

**APPENDIX IV.C**

**SUMMARY OF THE SURVEY RESULTS  
BY TYPE OF LIBRARY:  
SCHOOL**

## A Needs Assessment Study of Texas Academic, Public and School Libraries Overview of the School Library Media Center Survey Data

### 1. Introduction

The following is the first release of the preliminary results from the School Library Media Center survey returns. The Needs Study Team developed a set of survey questions for each type of library based on the Framing Questions that had been developed earlier and reviewed with the Library Working Group (LWG) and which were considered to represent the type of information the LWG desired to have gathered through the surveys.

The survey reports on results of a stratified random sample of 750 schools that are Texas Library Connection (TLC) members throughout Texas. There are presently 5,798 libraries that are TLC eligible. The sample also includes school library media centers that are not TLC eligible but which received grant funds during the LB 5 grant cycle that was intended to grant funds to schools otherwise not eligible for TIF grant funds. A total of 314 surveys were returned for a response rate of 41.8%.

In addition to the mailed surveys, the surveys were posted online and e-mails were sent to the Educational Service Center Directors, asking them to encourage their regional members to complete surveys.

Entering data, editing the survey input, and checking the survey input was conducted during late May and early June.

The results were first loaded into an SPSS software program that provided frequency and a detailed analysis for each question. Microsoft Excel was utilized to convert the question results into pie and bar charts. In addition, cross tabulations were constructed for a number of questions. The key questions assessed were whether there was a connection between the frequency of use of the Texas Library Connection databases, staff training needs and the future needs of school libraries. Correlations were found for a number of issues and are reported on in the following summary.

### 2. Overview of the Survey Questionnaire

The questionnaire questions were organized into six categories as follows. The preliminary review, for the most part, follows this sequence.

**Table S-1  
Survey Questionnaire Categories**

Section	Title	Questions
1	Respondent Information	1-15
2	Technology Resources	16-33
3	Technology and Curriculum	34-40
4	Training	41-54
5	TIF Technology Impact	55-66
6	Future Needs	68-70

There are three general types of questions reported in this preliminary analysis. Questions answered with “yes” or “no” responses are shown as pie charts. Questions asking respondents to rate or rank a condition or issue are shown as charts sequenced in order of importance, frequency, etc. Opened ended responses were coded by category and these responses are displayed in charts in the report. A number of questions report means scores, unless otherwise indicated. Scale for means questions were on a 4-point (4-1) scale asking for opinions on frequency of use, importance, etc.

### 3. Characteristics of Surveyed School Library Media Centers

Surveys were received from all 20 Education Service Center Regions. The most responses came from Region 4 with 15.6% of schools responding; Region 10 and Region 11 both had 10.2% of schools responding. The lowest percentage responses came from Region 2 (1.6%), Regional 14 (2.3%) and Region 6 (2.3%). Q. S 5.

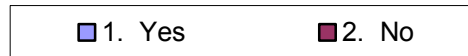
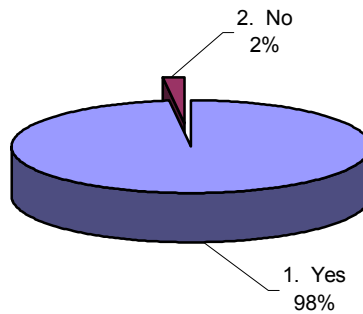
As expected, the survey population was drawn from TLC members for the most part and 98% of the school library media center respondents said they are TLC members. Q. S10.

**Chart S-1**

#### Library Is a TLC Member

**Q S10 – Is your library a Texas Library Connection (TLC) member?**

	# of Responses	Percent
Yes	286	97.9
No	6	2.1
Total	292	100.0



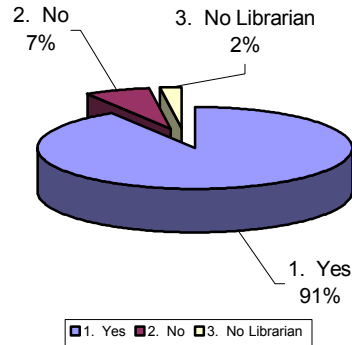
Many of the responding schools had service from librarians. Ninety-one percent (91%) of the school library media centers said they had the services of a certified librarian while 49% of the school library media centers said they had a certified school librarian on staff. Of the school library media centers with certified librarians on staff, 45% of these librarians held a Masters Degree in Library Science, and 87% were employed full-time. Since a certified librarian may work for more than one school site, these results should be interpreted that the school media center has a certified librarian responsible for the library, but that the librarian is not necessarily on that school site daily. Q. S 13, 14

**Chart S-2**

**School Library Certification**

**Q S13\_1 -- Does your librarian: have school library certification?**

	<b># of Responses</b>	<b>Percent</b>
Yes	250	91.2
No	18	6.6
No Librarian	6	2.2
Total	274	100.0

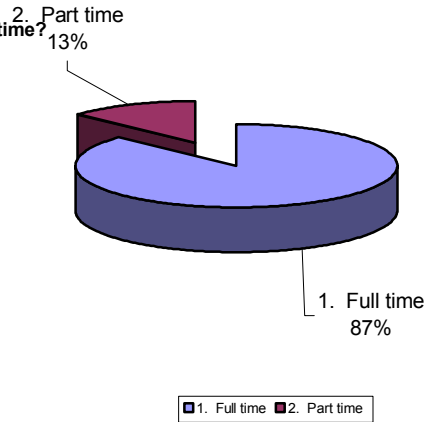


**Chart S-3**

**Certified Librarian - Full Time or Part Time**

**Q S14 -- Is your certified librarian full time or part time?**

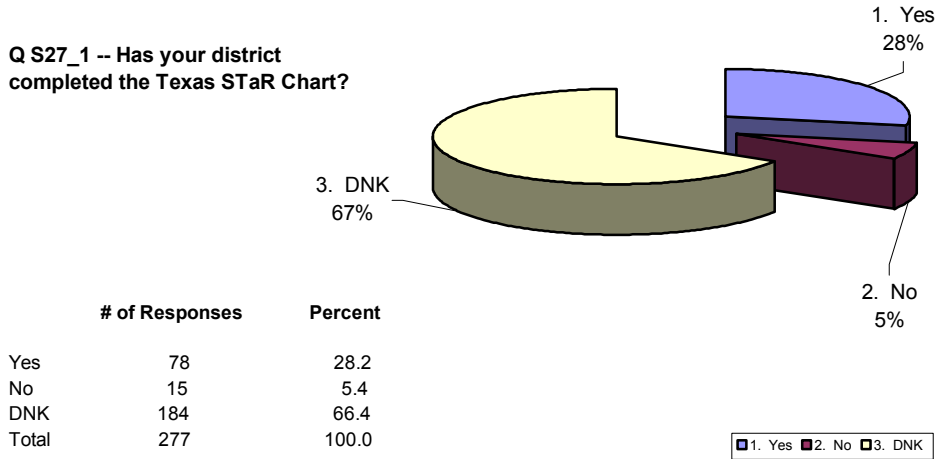
	<b># of Responses</b>	<b>Percent</b>
Full time	249	87.1
Part time	37	12.9
Total	286	100.0



Twenty-eight percent (28%) of the school library media centers indicated they had completed the Texas STaR Chart, 5.4% said they had not, and 66% were unsure. Q. S 27.

