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What Funding Resources Are Available to School Libraries and How to Best Access Them

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WHAT FUNDING RESOURCES ARE AVAILABLE
TO SCHOOL LIBRARIES AND HOW TO BEST ACCESS THEM

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
Master Teacher

by
Yvonne Marie Hughes
April 2008
ABSTRACT

WHAT FUNDING RESOURCES ARE AVAILABLE
TO SCHOOL LIBRARIES AND
HOW TO BEST ACCESS THEM

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This project is intended to substantiate the need for school libraries. A great deal of research is presented which links the quality of school libraries to their students’ academic success. The serious decline in the current level of funding for school libraries is discussed. The goal is to provide librarians with funding resource options to pursue, which can be used to supplement any district or other funding that they do receive.
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CHAPTER I

INTRODUCTION

In this information age, the library is one of the most important buildings in any community. The information, resources, and great works of literature held between its walls are the keys that open the doors to imagination, possibilities, and answers to life's complicated questions. However, like all public service agencies across the country, libraries are hurting. Budget cuts are whittling down hours of service; training funds are being slashed; technology is becoming outdated. Nevertheless, all of this doesn't stop people from using the library (Lesko & Martello, 2007).

According to current data from the American Library Association (ALA): Americans go to libraries more than twice as often as they go to movies; reference librarians answer more than seven million questions weekly; 95 percent of public libraries provide public access to the Internet; and 91 percent of respondents in a 2002 poll expect libraries to be needed in the future, despite the increased availability of information via the Internet (American Library Association, 2007).

Libraries provide necessary services such as family reading programs, access to electronic resources, training in new technology, summer reading, services to seniors and the disabled, and more. The library of today is not just a provider of books; instead, the library coordinates a complete and comprehensive approach to community development and services. According to Diantha Schull, president of the
Americans for Libraries Council, “Today libraries have become more, not less, central to life in our information-based society. Libraries are uniquely positioned to address national concerns about literacy, educational achievement and lifelong learning. Yet without adequate funding and support at the local, state and federal levels, and without advocacy from all sectors of society, libraries and the services they provide cannot meet these national challenges” (ALA, 2007, p.1).

Many Americans are first introduced to the concept of libraries when they begin school. The earliest purpose of a school library at the elementary level is to expose students to the joys of reading. From there, library skills are taught. Internet usage has become a large component of this skill set. By middle school, those students who don’t understand how to use libraries effectively have the most difficulty in completing research and other assignments. High school and college students find use of libraries mandatory in successful completion of graduation requirements. Research shows the highest achieving students attend schools with good library media centers. Students visit school libraries almost 1.5 billion times during the school year (ALA, 2007).

There are signs of growing cooperation between school and public libraries. In the most recent School Library Journal Survey, 25 percent of school librarians (40 percent in elementary) say they’re involved in joint public-school library activities. Sixty percent of respondents (almost 90 percent of elementary schools) indicate that they promote and support summer reading club activities, and one-half say they maintain ongoing communications with the public library through e-mail messages,
phone conversations, or faxes. About one-third report they distribute and exchange newsletters and promote visits to the public library (Shontz & Farmer, 2007).

Developed in the public-school library movement in the late 1800s, the school library began taking on greater importance after World War II as technology advanced. Educators felt more pressure to improve math and science instruction after the Soviet Union's launching of the first satellite in 1957. Less than a decade later, the federal government began pouring money into school libraries for materials and equipment as part of President Lyndon Johnson's War on Poverty. The flow of funding did not last. Federal allocations for education programs were consolidated into one pot of cash in 1974, which opened the door for schools to spend library dollars on other needs, such as guidance counselors and technology specialists (Horvitz & Shanklin, 2002).

How are libraries addressing funding concerns? They are lobbying the legislators; they are starting affiliate programs with online book merchants to receive part of the sales; they are renting out meeting room space; Friends of the Library programs are becoming more active. All are taking advantage of private and government grants to help their libraries stay up-to-date with training and technology, as well as providing innovative programs and services to fulfill the needs of their own communities (ALA, 2007).

