

**Trend Analysis of
Indiana K-12 Library Services
Since the
School Library Printed Materials Grant**

October 8, 2004



**CENTER FOR EVALUATION
& EDUCATION POLICY**

Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant

Jonathan Plucker
Center for Evaluation and Education Policy

Jack Humphrey
Middle Grades Reading Network

Ada Simmons, Russell Ravert, Kristin Kohler, and John Hansen
Center for Evaluation and Education Policy

October 8, 2004



**CENTER FOR EVALUATION
& EDUCATION POLICY**

Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant

Executive Summary

The Indiana General Assembly recognized the importance of updating school library book collections by appropriating \$4 million for K-8 schools during the 1997-1999 school years, \$6 million for K-12 schools during the 1999-2001 school years, and \$6 million for K-12 schools for the 2001-2003 school years. However, due to state budgetary restraints, only \$3 million was provided in the 2001-2002 school year and no funds were provided for the 2002-2003 school year nor for subsequent school years. Our 2002 report indicated that funding provided between 1997 and 2001 resulted in a sharp increase in purchases and circulation, but that those numbers had either leveled or begun to dip in the partially-funded cycle (Plucker et al., 2002). This report reviews the current state of library services in Indiana public schools in light of these developments, as well as trends in school enrollment and book purchasing and circulation.

Two types of data analysis were utilized in preparing this report. Survey results (n = 3,111) from Indiana public schools serving children in kindergarten through eighth grade were compared across 2000, 2002, and 2004 school years, using analysis of variance methods. In addition, the comments of 185 Indiana public school librarians in response to an open-ended question on the 2004 survey were analyzed. The full report includes text, tables, and graphs illustrating both sets of analyses, as well as representative quotes from survey respondents.

Results

The results provide evidence that school libraries are unable to maintain the levels of book purchases and circulation that were seen during the fully-funded 2000 cycle. They report experiencing a great deal of financial stress, uncertainty, and difficulty maintaining services and supporting programmatic initiatives that are viewed as important to state academic goals.

Table 1 provides a summary of statistics for schools that participated in the past three administrations of the Middle Grades Reading Network School Library and Acquisi-

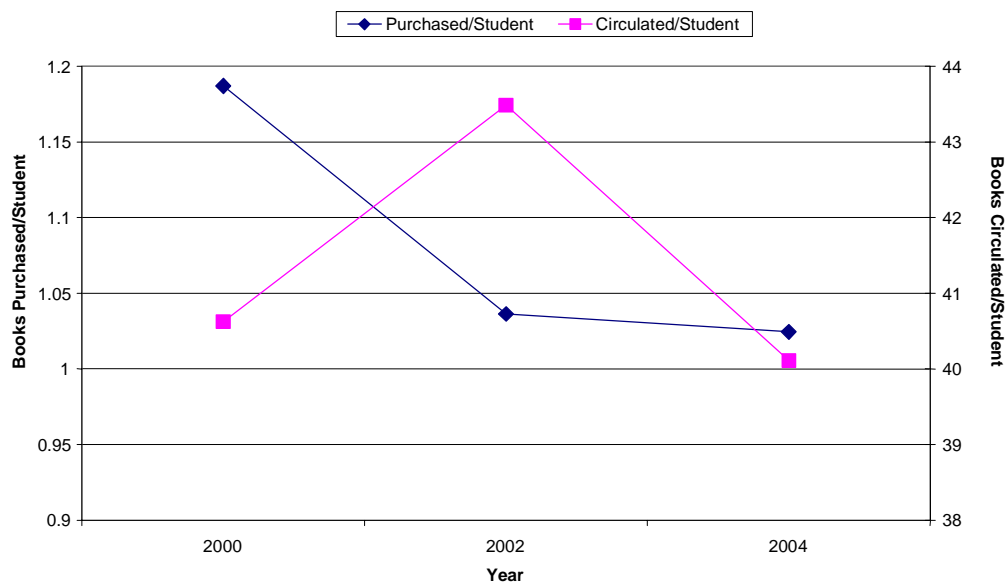
tion Survey. As seen in Figure 1, book purchases have continued to decrease since the 2000 fully-funded cycle of the program. Circulation numbers showed an increase in 2002, presumably as those new purchases found their way into circulation. In 2004, purchases and circulation per student are at their lowest levels across the 6-year period.

TABLE 1. Library Statistics, 2000-2004

Year	Students/ School	Books Purchased/ School	Books Purchased/ Student	Books Circulated/ School	Books Circulated/ Student
2000	473.4	525.9	1.19	17,236	40.62
2002	493.1	480.7	1.04	19,276	43.48
2004	506.9	493.0	1.02	18,394	40.11

Note. Throughout this report, the year listed represents the spring of the academic year in which the survey was distributed. For example, “2000” represents spring of the 1999-2000 school year.

FIGURE 1. Average Number of Books Purchased and Circulated per Student, 2000-2004



A qualitative analysis of participant responses to an open-ended question on the School Library and Acquisition Survey revealed that Indiana school librarians are coping with significant financial constraints. Although many librarians report actively

seeking out and utilizing alternative funding sources to assist in day-to-day library needs, many respondents are concerned about their ability to address student needs and interests. In addition to financial struggles, many respondents expressed concerns related to job security, being overworked, coping with stolen books, structural and technological changes, and overcoming frustrations related to budget reductions or elimination. Despite the need for a close examination of the financial needs of Indiana's school libraries, many librarians indicated that school-based support for the promotion of student literacy is increasing.

Conclusions and Policy Implications

1. State funding for school libraries from 1997-2001 resulted in substantial increases in book purchases and circulation that were reflected in the 2000 data on the number of books purchased per school and per student. Subsequently, with a new pool of printed materials available to students, book circulation per school rose substantially as reflected in 2002 data. Book purchases per school and per student declined dramatically from 2000 to 2002, reflecting the consequences of the exhaustion of state funding for printed materials, the rising costs of books, and increasing school enrollments that reduces purchases per student.
2. The data collected in 2004 reveal that book purchases per school and per student remained relatively flat compared to 2002 figures. This finding suggests that schools have been unable to rebound from the loss of state resources for printed materials first evident in the 2002 figures. However, with the elimination in state funding from the Printed Materials Grant, librarians have been extremely resourceful in identifying alternative sources of funding, apparently preventing further decline in the number of book purchases per school and per student. These funding sources are not necessarily stable or long-term, however, and many librarians report compromising their services to maintain essential book purchases (i.e., purchasing paperback rather than hardback materials, dropping periodicals, etc.). The nature of current funding suggests that book purchases may decline significantly in the future as short-term funding solutions end and attention is diverted back to essential library services.
3. After a surge in circulation in 2002 associated with book purchases from the Printed Materials Grant, circulation dropped off dramatically in 2004 to per-student levels that were even slightly below 2000 levels. Declines in circulation may be expected when purchases of library books decrease, as students lack library access to new reading materials.

