1,132	40	8,874	32,173	263
Rural.....	7,433	16,306	119	1,719	4,511	162	715	1,532	114	10,318	22,401	117
Free/reduced-price lunch eligibility												
Less than 50 percent.....	9,980	18,189	82	2,252	3,083	37	632	878	39	12,622	22,035	75
50 percent or more.....	8,667	15,174	75	1,728	4,193	143	526	931	77	11,254	21,375	90
Total expenditures per student												
\$12.00 or less.....	4,236	14,460	241	301	3,681	1123	343	761	122	4,722	19,635	316
\$12.01–\$20.00.....	7,920	13,315	68	1,775	2,508	41	579	947	63	11,536	17,580	52
More than \$20.00.....	14,293	19,294	35	3,364	5,238	56	735	1,049	43	18,295	26,087	43
Total FTE staff												
1.25 or less.....	7,437	13,670	84	1,086	3,841	254	339	786	132	9,155	19,503	113
1.26–1.75.....	9,749	18,026	85	2,077	4,913	137	720	1,037	44	12,002	24,203	102
More than 1.75.....	11,350	18,596	64	3,315	3,400	3	841	1,095	30	16,099	23,583	46

FTE = Full-time equivalent.

^aThe totals may not be equal to the sum of the previous columns because only schools that provided answers in all three areas were included when the totals were calculated.

Exhibit A-7
Mean expenditures for all materials in the 2002–03 and 2003–04 school years and distribution
of 2003–04 expenditures among selected materials, by school characteristics

School characteristic	Total in 2002–03	Total in 2003–04	Distribution of 2003–04 expenditures (percent of total)					
			Books	Video materials	CD-ROM titles	Print or microform subscriptions	Electronic subscriptions	Other
Total.....	\$8,140	\$8,854	69	8	2	9	4	9
Nongrantees.....	8,108	8,573	69	8	2	9	4	9
Grantees.....	8,958	15,845	78	4	1	4	2	9
Received grant for 2 years.....	11,491	11,436	77	5	1	4	7	6
School enrollment size								
400 or less.....	6,103	13,807	77	5	2	4	2	11
401–700.....	9,292	15,871	80	4	1	4	3	8
More than 700.....	12,907	18,977	79	5	1	5	2	9
School level								
Elementary.....	8,846	13,647	79	4	2	4	2	10
Middle/junior high.....	9,064	18,586	84	4	0	3	3	6
High school/combined/other.....	9,147	19,004	72	6	2	5	3	11
Urbanicity								
City.....	9,575	13,363	80	4	1	5	2	8
Urban fringe.....	12,399	17,565	75	4	2	2	4	12
Town.....	4,952	27,640	77	4	0	2	2	15
Rural.....	7,433	16,306	76	6	2	4	2	10
Free/reduced-price lunch eligibility								
Less than 50 percent.....	9,980	18,189	78	4	1	5	3	10
50 percent or more.....	8,667	15,174	79	4	2	4	2	9
Total expenditures per student								
\$12.00 or less.....	4,236	14,460	81	4	1	5	1	8
\$12.01–\$20.00.....	7,920	13,315	81	3	1	4	2	8
More than \$20.00.....	14,293	19,294	74	5	2	4	3	12
Total FTE staff								
1.25 or less.....	7,437	13,670	78	4	2	4	2	10
1.26–1.75.....	9,749	18,026	78	3	1	4	3	11
More than 1.75.....	11,350	18,596	80	5	1	5	2	7

FTE = full-time equivalent.

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-8
Percent of school libraries that conducted a needs assessment in the last two years, and percent of those libraries that identified particular needs, by school characteristics: Fall 2004

School characteristic	Conducted assessment	Percent identifying need										
		More staff	More non-English materials	More up-to-date materials	More time for planning	More space	More computer equipment	Rewiring the library	Flexible scheduling	More professional development	More hours open	Other
Total.....	34	46	54	84	45	33	68	32	48	56	38	45
Nongrantees.....	33	46	55	83	44	33	68	32	48	56	36	44
Grantees.....	51	58	42	97	61	40	72	33	50	60	68	50
Received grant for 2 years.....	35	70	36	100	71	66	41	34	55	60	82	40
School enrollment size												
400 or less.....	57	61	37	96	57	45	69	26	47	58	63	47
401–700.....	47	61	41	98	62	33	67	36	52	64	75	48
More than 700.....	47	47	54	98	67	42	82	41	50	57	69	59
School level												
Elementary.....	51	61	40	95	60	41	62	30	56	55	62	36
Middle/junior high.....	48	56	50	100	69	42	82	43	44	63	78	71
High school/combined/other.....	54	52	42	98	57	36	84	30	37	67	74	74
Urbanicity												
City.....	46	54	43	94	61	38	62	27	49	52	60	58
Urban fringe.....	56	69	64	100	59	54	92	27	68	75	78	19
Town.....	57	43	43	100	70	31	60	36	47	73	94	32
Rural.....	56	65	24	100	56	42	84	48	41	58	68	49
Free/reduced-price lunch eligibility												
Less than 50 percent.....	42	54	39	94	69	30	72	41	40	66	74	33
50 percent or more.....	53	59	43	98	59	42	71	31	52	58	67	52
Total expenditures per student												
\$12.00 or less.....	50	60	49	98	59	44	71	40	50	57	64	44
\$12.01–\$20.00.....	45	52	32	98	58	36	76	28	34	58	62	58
More than \$20.00.....	57	61	43	95	65	39	68	30	60	63	77	48
Total FTE staff												
1.25 or less.....	53	64	41	96	62	42	67	32	55	59	62	48
1.26–1.75.....	55	68	44	100	60	33	79	24	39	58	82	57
More than 1.75.....	42	31	44	98	60	40	78	45	43	64	73	49

FTE = full-time equivalent.

Exhibit A-9
Percent of school libraries that made changes as the result of a needs assessment
in the last two years, by school characteristics: Fall 2004

School characteristic	More staff	More non-English materials	More up-to-date materials	More time for planning	More space	More computer equipment	Rewiring the library	Flexible scheduling	More professional development	More hours of being open	Other
Total	9	39	70	19	14	42	22	31	48	23	22
Nongrantees.....	8	39	68	18	14	41	22	32	48	21	21
Grantees.....	24	35	93	35	13	58	20	29	49	58	27
Received grant for 2 years	37	30	81	25	17	21	16	33	46	63	0
School enrollment size											
400 or less.....	25	32	96	36	15	52	22	26	48	55	33
401–700.....	28	34	92	31	10	59	13	26	53	65	17
More than 700	15	43	90	38	12	67	28	38	48	54	31
School level											
Elementary	22	34	92	39	12	46	19	27	47	53	20
Middle/junior high.....	32	42	95	35	12	73	25	34	45	63	46
High school/combined/other.....	21	35	93	26	16	72	21	29	59	65	31
Urbanicity											
City.....	18	33	90	41	10	42	16	28	42	50	31
Urban fringe	34	60	90	23	20	88	15	42	64	71	19
Town	25	43	100	32	3	50	30	32	61	88	32
Rural.....	29	24	98	28	18	77	30	20	49	54	24
Free/reduced-price lunch eligibility											
Less than 50 percent	23	33	91	33	8	65	24	32	49	58	16
50 percent or more.....	24	36	93	35	14	56	20	28	50	58	30
Total expenditures per student											
\$12.00 or less.....	19	39	92	26	14	59	27	25	47	54	11
\$12.01–\$20.00	24	24	94	40	8	61	16	26	46	56	46
More than \$20.00	28	40	93	40	15	54	18	35	54	63	32
Total FTE staff											
1.25 or less.....	26	33	92	38	14	51	19	29	48	53	26
1.26–1.75	29	36	100	24	5	75	16	30	53	74	45
More than 1.75	11	41	88	37	17	57	29	28	51	57	17

FTE = full-time equivalent.

Exhibit A-10
Percent of school libraries' holdings that support the instructional program in English,
by degree of adequacy, grantee status, and type of material: Spring 2003 and 2004

Grantee status and type of material	Excellent		Adequate		Inadequate	
	Spring 2003	Spring 2004	Spring 2003	Spring 2004	Spring 2003	Spring 2004
Grantee						
Overall reading/English collection	14	32	50	55	35	13
Print materials	13	27	49	58	38	15
Video/audiovisual materials	10	15	46	53	44	32
Computer software	11	18	42	44	47	38
Nongrantee						
Overall reading/English collection	22	25	56	59	21	15
Print materials	21	21	60	62	19	17
Video/audiovisual materials	12	14	52	55	37	31
Computer software	10	10	43	45	47	45

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-11

Percent of school libraries reporting that their holdings in supporting the instructional program in English were adequate or excellent in spring 2003 and spring 2004, by school characteristics

School characteristic	Overall reading/ English collection		Print materials		Video/audiovisual materials		Computer software	
	Spring 2003	Spring 2004	Spring 2003	Spring 2004	Spring 2003	Spring 2004	Spring 2003	Spring 2004
Total	78	85	80	83	63	69	53	55
Nongrantees.....	79	85	81	83	63	69	53	55
Grantees.....	65	87	62	85	56	68	53	62
Received grant for 2 years.....	68	77	62	74	43	51	45	49
School enrollment size								
400 or less.....	62	87	60	88	53	68	52	63
401–700.....	64	86	59	83	55	70	48	56
More than 700.....	70	88	68	84	61	66	61	70
School level								
Elementary.....	66	87	63	87	57	72	53	60
Middle/junior high.....	66	90	60	85	51	65	53	64
High school/combined/other.....	62	84	59	80	57	61	53	65
Urbanicity								
City.....	66	83	65	80	59	65	58	64
Urban fringe.....	72	100	65	97	58	64	54	66
Town.....	49	97	52	96	45	87	34	42
Rural.....	66	86	58	88	51	72	48	62
Free/reduced-price lunch eligibility								
Less than 50 percent.....	58	82	59	84	51	63	52	62
50 percent or more.....	67	88	63	85	57	70	53	62
Total expenditures per student								
\$12.00 or less.....	60	87	60	85	59	71	50	61
\$12.01–\$20.00.....	56	81	56	81	49	55	47	57
More than \$20.00.....	77	92	68	88	58	77	61	69
Total FTE staff								
1.25 or less.....	60	83	57	81	51	65	50	60
1.26–1.75.....	69	92	63	90	54	67	54	63
More than 1.75.....	72	91	70	89	67	76	59	65

FTE = full-time equivalent.

Exhibit A-12
Percent of school libraries reporting the adequacy of their resources in specified areas,
by grantee status: Spring 2004

Grantee status	Excellent	Adequate	Inadequate	Not applicable
Grantee				
English as a second language	5	35	38	22
Multicultural materials	25	59	15	1
High-interest low vocabulary	25	53	20	1
Picture books/easy readers	39	42	10	9
Proprietary online resources/subscriptions ...	25	42	23	10
Nongrantee				
English as a second language	6	35	40	19
Multicultural materials	23	55	20	2
High-interest low vocabulary	22	54	22	2
Picture books/easy readers	36	41	9	13
Proprietary online resources/subscriptions ...	22	39	31	9

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-13
Percent of school libraries reporting that their resources were excellent or adequate in specified areas,
by school characteristics: Spring 2004

School characteristic	English as a second language		Multicultural materials		High-interest low vocabulary		Picture books/easy readers		Proprietary online resources	
	Excellent	Adequate	Excellent	Adequate	Excellent	Adequate	Excellent	Adequate	Excellent	Adequate
Total	6	35	23	55	22	54	36	41	22	39
Nongrantees.....	6	35	23	55	22	54	36	41	22	39
Grantees.....	5	35	25	59	25	53	39	42	25	42
Received grant for 2 years	0	34	20	61	10	48	32	42	14	39
School enrollment size										
400 or less.....	1	26	20	66	22	57	44	43	18	42
401–700.....	7	37	28	53	27	49	42	41	31	40
More than 700	9	44	28	55	24	55	28	42	28	44
School level										
Elementary	5	34	23	62	27	52	50	42	18	41
Middle/junior high.....	7	37	33	51	23	59	21	54	33	48
High school/combined/other..	4	33	21	58	19	52	27	33	38	38
Urbanicity										
City.....	5	36	27	55	26	50	39	42	25	43
Urban fringe	13	50	26	66	35	53	42	47	22	44
Town	2	29	9	80	25	59	28	45	30	44
Rural.....	2	25	26	55	16	61	43	40	25	40
Free/reduced-price lunch eligibility										
Less than 50 percent	3	35	23	61	13	53	36	40	26	45
50 percent or more.....	6	34	25	58	28	54	40	43	25	41
Total expenditures per student										
\$12.00 or less.....	6	26	23	60	27	50	35	42	28	41
\$12.01–\$20.00	4	35	27	52	22	59	37	39	23	47
More than \$20.00	5	43	24	64	25	52	45	46	24	38
Total FTE staff										
1.25 or less.....	6	26	26	57	25	54	41	44	18	43
1.26–1.75.....	2	53	22	64	23	52	41	42	28	45
More than 1.75	5	39	25	58	25	53	34	40	38	38

FTE = full-time equivalent.