Chart S-4

**District Has Completed the Texas STaR Chart**

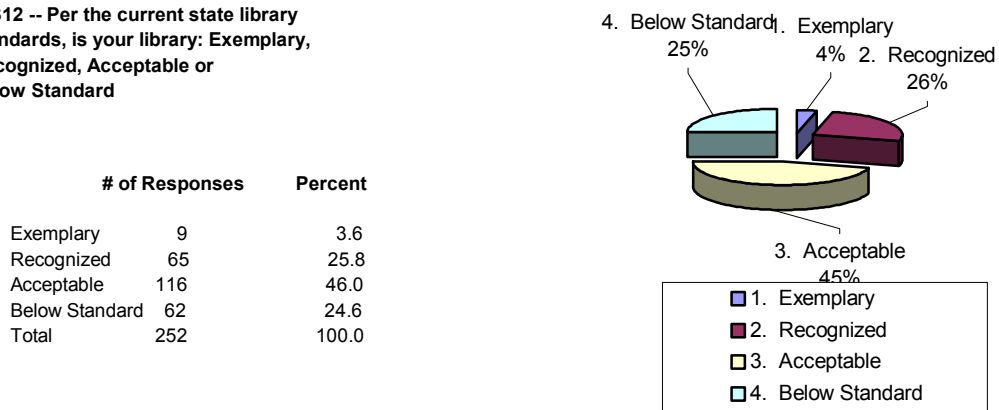


Nearly 30% of the school library media centers are rated as exemplary or recognized per the state school library standards, but also 25% of the responding school library media centers were below par. Q. S12.

Chart S-5

**Library Ratings**

**Q S12 -- Per the current state library standards, is your library: Exemplary, Recognized, Acceptable or Below Standard**



#### 4. Technology Impact

Schools are connected. Ninety percent of respondents indicate they are part of their campus network, while 88% said they are part of their district network. Q. S 6, Q. S 7.

Chart S-6

#### Library is Part of Campus Network

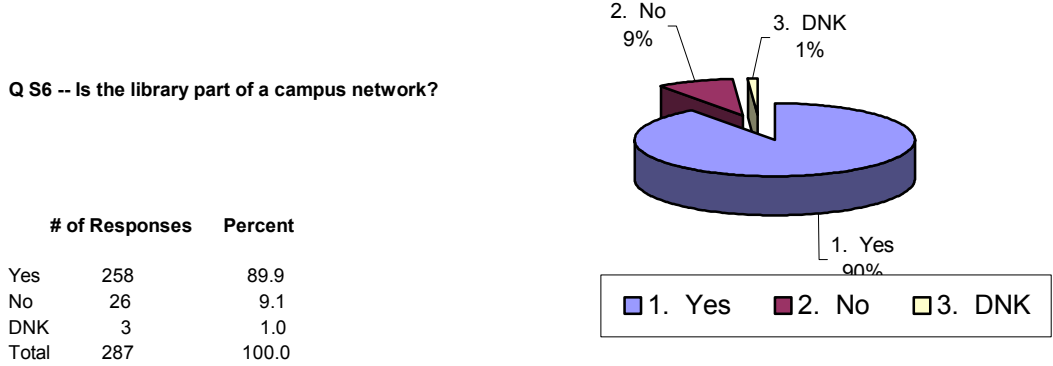
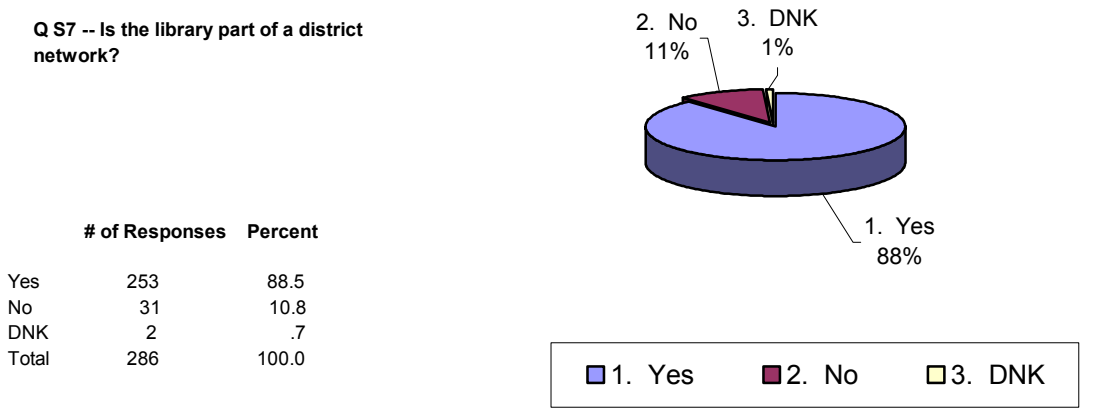


Chart S-7

#### Library Is Part of a District Network



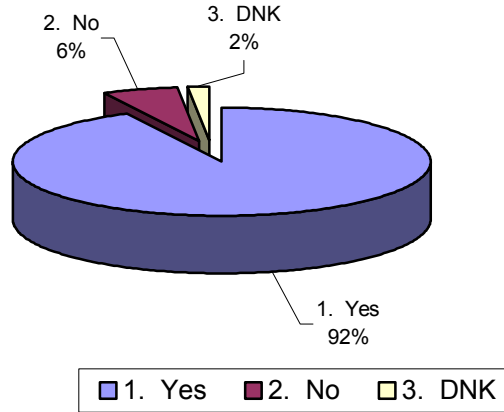
E-mail has become commonplace in schools for teachers. Ninety-two percent (92%) of teachers have access to e-mail. Students do not have the same level of access, however, as only 8% of students have e-mail accounts available through the district. Q. S 8, 9.