-
-
4. Literacy continues to be a central focus of educational initiatives in Indiana schools, and librarians report increasing difficulty in meeting student needs and educational goals related to literacy. In order to support programs such as accelerated reading and other literacy initiatives, librarians have been forced to submit grant proposals, collect pull tabs, host book fairs, and sponsor candy sales. Whether these types of efforts will be sustainable is questionable.
 5. Despite the state's considerable financial challenges, the role of library materials should be considered in any comprehensive plan to increase the literacy of Indiana's students. Resources for the support of school libraries are increasingly strained, making it difficult to support critical academic and student needs. The long-term impact of budget cuts may have negative outcomes on student reading levels and achievement.

Trend Analysis of Indiana K-12 Library Services Since the School Library Printed Materials Grant

The literacy of every student remains a nationwide educational priority. Research supports the importance of school libraries in meeting literacy goals. For instance, studies conducted in Alaska, Colorado, Iowa, Michigan, New Mexico, Oregon, and Pennsylvania suggest that when school libraries have higher levels of professional and total staffing, large collections of print and electronic resources, and more funding, students tend to earn higher scores on state reading tests (Lance, 2002; Lance et al., 1993; Lance et al., 2000; Rodney et al., 2002). As Lance (2004) notes:

The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance. If school decision-makers want to be sure that they leave no child behind, the best insurance is a strong school library program.

In addition, results from the federally sponsored National Assessment of Educational Progress (NAEP) provide evidence that students who read for fun every day have significantly higher reading achievement scores than students who read less frequently (NCES, 2002). The results of these studies provide convincing evidence that strong school libraries promote student reading achievement.

As part of a comprehensive strategy to improve the literacy of Indiana students, the state legislature created the School Library Printed Materials Grant starting with the 1997-1998 school year. Those funds have been discontinued due to state financial problems. The purpose of this report is to present an analysis of the impact of state funding on K-8 school library purchases and circulation. Data were collected during the spring of 2004 and are compared to the results of previous surveys.

Recent History of State Funding of School Libraries in Indiana

The Indiana General Assembly provided \$4 million to K-8 schools for the 1997-1999 school years in the School Library Printed Materials Grant. The grant was expanded to K-12 schools for the second funding cycle (1999-2000 and 2000-2001) and the funds increased to \$6 million. School corporations could spend the funds for any grade levels from kindergarten through twelfth grade.

Another \$6 million was appropriated for a third funding cycle, 2001-2002 and 2002-2003. School corporations received \$3 million for 2001-2002 with the expectation that another \$3 million would follow in 2002-2003. However, the funds for 2002-2003 were eliminated due to the state's budget difficulties.

School corporations received and spent most of the funds for each biennium during the first year of funding. Thus school corporations spent most, if not all, of the \$4 million for 1997-1999 in 1997-1998, the \$6 million for 1999-2001 in 1999-2000, and the \$3 million in 2001-2002.

The Indiana Administrative Code (511 IAC 6.1-5-6 Media Program) states that each school shall spend at least \$8 per student per year from its 22200 account to maintain its media program. The \$8 figure was set in 1989 when the average cost of a book was about \$9 compared to the present average cost of over \$19. However, even this small amount may not be spent exclusively on books, since salaries for library-related staff can also be drawn from the 22200 account. Therefore, while satisfying their legislative requirements for support of school media programs, Indiana public schools may not necessarily be purchasing books for their libraries.

Methodology

Librarians in Indiana public schools enrolling students in kindergarten through eighth grade were sent a survey in the spring of 1997 to determine the numbers of books purchased and circulated during 1997. This information was collected prior to state funding for school library books. Subsequent library surveys were sent to schools in 1998, 2000, and 2002. A report by the first two authors of the current study was completed in 2002, summarizing those results (Plucker et al., 2002).

In spring of 2004, the survey was again sent to librarians in all Indiana public schools enrolling students in kindergarten through eighth grade. A copy of the survey, which was distributed by the Middle Grades Reading Network, is included as Appendix A. In 2004, 680 schools containing at least one grade in the K-8 range returned surveys.

The survey requested information on the school name, school corporation, and grade level served by the school. Additional questions included: a) number of students in the school, b) number of books purchased that year, c) number of books circulated that year. Respondents were also able to provide open-ended comments on the survey.

Included in the analyses were data from all schools who answered all of the questions on the survey. Those indicating a “0” for number of books circulated were not used in analysis ($n=11$), because these cases tend to indicate atypical circumstances at that school, such as the library being closed for renovations, or computer glitches that made accessing accurate information impossible. Also, those schools with extreme scores on purchases per student or circulation per student were excluded from the analyses. Of the total 3,150 cases, 39 (1.2%) met a criteria of having a z value equal to or greater than 5 and were excluded from analysis.

As shown in Appendix B, samples for the three survey administrations were similar with regard to the grade level taught within those schools. Analysis of variance was used to compare results for the three survey years, with conservative post-hoc Scheffé tests used to compare results between any pair of survey years. A limitation to this approach is the quasi-independent nature of the data, in that some schools participated in more than one survey year.

Quantitative Results

Demographic and library statistics from those schools appear in Table 2 below.

TABLE 2. Demographic and Library Statistics, 2000-2004

Year	Students per School	Range in Students per School	Books Purchased per School	Range in Books Purchased per School	Books Circulated per School	Range in Books Circulated per School
2000	473.4	75-2,500	525.9	0-4,550	17,236	150-10,134
2002	493.1	102-4,200	480.7	0-2,900	19,276	210-91,729
2004	506.9	80-2,200	493.0	0-5,354	18,394	30-102,600

Note. Throughout this report, the year listed represents the spring of the academic year in which the survey was administered. For example, “2000” represents spring of the 1999-2000 school year.