NOTE: Percents are based on schools reporting that the specified area was applicable to their school.

Exhibit A-14
Recency of copyrights of holdings at school libraries, by school characteristics: Fall 2004

School characteristic	Most recent world atlas (percent of schools)			Most recent general encyclopedia (percent of schools)			Mean for fiction collection	Mean for nonfiction collection
	2003 or 2004	2001 or 2002	2000 or earlier	2003 or 2004	2001 or 2002	2000 or earlier		
Total	51	20	30	62	18	20	1991	1991
Nongrantees.....	51	20	30	62	18	20	1991	1991
Grantees.....	51	17	32	67	16	17	1990	1991
Received grant for 2 years	31	26	43	49	22	29	1991	1992
School enrollment size								
400 or less.....	44	16	40	58	17	24	1991	1992
401–700.....	55	15	30	70	15	15	1989	1991
More than 700	58	20	22	75	17	9	1989	1989
School level								
Elementary	46	19	35	59	20	22	1990	1992
Middle/junior high.....	58	11	31	80	11	9	1991	1991
High school/combined/other.....	59	16	25	74	13	13	1987	1988
Urbanicity								
City.....	46	18	36	61	20	19	1991	1992
Urban fringe	67	7	26	76	12	12	1989	1991
Town	54	19	27	71	15	14	1988	1989
Rural.....	53	19	27	73	9	18	1988	1989
Free/reduced-price lunch eligibility								
Less than 50 percent	60	12	28	78	13	9	1987	1989
50 percent or more.....	49	18	33	63	17	19	1990	1991
Total expenditures per student								
\$12.00 or less.....	54	12	33	68	19	13	1990	1989
\$12.01–\$20.00	42	18	40	66	13	21	1990	1991
More than \$20.00	57	21	23	66	17	17	1990	1992
Total FTE staff								
1.25 or less.....	43	18	39	61	17	22	1991	1992
1.26–1.75	62	15	23	75	10	15	1989	1990
More than 1.75	61	15	24	71	21	8	1988	1989

FTE = full-time equivalent.

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-15
**Percent of schools indicating the importance of various factors in their library's
choice of books to add during the 2003–04 school year, by grantee status**

Grantee status and factor for choosing books	Very important	Somewhat important	Not important	Not used/not applicable
Grantees				
Books had won awards.....	56	39	3	2
Lost books replaced.....	27	58	10	4
Consultation with classroom teachers	78	18	1	3
Consultation with reading specialist.....	44	23	2	32
Categories that become quickly outdated	44	34	14	9
Strengthen particular subject areas	89	8	1	2
Other.....	63	8	2	26
Nongrantees				
Books had won awards.....	57	34	4	5
Lost books replaced.....	37	53	5	5
Consultation with classroom teachers	77	17	0	6
Consultation with reading specialist.....	36	21	4	39
Categories that become quickly outdated	38	33	15	14
Strengthen particular subject areas	80	15	1	4
Other.....	58	10	4	29

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-16
Percent of school libraries reporting that various factors were very important when selecting books to add to the collection during the 2003–04 school year, by school characteristics

School characteristic	Books had won awards	Lost books replaced	Consultation with classroom teachers	Consultation with reading specialist	Categories that become quickly outdated	Strengthen particular subject areas	Other
Total	57	37	77	36	38	81	58
Nongrantees.....	57	37	77	36	38	80	58
Grantees.....	56	27	78	44	44	89	63
Received grant for 2 years.....	50	10	61	46	39	97	73
School enrollment size							
400 or less.....	52	25	77	46	36	84	53
401–700.....	59	26	82	43	51	93	66
More than 700	59	32	76	41	46	94	69
School level							
Elementary	54	26	79	46	43	89	62
Middle/junior high.....	64	32	76	44	48	92	75
High school/combined/other....	55	27	79	38	42	88	55
Urbanicity							
City.....	59	26	77	42	45	89	68
Urban fringe	58	24	79	55	34	94	61
Town	48	45	85	30	50	86	57
Rural.....	53	27	81	47	41	88	52
Free/reduced-price lunch eligibility							
Less than 50 percent	55	21	80	41	46	95	57
50 percent or more.....	56	29	78	44	43	88	65
Total expenditures per student							
\$12.00 or less.....	54	30	75	39	46	86	62
\$12.01–\$20.00.....	52	24	79	38	39	93	68
More than \$20.00	61	28	81	54	45	89	60
Total FTE staff							
1.25 or less.....	56	28	78	45	46	91	60
1.26–1.75.....	54	24	72	44	44	87	67
More than 1.75	58	28	84	41	38	88	65

FTE = full-time equivalent.

Exhibit A-17
**Percent of school libraries reporting that selected kinds of equipment were located
within the school library, by school characteristics: Fall 2004**

School characteristic	Automated circulation system	Video laser disk or DVD	Technology to assist patrons with disabilities
Total	87	62	15
Nongrantees.....	87	62	15
Grantees.....	95	58	15
Received grant for 2 years.....	100	35	9
School enrollment size			
400 or less.....	93	53	13
401–700.....	97	60	15
More than 700	95	65	20
School level			
Elementary	94	47	10
Middle/junior high.....	98	75	25
High school/combined/other.....	94	73	20
Urbanicity			
City.....	94	55	14
Urban fringe	96	44	14
Town	100	72	26
Rural.....	95	71	15
Free/reduced-price lunch eligibility			
Less than 50 percent	93	64	20
50 percent or more.....	96	57	14
Total expenditures per student			
\$12.00 or less.....	93	56	14
\$12.01–\$20.00.....	96	57	12
More than \$20.00	97	62	20
Total FTE staff			
1.25 or less.....	94	48	11
1.26–1.75.....	95	69	21
More than 1.75	87	62	15

FTE = full-time equivalent.

Exhibit A-18
Percent of school libraries reporting that various electronic services were available
on different kinds of networks, by grantee status: Fall 2004

Grantee status and electronic service	Stand-alone computer	Library LAN	Building-wide LAN	District WAN	Not available
Grantee					
Automated catalogs.....	19	25	24	41	6
CD-ROMs.....	44	19	13	16	17
Internet access.....	6	12	23	77	2
E-mail.....	6	10	18	78	4
Electronic full-text periodicals..	5	14	13	45	36
Nongrantee					
Automated catalogs.....	8	23	23	36	18
CD-ROMs.....	44	17	18	12	16
Internet access.....	5	12	22	75	3
E-mail.....	5	9	20	75	6
Electronic full-text periodicals..	1	10	14	40	39

LAN = local area network.

WAN = wide area network.

Exhibit A-19
**Percent of school libraries reporting that various electronic services were networked
to locations outside of the library, by school characteristics: Fall 2004**

School characteristic	Automated catalog	CD-ROMs	Internet access	E-mail	Electronic full-text periodicals
Total	57	28	90	88	52
Nongrantees.....	57	28	90	88	52
Grantees.....	60	27	90	88	53
Received grant for 2 years.....	97	39	94	88	39
School enrollment size					
400 or less.....	51	28	87	85	42
401–700.....	67	30	93	90	64
More than 700	62	21	89	87	54
School level					
Elementary	62	28	89	86	44
Middle/junior high.....	63	24	93	89	61
High school/combined/other.....	50	26	90	90	67
Urbanicity					
City.....	58	27	88	86	49
Urban fringe	62	25	86	88	44
Town	68	20	100	98	58
Rural.....	59	30	91	87	65
Free/reduced-price lunch eligibility					
Less than 50 percent	66	31	90	90	66
50 percent or more.....	58	26	90	87	49
Total expenditures per student					
\$12.00 or less.....	55	27	90	88	51
\$12.01–\$20.00.....	63	24	92	87	51
More than \$20.00	61	31	87	87	55
Total FTE staff					
1.25 or less.....	58	26	90	88	44
1.26–1.75.....	59	31	93	89	67
More than 1.75	64	26	87	86	61

FTE = full-time equivalent.

Exhibit A-20
Percent of school libraries with computer access to catalogs of other libraries,
by type of library and school characteristics: Fall 2004

School characteristic	Public library	Community college library	College or university library	Other school libraries in district	School libraries outside district
Total	62	37	43	49	30
Nongrantees.....	61	37	42	49	30
Grantees.....	73	48	56	56	37
Received grant for 2 years.....	82	51	65	93	27
School enrollment size					
400 or less.....	72	52	53	42	35
401-700.....	73	45	58	65	40
More than 700	74	47	57	67	37
School level					
Elementary	72	46	51	53	35
Middle/junior high.....	79	42	58	66	40
High school/combined/other.....	71	61	64	56	42
Urbanicity					
City.....	80	48	54	62	30
Urban fringe	77	58	64	68	53
Town	45	42	62	32	44
Rural.....	62	46	52	43	42
Free/reduced-price lunch eligibility					
Less than 50 percent	77	49	58	64	30
50 percent or more.....	72	48	55	54	39
Total expenditures per student					
\$12.00 or less.....	73	46	53	55	32
\$12.01-\$20.00.....	75	46	57	60	36
More than \$20.00	71	54	57	53	44
Total FTE staff					
1.25 or less.....	72	51	55	51	35
1.26-1.75.....	73	43	58	60	36
More than 1.75	75	48	55	64	44

FTE = full-time equivalent.

Exhibit A-21

Percent of school libraries that participated in cooperative activities with local public libraries and the ways they participated in the last 12 months, by school characteristics: Fall 2004

School characteristic	Participated in any cooperative activity	Method of participation					
		Borrowing materials for school library	Borrowing materials for classroom teachers	Informing public library of curriculum/homework needs	Coordinating on student research projects	Automation projects, such as online resources	Summer reading program
Total	58	61	70	52	51	35	46
Nongrantees.....	58	60	69	52	51	35	46
Grantees.....	68	67	73	56	49	37	53
Received grant for 2 years..	66	63	70	57	42	32	46
School enrollment size							
400 or less.....	64	74	79	52	57	45	61
401-700.....	72	64	69	53	44	31	53
More than 700	66	61	68	64	44	33	42
School level							
Elementary	69	70	77	45	48	37	62
Middle/junior high.....	73	64	69	73	56	30	49
High school/combined/ other	58	62	64	67	45	45	31
Urbanicity							
City.....	72	70	76	51	50	39	60
Urban fringe	74	52	61	43	48	39	40
Town	77	65	66	76	50	14	48
Rural.....	48	72	75	72	41	40	41
Free/reduced-price lunch eligibility							
Less than 50 percent	62	60	65	60	46	33	43
50 percent or more.....	69	69	75	54	50	38	56
Total expenditures per student							
\$12.00 or less.....	64	66	73	54	51	40	50
\$12.01-\$20.00.....	67	71	78	56	42	33	53
More than \$20.00	72	65	69	57	53	37	57
Total FTE staff							
1.25 or less.....	62	68	78	50	49	39	53
1.26-1.75.....	69	66	70	57	53	33	68
More than 1.75	78	66	65	64	46	35	45

FTE = full-time equivalent.

Exhibit A-22
Mean length of time the school library was open,
by school characteristics: Spring 2003 and 2004

School characteristic	Typical full week of school (mean number of hours)			Summer vacation (mean number of days)		
	Spring 2003	Spring 2004	Percent change	Summer 2003	Summer 2004	Percent change
Total	33.8	34.5	2	4.0	4.3	8
Nongrantees.....	33.8	34.4	2	4.0	4.2	5
Grantees.....	35.3	37.1	5	3.6	6.2	72
Received grant for 2 years	27.2	26.2	-4	2.7	3.6	33
School enrollment size						
400 or less.....	30.5	32.0	5	3.2	5.8	81
401-700.....	41.6	43.8	5	3.2	6.1	91
More than 700	33.8	35.8	6	4.8	7.0	46
School level						
Elementary	31.0	32.3	4	3.4	6.0	76
Middle/junior high.....	34.2	36.8	8	2.5	4.5	80
High school/combined/other.....	47.5	49.4	4	5.1	8.5	67
Urbanicity						
City.....	31.2	32.6	4	2.8	5.1	82
Urban fringe	29.6	31.2	5	6.6	8.9	35
Town	33.9	37.7	11	3.8	5.6	47
Rural.....	50.9	52.6	3	3.8	7.5	97
Free/reduced-price lunch eligibility						
Less than 50 percent	32.0	33.9	6	3.2	5.1	59
50 percent or more.....	36.2	38.0	5	3.7	6.5	76
Total expenditures per student						
\$12.00 or less.....	40.7	43.8	8	3.3	5.8	76
\$12.01-\$20.00.....	31.6	32.4	3	3.1	5.4	74
More than \$20.00	32.9	34.7	5	4.3	7.4	72
Total FTE staff						
1.25 or less.....	37.8	38.7	2	3.0	5.2	73
1.26-1.75.....	32.4	35.6	10	3.2	6.8	113
More than 1.75	32.4	34.9	8	5.2	8.0	54

FTE = full-time equivalent.