School librarians must become more proactive in obtaining resources for their students. Very rarely is adequate funding automatically channeled through the regular school district budgeting processes. Administrators need to be kept informed about the value of their libraries, what the current status of library materials is and
what needs should be met within the available budget. Beyond obtaining these “regular” funds, school librarians must consider holding Book Fairs, making requests for donations to local businesses and civic groups, and soliciting funds from grant makers— a comprehensive list of whom are included in Chapter IV of this project (Shontz & Farmer, 2007).

Purpose

The main problem the author encounters everyday as a K-5 Teacher-Librarian, is not having enough of the materials (specifically books) in which students are interested. She would assume that, except for the few public schools that serve families in high socioeconomic groups and thus may have active supporters of school libraries, the vast majority of school librarians are struggling with this same issue. Test scores and reading achievement and enjoyment are all improved when libraries are well funded. This is especially true in neighborhoods that are economically challenged and/or diverse, because these families are less likely to have reading materials in their homes or visit the public library. Librarians are faced with limited resources, or as is increasingly likely, no resources at all. The purpose of this project is to detail the well documented need for school libraries and to suggest funding resources that can be accessed by all school librarians.
Scope

The resource list in Chapter IV associated with this EDF 700 project is intended to be useful to any school librarian in need of funding. The literature review for this project examines the necessity of maintaining vibrant libraries. Current funding levels and sources were thoroughly reviewed. Ideal levels of funding are discussed, including a brief history of pricing information for library materials. Lastly, those resources to be considered by school librarians are listed.

Definition of Terms

The American Library Association (ALA) - A group based in the United States that promotes libraries and library education internationally. It is the oldest and largest library association in the world, with approximately 64,600 members. Founded in 1876 in Philadelphia, its head office is now in Chicago (ALA, 2007).

The American Association of School Librarians (AASL) - The main association within the ALA for school librarians (Colorado, 2007).

Collection - This term may refer to the library's entire collection of materials, or to a group of library materials having a common characteristic, such as Juvenile Collection or Reference Collection. This term may also refer to the library's entire holdings (Colorado, 2007).

Currency – Average age of library materials (based on copyright date) (ALA, 2007).
Dewey Decimal Classification System (DDC) - A system used to assign a location number to a book according to its subject (Colorado, 2007).

Library Media Center (LMC) - A name for a school library made popular by AASL's Information Power publications. Some local districts have developed other designations for the school library (Colorado, 2007).

Library Media Specialist (LMS) - Term used to identify an educator who holds a state issued Library Media endorsement which is attached to his/her teaching certificate (Colorado, 2007).

No Child Left Behind (NCLB) - Signed in 2002, the federal No Child Left behind (NCLB) Act reauthorized the Elementary and Secondary Education Act. This new law revised the framework that states use to comply with the reforms. The four basic education reform principles are stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work (Colorado, 2007).

School Library - A library in an elementary or secondary public school, charter school or non-profit private school, that serves some combination of grades K-12. Some also serve pre-kindergarten (PK), or may be combined with a public library or branch (Colorado, 2007).
Teacher Librarian - A term for a certificated teacher who also has librarian credentials (requirements vary from state to state) (ALA, 2007).

Title I - A funding category used by the federal government and department of education to designate schools that are identified due to low performing status on educational assessments. Other Titles are provided for and funded through the No Child Left behind Act (Colorado, 2007).

Weeding - The systematic process, also known as de-accessioning, involving removal of old or outdated materials from a library collection to make room for newer items. Weeding is an important process in maintaining a current and diverse collection for the community served by the library (Colorado, 2007).
CHAPTER II
LITERATURE REVIEW

School Libraries Link to Academic Success

It is well documented that a school library is critical to every student’s learning experience and academic achievement. Across the United States, a substantial body of research since 1990 has shown a positive relationship between school libraries and student achievement. The research studies show that school libraries can have a positive impact on student achievement—whether such achievement is measured in terms of reading scores, literacy, or learning more generally. A school library program that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the community (Boltz, Daniel & Powell, 2006).