**Chart S-8**

**All Teachers Have E-mail Available Through a District System**

**Q S8 -- Do all teachers have e-mail available through a district system?**

	# of Responses	Percent
Yes	271	92.5
No	17	5.8
DNK	5	1.7
Total	293	100.0

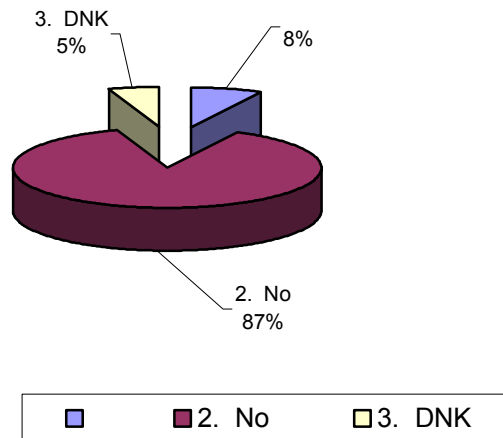


**Chart S-9**

**All Students Have E-mail Available Through a District System**

**Q S9 -- Do all students have e-mail available through a district system?**

	# of Responses	Percent
Yes	22	7.6
No	253	87.2
DNK	15	5.2
Total	290	100.0

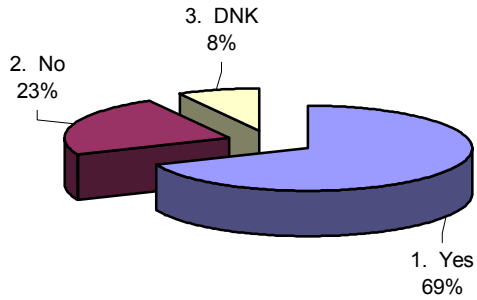


LANs are used in schools. Sixty-nine percent (69%) of the school library media centers indicated they had an internal LAN. Q S.18

Chart S-10

**Library Has LAN**

Q S18 -- Does the library have an internal Local Area Network (LAN)?



	# of Responses	Percent
Yes	195	68.7
No	66	23.2
DNK	23	8.1
Total	284	100.0

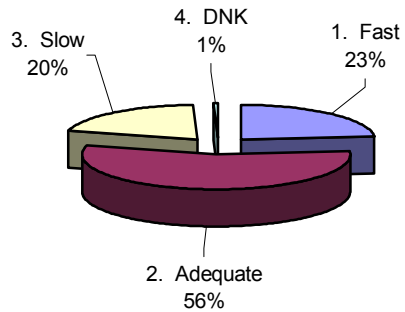
■ 1. Yes ■ 2. No ■ 3. DNK

Internet access is considered adequate in many school library media centers, 79% said their Internet speed was fast or adequate. Q. S 20.

Chart S-11

**Adequacy Of Internet Access Speed**

Q S20 -- From your experience, do you consider your Internet access speed to be?



	# of Responses	Percent
Fast	68	23.4
Adequate	162	55.7
Slow	59	20.3
DNK	2	.7
Total	291	100.0

■ 1. Fast ■ 2. Adequate ■ 3. Slow ■ 4. DNK

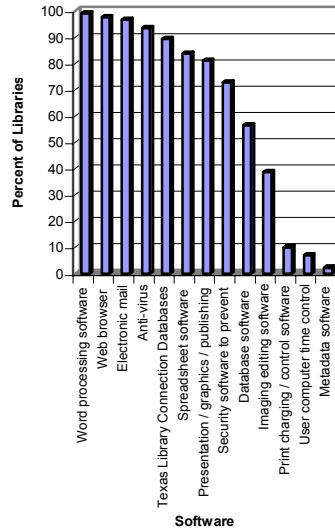
More than 90% of the school library media centers' staff reported using word processing, web browsers, e-mail and anti-virus software regularly. TLC databases are used regularly by almost 90% of the staff. Q. S 17.

**Chart S-12**

**Software Applications Regularly Used by Staff**

**Q S17A-- Does your library staff regularly use the following software applications?**

Software	Percent
Word processing software	99.0
Web browser	97.6
Electronic mail	96.6
Anti-virus	93.4
Texas Library Connection Database	89.4
Spreadsheet software	83.8
Presentation / graphics / publishing	81.0
Security software	72.7
Database software	56.5
Imaging editing software	38.7
Print charging / control software	10.1
User computer time control	7.1



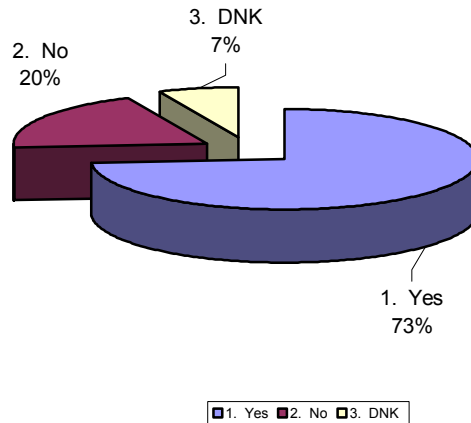
Student use of software applications largely mirrors that of the staff. Eighty-eight percent (88%) of the students use web browsers and word processing software and 80% regularly use TLC databases. Q. S 17.

**Chart S-13**

**Library Provides Remote Access Authentication to TLC Databases**

**Q S21 -- Does the library provide authentication (require passwords or logins) for its users for remote access to Texas Library Connection (TLC) databases?**

	# of Responses	Percent
Yes	215	73.9
No	57	19.6
DNK	19	6.5
Total	291	100.0



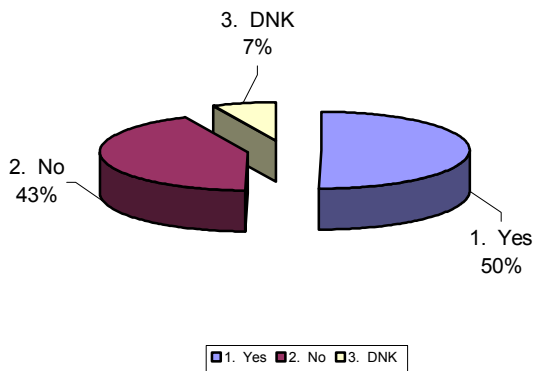
Remote access is available in many libraries. Seventy-six percent (76%) of the school library media centers say users can access TLC databases from home, and 79% say they make TLC access available to users from outside the library. Q. S 26

Many school libraries appear to be permitting remote use but more frequently for TLC resources than other local resources. Seventy-three percent (73%) of the libraries provide authentication and 50% provide authentication for local databases. Q. S 21, 22

**Chart S-14**

**Library Provides Remote Access Authentication to Local Databases**

**Q S22 -- Does the library provide authentication (require passwords or logins) for its users for remote access to locally provided databases?**



	# of Responses	Percent
Yes	146	50.3
No	124	42.8
DNK	20	6.9
Total	290	100.0

School library media centers are generally satisfied with the technical support they receive. They are more likely to be satisfied when support comes from the district.