Exhibit A-23
Access to the school library during nonschool hours,
by school characteristics: Spring 2003 and 2004

School characteristic	Percentage of schools providing access				Mean number of nonschool hours of access		
	Both years	2003 only	2004 only	Neither year	2003	2004	Percent change
Total	48	1	5	47	3.5	3.9	12
Nongrantees.....	48	1	3	48	3.5	3.8	8
Grantees.....	42	0	37	20	2.8	5.1	81
Received grant for 2 years	33	0	16	51	1.7	3.1	87
School enrollment size							
400 or less.....	40	0	40	20	2.3	4.6	100
401–700.....	32	1	45	22	2.5	5.0	104
More than 700	59	0	22	19	4.1	6.2	50
School level							
Elementary	35	1	39	25	2.1	4.2	103
Middle/junior high.....	43	0	37	20	2.9	5.0	75
High school/combined/other.....	59	0	32	8	4.7	7.4	58
Urbanicity							
City.....	47	1	32	21	3.2	4.5	41
Urban fringe	30	0	50	19	1.8	6.4	249
Town	35	0	51	14	3.0	5.6	88
Rural.....	41	0	38	21	2.5	5.8	129
Free/reduced-price lunch eligibility							
Less than 50 percent	43	2	37	18	3.7	5.6	51
50 percent or more.....	42	0	37	21	2.6	5.0	95
Total expenditures per student							
\$12.00 or less.....	35	1	42	22	2.6	5.2	97
\$12.01–\$20.00.....	37	0	41	22	2.9	4.3	50
More than \$20.00	53	0	29	17	3.0	5.7	92
Total FTE staff							
1.25 or less.....	34	1	40	25	2.4	4.0	69
1.26–1.75.....	42	0	39	19	2.5	6.5	155
More than 1.75	58	0	30	13	4.0	6.5	62

FTE = full-time equivalent.

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-24

Mean number of nonschool hours of access to school libraries, by time of access and school characteristics: Spring 2003 and 2004

School characteristic	Spring 2003					Spring 2004				
	Total hours	Before school	After school	Saturday	Sunday	Total hours	Before school	After school	Saturday	Sunday
Total	3.5	1.4	2.2	0.0	0.0	3.9	1.6	2.4	0.1	0.0
Nongrantees.....	3.5	1.4	2.2	0.0	0.0	3.8	1.6	2.3	0.1	0.0
Grantees.....	2.8	1.1	1.7	0.0	0.0	5.1	1.7	3.6	0.1	0.0
Received grant for 2 years	1.7	0.6	1.1	0.0	0.0	3.1	1.0	2.1	0.0	0.0
School enrollment size										
400 or less.....	2.3	0.7	1.6	0.1	0.0	4.6	1.3	3.4	0.2	0.0
401–700.....	2.5	1.0	1.5	0.0	0.0	5.0	1.6	3.6	0.1	0.0
More than 700	4.1	1.9	2.3	0.1	0.0	6.2	2.4	3.9	0.1	0.0
School level										
Elementary	2.1	0.9	1.2	0.0	0.0	4.2	1.5	3.0	0.1	0.0
Middle/junior high.....	2.9	1.1	1.8	0.0	0.0	5.0	1.8	3.5	0.1	0.0
High school/combined/other.....	4.7	1.8	2.8	0.2	0.1	7.4	2.2	5.2	0.3	0.0
Urbanicity										
City.....	3.2	1.5	1.8	0.0	0.0	4.5	1.6	3.1	0.0	0.0
Urban fringe	1.8	0.6	1.2	0.1	0.0	6.4	2.5	4.5	0.2	0.0
Town	3.0	0.8	2.2	0.0	0.0	5.6	2.0	3.4	0.3	0.0
Rural.....	2.5	0.6	1.8	0.1	0.1	5.8	1.3	4.5	0.2	0.0
Free/reduced-price lunch eligibility										
Less than 50 percent.....	3.7	2.0	1.8	0.1	0.0	5.6	1.8	3.9	0.2	0.0
50 percent or more.....	2.6	0.9	1.7	0.0	0.0	5.0	1.7	3.5	0.1	0.0
Total expenditures per student										
\$12.00 or less.....	2.6	1.3	1.3	0.1	0.0	5.2	1.6	3.8	0.2	0.0
\$12.01–\$20.00.....	2.9	1.0	1.9	0.0	0.0	4.3	1.5	3.1	0.0	0.0
More than \$20.00	3.0	1.1	1.9	0.1	0.0	5.7	2.0	3.9	0.2	0.0
Total FTE staff										
1.25 or less.....	2.4	0.8	1.6	0.0	0.0	4.0	1.2	2.9	0.1	0.0
1.26–1.75.....	2.5	1.0	1.5	0.1	0.0	6.5	1.9	4.7	0.1	0.0
More than 1.75	4.0	1.9	2.2	0.1	0.0	6.5	2.5	4.2	0.1	0.0

FTE = full-time equivalent.

Exhibit A-25
Percent of school libraries using extended hours for various activities
during the 2003–04 school year, by school characteristics

School characteristic	Specific programs	Open to loan books	Book clubs	Other
Total	41	91	19	80
Nongrantees.....	40	91	18	81
Grantees.....	58	95	34	75
Received grant for 2 years.....	53	96	43	81
School enrollment size				
400 or less.....	59	95	41	76
401–700.....	59	96	31	70
More than 700	56	96	28	79
School level				
Elementary	58	94	40	67
Middle/junior high.....	56	95	36	86
High school/combined/other.....	61	99	20	82
Urbanicity				
City.....	62	96	40	72
Urban fringe	59	91	33	67
Town	51	95	26	80
Rural.....	53	97	25	84
Free/reduced-price lunch eligibility				
Less than 50 percent	59	100	36	74
50 percent or more.....	58	94	34	75
Total expenditures per student				
\$12.00 or less.....	60	95	32	75
\$12.01–\$20.00	63	94	22	81
More than \$20.00	52	97	47	70
Total FTE staff				
1.25 or less.....	63	93	38	72
1.26–1.75.....	53	98	36	84
More than 1.75	54	98	25	73

FTE = full-time equivalent.

Exhibit A-26
Mean usage of school library resources per student,
by school characteristics: Spring 2003 and 2004

School characteristic	Usage in typical week			Number of materials checked out		
	Spring 2003	Spring 2004	Percent change	Spring 2003	Spring 2004	Percent change
Total	1.6	1.6	0	1.5	1.7	13
Nongrantees.....	1.6	1.6	0	1.5	1.7	13
Grantees.....	1.1	1.2	9	2.3	2.5	9
Received grant for 2 years.....	0.9	0.8	-11	0.9	0.9	0
School enrollment size						
400 or less.....	1.4	1.5	7	3.0	3.4	13
401-700.....	1.0	1.1	10	2.2	2.5	14
More than 700	0.9	1.0	11	1.2	1.2	0
School level						
Elementary	1.2	1.3	8	3.2	3.4	6
Middle/junior high.....	1.3	1.3	0	1.4	1.8	29
High school/combined/other.....	0.9	1.0	11	0.8	0.9	13
Urbanicity						
City.....	1.0	1.1	10	1.7	1.9	12
Urban fringe	1.0	1.1	10	1.4	1.5	7
Town	2.1	2.2	5	5.0	5.9	18
Rural.....	1.1	1.2	9	3.1	3.5	13
Free/reduced-price lunch eligibility						
Less than 50 percent	1.4	1.4	0	1.5	1.6	7
50 percent or more.....	1.1	1.2	9	2.5	2.8	12
Total expenditures per student						
\$12.00 or less.....	1.2	1.3	8	1.3	1.7	31
\$12.01-\$20.00.....	1.1	1.1	0	1.9	2.2	16
More than \$20.00	1.1	1.3	18	3.4	3.6	6
Total FTE staff						
1.25 or less.....	1.3	1.4	8	2.4	2.7	13
1.26-1.75.....	1.0	1.1	10	3.1	3.3	6
More than 1.75	0.9	1.0	11	1.3	1.6	23

FTE = full-time equivalent.

Exhibit A-27
Percent of school libraries offering selected services and the frequency of those services,
by grantee status: 2003–04 school year

Grantee status and service	Frequency of services				
Grantees	Daily	Weekly	Monthly	Never	Not applicable
Reference assistance to:					
Students	81	14	3	0	1
Teachers	60	26	10	2	2
Administrators	17	24	32	19	9
Help with sources outside the school	27	25	32	10	6
	Monthly	Quarterly	Annually	Never	Not applicable
Assist teachers with research projects for students	47	20	15	14	4
Work on curriculum issues	44	19	16	16	4
Team meetings	49	21	9	18	3
Coordinate textbook selection	8	3	16	45	28
Coordinate professional development on technology	10	23	27	28	12
Nongrantees	Daily	Weekly	Monthly	Never	Not applicable
Reference assistance to:					
Students	76	17	4	1	2
Teachers	54	33	11	1	1
Administrators	23	16	36	13	12
Help with sources outside the school	26	26	31	7	10
	Monthly	Quarterly	Annually	Never	Not applicable
Assist teachers with research projects for students	36	22	20	15	7
Work on curriculum issues	36	15	25	16	8
Team meetings	49	16	11	18	6
Coordinate textbook selection	12	2	15	47	23
Coordinate professional development on technology	10	14	30	28	17

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-28
Percent of school libraries reporting that they provide selected services, by the highest listed level of frequency,
by school characteristics: 2003–04 school year

School characteristic	Provide services daily				Provide services monthly				
	Provide reference assistance to:			Help use information outside the school	Assist with research projects	Work on curriculum issues	Team meetings	Coordinate textbook selection	Coordinate professional development on technology
	Students	Teachers	Administrators						
Total	77	54	22	26	36	37	49	12	10
Nongrantees.....	76	54	23	26	36	36	49	12	10
Grantees.....	81	60	17	27	47	44	49	8	10
Received grant for 2 years.....	71	49	7	14	51	34	35	3	4
School enrollment size									
400 or less.....	66	50	15	23	32	37	39	10	10
401–700.....	88	67	19	32	55	50	55	5	13
More than 700	94	66	18	27	60	48	56	9	8
School level									
Elementary	74	58	16	25	37	42	45	8	11
Middle/junior high.....	93	69	21	30	65	51	57	7	12
High school/combined/other.....	87	58	16	29	59	43	50	9	8
Urbanicity									
City.....	81	65	20	27	52	47	51	9	11
Urban fringe	80	59	17	21	49	41	47	7	14
Town	82	50	14	35	38	40	56	6	8
Rural.....	84	55	13	29	38	41	43	7	6
Free/reduced-price lunch eligibility									
Less than 50 percent.....	83	65	18	36	57	48	51	8	11
50 percent or more.....	80	59	17	24	45	43	48	8	10
Total expenditures per student									
\$12.00 or less.....	85	57	20	27	40	39	44	7	9
\$12.01–\$20.00.....	82	61	17	23	53	50	54	11	14
More than \$20.00	76	62	15	31	51	45	49	6	9
Total FTE staff									
1.25 or less.....	78	61	20	26	42	42	43	11	11
1.26–1.75	81	56	11	28	49	44	53	4	9
More than 1.75	86	61	17	28	59	48	58	6	10

FTE = full-time equivalent.