In order to control for enrollment changes across years, the purchase and circulation data are adjusted per student, with results presented in Table 3 below.

TABLE 3. Library Statistics, Adjusted per Student, 2000-2004

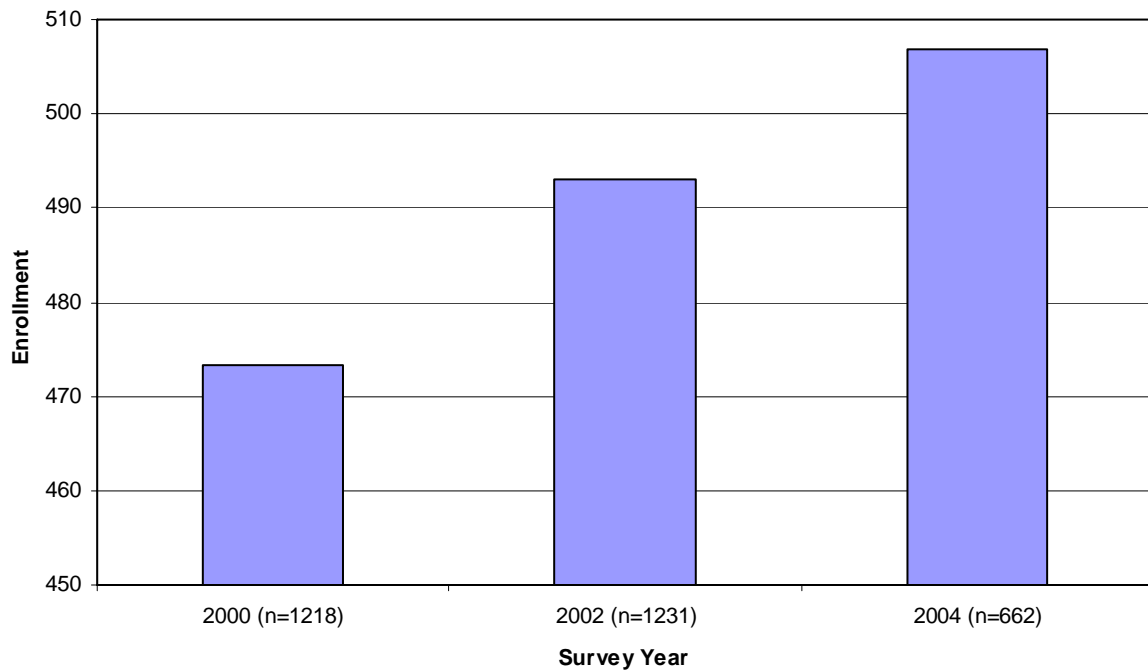
Year	Books Purchased per Student	Range in Books Purchased per Student	Books Circulated per Student	Range in Books Circulated per Student
2000	1.19	0-4.57	40.62	.24-219.78
2002	1.04	0-4.58	43.48	.98-208.95
2004	1.02	0-4.77	40.11	.11-184.34

Analysis of variance was used to compare means across the three survey years for a) enrollment, b) purchases, c) circulation, d) purchases per student, and e) circulation per student. Findings regarding each measure are presented below.

Enrollment

School enrollment has increased in the time since the Printed Materials Grant was discontinued. The main effect of enrollment was statistically significant, $F(2, 3108) = 4.650$, $p = .010$. Post-hoc Scheffé tests indicate that 2004 enrollment was significantly higher than 2000 or 2002. Enrollment results are shown in Figure 2 below.

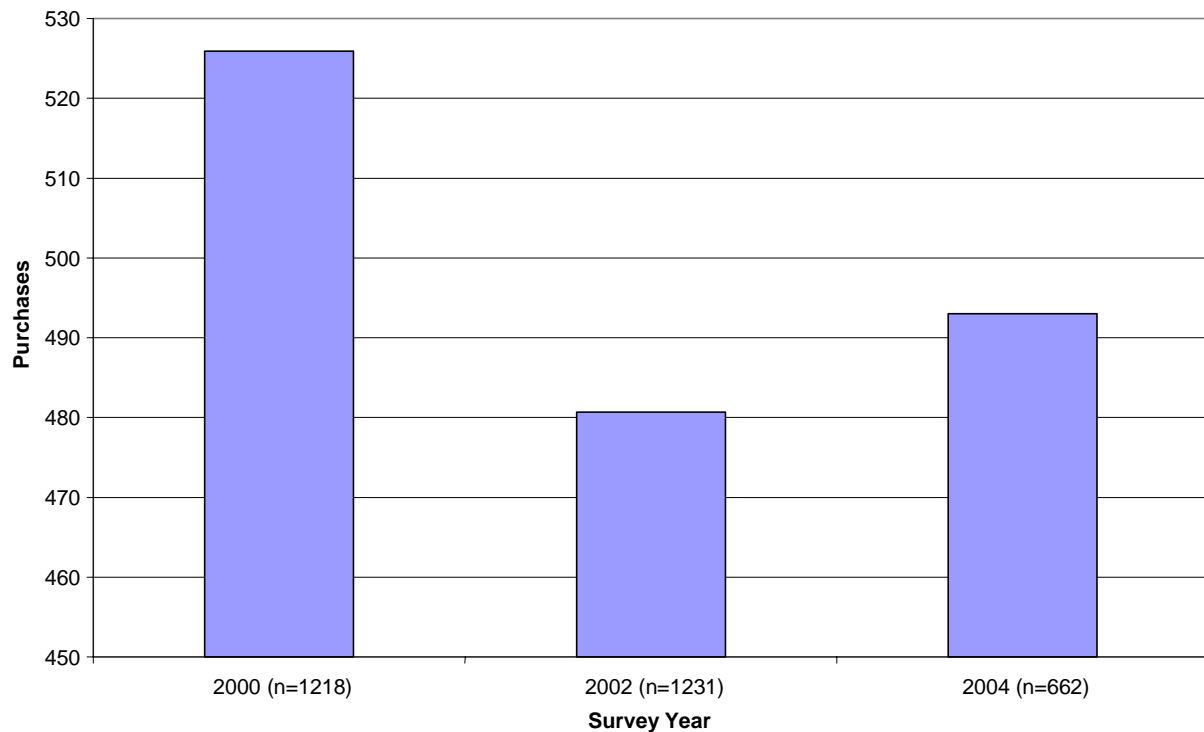
FIGURE 2. Average School Enrollment by Survey Year



Book Purchases

The number of books purchased per school decreased when Printed Materials Grant funds were cut in 2002, but appear to have remained relatively stable since that time. The main effect of book purchases per school was significant, $F(2, 3108) = 4.030$, $p = .018$. Post-hoc tests indicate that book purchases were significantly lower in 2002 than 2000. Book purchases per school increased slightly from 2002 to 2004, but this difference was not statistically significant. These results are shown in Figure 3 below.