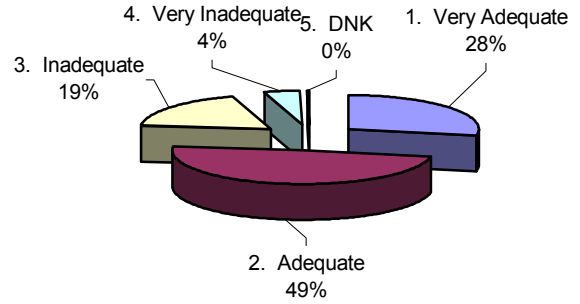
Seventy-seven percent (77%) of school library media centers reported they found their district-provided technical support very adequate or adequate. Q S 24

**Chart S-15**

**Rating of Technical Support**

**Q S24 -- In your opinion, is the technical support your library receives from your District?**

	# of Responses	Percent
Very Adequate	82	28.2
Adequate	141	48.5
Inadequate	54	18.6
Very Inadequate	13	4.5
DNK	1	.3
Total	291	100.0



■ 1. Very Adequate ■ 2. Adequate ■ 3. Inadequate ■ 4. Very Inadequate ■ 5. DNK

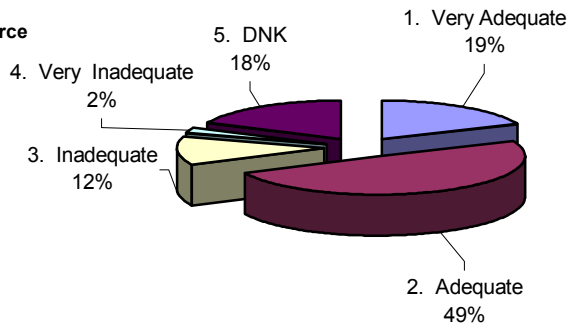
Sixty-eight percent (68%) of school library media centers receiving technical support from other providers said their support was very adequate or adequate. Q. S 25

**Chart S-16**

**Rating of Non-District Technical Support**

**Q S25 -- If you receive technical support from a source other than your District, in your opinion, is the technical support your library receives?**

	# of Responses	Percent
Very Adequate	31	18.6
Adequate	82	49.1
Inadequate	20	12.0
Very Inadequate	4	2.4
DNK	30	10.0
Total	167	100.0



■ 1. Very Adequate ■ 2. Adequate ■ 3. Inadequate ■ 4. Very Inadequate ■ 5. DNK

A majority of the school library media centers reported that they had one or more of the factors found in other studies to promote positive acceptance of technology in schools<sup>1</sup>. Q. S 27.

- Eighty-one percent (81%) said they have a skilled technology coordinator.
- Seventy-three percent (73%) said they regularly collaborate with technology staff.
- Eighty-two percent (82%) said they have a visible advocate for technology at their school.

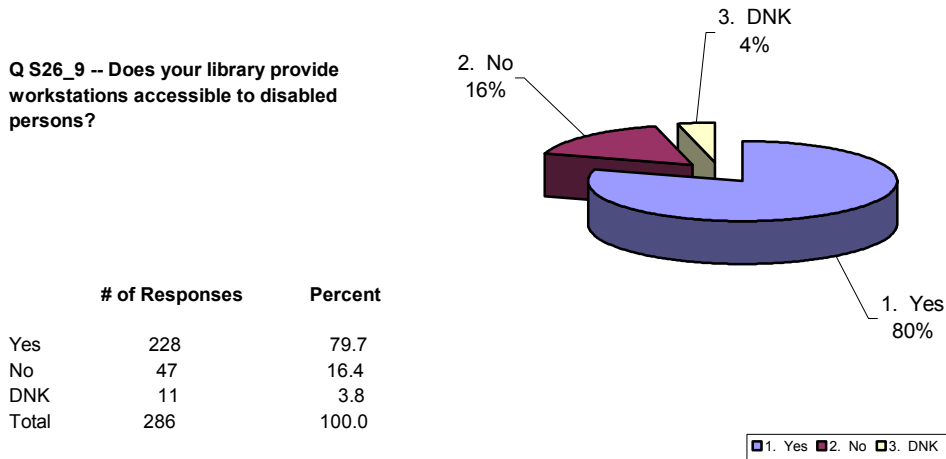
A cross tabulation of the responses to Q S 11 and Q. S 24 was performed. Q. S 11 asked, "Did your library receive TIF Board funds –other than for TLC databases – for hardware and networking." While Q. S. 24 asked, " Is your District technical support adequate? The results show that there is an association between receipt of funds and adequacy of District technical support. There was also a correlation between the receipt of adequate funds and whether the library provides access to the Internet inside the library to users which suggests that TIF grant dollars are making a difference in the services and quality of the school library media centers.

### 5. Library Services and Databases

Eighty percent (80%) of the respondents said their library provides workstations accessible to disabled persons. Q. S 26.

Chart S-17

#### Library Provides Workstations for Persons With Disabilities



Ninety-nine percent (99%) of the school library media centers provide access to the Internet for staff and 97% provide access to users inside the library. Q. S 26.

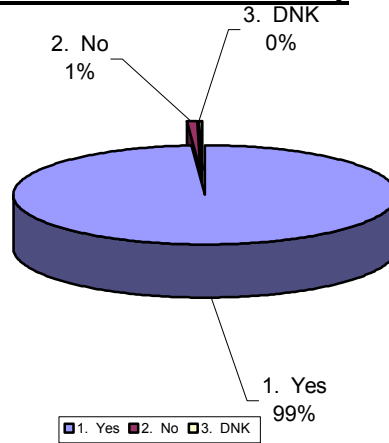
<sup>1</sup> TTTE Report,

Chart S-18

**Library Has Internet Access for Staff Inside the Library**

Q S26\_3 -- Does your library provide access to the Internet to staff inside the library on library computers?

	# of Responses	Percent
Yes	292	99.0
No	2	.7
DNK	1	.3
Total	295	100.0



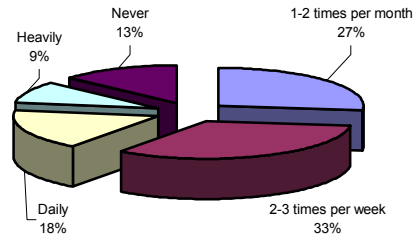
School library media centers are most likely to use the Internet and use local software daily, typically search the shared union library catalog 1-3 times per week, and they use interlibrary loans infrequently. Q. S 38

Eighteen percent (18%) of the school library media centers said they use the TLC databases daily. Nearly 60% of the school library media centers use the Texas Library Connection (TLC) databases at least two or three times a week. Thirty three percent (33%) said they use them weekly, (27%) said they use them monthly, and 13% said they "never" use the databases. Q. S 34.

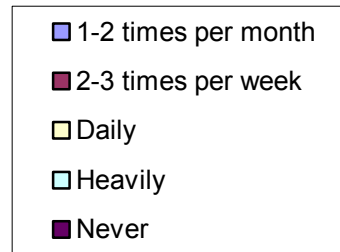
Chart S-19

**Frequency Of Texas Library Connection Database Use**

**Q S34--How frequently do you use a Texas Library Connection database to answer a question for a library user?**



	# Response	Percent
1-2 times per month	83	27
2-3 times per week	101	33
Daily	54	18
Heavily	28	9
Never	41	13



If asked what TLC databases they were likely to use, school library media centers provided 552 responses. Broken down by categories, 62.6% responses referred to use of the Gale databases, 14% mentioned use of the online Encyclopedia Britannica, 11% the online union library catalog, and 11% "other" databases. Q. S 35.

Respondents indicated they used online resources most frequently to do basic research, 1-2 times per week. They also used online resources frequently to enhance class instruction, to get information from the Internet for lessons and to promote TLC databases to others outside the library. Q. S 36.

School library media center respondents said they were least likely to use online resources to create web-based courses as tutorials for teachers or for online learning projects. Q. S 34.