Exhibit A-29
Percent of school libraries indicating changes in their provision of selected services
in the 2003–04 school year, by grantee status and type of service

Type of service	Grantees					Nongrantees				
	New in 2003–04	Expanded in 2003–04	No change	Decreased or eliminated in 2003–04	Not performed in either year	New in 2003–04	Expanded in 2003–04	No change	Decreased or eliminated in 2003–04	Not performed in either year
Assist in research projects	8	45	31	2	14	6	24	48	1	20
Work on curriculum issues	6	37	39	3	15	2	21	56	0	21
Participate in team meetings	8	29	43	2	17	5	22	53	1	20
Coordinate textbook selection	1	9	26	2	63	1	8	28	1	62
Coordinate professional development on technology	9	28	29	3	31	6	22	35	3	34
Work with teachers on resources for reading/English	6	44	38	1	11	3	35	49	1	12
Work with teachers on curriculum development in reading/English	7	24	44	3	23	3	20	43	1	33
Teach reading/English with classroom teachers	6	21	35	3	35	3	13	31	1	51
Evaluate reading/English with classroom teachers	5	16	36	2	41	3	11	29	1	56
Instruct on information skills	8	47	35	2	8	4	42	45	1	8
Family literacy nights	13	16	22	2	48	7	8	19	2	65
Junior scholars after-school programs	4	5	9	0	82	3	3	9	1	86
After-school program with library orientation	23	19	11	2	45	1	7	15	1	76
Book clubs	13	11	15	2	59	4	10	15	3	68

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-30
Percent of school libraries providing selected new or expanded general programs
in the 2003–04 school year, by school characteristics

School characteristic	Assist with research projects	Work on curriculum issues	Participate in team meetings	Coordinate textbook selection	Coordinate professional development on technology	Instruction on information skills	Junior scholars after-school programs
Total	31	24	27	9	28	46	5
Nongrantees.....	30	23	27	9	28	46	5
Grantees.....	52	43	37	10	38	55	9
Received grant for 2 years	41	25	24	5	27	52	0
School enrollment size							
400 or less.....	48	44	33	11	31	46	8
401–700.....	60	42	40	10	42	61	8
More than 700	50	44	40	6	42	58	11
School level							
Elementary	50	44	38	12	31	53	7
Middle/junior high.....	60	41	32	6	46	58	12
High school/combined/other.....	52	41	40	6	47	56	12
Urbanicity							
City.....	54	43	38	11	39	56	10
Urban fringe	62	49	36	5	42	60	8
Town	49	46	37	5	32	61	8
Rural.....	44	40	36	13	34	47	8
Free/reduced-price lunch eligibility							
Less than 50 percent	60	49	43	9	45	68	12
50 percent or more.....	50	41	35	10	36	51	8
Total expenditures per student							
\$12.00 or less.....	46	39	37	5	39	50	15
\$12.01–\$20.00.....	54	48	40	11	37	58	7
More than \$20.00	58	42	35	13	37	57	4
Total FTE staff							
1.25 or less.....	51	42	35	12	32	51	11
1.26–1.75.....	60	47	38	6	48	59	6
More than 1.75	49	41	41	8	43	59	7

FTE = full-time equivalent.

Exhibit A-31
Percent of school libraries providing selected new or expanded programs related to reading or English
in the 2003–04 school year, by school characteristics

School characteristic	Work with classroom teachers on				Family literacy nights	After-school program with library orientation	Book clubs
	Selecting resources	Curriculum development	Teach reading/English	Evaluate reading/English curriculum			
Total	38	23	17	15	15	10	14
Nongrantees.....	38	23	16	14	15	9	14
Grantees.....	51	30	27	21	29	42	24
Received grant for 2 years	39	26	27	14	17	22	19
School enrollment size							
400 or less.....	47	27	24	20	29	38	25
401–700.....	52	34	28	24	30	49	26
More than 700	54	31	32	21	27	39	21
School level							
Elementary	46	26	24	18	33	45	26
Middle/junior high.....	57	37	35	27	29	39	28
High school/combined/other.....	56	35	28	27	18	36	16
Urbanicity							
City.....	46	27	30	21	30	42	27
Urban fringe	59	43	25	26	35	54	24
Town	68	34	31	24	38	49	20
Rural.....	48	30	21	18	18	33	20
Free/reduced-price lunch eligibility							
Less than 50 percent	52	34	31	24	36	45	21
50 percent or more.....	50	29	26	21	27	41	25
Total expenditures per student							
\$12.00 or less.....	51	27	22	22	26	44	21
\$12.01–\$20.00.....	55	28	28	21	27	38	18
More than \$20.00	47	36	32	22	33	44	33
Total FTE staff							
1.25 or less.....	49	30	27	22	28	44	26
1.26–1.75	53	31	26	17	27	43	30
More than 1.75	52	30	27	24	31	37	16

FTE = full-time equivalent.

Exhibit A-32
Mean number of staff per school library and pupils per librarian,
by school characteristics: Spring 2003 and 2004

School characteristic	Full-time staff			Part-time staff			Mean number of pupils per librarian per school		
	Spring 2003	Spring 2004	Percent change	Spring 2003	Spring 2004	Percent change	Spring 2003	Spring 2004	Percent change
Total	1.2	1.2	0	0.5	0.5	0	398.7	394.8	-1
Nongrantees.....	1.2	1.2	0	0.5	0.5	0	396.2	393.0	-1
Grantees.....	1.1	1.1	0	0.5	0.7	40	461.9	437.6	-5
Received grant for 2 years	1.0	1.1	10	0.3	0.3	0	577.3	546.2	-5
School enrollment size									
400 or less.....	0.6	0.7	17	0.8	1.0	25	306.8	285.0	-7
401-700.....	1.1	1.2	9	0.4	0.5	25	443.7	427.1	-4
More than 700	1.7	1.7	0	0.3	0.4	33	706.4	678.0	-4
School level									
Elementary	0.9	0.9	0	0.6	0.7	17	418.3	402.8	-4
Middle/junior high.....	1.2	1.3	8	0.4	0.5	25	587.5	544.9	-7
High school/combined/other.....	1.5	1.6	7	0.5	0.6	20	451.8	424.7	-6
Urbanicity									
City.....	1.1	1.1	0	0.5	0.5	0	490.2	474.7	-3
Urban fringe	1.1	1.1	0	0.6	0.8	33	586.5	533.0	-9
Town	1.2	1.2	0	0.5	0.7	40	462.8	436.7	-6
Rural.....	1.0	1.0	0	0.6	0.9	50	301.3	278.6	-8
Free/reduced-price lunch eligibility									
Less than 50 percent	1.4	1.4	0	0.4	0.5	25	503.7	495.5	-2
50 percent or more.....	1.0	1.0	0	0.6	0.7	17	448.6	419.7	-6
Total expenditures per student									
\$12.00 or less.....	1.1	1.1	0	0.4	0.6	50	527.3	505.0	-4
\$12.01-\$20.00.....	1.1	1.2	9	0.5	0.6	20	475.3	444.8	-6
More than \$20.00	1.0	1.1	10	0.7	0.8	14	381.3	362.8	-5
Total FTE staff									
1.25 or less.....	0.6	0.7	17	0.5	0.7	40	511.1	468.5	-8
1.26-1.75.....	1.0	1.1	10	1.1	1.2	9	361.2	349.8	-3
More than 1.75	2.2	2.2	0	0.2	0.3	50	430.9	434.8	1

FTE = full-time equivalent.

^aPart-time staff are treated as half-time.

Exhibit A-33

Percent of staff participating in professional development on topics related to school libraries and mean number of staff receiving the professional development, by type of staff and school characteristics: 2003–04 school year

School characteristic	Percent with staff participating	Mean number of staff receiving professional development					
		Principals	School library media specialists	Reading specialists	Classroom teachers	Paraprofessionals/instructional assistants	Other
Total	67	0.7	1.0	0.8	11.2	1.5	0.5
Nongrantees.....	67	0.7	1.0	0.8	11.1	1.5	0.5
Grantees.....	76	0.8	1.1	0.9	14.1	1.5	0.5
Received grant for 2 years	59	0.2	1.0	0.7	12.2	0.8	0.1
School enrollment size							
400 or less.....	72	0.8	0.9	0.7	8.4	1.8	0.4
401–700.....	73	0.8	1.0	1.0	15.3	1.1	0.3
More than 700	87	0.9	1.3	1.1	19.3	1.7	0.9
School level							
Elementary	72	0.8	0.0	0.7	9.9	1.4	0.5
Middle/junior high.....	81	0.8	1.1	1.6	16.6	1.3	0.3
High school/combined/other.....	82	0.8	1.3	0.6	21.6	1.8	0.9
Urbanicity							
City.....	76	0.9	1.1	1.0	16.1	1.5	0.8
Urban fringe	77	0.7	0.0	0.8	11.9	1.7	0.5
Town	67	1.0	1.2	1.5	22.3	3.0	0.3
Rural.....	81	0.7	0.0	0.5	5.7	0.9	0.1
Free/reduced-price lunch eligibility							
Less than 50 percent	83	0.9	1.2	0.0	23.4	1.3	0.2
50 percent or more.....	74	0.8	1.0	0.9	10.9	1.6	0.6
Total expenditures per student							
\$12.00 or less.....	74	0.8	1.1	0.7	15.2	0.0	0.9
\$12.01–\$20.00.....	73	0.7	1.2	0.9	16.8	2.0	0.3
More than \$20.00	81	0.9	0.0	1.1	11.0	1.6	0.3
Total FTE staff							
1.25 or less.....	71	0.6	0.9	0.6	9.4	1.0	0.4
1.26–1.75.....	85	0.0	1.1	1.1	16.6	1.5	0.4
More than 1.75	82	0.9	1.3	1.4	20.8	2.3	0.9

FTE = full-time equivalent.

Exhibit A-34
Number of times per year that selected topics related to school libraries were covered
in professional development activities, by grantee status: 2003–04 school year

Grantee status and topic area	Times per year (percent)			
	7 or more	3–6	1–2	Not covered
Grantees				
Selecting books that align with curriculum	9	24	46	20
Integrating technology into classroom....	14	39	40	7
Methods of collaboration.....	12	28	48	12
Teaching children to read	23	18	24	35
High school/combined/other.....	8	34	30	28
Nongrantees				
Selecting books that align with curriculum	7	13	54	27
Integrating technology into classroom....	7	27	58	8
Methods of collaboration.....	6	21	47	25
Teaching children to read	12	21	33	34
High school/combined/other.....	5	23	28	44

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-35
Percent of schools offering professional development in topics related to school libraries, by topic area,
number of times per year, and school characteristics: 2003–04 school year

School characteristic	Selecting materials that align with curriculum		Integrating technology into the classroom		Methods of collaboration		Teaching children to read		Other	
	7 or more	1–6	7 or more	1–6	7 or more	1–6	7 or more	1–6	7 or more	1–6
Total	7	67	8	85	6	69	12	54	5	51
Nongrantees.....	7	66	7	85	6	68	12	54	5	51
Grantees.....	9	71	14	79	12	76	23	42	8	63
Received grant for 2 years	9	50	15	71	4	65	10	55	13	50
School enrollment size										
400 or less.....	6	72	6	80	10	75	25	41	0	71
401–700.....	11	68	13	81	10	80	26	50	19	64
More than 700	11	73	26	73	17	72	15	34	6	51
School level										
Elementary	9	73	9	82	10	82	24	41	6	64
Middle/junior high.....	13	67	18	74	18	69	22	40	7	57
High school/combined/other.....	6	69	23	76	11	68	20	46	14	67
Urbanicity										
City.....	11	69	16	74	12	78	20	36	7	63
Urban fringe	17	65	14	86	17	75	30	46	13	61
Town	0	75	9	74	10	80	9	60	0	58
Rural.....	1	78	10	88	9	72	26	50	12	65
Free/reduced-price lunch eligibility										
Less than 50 percent.....	7	72	18	81	15	80	20	39	3	46
50 percent or more.....	10	71	13	78	11	74	24	43	9	67
Total expenditures per student										
\$12.00 or less.....	11	69	16	78	13	75	32	36	9	52
\$12.01–\$20.00.....	9	67	16	79	11	72	19	42	3	65
More than \$20.00	8	76	11	79	12	80	18	48	11	73
Total FTE staff										
1.25 or less.....	12	66	14	76	11	75	28	40	6	69
1.26–1.75.....	8	80	14	80	15	76	15	51	4	56
More than 1.75	4	73	15	82	11	77	20	40	15	56

FTE = full-time equivalent.