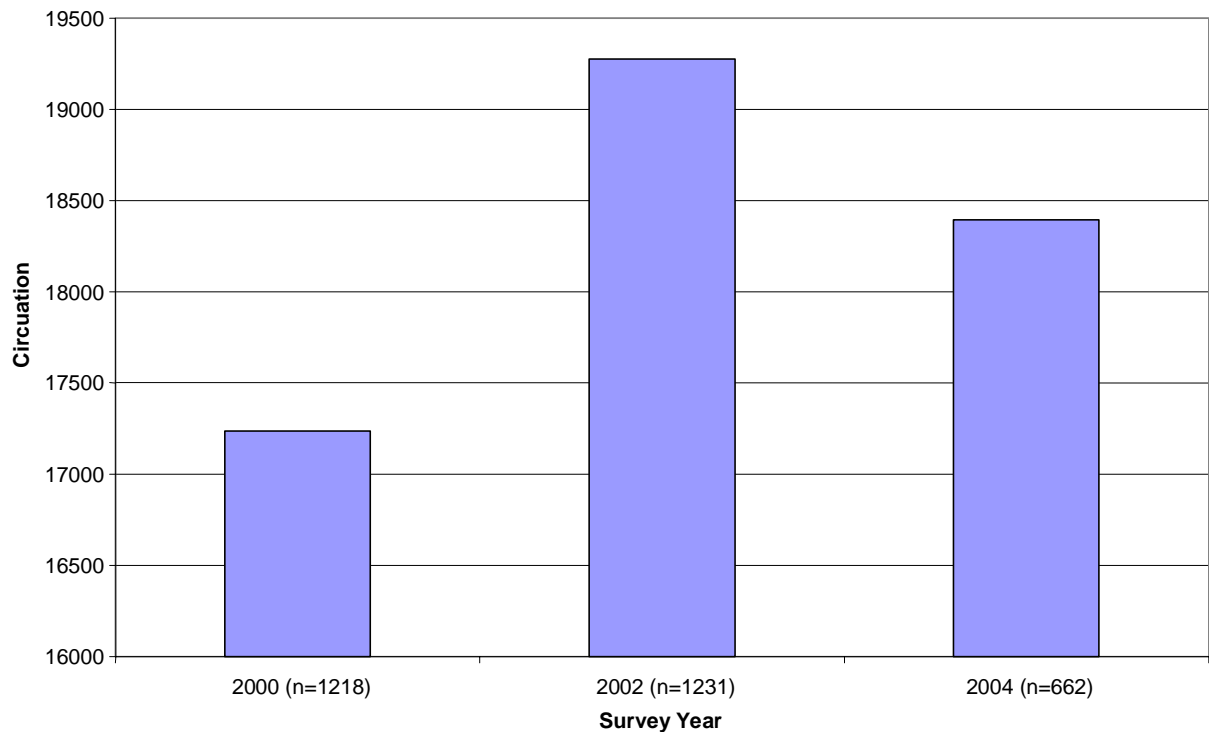
FIGURE 3. Average Number of Book Purchases per School



Circulation

The Printed Materials Grant appears to have resulted in large increases in book circulation, as reported previously (Plucker et al., 2002). These increases were seen in years immediately following funding, as one might expect given the time necessary to order the books and enter them into circulation. As seen in Figure 4 below, a significant difference across survey years was found, $F(2, 3108) = 7.171$, $p = .001$, with a higher number of books circulated per school in 2002 than in 2000. The figure suggests that circulation numbers may be headed downward, although the difference between 2002 and 2004 numbers did not reach statistical significance.

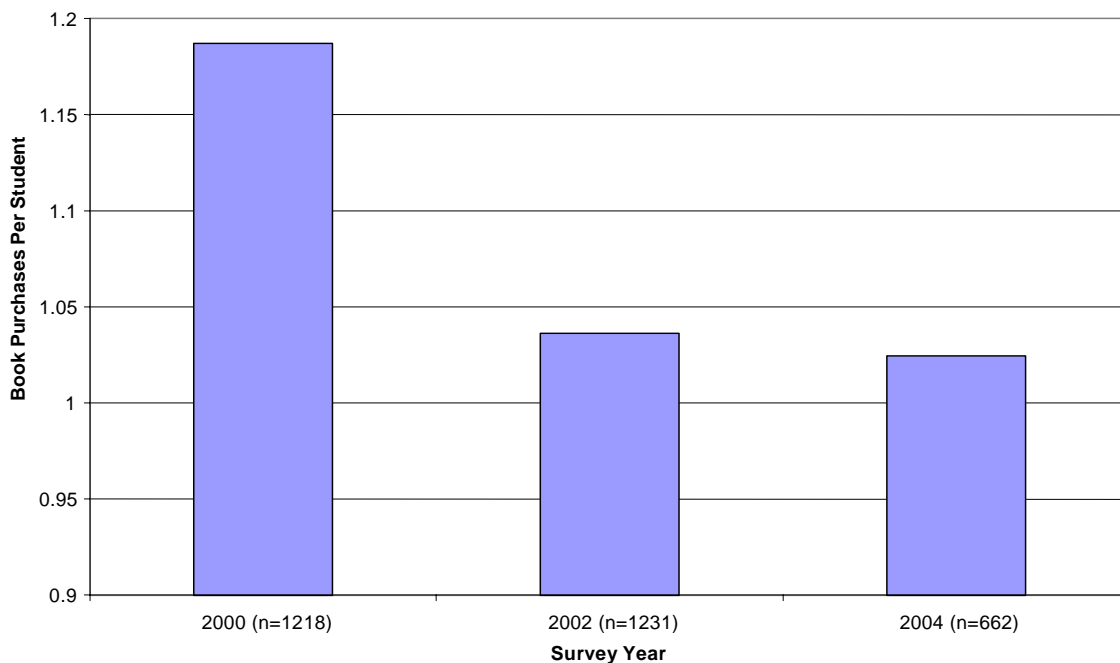
FIGURE 4. Average Book Circulation per School