Of those that exist, school library media centers have only a small number of special collections that have been digitized and made available over the web. Library collections in the schools are still focused on delivering traditional services and have not yet adopted digitization or online aids.

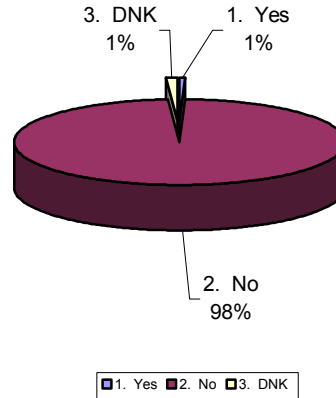
Ninety-eight percent (98%) said they have no unique collections that have been digitized. Q. S 30.

Chart S-20

**Library Has Unique Special Collection Materials on the Web**

**Q S30 -- Does your library have unique special collection materials (for example: archives, photographic images, letters, manuscripts) that have been digitized and made available over the web?**

	# of Responses	Percent
Yes	2	.7
No	288	98.3
DNK	3	1.0
Total	293	100.0



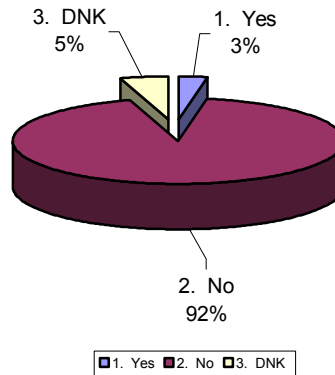
Ninety-two percent (92%) said they do not employ web-finding aids and only 2.9% said they do have archival finding aids for special collection materials on the web. Q. S 32.

Chart S-21

**Library Has Archival Finding Aids for Special Materials on the Web**

**Q S32 -- Does your library have archival finding aids to assist users of special collections materials to find your materials on the web?**

	# of Responses	Percent
Yes	8	2.9
No	257	92.4
DNK	13	4.7
Total	278	100.0



## 6. Technology, Online Resources and the Curriculum

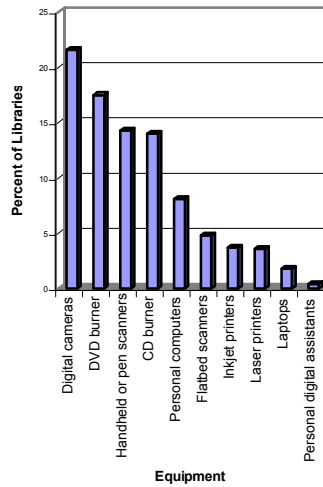
Library media centers provide more than books; they loan equipment as well. Twenty percent (20%) of the school library media centers said they loan digital cameras and other equipment; DVD burners (17.5%), and handheld scanners (14.3%). Q. S 16.

Chart S-22

### Library Provides Equipment for Loan

16 SC--Does your library provide the following equipment? (Loan to Users)

Equipment	Percent
Digital cameras	21.6
DVD burner	17.5
Handheld or pen scanners	14.3
CD burner	14.0
Personal computers	8.1
Flatbed scanners	4.8
Inkjet printers	3.7
Laser printers	3.6
Laptops	1.8
Personal digital assistants	0.4



More than 80% of the respondents indicated they provided personal computers and printers to staff, students and teachers. Q. S 16

Teachers and staff are more likely to be provided with scanners, or digital cameras than students. Q. S 16

Eighty-two percent (82%) of the libraries do not provide laptops for use in the library, but those that do loan laptops are more likely to loan them to staff and teachers (39%) than to students (20%). Q. S 16, Q. S 26.

In assessing the factors that help integrate technology into the classroom, the survey participants were asked to rate on a 4-point scale the importance of factors for integration. The mean score results show that adequate access to hardware and software and available time to integrate technology were most important. The mean scores are very high for all the issues, which suggests that the school library respondents felt all of these issues were important. Q. S 37.

**Table S-2**  
**Importance of Factors for Integration**

<b>Factor</b>	<b>Mean Scores</b>
Adequate access to hardware and software	3.85
Available time	3.80
Quality of the computer technology available	3.77
Teacher initiative	3.76
Expectations of teachers	3.71
Relationship to student coursework	3.70
Teacher technology skills	3.69
Staff technology skills	3.64
Resources to support Texas Essential Knowledge and Skills	3.63
Student technology skills	3.33

Respondents were also asked on a four point scale if they felt that the availability of online resources had an impact on their work and interaction with students and faculty, 4 = definitely, 3= somewhat 2= not much or 1= not at all. According to respondents, the availability of online resources is most likely to have had an impact on enhanced motivation of students. Other factors also had high mean scores including the need for students to incorporate technology and databases into courses, the need for stronger student research skills and promotion of the role of the librarian as a facilitator. Q. S 39.

**Table S-3**  
**Impact of Online Resources**

<b>Factor</b>	<b>Mean Scores</b>
Enhanced student motivation	3.59
Creating a need for teachers to incorporate technology	3.40
Strengthened student research skills	3.38
Promoted the role of the librarian as a facilitator	3.35

Availability of online resources has had the least impact on helping to create more access to the library beyond the scheduled school day and helping students work in groups. Q. S 39

## **7. Barriers to Internet Use**

Barriers to use of Internet services are most likely to be time and money. Respondents said that teachers' and staff's limited time, a lack of awareness by teachers and a lack of money were important factors while telecommunications costs were seen as less important as barriers. There were 35 open-ended responses to this question. Four respondents each named security/filtering (11.4%), equipment needs (11.4%) and "other" (11.4%) as barriers. Q. S 40.

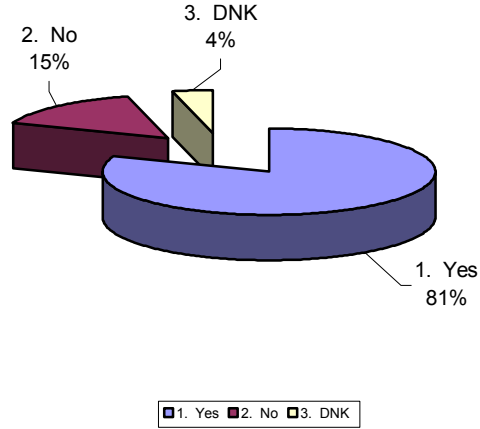
## **8. Training Issues**

The goal of developing technology skill competencies is finding its way into the schools. Eighty-one percent (81%) of those responding said their professional development plans included training for basic technology skills. Q. S 47.

Chart S-22

**Staff Training Programs Stress Basic Technology Skills**

Q S47 -- Does your library staff have access to professional development programs that stress basic technology skills?



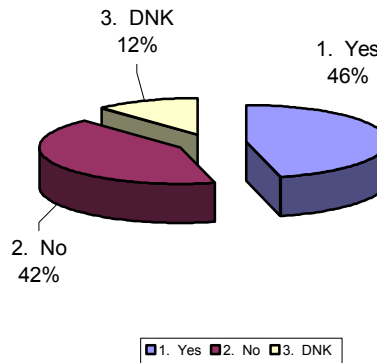
	# of Responses	Percent
Yes	225	80.9
No	42	15.1
DNK	11	4.0
Total	278	100.0

Forty-six percent (46%) of the school library media centers said the school technology plans discussed competencies. Q. S 28.