Exhibit A-36

Percent of school libraries reporting that library staff worked with classroom teachers on selected curriculum areas at various frequency rates, by grantee status: 2003–04 school year

Grantee status	Weekly	Monthly	Quarterly	Annually	Never	Not applicable
Grantees						
Reading/language arts .	70	14	4	2	7	3
English.....	46	18	9	4	13	9
Mathematics	9	16	21	20	29	5
Science	23	27	25	12	11	3
Social studies.....	28	34	15	8	11	3
Nongrantees						
Reading/language arts .	59	18	8	5	5	5
English.....	42	21	9	4	12	11
Mathematics	11	17	20	15	28	10
Science	23	29	21	12	10	6
Social studies.....	29	29	22	6	9	5

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-37

Percent of school libraries reporting that library staff worked weekly with classroom teachers on selected curriculum areas, by school characteristics: 2003–04 school year

School characteristic	Reading/ language arts	English	Mathematics	Science	Social studies
Total	59	43	11	23	29
Nongrantees.....	59	42	11	23	29
Grantees.....	70	46	9	23	28
Received grant for 2 years.....	60	35	4	29	33
School enrollment size					
400 or less.....	64	34	11	16	20
401–700.....	77	54	9	28	33
More than 700	68	54	8	25	34
School level					
Elementary	68	44	9	20	24
Middle/junior high.....	71	45	6	22	33
High school/combined/other.....	72	54	12	30	34
Urbanicity					
City.....	68	48	9	23	29
Urban fringe	65	50	7	23	25
Town	61	42	5	14	27
Rural.....	81	43	14	25	31
Free/reduced-price lunch eligibility					
Less than 50 percent	67	53	14	31	40
50 percent or more.....	71	44	8	20	25
Total expenditures per student					
\$12.00 or less.....	64	46	9	20	31
\$12.01–\$20.00.....	70	45	6	23	30
More than \$20.00	76	47	12	24	23
Total FTE staff					
1.25 or less.....	69	46	9	22	28
1.26–1.75.....	77	43	10	22	29
More than 1.75	67	49	9	25	28

FTE = full-time equivalent.

Exhibit A-38
Percent of school libraries reporting that library staff provided selected services to classroom teachers in the area of reading or English, by grantee status: 2003–04 school year

Grantee status	Weekly	Monthly	Quarterly	Annually	Never	Not applicable
Grantees						
Selecting resources	34	21	15	17	9	4
Curriculum development..	10	22	17	18	24	10
Collaborative teaching.....	13	15	17	12	32	11
Collaborative evaluation...	4	9	14	18	40	15
Nongrantees						
Selecting resources	31	20	12	21	8	7
Curricular development....	10	16	10	18	31	15
Collaborative teaching.....	11	12	12	14	38	14
Collaborative evaluation...	5	8	12	13	46	16

NOTE: Percents may not add to 100 because of rounding.

Exhibit A-39

Percent of school libraries reporting that library staff provided selected services weekly to classroom teachers in the area of reading or English, by school characteristics: 2003–04 school year

School characteristic	Selecting resources	Curriculum development	Collaborative teaching	Collaborative evaluation
Total	31	10	11	5
Nongrantees.....	31	10	11	5
Grantees.....	34	10	13	4
Received grant for 2 years.....	24	8	10	2
School enrollment size				
400 or less.....	26	8	9	3
401–700.....	41	11	16	3
More than 700	38	11	13	6
School level				
Elementary	31	10	12	3
Middle/junior high.....	42	10	17	7
High school/combined/other.....	36	11	11	3
Urbanicity				
City.....	34	11	16	5
Urban fringe	31	11	10	6
Town	46	3	11	3
Rural.....	32	12	5	0
Free/reduced-price lunch eligibility				
Less than 50 percent	40	12	13	7
50 percent or more.....	33	10	13	3
Total expenditures per student				
\$12.00 or less.....	31	10	16	5
\$12.01–\$20.00.....	37	8	9	3
More than \$20.00	35	12	13	4
Total FTE staff				
1.25 or less.....	31	10	13	4
1.26–1.75.....	34	8	14	3
More than 1.75	41	12	11	4

FTE = full-time equivalent.

Exhibit A-40
Percent of school libraries providing instruction in information skills, by location of instruction and who provided the instruction, by school characteristics: 2003–04 school year

School characteristic	Location of providing instruction				Who provided instruction		
	Both separate and integrated into curriculum	Separate course only	Integrated into curriculum only	Neither	Library media specialist	Classroom teachers	Other
Total	42	10	44	4	84	81	28
Nongrantees.....	42	10	44	4	84	82	28
Grantees.....	52	8	37	4	87	79	28
Received grant for 2 years.....	42	10	32	15	76	51	24
School enrollment size							
400 or less.....	54	11	29	6	81	80	31
401–700.....	52	7	38	3	91	80	31
More than 700.....	47	5	46	2	91	78	20
School level							
Elementary.....	59	9	26	5	86	78	36
Middle/junior high.....	44	4	51	1	89	80	21
High school/combined/other.....	38	7	51	4	87	84	14
Urbanicity							
City.....	54	6	35	5	91	76	29
Urban fringe.....	46	15	37	2	73	70	35
Town.....	47	16	37	0	96	86	27
Rural.....	52	6	38	4	84	91	20
Free/reduced-price lunch eligibility							
Less than 50 percent.....	51	11	36	2	96	81	15
50 percent or more.....	52	7	37	5	84	79	32
Total expenditures per student							
\$12.00 or less.....	50	7	36	7	85	75	25
\$12.01–\$20.00.....	46	11	42	1	90	81	20
More than \$20.00.....	58	6	32	4	87	83	39
Total FTE staff							
1.25 or less.....	54	9	32	5	81	78	24
1.26–1.75.....	42	5	49	3	92	82	37
More than 1.75.....	54	9	36	2	95	81	28

FTE = full-time equivalent.

NOTE: Percents may not add to 100 because of rounding.

APPENDIX B

METHODOLOGY

Methodology

Sample Design and Weighting

This study focused on districts (or consortia of districts) and schools receiving grants in 2003. While school districts were the official recipients of the grants, much of the data desired for this evaluation were likely to be available only at the school level. The study therefore collected district information from the district performance reports (which are required as a condition of receiving the grant), and school information through a separate school survey. With roughly 650 schools participating in the grants for 2003, and up to 56 participating schools per district, sampling was considered as a way of reducing burden and costs. Further, when a large number of schools in a district are participating, those schools' programs are not truly independent of each other but rather share many commonalities (e.g., there may be a districtwide effort to revise the curriculum, or the libraries may share a common strategy in determining which types of books are needed). Such commonalities lessen the need to survey all schools.

A subsample of 400 grantee schools was selected from the approximately 650 targeted schools in districts that received grants in 2003–04. The subsampling of the grantee schools was intended to reduce data collection and processing costs and was designed to ensure that at least one school was selected from each of the 73 districts or consortia of districts that were awarded grants in 2003–04. The schools that received grants in the first year of the program (i.e., 2002–03) were not included either in the grantee or the comparison school frame because they might have systematic differences from both groups. However, 98 schools in six districts that received grants both in the first and the second years were included in the frame of grantee schools as a way of examining what changes were associated with prolonged participation in the library program.

Similarly, a sample of 400 comparison schools was selected by drawing an equal number of comparison schools from each of the specified matching cells, based on the sampling strata. The sample of comparison schools included both (a) districts that applied for but were denied grants, and (b) districts that were eligible but did not apply for grants. About 25 percent of the comparison schools belonged to the first group. Nongrant schools that did not belong to any of the matching cells (e.g., schools in districts in which fewer than 20 percent of the students are from families with incomes below poverty levels) were excluded from the comparison school frame. The most current (2002–03) National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency Universe File (augmented with information from other available data sources such as the district-level Title 1 data file maintained by NCES) was used to create the frame. The district-level characteristics that were used in the matching process included region, district poverty status, school district type, urbanicity, and district enrollment size. The school-level characteristics that were used in the matching process included instructional level, school type, enrollment size, type of locale, percentage of students belonging to racial or ethnic minorities, and the percentage receiving free or reduced-priced lunches. Special attention was given to identifying similar comparison schools for those few grantee schools with unusual characteristics (charter school districts or single-school districts).

The comparison schools intentionally included a mixture both of districts that applied for grants but were rejected, and districts that did not apply. One could argue that it is the schools that applied but were rejected that are most comparable to the grantee sites, with the decision to apply possibly reflecting a reform orientation (or other characteristic) that may itself be important in influencing school and student outcomes (or, for that matter, in how the grant is implemented). This could be an argument for sampling only from districts that applied for the grant. However, extrapolating the potential influence of the program is improved if a broader set of districts or schools is used for the sample. For example, the

importance of such a reform orientation (or other characteristic) can only be measured by also examining districts or schools that did not apply for a grant.

With this design, the comparison of the grantee schools with similar comparison schools can be used as one way of measuring the outcomes of the program. It may be that the outcomes of the program will vary depending both on how it is implemented at the sites and on the characteristics of the schools where it is implemented. The sample design should be helpful in examining such differences by assuring a broad range of school and district characteristics. Additionally, because the questionnaire asked for some retrospective data to allow the measurement of change over time, the comparison schools can be used to measure whether the changes might be due to other factors than the library program (such as a general movement toward school reform).

It should be noted that school library services are organized in a variety of ways. Except in a few cases in this report where district statistics are considered, the unit of analysis for this study is considered to be school libraries rather than schools. That is, the focus of this study is on what changes occurred in school libraries, looking at such topics as the level of usage of school libraries, the resources held by these school libraries, the services provided by libraries, and their finances; all of these are library-based statistics rather than school statistics. Thus, for this study, we excluded from the analysis schools without libraries, including a small number of schools that had librarians that provided instruction on the use of libraries, but did not have schoolwide libraries (though such schools may have classroom collections). A greater number of schools have school libraries but no librarians; these were not excluded from the analysis, and some other school official (e.g., the principal) provided data on the library. A few schools shared a library with another school and were only able to provide statistics on the combined use of the library. Because the library rather than the school was being treated as the unit of analysis, in such cases the data were weighted to reflect the number of libraries rather than the number of schools.

The data have been weighted for nonresponse and the probability of selection, so the grantee schools represent the full total of 628 grantee school libraries (after removing ineligible schools, and adjusting for situations where two schools shared a single library), and the nongranter schools represent the full total of 16,076 nongranter school libraries.

Ideally, an evaluation study would examine the school libraries over multiple years following the receipt of the grant rather than only the year of the grant, for several reasons:

- Some changes resulting from the grants may have not yet been fully realized in the 2003–04 school year, either because a change had been in effect for only part of the year (for this reason, some items in the questionnaire focused on spring 2004), or the change may have occurred after the 2003–04 school year was completed (many of the grantees asked for extensions to their schedules in order to have sufficient time to implement the program).
- Changes in students may lag behind the changes made in the libraries; for example, it may take time before changes in a library's holdings are associated with improvements in students' reading literacy.
- It would be desirable to measure the persistence of changes after the grant expires. Some types of changes might be more likely to persist than others. For example, a library's holdings would continue to reflect the extra purchases that were funded by the grant, but over time the holdings may again become more outdated if the school lacks sufficient funds for continued updates. Other differences, and especially those that required hiring additional personnel, might show changes in later years; for example, to the degree that the grant funds were used to fund extending the hours in which a school library is open, schools may lack the funding to continue

such extended hours after the grant has expired. Changes that are brought about through professional development activities might have the best chances of persisting, though the provision of library services and increased collaboration may depend not only on people's skills, but also on resources that are available (e.g., to support the services or to provide time in which the activities can be conducted).

This study thus is intended to provide a preliminary measure of how the grants were implemented and what changes were associated with receipt of the grants.

While most of the data in this report are from school surveys that were administered to both grantees and nongrantees, some data also were taken from the performance reports that were submitted to ED at the completion of the grant period by the participating districts. The form used for the performance reports was designed by ED, with input from Westat. These data exist only for the districts receiving grantees, and thus cannot be compared to other districts. Still, they provide a different perspective on the administration of the grants (i.e., by either districts or consortia of districts), and are particularly helpful for describing the district's role in implementing the grants, such as describing how schools were selected to participate in the grants, or how the funds were distributed to schools. Districts were required to complete the performance reports as a condition of receiving the grants; however, many districts received extensions to allow sufficient time to implement the programs, and some of these extended beyond the evaluation time frame. At the time of the preparation of this report, 50 of the 73 grantees had sent performance reports. Some types of districts were more likely to submit the reports than others, though the differences were usually small. Those most notable differences were that districts were more likely to respond if their grants were \$100,000 or less (80 percent versus 63 to 65 percent among the other grant size categories), and if they were either small or large (79 percent and 72 percent, respectively, versus 46 percent among those with enrollment between 500 and 1,999). The data were weighted to adjust for nonresponse.