Purchases per Student

The average number of books purchased per student was lower in 2002 than in 2000; the number of books purchased per student was marginally lower still in 2004. This difference between years, shown in Figure 5 below, was statistically significant, $F(2, 3108) = 16.507$, $p < .001$. Post-hoc tests indicate that 2002 and 2004 purchases per student were both significantly lower than those in 2000. Comparing these figures with those from those in Figure 3 indicate that while book purchases *per school* have dropped an average of 6.3% since 2000, the average number of book purchases *per student* has dropped an average of 13.7% during that time. The implication is that although strong efforts are being made among Indiana librarians to raise funds for book purchases, as described later in this analysis, they have been unable to keep up with increased enrollments that are occurring with the schools.

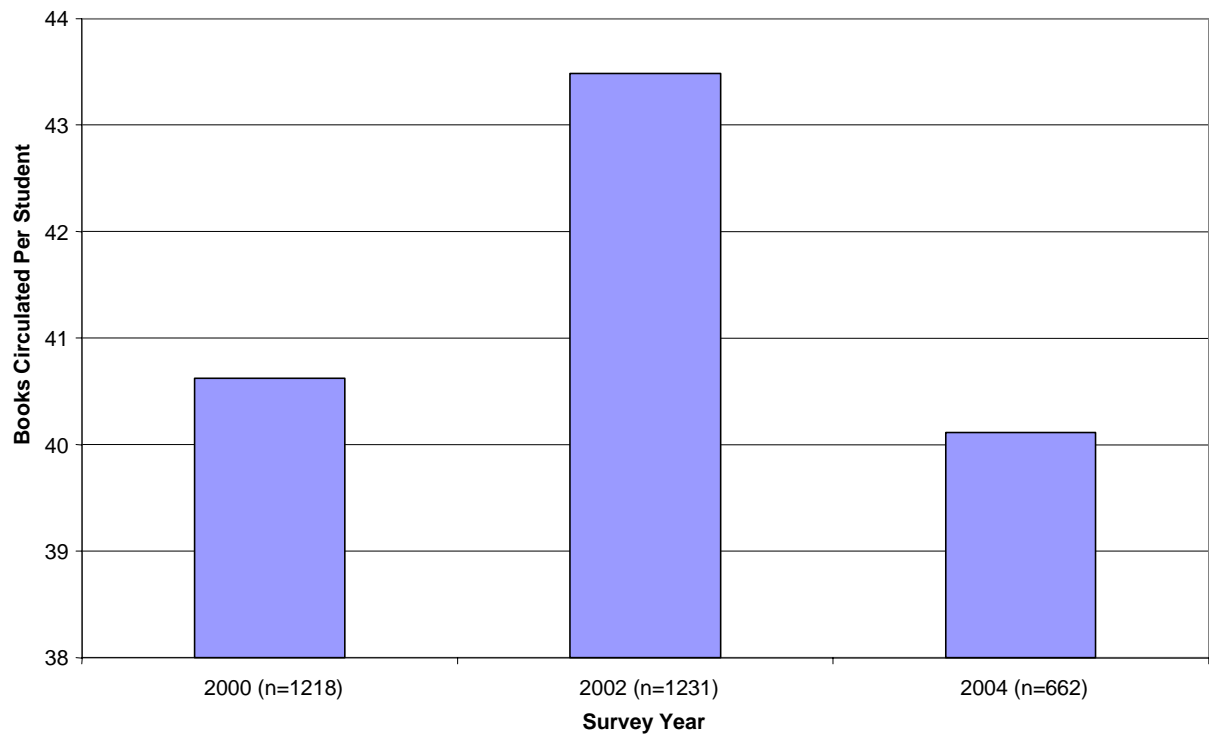
FIGURE 5. Number of Books Purchased per Student



Circulation per Student

Circulation per student peaked during the 2002 survey cycle, at a level higher than either 2000 or 2004, $F(2, 3108) = 4.122$, $p = .016$. Findings from the 2002 report indicated that circulation per student showed steady increases from 1997 to 2002. Therefore, current findings, shown in Figure 6 below, may represent the beginning of a decline in circulation resulting from the drop in book purchases observed in 2002.

FIGURE 6. Average Number of Books Circulated per Student



Summary of Quantitative Results

The number of books purchased per school and per student increased nearly 25% from 1997 to 2002 during the funding cycle of the School Library Printed Materials Grant (Plucker et al., 2002). The 2002 report also provided evidence that the number of books circulated per school and per student increased nearly 18% and 16%, respectively, over the course of that funding program.

The current data suggest that book purchases per student decreased significantly following the last year of full funding (2000), and since have been relatively stable. On average, schools purchased 6.3% fewer books last year than in 2000, but due to increases in student enrollment during that time, this represents a 13.7% drop in average book purchases *per student*.

Qualitative Results

Of the 680 respondents to the Middle Grades Reading Network survey, approximately 185 individuals provided responses to an open-ended prompt for additional comments. The comments underwent two levels of qualitative analysis. First, two individuals separately analyzed the data for recurring themes. From these analyses, major themes and subthemes were identified. The original data were then recoded according to the identified themes and subthemes in the second level of coding. Inter-rater reliability was checked for 20% of the data set and resulted in 84% agreement between the two raters.

Responses to the survey were categorized into five major themes: a) concerns related to the library budget, b) ways that librarians and media specialists are seeking alternative sources of funding to support library functioning, c) difficulties related to meeting student needs, d) positive school developments pertaining to improving student literacy, and e) descriptions of major issues impacting the functioning of school libraries. The responses were additionally categorized into subthemes for each major theme. Those subthemes are listed in Table 4 below.