Chart S-23

**School Long Range Plan Discusses Competencies**

Q S28 -- Does your school library have a long-range technology plan that discusses staff and student technology skill competencies?



	# of Responses	Percent
Yes	135	46.1
No	123	42.0
DNK	35	11.9
Total	293	100.0

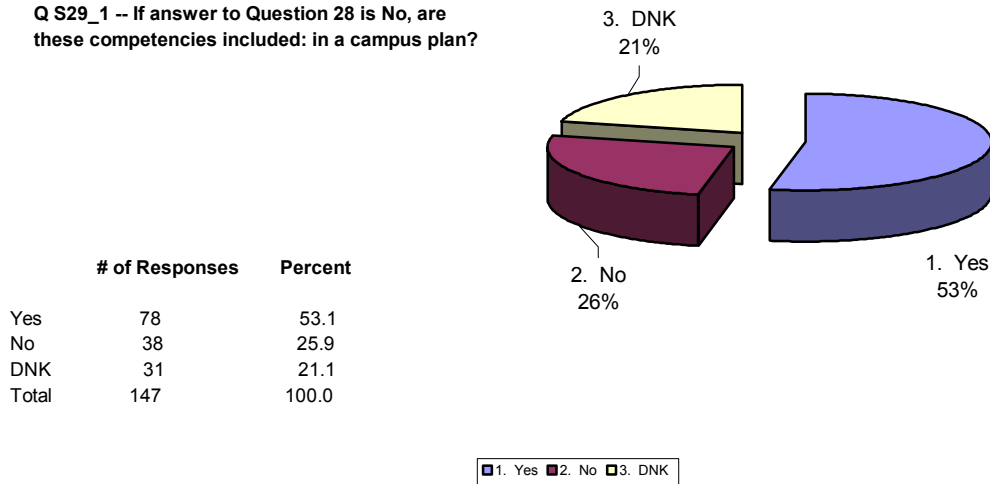
Overall, between 76% -100% of the respondents indicated that training for basic technology skills is included in their technology plans at either the campus or district level (or both).

- Fifty-three percent (53%) said the competencies are in their campus plan. Q. S 29
- Seventy-one percent (71%) said the competencies were in their district plan. Q. S 29

**Chart S-24**

**Technology Skill Competencies are Included in Campus  
Technology Plan**

Q S29\_1 -- If answer to Question 28 is No, are these competencies included: in a campus plan?



School library media center staff is most likely to be trained through Educational Service Center courses. TIF tech training is used by 44% of the respondents, while the least used for training are commercial providers. Q. S 41.

School library media center respondents named a number of other training providers in the open-ended responses. There were 29 open-ended responses. State and National training conferences and workshops were named by 5 respondents. Five respondents also said they received training from campus and district sources. Four respondents each said they received training from “knowledgeable Associates, self-study. Other providers named were vendors and online classes.

TIF tech training is seen as most effective for imparting understanding of how the Internet affects student performance and creating an understanding of the Internet. Q. S 43.

All staff training needs are seen as somewhat important. The most important library staff training needs were (in order of importance):

- Teaching students and staff about databases.
- Using the Internet to conduct research.
- Evaluating the quality of online information.

A cross tabulation of Q. S 34 that asked about the frequency of use of the Texas Connection databases and Q S 44 that assessed the importance of staff training issues found a correlation between frequency and four of the training issues. Respondents who were frequent users of the Texas Connection databases were more likely to say that troubleshooting hardware and software and the importance of learning basic computer skills and learning how to teach basic computer skills were important. Q. S 44.

In the view of the librarians reporting, most of the teacher training needs were also considered to be important. The most important teacher training needs were: Q. S 45.

- Collaborating with librarians.
- Integrating online resources into assignments.
- Using the Internet to conduct research.
- Using TLC resources.

The most important student training needs were: Q. S 46.

- Using the Internet to conduct research.
- Using the TLC resources.
- Learning basic computer skills.
- Evaluating the quality of online information.

Survey participants were asked to rate the importance of current training needs on a 4-point scale. In discussing current training needs, all categories of training were important for staff including web based databases, TLC databases, resource sharing issues and web design techniques. Least important were interlibrary loan training issues. This is not surprising, since many of the school library media centers are unlikely to have access to interlibrary loan programs such as Aerial or to OCLC services for interlibrary loan. Q. S 52.

**Table S-4  
Importance of Current Training Needs**

Skill	Mean Scores
Web based databases	3.39
Overview of Texas Library Connection Databases	3.37
Resource sharing issues	3.18
Basic web design techniques	3.10
Preservation techniques	2.94
Overview of grant writing	2.73
Managing electronic journals	2.55
Managing special collections	2.45
Interlibrary loan reporting software such as CLIO	2.37
OCLC interlibrary loan issues	2.36
Document transmission software for ILL such as Ariel	2.32

## 9. Availability of Distance Learning

When asked about the type of distance learning system available, the percentage results show that schools do not appear to favor one method of providing access to distance learning. Q. S 48.

**Table S-5  
Availability of Distance Learning**

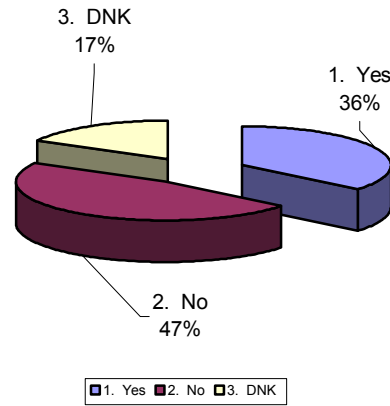
	Have Access
T –Star	29%
Internet	36%
Videoconference	29%
Teleconference	15%

The Internet seems to have a slight lead a delivery system for distance learning. Q. S 48.2

**Chart S-25**

**Library Has Distance Learning Via Internet**

Q S48\_2 -- Does your school library have distance learning available via Internet?



	# of Responses	Percent
Yes	101	35.8
No	133	47.2
DNK	48	17.0
Total	282	100.0

Students trail in their access to distance learning. Library staff and teachers have more access to distance education opportunities from other institutions than students. Q. S 49, 50, 51.