Questionnaire Development

To facilitate measures of change that might be associated with receipt of the grants, many of the survey questions asked for data for both the 2002–03 and the 2003–04 school years, with the first year representing the condition of the school libraries prior to the grant, and the second year representing the condition of the school libraries during the year of the grant. The questionnaire was designed to apply to both grantees and nongrantees in order to receive comparable data from both types of school libraries. That is, the questions were phrased in a general manner (e.g., asking about what services were offered, or the size of the collections) without specifically referring to the grants.

A pretest of the School Library Media Center Survey was conducted between Jan. 22, 2004, and Feb. 24, 2004. Originally nine schools agreed to participate in the pretest, but two dropped out. The results from the seven remaining schools were quite consistent, so their responses were used without making any last minute substitutions for the schools that dropped out. The pretest schools were selected to include both grantees and nongrantees, and to collectively represent a variety of school characteristics (i.e., based on geographic region, enrollment size, urbanicity, and grade level). The responses to the pretest were used to revise the questionnaire, eliminating some questions for which respondents had difficulty in supplying accurate data, and rephrasing other questions to facilitate schools' ability to respond or to clarify the meaning of the questions. The questionnaire was also reviewed by the U.S. Office of Management and Budget (OMB), and revised in response to comments from that review. OMB approval to conduct the survey was received on Sept. 16, 2004.

Data Collection and Processing

Data collection began with a mailout of the survey questionnaire to school libraries in early October 2004. All data collection activities were ended on Feb. 15, 2005, though a few questionnaires received after that date were included in the final data file. All data collection was conducted by REDA International, Inc., as a subcontractor to Westat. Telephone follow-up was used to prompt school libraries that had not yet responded and to resolve questions concerning data quality that appeared during reviews of the data.

Exhibit B-1 presents the response rates to the survey. Of the 400 grantee schools that were sampled, 12 were either closed or ineligible because of not having school libraries, leaving 388 school libraries. Of these, 353 responded to the survey, for a response rate of 91 percent. Of the 400 nongrantee schools that were sampled, eight were ineligible because of school closings and were replaced with schools sharing similar characteristics. An additional eight schools were ineligible through not having school libraries, leaving a total of 392 school libraries. Of these, 348 responded to the survey, for a response rate of 89 percent. The combined response rate across both grantee school libraries and nongrantee school libraries was 90 percent, or 701 of 780 school libraries.

Exhibit B-1
Number of schools sampled, and number of responses

School characteristic	Original sample	Closed schools	Ineligible	Total eligible	Number of responses	Response rate (%)
Total	808	13	15	780	701	90
Grantees.....	400	5	7	388	353	91
Nongrantees..	408	8	8	392	348	89

The completed questionnaires were reviewed for completeness and internal consistency. Questionnaires that had fewer than 60 completed data items were considered as nonresponses and discarded. Depending on the questionnaire item and the type of problem that was found, problematic responses were verified by checking the original questionnaire or calling the respondent or, in a few cases, by setting extreme outliers to have missing values.

Derived Variables

Several analytic variables were created by combining data from multiple questionnaire items, either to create measures that would be more comparable across all schools or to summarize the data more compactly and better represent overall patterns in the responses. Following are the specific variables that were created for this reason, and the way in which they were derived.

Standardization based on school enrollment. Several measures were created as ratios with regard to the school enrollment, in order to create statistics that would be more comparable across schools of different sizes. These are:

- Usage in typical week per student enrolled (e.g., $Q2apct=Q2a/Q1$)
- Materials checked out per student enrolled (e.g., $Q3aperstu=Q3a/Q1$)

- Number of pupils per librarian (e.g., if $\text{paidstaff04fte} > 0$ then $\text{mps2004} = \text{q1}/\text{paidstaff04fte}$; see below for derivation of paidstaff04fte)

Other summary variables. Following are additional variables that were created to summarize the data contained in multiple variables:

- Nonschool hours of access
(e.g., $\text{nonschl04} = \text{sum}(\text{q6a}_1 * \text{q6a}_2, \text{q6b}_1 * \text{q6b}_2, \text{q6c}, \text{q6d})$)
- Total full-time staff (e.g., $\text{ftstaff04} = \text{q9a}_1 + \text{q9b}_1 + \text{q9c}_1$)
- Total part-time staff (e.g., $\text{ptstaff04} = \text{q9a}_2 + \text{q9b}_2 + \text{q9c}_2$)
- Total paid staff using full-time equivalents
(e.g., $\text{paidstaff04fte} = \text{q9a}_1 + \text{q9b}_1 + \text{q9c}_1 + (\text{q9a}_2 + \text{q9b}_2 + \text{q9c}_2)/2$)
- Mean paid staff per student
(e.g., if $\text{paidstaff04fte} > 0$ then $\text{mps2004} = \text{q1}/\text{paidstaff04fte}$)
- Total expenditures for materials other than those report in question 31
($\text{q31oth} = \text{q32}_1 - \text{q31a}_3 - \text{q31b}_3 - \text{q31c}_3 - \text{q31d}_3 - \text{q31e}_3$)
- Expenditures as a percentage of total expenditures for materials
(e.g., $\text{q31a}_3\text{pct} = \text{q31a}_3 / \text{q32}_1$)
- Electronic services networked to locations outside the library
(e.g., if $\text{q26a}_3 = 1$ or $\text{q26a}_4 = 1$ then $\text{q26a}_34 = 1$; else if $\text{q26a}_3 \geq 0$ and $\text{q26a}_4 \geq 0$ then $\text{q26a}_34 = 2$;))
- Number of programs or services that were added or expanded in 2003–04
(for each library, the count of the number of items from q15a through q15n that are equal to either 1 or 2)

Analytic Techniques

Some of the survey data suggest that the grantees may have been relatively disadvantaged when compared with the larger pool of eligible schools. It is possible that even if the grants had a positive influence, the grants may only have helped to compensate for these earlier disadvantages, and the grantees may not necessarily compare favorably to the nongrantees even after receiving the grants. For this reason, when possible, this analysis focuses especially on changes from 2003–03 to 2003–04 rather than on straight comparisons based on 2003–04 alone. This provides a way of adjusting for possible differences in starting points, and thus provides a more accurate indication of how the schools and libraries changed. When statistics for 2002–03 are not available, however, then comparisons are limited to a single year, and the statistics may tend to understate the changes that resulted from receiving the grants.

Most of the statistics in this report are percentages or means, along with a few statistics that are based on regression analysis. Regression analysis is most useful when one wishes to simultaneously allow for the influence of multiple variables; for example, student test scores have been shown to be

related to many factors, and an analysis of the association of the grants with test scores would especially require a multivariate approach such as regression analysis. Conceivably, if one has a well-developed statistical model, multivariate regression analysis could be used to adjust for the differences between grantees and nongrantees, which would lessen the need for having multiple years of data. For example, if only data for 2003–04 are available, and if grantees and nongrantees appear to have similar results, regression analysis might be used to test whether the grantees had better results than otherwise might be expected. Regression analysis can also be helpful when one desires to make a specific prediction (e.g., that an increase in expenditures of x amount will result in a change of y percent), rather than only determine whether two variables are correlated.

Regardless of the statistical approach being used, all statements of comparison in this report have been checked for statistical significance to help assure that the differences are not likely to be the result of chance variations in the statistical sample.

The statistics presented in this report have been rounded, generally to the closest integer. An estimate of 0 percent may appear either if no respondents gave the indicated answer or if the percentage of such respondents was less than 0.5 percent.

The appendix tables often include a line for “total” that includes both grantees and nongrantees. However, the weighted number of nongrantees was much larger than the number of grantees (16,076 versus 628), so the estimates in those lines are largely identical to those for nongrantees.

Variance Estimation

Statistical significance is used to measure the probability that an observed relationship could have occurred by chance, because the use of statistical sampling creates some possibility that the relationships observed in the sample may be due to peculiarities in the sample that might not appear if the full universe of public schools were included in the survey. The fact that a relationship is found to be statistically significant does not necessarily mean that the relationship is important; the larger the size of the sample, the less likely the survey is to differ from a census of all schools, regardless of the importance of the relationship that is observed. For this reason, this report is generally limited to differences of at least 10 percentage points as a way of limiting the discussion to those differences that are most important (in terms of the size of the differences found). Similarly, the failure to find a statistically significant relationship does not necessarily mean that two variables are not related in some important way. It means that there is at least a 0.05 probability that the result could have occurred by chance, not that it did occur by chance. Of course, it is also possible that other ways of looking at the variables (e.g., by also incorporating different variables into the analysis) might have produced statistically significant results.

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of grantees reporting their school library staff received professional development on school libraries during the 2003–04 school year was 76.26 percent, and the estimated standard error is 2.440 percent. The 95 percent confidence interval for the statistic extends from [76.26-(2.440 times 1.96)] to [76.26+ (2.440 times 1.96)] or from 71.48 to 80.04 percent.

Because the samples of grantees and nongrantees were stratified samples, standard variance estimates that assume a simple random sample are not appropriate. Estimates of standard errors for this report were computed using a technique known as a jackknife replication method. All specific statements of comparison made in this report have been tested for statistical significance, and they are significant at the 95 percent confidence level or better (Exhibit B-2). In addition, Bonferroni adjustments were made to control for multiple comparisons where appropriate. Bonferroni adjustments correct for the fact that a number of comparisons (g) are being made simultaneously. The adjustment is made by dividing the 0.05 significance level by g comparisons, effectively increasing the critical value necessary for a difference to be statistically different. This means that comparisons that would have been significant with an unadjusted critical t value of 1.96 may not be significant with the Bonferroni-adjusted critical t value. For example, the Bonferroni-adjusted critical t value for comparisons between any three of the four categories of urbanicity is 2.65, rather than 1.96. This means that there must be a larger difference between the estimates being compared for there to be a statistically significant difference when the Bonferroni adjustment is applied than when it is not.

Exhibit B-2
Selected standard errors for school survey statistics

Questionnaire item and grantee status	Estimate	Standard error
Grantees		
Mean library usage per week per student enrolled, spring 2004.....	1.23	0.102
Mean number of materials checked out per student enrolled, spring 2004.....	2.51	0.513
Mean number of hours per week the school library was open in spring 2004.....	37.09	3.438
Q16. Staff received professional development on school libraries (percent)	76.26	2.440
Q19a. Overall reading/English collection in spring 2004 was excellent (percent).....	31.81	2.427
Q30. School worked with public library to plan for summer reading program (percent)...	53.25	3.128
Nongrantees		
Mean library usage per week per student enrolled, spring 2004.....	1.63	0.409
Mean number of materials checked out per student enrolled, spring 2004.....	1.68	0.169
Mean number of hours per week the school library was open in spring 2004.....	34.70	0.847
Q16. Staff received professional development on school libraries (percent)	66.78	2.829
Q19a. Overall reading/English collection in spring 2004 was excellent (percent).....	25.47	2.525
Q30. School worked with public library to plan for summer reading program (percent)...	45.67	5.205

APPENDIX C

SCHOOL LIBRARY QUESTIONNAIRE

U.S. DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. No.: 1875-0230
EXP. DATE: 09/30/2007

IMPROVING LITERACY THROUGH SCHOOL LIBRARIES

SCHOOL LIBRARY MEDIA CENTER SURVEY

This questionnaire is designed to be completed by the person who is most knowledgeable about the school library media center. It is designed to obtain information about individual school library media centers rather than school systems. Please respond only for your individual school. If your school does not have a library media center, please call REDA International, Inc. at 1-800-646-7332.