TABLE 4. Themes in 2004 Survey Comments

Theme	Frequency	Subthemes
Budget Concerns	72	<ul style="list-style-type: none">• Limited funds• Inability to address needs
Seeking Alternative Sources of Funding	75	<ul style="list-style-type: none">• Dependence on outside funding sources• Instability of funding sources
Addressing Student Needs	12	<ul style="list-style-type: none">• Difficulty meeting the curricular and achievement needs of students• Difficulty obtaining books that will motivate students to read
Positive Influences on the Library	44	<ul style="list-style-type: none">• Acknowledgement of the importance of student reading and necessity of library services• Appreciation for the contributions from community, corporate, and school organizations to increase book purchasing and circulation
Libraries in Flux	37	<ul style="list-style-type: none">• Stolen books• Short-staffed• Increased frustration due to difficulties related to maintaining library• Uncertainty of professional future• Structural and technological changes affecting circulation and/or library functioning

Budget Concerns (n=72)

Table 5 below presents the number of responses coded within each subtheme of the “Budget Concerns” category.

TABLE 5. Budget Concerns Cited in 2004 Survey Comments

Subtheme	Number	Percent
Budget cut this year	24	33.0%
Budget frozen or very delayed this year	14	19.4 %
No budget at all this year	10	13.9 %
No increase (no change) in budget this year	4	5.6 %
Insufficient budget to address student needs and maintain library functioning this year	20	27.8 %

A consistent theme throughout many of the responses was the librarians’ concern for funding of school libraries. Specifically, many respondents indicated their library budgets have been cut significantly, frozen due to legislative delay, or eliminated entirely. A small number of individuals expressed concern over a lack of budget increases needed to keep up with the rising cost of books. In addition to responses regarding limited funds for libraries, respondents also mentioned repeatedly the growing inability of libraries to appropriately address the needs and interests of students. Quotes that exemplify participant responses are provided below.

Budget Cut (n = 24)

Last year and this year we had severe cuts in the library budget and lost the state grant ... that we were counting on last year. We have been supplemented by a grant, but still are short by \$3,000 each year.

Only had 25% of my normal budget this year!

My budget was cut drastically due to the non-collection of county taxes.

Our budget has suffered drastically in the last 2 years. Our circulation has increased because of our [Accelerated Reading] program but our budget has been cut.

My book budget has been cut by 55% this year. It may be cut further for next year.

Budget Frozen or Very Delayed (n = 14)

As of January 1, 2004, we have no “book” budget. Our property taxes have not been levied yet, and we have no money. We are starting a sustained silent reading program and have no money to buy books....

We haven't been able to order anything this spring because our corporation hasn't received monies from the county because of the property tax delay.

No Budget (n = 10)

The 68 books we purchased were bought using “found” money. We have no corporation funding.

I didn't have a budget for the school year 2002-2003 until January 2004 and then my budget was cut in half.

Library book budget was eliminated last school year due to budget crunch....

I don't receive a budget from the local corporation. Any new titles are purchased from Title V Part A money or parent teacher association.

No Change to Budget (n = 4)

Our budget for books is only \$2500. That is the same as last year. We are having a terrible time trying to improve our collection to help support the curriculum. Book prices continue to skyrocket yet the quality is poor....

We get \$4000 for books each year. Hasn't gone up or down in 11 years.

Insufficient Budget to Address Student Needs and Maintain Library Functioning (n = 20)

Many of our books are wearing out and the money I have (\$3000 a year) does not stretch far enough to hardly replace books. It is not enough money to improve our library.

Each year with the increase of book prices and less in our budget it will become more difficult to keep up with our collection and the demands of staff and students.

The amount of books being purchased is not near enough for the books that are being circulated. We still have lots of outdated books on our shelves. Students need updated materials to reach their highest potential of learning. Our facility is way too small to accommodate our students, but that's another story.

Although we have purchased quite a few fiction and nonfiction books, we are in great need of updated reference books. It is hard to keep up with our needs with the amount of money we have.

Books that could be ordered were totally inadequate for what we needed.

Seeking Alternative Sources of Funding (n = 75)

Another major theme identified in the analysis was the reliance on outside funding to maintain the current functioning of libraries. Respondents listed a variety of methods used to raise money that enable them to purchase books specific to their students' needs as well as increase overall circulation and library maintenance. For many of the responses pertaining to a reliance on alternative sources of funding, lack of financial security with school funding and uncertainty about future funding sources were frequently mentioned topics related to the theme. Responses that represent these themes are listed below.

Book purchases: 1) 43 of books ordered were paid by funds earned by recycling pop can tabs; 2) One book purchased with memorial contribution.

Many of these books were received through book fair profit, no school funds.

We were fortunate to win \$10,000 in free books from Target so that has been a blessing for our school as our budget was also cut 26%.

Books purchased count includes ONLY those purchased with school corporation funds. Many other books were added to our collection: gifts, book fair freebies, purchases from other funds, etc.

Grant from GE used to purchase books & quizzes. SINE Grant purchased books. Chocolate bunny sales money used to purchase books. No local funds used in 2003-2004 for books.

We are blessed to have funds from the Indianapolis Foundation Grants as well as from...Washington Foundation grants.

With the massive budget cuts that we have endured for the past three years, we have come to depend on grant funds to help augment our lagging funds.

Addressing Student Needs (n = 12)

Another theme related to the previous two sections was a general concern about how effectively libraries can address student needs while operating under such significant financial strain. Specifically, there were comments related to an inability to purchase texts that promote curricular and achievement needs as well as books that interest students and promote an appreciation for reading. Quotes which exemplify these issues are listed below.

My students are becoming quite interested in certain non-fiction subjects but most of the time I have to direct them to the public library, even for school reports. The majority of our students say they don't even have a library card. If our school libraries are outdated and under stocked, I am concerned that most of our children's only mental stimulation will be television, movies, and video games.

We are a small school with room for a limited number of students but they still need a wide range of library books. This year our corporation was forced to slash the per pupil amount allotted for books, with the result that our yearly book budget is exceedingly small which allowed only a very few new acquisitions. The library grant made the difference for us between just barely existing and creating a much broader and newer library collection.

The students are always very excited to have new books to explore and read. Without funding from the state I will be able to purchase very few books. Books wear out very quickly when you are checking out this many books in a school year. The students will be the ones to suffer without proper funding.

Getting the students motivated to read is hard when the selection of books is not many. The students ask for different books or series and my answer is to them no money.