**Table S-6  
Opportunities for Distance Learning Education**

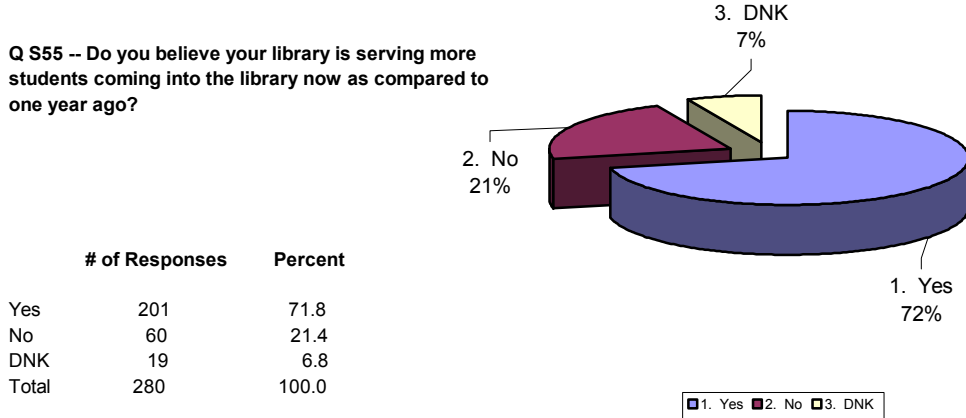
	Have Access	Do Not Have Access
Library Staff	39%	42%
Teachers	33%	48%
Students	19%	67%

**10. TIF Impact on School Library Media Centers**

Nearly three quarters of the school library media centers (72%) report that they have seen an increase in student use of the library in the past year. Twenty-one percent (21%) said they had not seen an increase and 7% were unsure. Q. S 55.

**Chart S-25**

**Library Is Serving More Students**



When asked how TIF funds have benefited school library media centers, respondents indicated that new computers and equipment are the greatest benefit.

**Table S-7**  
**TIF Funding Benefits to School Library Media Centers**

Factor	Mean Scores
New computers or equipment	26.2%
Internet access	10.8%
TLC database access	10.8%
Specific equipment	9.8%
Networking assistance	8.2%
Library catalog automation	8.0%
Training	7.7%

Four percent (4%) said there had been no benefit, 10% said there had been “other” benefits such as enhanced awareness of the library and better service. Q. S 57.

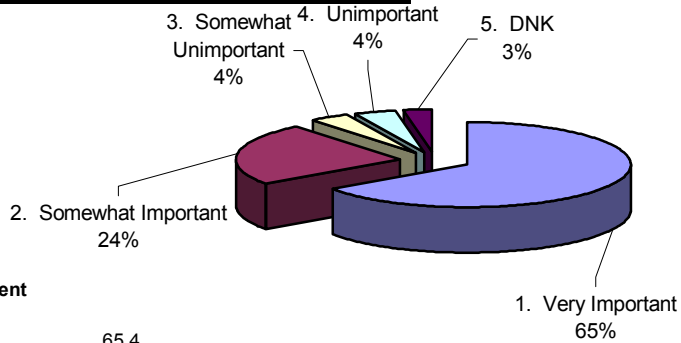
It appears that one of the most important impacts of TIF funding is the presence of the TLC databases in the school library media centers. Almost 90% of the school library media centers report that staff and teachers use the databases, and 80% say students use TLC databases regularly. Q. S 17.

School library media center respondents were asked to rate the importance of technology access on a 4 point scale of 4 = most important 3= somewhat important 2= somewhat unimportant and 1 = very unimportant. Most of the respondents were in agreement that that it is important to have technology access, with 89% indicating this was important and only 8% stated it was unimportant to their libraries. Q. S 68.

**Chart S-27**

**Importance of Available Technology**

**Q S68 -- How important is having available access to technology for your users and students in your library?**



	# of Responses	Percent
Very Important	191	65.4
Somewhat Important	69	23.6
Somewhat Unimportant	12	4.1
Unimportant	12	4.1
DNK	8	2.7
Total	292	100.0

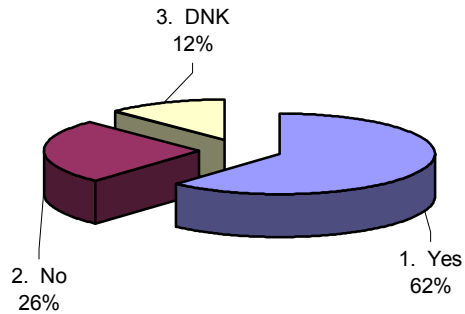


TLC member libraries are likely to have received TIF funds for services other than databases, with 62% of the school library media centers reporting that they had received TIF funds for other purposes than databases. Q. S 11.

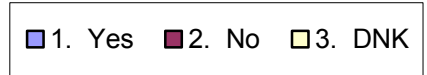
**Chart S-28**

**Campus Library Receives TIF Board Funds - Other Than for TLC Databases**

**Q S11 -- Did your campus library receive TIF Board funds - other than for TLC databases - for hardware, networking and/or connectivity?**



	# of Responses	Percent
Yes	168	61.5
No	71	26.0
DNK	34	12.5
Total	273	100.0



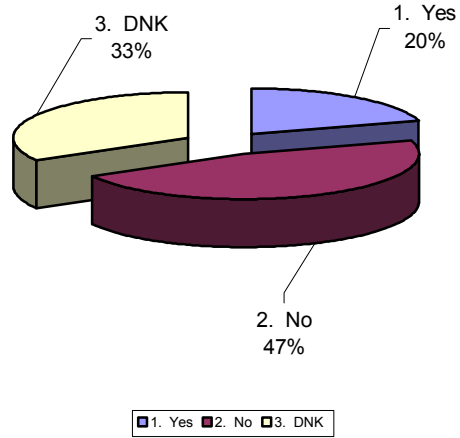
TIF emphasis on collaboration seems to influence cooperation.

- Twenty percent (20%) of school media center libraries said they had partnered with other TIF eligible entities. Q.S 66.

**Chart S-29**

**Library Develops Partnerships With Other TIF-Eligible Libraries**

**Q S66 -- Has the receipt of TIF Board technology funds by your library encouraged your library to develop partnerships with other TIF-eligible libraries? (TIF-eligible libraries include academic, public, K-12 schools and health-related organizations?)**



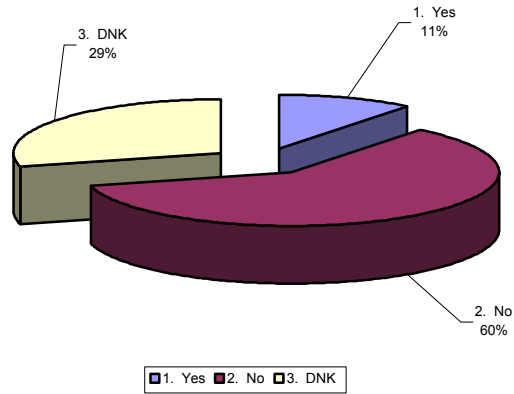
	# of Responses	Percent
Yes	50	20.2
No	115	46.6
DNK	82	33.2
Total	247	100.0

- It also appears that school library media centers are more likely to seek partnerships with TIF eligible partners. Only 11% of the school media center libraries reported partnerships with non-TIF-eligible entities. Q. S 64.