RETURN COMPLETED FORM TO:

REDA International, Inc.
School Library Media Center Survey
11141 Georgia Avenue
Suite 517
Wheaton, MD 20902

IF YOU HAVE ANY QUESTIONS CALL:

1-800-929-7332

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information is 1875-0230. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Beth Franklin, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

LIBRARY ORGANIZATION, USAGE, AND STAFFING

For this survey, a library media center (LMC) is defined as an organized collection of printed and/or audiovisual and/or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers, and administrators. It is this definition, not the name, that is important; your school might call this a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

1. Around the first of April 2004, what was the total number of students enrolled in this school in grades K-12 and comparable ungraded levels? *(DO NOT include prekindergarten, postsecondary, or adult education students.)*

_____ students

2. During a typical full week of school, approximately how many students used the school library media center (LMC) in spring 2004 and spring 2003? *(Both individual and group visits should be counted. If multiple visits by one person, count each visit. Estimates may be used.)*

a. In spring 2004: _____ students

b. In spring 2003: _____ students

- c. How accurate are the above statistics? *(Circle one response.)*

Very accurate/we regularly collect data on library visits or made special counts for one or more days. 1

Estimate is within 5 percent of the correct answer. 2

Estimate may be off by more than 5 percent..... 3

3. During a typical full week of school, what was the total number of books and other materials checked out from the LMC in spring 2004 and spring 2003?

a. In spring 2004: _____ books and other materials

b. In spring 2003: _____ books and other materials

4. During a typical full week of school, what was the total number of hours that your school's library media center was open in spring 2004 and spring 2003? *(Please include the time that your library was open during nonschool hours, including weekends. Please round your answer to the closest half hour.)*

a. In spring 2004: _____ Hours per week

b. In spring 2003: _____ Hours per week

5. Did this school provide students with access to the LMC during nonschool hours in spring 2004 and/or spring 2003? *(Circle one response.)*
- Yes, in both years..... 1
 - Yes, in spring 2004 only 2
 - Yes, in spring 2003 only 3
 - No, not in either year..... 4 SKIP TO QUESTION 8

6. How many hours per day was your school library media center open during nonschool hours during spring 2004 and spring 2003? *(Please round your answer to the closest half hour. Enter 0 if your school was not open for a particular time period. If your school library media center was open before or after school, enter the number of days per week it was open for extended hours.)*

	Spring 2004	Spring 2003
a. Before school... _____ Hours per day _____ days per week	_____ Hours per day _____ days per week	_____ Hours per day _____ days per week
b. After school _____ Hours per day _____ days per week	_____ Hours per day _____ days per week	_____ Hours per day _____ days per week
c. Saturday _____ Hours	_____ Hours	_____ Hours
d. Sunday _____ Hours	_____ Hours	_____ Hours

7. How did your school library use the extended hours during the 2003–04 school year? *(Circle one response on each line.)*

	Yes	No
a. Specific programs, such as offering tutorials on search techniques.....	1	2
b. It was open to loan books.....	1	2
c. Book clubs	1	2
d. Other <i>(please specify)</i> _____	1	2

8. How many days was your school library media center open during summer vacation in 2004 and 2003?

- a. In summer 2004: _____ Days
- b. In summer 2003: _____ Days

9. For each of the categories listed below, please indicate the number of persons working full time and the number working part time in the library media center in spring 2004 and spring 2003. Please include only staff working full time in this LMC. Staff working less than full time in this LMC should be counted as part time, even if employed full time by the school system. **Please report the number of people (not full-time equivalent) in each category, counting each person only once.** (If none, enter 0.)

	Spring 2004 (Number of staff)		Spring 2003 (Number of staff)	
	Full time	Part time	Full time	Part time
a. State-certified library media specialists (LMS)	_____	_____	_____	_____
b. Professional staff <u>not</u> certified as LMS	_____	_____	_____	_____
c. Other paid employees, such as clerical staff, aides	_____	_____	_____	_____
d. Adult volunteers	_____	_____	_____	_____
e. Total	_____	_____	_____	_____

PROGRAMS AND SERVICES

10. Please indicate how frequently the following services were provided by staff in your school library media center during the 2003–04 school year. (Circle one response on each line.)

	Frequency				
	Daily	Weekly	Monthly	Never	Not applicable
a. Provide reference assistance to:					
1. students.....	1	2	3	4	5
2. teachers.....	1	2	3	4	5
3. administrators.....	1	2	3	4	5
b. Help students, teachers, and administrators find and use relevant information sources outside the school.....	1	2	3	4	5
	Monthly	Quarterly	Annually	Never	Not applicable
c. Assist teachers in designing, implementing, and evaluating research projects for students..	1	2	3	4	5
d. Work with the principal and/or teachers on curriculum issues.....	1	2	3	4	5
e. Participate in grade-level, department, or team meetings	1	2	3	4	5
f. Coordinate textbook selection, ordering, and distribution program in school	1	2	3	4	5
g. Coordinate training programs about integrating educational technology into the curriculum for teachers and other staff	1	2	3	4	5

11. During the 2003–04 school year, how frequently did library staff work with classroom teachers in each of the following curricular areas? (Circle one response on each line.)

	Frequency					
	Weekly	Monthly	Quarterly	Annually	Never	Not applicable
a. Reading/language arts	1	2	3	4	5	6
b. English	1	2	3	4	5	6
c. Mathematics	1	2	3	4	5	6
d. Science	1	2	3	4	5	6
e. Social studies.....	1	2	3	4	5	6

12. During the 2003–04 school year, how frequently did the LMC staff provide the following services to classroom teachers in the area of reading or English?(Circle one response on each line.)

	Frequency					
	Weekly	Monthly	Quarterly	Annually	Never	Not applicable
a. Work with teachers in selecting and evaluating library media resources in reading or English....	1	2	3	4	5	6
b. Work with teachers in curriculum development in reading/English	1	2	3	4	5	6
c. Collaboratively <u>teach</u> reading/English curriculum units with classroom teachers	1	2	3	4	5	6
d. Collaboratively evaluate reading/English curriculum units with classroom teachers	1	2	3	4	5	6

13. How was instruction in information skills provided to students in school year 2003–04? (Circle one response on each line.)

	Yes	No
a. In an information skills course.....	1	2
b. Integrated into other curriculum areas	1	2

14. Who provided the instruction in information skills to students in school year 2003–04? (Circle one response on each line.)

	Yes	No
a. Library media specialist.....	1	2
b. Classroom teachers	1	2
c. Other (please specify) _____	1	2

15. Which of the following services and programs were new to your library in 2003–04 and which ones were expanded in 2003–04 compared to 2002–03? (Circle one response on *each* line.)

	New in 2003–04	Expanded in 2003–04	No change	Decreased or eliminated in 2003–04	Not performed in either year
a. Assist teachers in designing, implementing, and evaluating research projects for students..	1	2	3	4	5
b. Work with the principal and/or teachers on curriculum issues.....	1	2	3	4	5
c. Participate in grade-level, department, or team meetings.....	1	2	3	4	5
d. Coordinate textbook selection, ordering, and distribution program in school	1	2	3	4	5
e. Coordinate training programs about integrating educational technology into the curriculum for teachers and other staff	1	2	3	4	5
f. Work with teachers in selecting and evaluating library media resources in reading or English	1	2	3	4	5
g. Work with teachers in curriculum development in reading/English.....	1	2	3	4	5
h. Collaboratively <u>teach</u> reading/English curriculum units with classroom teachers	1	2	3	4	5
i. Collaboratively evaluate reading/English curriculum units with classroom teachers	1	2	3	4	5
j. Provide instruction in information skills.....	1	2	3	4	5
k. Provide family literacy nights	1	2	3	4	5
l. Provide junior scholars after-school programs	1	2	3	4	5
m. Provide after-school program with a library orientation	1	2	3	4	5
n. Provide books clubs	1	2	3	4	5

PROFESSIONAL DEVELOPMENT

16. During the 2003–04 school year, did any staff in your school receive professional development on topics related to school libraries?

- Yes..... 1
- No 2 SKIP TO QUESTION 19

17. How many of the following types of staff received professional development related to school libraries during the 2003–04 school year?

	Number of staff
a. Principal.....	_____
b. School library media specialist(s).....	_____
c. Reading specialist(s).....	_____
d. Classroom teacher(s)	_____
e. Other paid employee(s), such as paraprofessional(s), clerical(s), or aide(s)	_____
f. Other (<i>please specify</i>) _____	_____

18. How many times per year were the following topics related to school libraries covered in the professional development activities? (*Circle one response on each line.*)

	Times per year			
	7 or more	3-6	1-2	Not covered
a. How to select books and materials that align with the curriculum.....	1	2	3	4
b. How to integrate educational technology into the curriculum.....	1	2	3	4
c. Methods in which teachers and school library media specialists can collaborate	1	2	3	4
d. Teaching children to read	1	2	3	4
e. Other (<i>please specify</i>) _____	1	2	3	4
f. Other (<i>please specify</i>) _____	1	2	3	4
g. Other (<i>please specify</i>) _____	1	2	3	4

MATERIALS AND RESOURCES

19. In your opinion, how adequate were the LMC’s holdings in supporting the instructional program in reading/English in spring 2004 and in spring 2003? (Circle one response for spring 2004 and one response for spring 2003 on each line.)

- 1 = Inadequate – few, poor quality, or outdated materials available to support the instructional program
- 2 = Adequate – library has enough good quality current materials to support the instructional program
- 3 = Excellent – library has a very good to excellent selection of high quality current materials to support the instructional program

	Spring 2004			Spring 2003		
	Inadequate	Adequate	Excellent	Inadequate	Adequate	Excellent
a. Overall reading/English collection	1	2	3	1	2	3
b. Print materials.....	1	2	3	1	2	3
c. Video and other audiovisual materials	1	2	3	1	2	3
d. Computer software	1	2	3	1	2	3

20. For each of the following areas, please indicate the adequacy of the LMC’s resources in meeting the school’s needs in that area in spring 2004. (Circle one response on each line.)

	Inadequate	Adequate	Excellent	Not applicable
a. English as a second language	1	2	3	4
b. Multicultural materials	1	2	3	4
c. High interest-low vocabulary	1	2	3	4
d. Picture books/easy readers.....	1	2	3	4
e. Proprietary online resources/subscriptions	1	2	3	4

21. What is the copyright year of the LMC’s most recent world atlas in any format (e.g., print, CD-ROM, online)? _____

22. What is the copyright year of this LMC’s most recent general knowledge encyclopedia in any format (e.g., print, CD-ROM, online)? _____

23. What are the average copyright years of your fiction and nonfiction collections? *(If you are not able to get an exact count, please provide your best estimate.)*

a. Fiction collection..... _____

b. Nonfiction collection, including reference materials _____

c. How accurate are your responses to 23a and 23b above? *(Circle one response.)*

Highly accurate/comes directly from recent search of records or computer database 1

Estimate should be within 2 years of correct date..... 2

Estimate should be within 5 years of correct date..... 3

Estimate could easily be off by more than 5 years..... 4

24. On what basis did you select the books you added to your collection during the 2003–04 school year? *(Circle one response on each line.)*

	Not important	Somewhat important	Very important	Not used/ not applicable
a. The books had won awards.....	1	2	3	4
b. Lost books were replaced.....	1	2	3	4
c. Books were selected in consultation with the classroom teachers	1	2	3	4
d. Books were selected in consultation with the reading specialist.....	1	2	3	4
e. The focus was on categories that become quickly outdated.....	1	2	3	4
f. Books were selected to strengthen particular subject areas	1	2	3	4
g. Other <i>(please specify)</i>	1	2	3	4

25. Is the following equipment located within this library media center? *(Circle one response on each line.)*

	Yes	No
a. Automated circulation system.....	1	2
b. Video laser disc or DVD.....	1	2
c. Technology to assist patrons with disabilities (e.g., TDD)	1	2

26. Are the following electronic services available in the library media center either through stand-alone computers (not linked to a network), library local area network (LAN), building-wide LAN, or district wide area network (WAN)? (Circle all that apply on each line.)

	Stand-alone computer (non-networked)	Library LAN	Building-wide LAN	District WAN	Not available
a. Automated catalogs	1	2	3	4	5
b. CD-ROMS	1	2	3	4	5
c. Internet access (e.g., Internet Explorer, Netscape)	1	2	3	4	5
d. E-mail	1	2	3	4	5
e. Electronic full-text periodicals	1	2	3	4	5

27. Please indicate whether or not your LMC has computer access (by the Internet or other networks) to the catalog of the following? (Circle one response on each line.)

	Yes	No
a. Public library.....	1	2
b. Community college library	1	2
c. College or university library (excluding community college)	1	2
d. Other school libraries in your district	1	2
e. School libraries outside your district	1	2

28. During the last 12 months, did your school participate in any cooperative activity with a local public library? Examples of cooperative activities include borrowing books for the school library, informing the public library of students' upcoming homework needs, sharing online resources, and planning for a summer reading program.

- Yes 1
- No 2 SKIP TO QUESTION 31
- Not applicable, public library has bookmobile service only 3 SKIP TO QUESTION 31
- Not applicable, there is no local public library or bookmobile service.... 4 SKIP TO QUESTION 31

29. During the last 12 months, how often did your school participate in the following cooperative activities with one or more local public libraries? (Circle one on each line.)