Positive Influences on Library (n = 44)

Although many respondents to the 2004 Middle Grades Reading Network study referred to the financial hardships that libraries are currently facing, several mentioned positive developments within their schools that are increasing student literacy and exposure to reading. Programs such as Accelerated Reader, Sustained Silent Reading, and Reading is Fundamental were being implemented within many schools. While the literacy programs were strongly supported by respondents, concerns regarding the ability to sustain such programs (i.e., purchasing appropriate texts and materials) were also mentioned. In addition, there was a repeated expression of gratitude toward individuals assisting librarians in their efforts to fund library needs and promote literacy. Quotes associated with this theme are listed below.

Thanks for all you do. Keep up the good work. In our PL 221 plan, reading has been deemed the most important aspect of our school. Students and teachers are reading more and we are seeing improvements in many areas.

Our library also purchases Accelerated Reader tests to encourage reading and as an integral part of our curriculum. I purchase about 500 tests each year and dedicate about \$1,200 of my budget to that.

We have a large number of circulations due to a Sustained Silent Reading program that is in place. Every student and teacher reads the first 20 minutes of EACH school day which has greatly increased our circulation statistics.

We have a DEAR program at our school; twice a week for 25 minutes everyone including teachers Drop Everything and Read. We have received many updated fiction books due to the money from the state legislature. Both of these things have helped. New books are always on display; when new books arrive, many of them are highlighted on our morning announcements the students do on closed circuit television. More teachers are requiring students to do various kinds of book reports.

Because of significant funding from the PTO and heavy use of the AR/Reading Renaissance program, our purchase of new books and circulation has remained satisfactory. However, because of the heavy usage of the books, they are wearing out rapidly. We are in desperate need of more books as our present ones are falling apart.

Libraries in Flux (n = 37)

The final theme extracted from the data pertains to some of the specific issues that many respondents appear to be facing. Respondents expressed concerns such as dealing with the loss of stolen books, being short-staffed, coping with frustration regarding funding, dealing with uncertainty regarding future staffing cuts, and adapting to technological and structural changes. Quotes illustrating different topics mentioned within this theme are provided below.

Stolen Books

We actually have about \$3,000.00 to spend on books; however I spend approximately \$500.00 annually on replacing lost or stolen books - 16.6% of budget (about 40 books annually).

...children seem to be less responsible in caring for the books while they are checked out. We have more parents who are less responsible in paying fines and getting books back to the school before moving out of the district. All of this means far less to offer our student patrons. It is hard to offer students information on places and events in the news when our books about countries are so outdated.

Short-Staffed

They are not replacing a librarian that is retiring this year. I will be the librarian for 3 elementary schools next year for a grand total of 15,000 students!

At this point I am pleased that positions have not been cut. Though our corporation did not replace the middle school professional when she moved to another building, (school corporation) shows 4 professional media specialists but there are now 5 buildings.

...our biggest problem is staffing. We now have 3 certified media specialists for 7 elementary schools and the District Media Center.

Increased Frustration with Difficulties Related to Maintaining Library

How can our corporation declare better reading scores as its goal and then freeze my budget? I totally understand the situation that our superintendent is in...but it's like telling me to teach and then tying my hands behind my back and duct-taping my mouth! How can you teach when you don't have the tools?

Budget is getting MUCH smaller as cost of books continues to go up. VERY FRUSTRATING!

It is disgraceful how our libraries are underfunded. New materials are essential to children to keep interest. Paperback books are becoming more than half of acquired media.

Uncertainty of Professional Future

The library aide position is in jeopardy right now as well as all special education aides.

I am an Instructional Assistant, not a Librarian. Our corporation felt it unnecessary to keep a Librarian for the three elementary schools in our corporation. I certainly hope that you are able to find areas where books and materials for the Media-Center/Library can be found. I personally would be more than happy to LEARN how to apply for grants and funding.

Structural and Technological Changes Affecting Circulation and/or Library Functioning

We are currently at the beginning stages of automation and have orders on hold until we are sure bar code processing will be correct for our automation.

New school opened in August 03 did not have a budget to purchase books until January 04.

Due to remodeling, collection was in storage this fall until October 1 and could not be circulated.

Conclusions From Qualitative Analysis

Results of this qualitative analysis indicate that public school librarians within the state of Indiana are coping with significant financial constraints. While it appears that many are actively seeking out and utilizing alternative funding sources to assist in meeting day-to-day library needs, many respondents are concerned about their ability to effectively address student needs and interests. In addition to financial struggles, many respondents expressed concerns related to job security, being overworked, coping with stolen books and structural and technological school changes, and overcoming frustrations related to budget reductions and/or elimination. While there appears to be a need for a close examination of the actual financial needs of Indiana's school libraries, many respondents indicated that school-based support for the promotion of student literacy is increasing.

Study Limitations

Although the results of these analyses merit careful attention, the data should be interpreted with caution. Specifically, school librarians voluntarily completed and returned the surveys. A large percentage of librarians returned the surveys, but the resulting data set does not represent the views of every public school librarian in the state. In a related vein, the survey response rate was significantly smaller in 2004 than in previous years. School demographics are similar, suggesting the lack of a response bias, but the possibility of such a bias cannot be discounted.

The self-report nature of the surveys may also be considered a limitation to the study. Respondents may have made reporting errors, which will influence some of the data. The possibility exists that some bias in open-ended responses may have resulted from respondents' hopes that their responses might influence decisions regarding funding.

A third limitation that should be noted is the lack of data collected regarding the actual source of book-purchasing funds within each school across the survey years. An assumption of this study is that a substantial portion of the 2000 and 2002 funds for book purchases within each school came from K-12 grants.

Funding was limited to K-8 schools during the first funding cycle but expanded to K-12 schools in subsequent cycles. Therefore, conclusions about when funds were spent are limited: At best, readers can assume that \$4 million was spent during the 1997-1999 academic years, \$6 million during 1999-2001, and \$3 million during 2001-2002. The last two figures probably amount to less of a per-student increase from the first cycle than may be expected, due to the increase in grade levels eligible for the targeted funds. Indeed, the \$3 million during 2001-2002 may even represent a decrease in per-student funding relative to the first funding cycle.