Chart S-30

**Library Develops Partnerships With Other Institutions**

**Q S64 -- Has the receipt of TIF Board technology funds by your library encouraged your library to develop partnerships with other institutions in your community?**



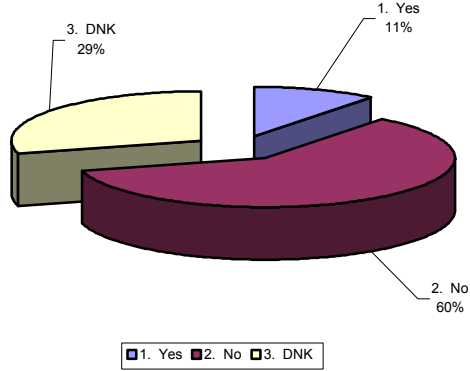
	# of Responses	Percent
Yes	27	10.5
No	154	60.2
DNK	75	29.3
Total	256	100.0

- Of the partnerships formed, 52 (25%) school library media centers responded that they had formed partnerships with their District/Region, and 17% with public libraries. Q S 67
- Eleven percent (10.5%) of the school library media centers said they had been encouraged to partner with other community institutions. A fairly large percentage, 29.3 percent, said they were unsure about the answer to this question. When asked to name what type of institutions, 34 school library media centers responded and the majority (15) said with public libraries, and 4 each named District/Region libraries, college/university or "other." Q. S 64.

Chart S-31

**Library Develops Partnerships With Other Institutions**

**Q S64 -- Has the receipt of TIF Board technology funds by your library encouraged your library to develop partnerships with other institutions in your community?**



	# of Responses	Percent
Yes	27	10.5
No	154	60.2
DNK	75	29.3
Total	256	100.0

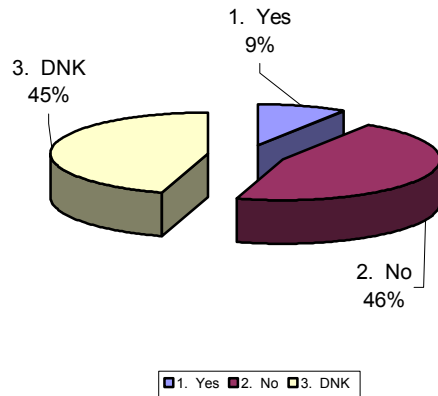
Most school library media centers have not yet been able to leverage additional grant funds or to leverage funds as a result of TIF funding.

- Nine percent (9%) said they were able to leverage additional funds Q. S 60.

Chart S-32

**Library Has Developed Other Sources of Local Funds**

**Q S60 -- As a result of TIF Board technology funding, has your library developed other sources of local funds?**



	# of Responses	Percent
Yes	23	9.2
No	114	45.6
DNK	113	45.2
Total	250	100.0

Five percent (5%) said they had been able to obtain other grants from other sources. Q. S 62. In the open-ended responses, school library media centers in 15 cases named grants. Eleven libraries named specific sources such as “TIE” Academic 2000 and Intel Teach for the Future. Four libraries said they had received “business” grants and “other” grants. Q. S 63.

There were 29 responses to the open-ended question about other sources of local funds; 38% said other sources of funds came from schools or district funds, and 14% said from matching funds. Other sources named included grants, business contributors (3), and fund-raising activities (3).

In responding to a question about the challenges they faced in applying for or implementing their TIF grants, 20% of the school library media center responses in an open-ended question indicated that lack of training and lack of time were the two most important challenges. For 8.8% the fact that paperwork was handled at the district office was a challenge, 6% said lack of grant writing experience was a challenge and 6% said the grant paperwork was a challenge. Q. S 58.

## 11. Future Needs

Asked about the two or three most pressing needs they face in fully implementing public access to electronic information resources, school library media center respondents indicated that one third feel that equipment needs are the most pressing, while a minority of the libraries (7%) feel that access and speed are issues. Q. S 59.

**Table S-8**  
**Most Pressing Future Needs**

Issue	Percent
Equipment needs	29.3
Training needs	20.2
Operating concerns	9.2
Access and speed	6.6

Survey participants were asked to rate the importance of future training needs on a four point scale with 4= very important, 3= somewhat important 2= somewhat unimportant and 1 – unimportant. The means scores indicated that school library media center respondents indicated that using the TLC databases, and searching the Internet were rated as the most important future training needs. Most the issues received support from the libraries as to importance. Rated last, and of lesser importance, are network management and managing e-mail activities but these issues are still considered somewhat important future training needs. Q. S 53.

**Table S-9**  
**Importance of Future Training Needs**

Skill	Mean Scores
Using TLC online databases	3.58
Searching the Internet	3.51
Creating/enhancing the library web site	3.35
Using the library’s online catalog	3.25
Processing materials and books	3.20
Providing basic computer support	3.16
Scanning images	3.09
Using video streaming	3.03
Managing the library’s network (LAN, etc.)	2.85
Managing e-mail activities	2.81

A cross tabulation of the responses from Q S 34 which asked about the frequency of use of the Texas Library Connection databases and Q S 53, which asked respondents to assess the importance of future staff training needs, showed an association between the two factors. Respondents who most frequently use the TLC databases are most likely to feel that training in the management of the library's network is important.

There were 154 open-ended responses to the question about training. Of the responses, 9.7% said that training in general was important. The most frequently listed training need was for more training in how to instruct users (14.3%), while 13% said that training in database access was important. Other training issues included automation (8.4%), digital resources (8.4%), Internet/website (7.8%) and software (6.5%) training.

School library media center participants were asked to rate 27 issues as to how important the respondents felt these issues were for their library in the next one to three years. A four point scale was used with 4 = very important and 1 = unimportant. In their response more than 94% of the school media center libraries as important include: Q. S 70.

- Replacing obsolete technology regularly.
- Improving the level of user skills.
- Providing adequate security and anti-virus protection for equipment.
- Providing users with technology training.
- Having adequate technical support.

The following chart displays some of the highest means scores, indicating that most of the respondents were in agreement as to the importance of these issues.

**Table S-10**  
**Important Issues for Library in the Next 1-3 Years**

Issues	Mean Scores
Replacing obsolete technology and a regular schedule	3.81
Having adequate technical support for our library	3.71
Keeping library equipment secure from viruses and other security problems	3.70
Integrating library technology with a district technology planning	3.66
Providing current staff with more access to technical training	3.63
Improving the level of user technical skill	3.62
Providing users with access to technology training	3.62

The mean scores response show that 24 of the top issues scored a mean score of 3 or higher which indicates that the school library media center respondents indicated that many of the issues were considered important for their future.

A cross tabulation of Q. S 34, which asked about the frequency of use of the TLC databases with Q S 70, which asked respondents to rate the importance of certain issues for libraries in the future on a four point scale found a significant relationship between frequency of use and the respondents' belief that it will be important to hire staff with technical skills in the future. There was also a strong relationship between higher frequency of use of the TLC databases and the belief that it will be important to provide users with access to technology training. The statement that it will be important that the public access catalog be enhanced with additional features (digital images, more full text) also had a significant relationship to higher frequency of use of the TLC databases.

Asked about the issues most likely to impact their school library media centers in the next one to three years, the most important issues were upgrading equipment, technical support and security. Q. S 70.