	Frequency					
	Weekly	Monthly	Quarterly	Annually	Never	Not applicable
a. Borrowing books or other materials for the school library....	1	2	3	4	5	6
b. Borrowing books or other materials for classroom teachers .	1	2	3	4	5	6
c. Informing the public library of curriculum or upcoming homework needs.....	1	2	3	4	5	6
d. Coordinating regarding student research projects, including science fairs.....	1	2	3	4	5	6
e. Participating in automation projects such as shared online resources, searches, etc.	1	2	3	4	5	6

30. Did your school work with the public library in planning for a summer reading program conducted for school-age children last summer?

- Yes 1
 No 2

HOLDINGS AND EXPENDITURES

31. During the 2003–04 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials? (Any subscriptions that were renewed in 2003–04 should be included in Column 2. If you are not able to get an exact count, please provide your best estimate.)

	(1) Total number held at the END of the 2003–04 school year	(2) Number ACQUIRED DURING the 2003–04 school year	(3) Report the amount spent for rental and purchase during the 2003–04 school year. Round to the nearest dollar.
a. Books (count all copies).....	_____	_____	\$_____
b. Video materials (tape, DVD or laser disc titles. Do not report duplicates).....	_____	_____	\$_____
c. CD-ROM titles (do not report duplicates).	_____	_____	\$_____
d. Current print or microform periodical subscriptions (do not report duplicates)	_____	_____	\$_____
e. Electronic subscriptions	_____	_____	\$_____

32. What was the TOTAL expenditure for all materials for this library media center during the 2003–04 and 2002–03 school years? *(This total should include all the types of materials listed above in Question 32 as well as other materials such as globes, posters, and pictures. Supplies should not be included.)*
- a. Total expenditure for materials in 2003–04 \$ _____
- b. Total expenditure for materials in 2002–03..... \$ _____
33. What was the total expenditure for computer hardware, other than communications equipment, for this library media center during the 2003–04 and 2002–03 school years? *(Include expenditures for purchase, rental, and/or lease.)*
- a. Total expenditure for computer hardware in 2003–04 \$ _____
- b. Total expenditure for computer hardware in 2002–03 \$ _____
34. What was the total expenditure for audiovisual equipment for this library media center during the 2003–04 and 2002–03 school years? *(Include expenditures for purchase, rental, and/or lease.)*
- a. Total expenditure for audiovisual equipment in 2003–04..... \$ _____
- b. Total expenditure for audiovisual equipment in 2002–03 \$ _____

SCHOOL INFORMATION

35. What grades are offered in your school? *(Circle all grades that apply or if your school is ungraded, specify ages of children enrolled.)*

Pre K K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded, specify age groups: _____

36. Does your school have a computer lab?
- Yes 1
- No 2 SKIP TO QUESTION 38
37. Is the computer lab considered part of the school library? *(The computer lab may be physically separate from the rest of the school library.)*
- Yes 1
- No 2
38. Within the past 2 years, has your school conducted a needs assessment of school LMC programs and services? *(Circle one response on each line.)*
- Yes 1
- No 2 SKIP TO QUESTION 40

39. For each of the categories listed below, please indicate in column (1) whether or not that need was identified in the needs assessment; and in column (2) whether or not changes were made in that area as a result of the needs assessment. (Circle yes or no in each of the two columns for each need.)

	(1) Need identified		(2) Changes made as a result	
	Yes	No	Yes	No
a. More library staff	1	2	1	2
b. More materials in languages other than English	1	2	1	2
c. More up-to-date materials	1	2	1	2
d. More time for planning with teachers	1	2	1	2
e. More space	1	2	1	2
f. More computer equipment	1	2	1	2
g. Rewiring the LMC	1	2	1	2
h. Flexible scheduling	1	2	1	2
i. More staff training.....	1	2	1	2
j. More hours in which the LMC is open	1	2	1	2
k. Other (please specify)_____	1	2	1	2

40. Did your school participate in any of the following federal education programs during the 2003–04 school year? (Circle one response on each line.)

	Yes	No
a. Reading First	1	2
b. Early Reading First.....	1	2
c. Comprehensive School Reform (CSR)	1	2
d. Title I	1	2
e. Other (please specify)_____	1	2

41. How much did your school library receive from the following outside sources of funding during the 2003–04 school year? (Write one response on each line. If you did not receive any funds from a listed source, write \$0. Do not include in-kind contributions such as donations of books.)

	Amount of funding
a. State allotment.....	\$ _____
b. Laura Bush Foundation	\$ _____
c. Corporate donors, such as Partners in Education	\$ _____
d. Not-for-profit group (please specify)_____	\$ _____
e. Other (please specify)_____	\$ _____

42. As of April 2004, how many of the students enrolled in grades K-12 in your school transferred in or out after the start of the 2003–04 school year? (*Write one response on each line.*)

Number of students

- a. Transferred in during the 2003–04 school year..... _____
- b. Transferred out during the 2003–04 school year..... _____

RESPONDENT INFORMATION

43. Which one of the following categories best describes your position at this school? (*Circle one response.*)

- State-certified library media specialist (LMS) 1
- Professional library staff member not certified as LMS..... 2
- Principal..... 3
- Teacher 4
- Other paid employee, such as paraprofessional, clerical or aide 5
- Volunteer 6
- Other (*please specify*) _____ 7

Is there anything else we should know about your school library media center?

THANK YOU!

APPENDIX D

DISTRICT PERFORMANCE REPORT

Improving Literacy Through School Libraries

OMB No. 1810-0667
Exp. Date: 11/30/2007

Cover Sheet/Final Grant Report
See Block 5 on the Grant Award
Notification.

1) PR/Award No

S364A030 _____

District Common Core Data Number _____

<http://nces.ed.gov/ccd/districtsearch>

Enter the same title as on the
approved application.

2) Project Title

--

Repeat from Block 1 on Grant Award
Notification. If address has changed,
provide the current address.

3) Recipient Information

Name:

Address

City:

State:

Zip+4:

Provide the name of the project
director or the contact person who is
most familiar with the content of the
performance report.

4) Contact Person

Name:

Title:

Telephone Number:

Fax Number:

E-mail Address:

Include the interval for the
information requested in the
performance reporting period.

5) Reporting Period

- ____/____/____ (mm/dd/yy)

Report actual budget expenditures
for the above performance reporting
period.

6) Total Expenditures

Federal \$	Non-Federal \$
	(if applicable)
Negotiated Indirect Cost Rate: _____%	

Provide the District's indirect cost
rate

Authorized Representative:

To the best of my knowledge and belief, all data in this performance report are true and correct.

Name (typed or printed):	Title:
Signature:	Date:

IMPROVING LITERACY THROUGH SCHOOL LIBRARIES PROGRAM FINAL GRANT REPORT

Part I. Please provide the following information:

- A. Cover Sheet – see attached. Complete the cover sheet according to the instructions provided.
 - ED Form 524-B
- B. Executive Summary
 - Provide a one- to two-page Executive Summary describing the project and highlighting key accomplishments.
- C. Project Performance
 - Report on how you met each one of your project objectives, i.e., areas proposed in Use of Funds section and/or other applicable sections of your original application.
- D. Project Evaluation
 - Provide a copy of your program evaluation report.

Part II. Please answer the following questions:

SCHOOLS SERVED AND EXTENDED HOURS

1. On what basis were schools selected for participation in the Improving Literacy through School Libraries Program? *(Circle one response on each line.)*

If your district has only one school, please check this box and skip to Question 2.

	Yes	No
a. All schools in the district were selected.....	1	2
b. All schools serving a particular grade level were served <i>(please specify level)</i> _____	1	2
c. The neediest schools based on poverty level	1	2
d. The neediest schools based on lack of library resources.....	1	2
e. The neediest schools based on those identified for improvement under <i>No Child Left Behind</i>	1	2
f. Other <i>(please specify)</i> _____	1	2

2. Who participated in the decision regarding which schools to serve? *(Circle one response on each line.)*

	Yes	No
a. District school library coordinator	1	2
b. District reading curriculum coordinator.....	1	2
c. Superintendent(s)	1	2
d. Principal(s).....	1	2
e. School library media specialist(s).....	1	2
f. Reading specialist(s)	1	2
g. Classroom teacher(s).....	1	2
h. Parent(s).....	1	2
i. Other <i>(please specify)</i> _____	1	2

3. How many schools were served under the grant? _____ Schools

5. If extended hours were not provided, please check this box and skip to question 7.

During the grant year, how many schools extended hours at each of the following times?

**Number of schools
extending hours**

- a. Before school _____
- b. After school..... _____
- c. Saturday _____
- d. Sunday..... _____
- e. Summer..... _____

6. During the grant year, how many schools staffed the library with the following kinds of personnel during extended hours?

Number of schools

- a. School library media specialists..... _____
- b. Library aides _____
- c. Classroom teachers _____
- d. Volunteers _____
- e. **Other (please specify)** _____

8. Which of the following areas, if any, did your district target for buying additional books with grant funds?

	<i>Yes</i>	<i>No</i>
a. Fiction	1	2
b. Updating of science collection	1	2
c. Updating collection on history and/or biography.....	1	2
d. Filling holes in particular areas (<i>please specify</i>) _____	1	2
<hr/>		
e. General upgrading of entire collection.....	1	2
f. Decisions on book purchases were made by schools, not the district	1	2
g. Other areas targeted by the district (<i>please specify</i>) _____	1	2

PROFESSIONAL DEVELOPMENT

9. Was any professional development provided by the district under the grant?

- Yes 1
- No..... 2 SKIP TO QUESTION 12

10. How many of the following types of staff received professional development by the district under the grant?

	Number of staff
a. District school library coordinator	_____
b. District reading curriculum coordinator.....	_____
c. Principal(s).....	_____
d. School library media specialist(s).....	_____
e. Reading specialist(s)	_____
f. Classroom teacher(s).....	_____
g. Paraprofessionals/instructional assistant(s).....	_____
h. Other (<i>please specify</i>) _____	_____

11. How many times per year were the following topics covered in the professional development activities? (*Circle one response on each line.*)

	Times per year			
	7 or more	3-6	1-2	Not covered
a. How to select books and materials that align with the curriculum	1	2	3	4
b. How to integrate educational technology into the curriculum	1	2	3	4
c. Methods in which teachers and school library media specialists can collaborate	1	2	3	4
d. Teaching children to read.....	1	2	3	4
e. Other (<i>please specify</i>) _____	1	2	3	4
f. Other (<i>please specify</i>) _____	1	2	3	4
g. Other (<i>please specify</i>) _____	1	2	3	4

EXPENDITURES

12. How much of your grant money was ultimately spent in each of the following categories:

- a. Acquisition of advanced technology \$ _____
- b. Acquisition of all other resources, including books \$ _____
- c. Linkage to the Internet and other resource-sharing networks \$ _____
- d. Professional development \$ _____
- e. Operating the school library media center during nonschool hours..... \$ _____
- f. Other (*please explain*) _____ \$ _____

13. Who participated in the decision regarding how the money should be spent? (*Circle one response on each line.*)

	Yes	No
a. District school library coordinator	1	2
b. District reading curriculum coordinator.....	1	2
c. Superintendent(s).....	1	2
d. Principal(s).....	1	2
e. School library media specialist(s).....	1	2
f. Reading specialist(s).....	1	2
g. Classroom teacher(s).....	1	2
h. Parent(s).....	1	2
i. Other (<i>please specify</i>) _____	1	2

14. On what basis was the grant money distributed to the schools in your district? (*Circle one response.*)

- Each participating school received the same amount 1
- Each participating school received an amount based on the number of students in the school..... 2
- All purchasing was done at the district level 3
- Other (*please specify*) _____ 4

STUDENT ACHIEVEMENT DATA IN READING/LANGUAGE ARTS

15. For each school served under the grant, please provide your district name, the school name and CCD #, the name of the assessment, and in the table below, indicate each grade level or grade span that was tested in reading/language arts. If you did not test a particular grade level in a particular year, write NA for the numbers who were assessed for that year and grade. For both the year prior to the grant and the year of the grant, please provide the number of students who were enrolled, assessed, and whose scores showed they met or exceeded the proficient level of academic achievement for the assessment used. For the higher grades, if you do not specifically test in reading/language arts, please provide the test results for English instead. NOTE: Please copy these pages as needed, and fill out one page for each school served under the grant.

District Name: _____

School Name/CCD#: _____

Name of Achievement Test: _____

Grade level	Number of Students					
	In the year prior to the grant who were:			In the year of the grant who were:		
	Enrolled	Assessed	Met or Exceeds Proficient	Enrolled	Assessed	Met or Exceeds Proficient
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						



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