Conclusions and Policy Implications

1. State funding for school libraries from 1997-2001 resulted in substantial increases in book purchases and circulation that were reflected in the 2000 data on the number of books purchased per school and per student. Subsequently, with a new pool of printed materials available to students, book circulation per school rose substantially as reflected in the 2002 data. Book purchases per school and per student declined dramatically from 2000 to 2002, reflecting the consequences of the exhaustion of state funding for printed materials, the rising costs of books, and increased school enrollments that reduced purchases per student.
2. The data collected in 2004 reveal that book purchases per school and per student remained relatively flat compared to 2002 figures. This finding suggests that schools have been unable to rebound from the loss of state resources for printed materials first evident in the 2002 figures. However, with the elimination of state funding from the Printed Materials Grant, librarians have been extremely resourceful in identifying alternative sources of funding, apparently preventing further decline in the number of book purchases per school and per student. These funding sources are not necessarily stable or long-term, however, and many librarians report compromising their services to maintain essential book purchases (i.e., purchasing paperback rather than hardback materials, dropping periodicals, etc.). The nature of current funding suggests that book purchases may decline significantly in the future as short-term funding solutions end and attention is diverted back to essential library services.
3. After a surge in circulation in 2002 associated with book purchases from the Printed Materials Grant, circulation dropped off dramatically in 2004 to per-student levels that were even slightly below 2000 levels. Declines in circulation

may be expected when purchases of library books decrease, as students lack library access to new reading materials.

4. Literacy continues to be a central focus of educational initiatives in Indiana schools, and librarians report increasing difficulty in meeting student needs and educational goals related to literacy. In order to support programs such as accelerated reading and other literacy initiatives, librarians have been forced to submit grant proposals, collect pull tabs, host book fairs, and sponsor candy sales. Whether these types of efforts can be sustained is questionable.
5. Despite the state's considerable financial challenges, the role of library materials should be considered in any comprehensive plan to increase the literacy of Indiana's students. Resources for the support of school libraries are increasingly strained, making it difficult to support critical academic and student needs. The long-term impact of budget cuts may have negative outcomes on student reading levels and achievement.

References

- Lance, K.C. (2002, June). What research tells us about the importance of school libraries. Paper presented at the White House Conference on School Libraries, Washington, DC. (accessed at www.imls.gov/pubs/whitehouse0602/keithlance.htm)
- Lance, K.C. (2004, Winter). Libraries and student achievement: The importance of school libraries for improving student test scores. *Threshold*. (accessed at ciconline.com/AboutCIC/Publications)
- Lance, K.C., Rodney, M.J., & Hamilton-Pennell, C. (2000). *How school librarians help kids achieve standards: The second Colorado study*. San Jose, CA: Hi Willow Research & Publishing.
- Lance, K.C., Welborn, L., & Hamilton-Pennell, C. (1993). *The impact of school library media centers on academic achievement*. Castle Rock, CO: Hi Willow Research & Publishing.
- National Center for Education Statistics. (NCES). (2002). *National Assessment for Educational Progress (NAEP), 1992-2000 reading assessments*. Washington, DC: NCES. (accessed at nces.ed.gov/nationsreportcard/reading/results)
- Plucker, J.P., Humphrey, J., Kearns, A.M., & Walter, C.N. (2002). *Improving school libraries and independent reading: 1997-2002 impact evaluation of the K-12 School Library Printed Materials Grant*. Bloomington, IN: Indiana Education Policy Center.
- Rodney, M.J., Lance, K.C., & Hamilton-Pennell, C. (2002). *Make the connection: Quality school library media programs impact academic achievement in Iowa*. Bettendorf, IA: Mississippi Bend Area Education Agency.

Appendix A

2004 Survey

Middle Grades Reading Network

SCHOOL LIBRARY BOOK ACQUISITION AND CIRCULATION SURVEY

We need the following information to help us compare previous information from 1997 (baseline), 1998, 2000, and 2002 in the quest of increased funding for school library books. Results will be widely distributed. **Please fill in the information and return to the Middle Grades Reading Network, University of Evansville, 1800 Lincoln Avenue, Evansville, IN 47722, or fax to 812-423-6034, or email information to rc33@evansville.edu.**

School

School Corporation

Grade levels served by the school:

____ K-5 ____ K-6 ____ 6-8 ____ 7-12 ____ 9-12

____ Other (Grade Levels _____)

What is the number of students in the school?

How many books were purchased from June 1, 2003 to May 31, 2004 including those ordered but not yet received?

How many books were circulated from June 1, 2003 to May 31, 2004 including an estimate of the number of books that will be circulated from now to May 31?

Comments:

Appendix B

Grade Level Taught in Schools by Survey Year

TABLE 6. Schools Included in Analysis

Grades Taught	Schools in 2000 Survey (N = 1218)		Schools in 2002 Survey (N=1231)		Schools in 2004 Survey (N=662)	
	N	%	N	%	N	%
K	4	.3	1	.1	2	.3
K-1	1	.1	2	.2	0	0
K-2	11	.9	14	1.1	5	.8
K-3	12	1.0	10	.8	8	1.2
K-4	43	3.5	44	3.6	37	5.6
K-5	470	38.6	461	37.5	217	32.8
K-6	268	22.1	275	22.3	116	17.5
K-7	1	.1	0	0	0	0
K-8	21	1.7	25	2.0	15	2.3
K-9	1	.1	0	0	0	0
K-12	8	.7	8	.7	10	1.5
1-5	20	1.6	18	1.5	3	.5
1-6	2	.2	1	.1	1	.2
2-5	2	.2	3	.2	2	.3
2-6	1	.1	3	.2	0	0
3-4	0	0	1	.1	0	0
3-5	9	.7	10	.8	5	.8
3-6	1	.1	2	.2	1	.2
4-5	1	.1	1	.1	2	.3
4-6	8	.7	8	.7	5	.8
4-8	1	.1	1	.1	0	0
5-6	7	.6	5	.4	3	.5
5-7	1	.1	0	0	0	0
5-8	14	1.2	10	.8	9	1.4
6	0	0	1	.1	0	0
6-7	2	.2	2	.2	2	.3
6-8	165	13.6	176	14.4	119	17.8
6-12	14	1.2	15	1.2	11	1.7
7-8	48	4.0	58	4.7	30	4.5
7-9	5	.4	8	.7	3	.5
7-12	74	6.1	67	5.5	56	8.5
8-9	1	.1	1	.1	0	0
10-12	2	.2	0	0	0	0