From Alaska to North Carolina, more than 60 studies have shown clear evidence of this connection between student achievement and the presence of school libraries with qualified library media specialists. Students in schools with adequate school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries. An Alaskan study from 1999 showed that secondary schools with full-time teacher-librarians were almost twice as likely as those without teacher-librarians to score average or above-average on California Achievement Tests. From the same study, the more often students received library/information literacy instruction from literacy media specialists, the higher their test scores (Lance, 2006).
In a study done in Colorado in 1993, the size of the school library staff and collection explained 21 percent of the variation in 7th grade Iowa Test of Basic Skills (ITBS) reading scores, while controlling for socio-economic conditions. Elementary school students with the most collaborative teacher-librarians scored 21 percent higher on Colorado Student Assessment Program (CSAP) reading scores in 2000 than students with the least collaborative teacher librarians (School Libraries Work, 2006).

In a study of 600 randomly selected Texas schools, researcher Ester Smith found that libraries outweighed the effects of other school variables such as computers per student, teacher experience and even teacher turnover rate. “The library is the great equalizer. It gives students access to ideas and information they might not find outside of school,” said Ellie Goldstein-Erickson, vice president in charge of legislation for the California School Library Association. “The library is the place in the school that serves all students. You don’t have to try out, as you do for sports. You don’t have to buy an instrument, as you do for music. You just have to walk in the door” (Ryan, 2004, p. B1).

Results in Florida demonstrated that when library programs are staffed 60 hours per week or more, elementary test scores improved by 9 percent, middle school scores by 3.3 percent and high school students scored 22.2 percent higher than in those schools with staffing less than 60 hours. The importance of higher staffing levels has been shown in other state studies. In Minnesota, twice as many schools with above-average scores had full-time library media specialists. In North Carolina, scores on standardized reading and English tests in the schools included in the study...
tended to increase when libraries in the schools had newer books and were open and staffed more hours during the school week (School Libraries Count, 2007).

Throughout the 16 states included in these 60 studies, it was shown that the principle assets of a strong school library program are the qualifications of those who staff it—including both library media specialists and other staff. It was also clear that higher levels (in hours per week) of staffing were linked to higher reading performance for all grade levels, to stronger writing performance at the elementary and middle school levels, and to higher American College Testing Program (ACT) scores at the high school level (School Libraries Work, 2006).

Long regarded as the cornerstone of the school community, school libraries are no longer just for books. Instead, they have become sophisticated 21st century learning environments offering a full range of print and electronic resources that provide equal learning opportunities to all students, regardless of the socio-economic or education levels of the community—but only when they are staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters to them both in the classroom and in the real world (School Libraries Count, 2007).

The roles of the library media specialist are diverse. He or she is at once a teacher, an instructional partner, an information specialist, and a program administrator. Library media specialists play an essential role in the learning community by ensuring that students and staff are efficient and effective users of ideas and information. They collaborate with teachers, administrators, and others to prepare students for future successes (Woolls, 2004).
A school library and a classroom collection of reading materials are both essential components of an elementary school program. Each supports the reading and literacy initiatives of the school. One cannot substitute one for the other. One—the school library—is a collection of resources that are organized according to a known and accepted system with materials cataloged and classified for universal accessibility. The other—the classroom collection of reading materials—may be organized in a particular manner to service individual classrooms (Ryan, 2004).

Much research has been conducted on the relationship between reading mastery and success in later life. The most recently concluded National Endowment for the Arts (NEA) “To Read or Not to Read” report analyses data collected by the Department of Education and other sources. Four distinct trends have been found: a historical decline in voluntary reading rates among teenagers and young adults; a gradual worsening of reading skills among older teens; declining proficiency in adult readers; and a strong correlation between frequency of reading for pleasure and better test scores in reading and writing. In his introduction to the report the NEA chairman, Dana Gioia, wrote, “Poor reading skills correlate heavily with lack of employment, lower wages, and fewer opportunities for advancement” (To Read or Not to Read, 2007, p.2).

According to the Department of Education, reading skills have improved moderately among fourth and eighth graders in the past decade and a half, with the largest jump occurring just before the No Child Left Behind Act took effect, but twelfth graders dropped from forty per cent proficiency in 1992 to only thirty-five per cent in 2005. In 1992, fifty-four per cent of twelfth graders told the Department of
Education that they talked about their reading with friends at least once a week. By 2005, only thirty-seven per cent said they did. The steepest declines were in “reading for literary experience”—the kind that involves “exploring themes, events, characters, setting, and the language of literary works,” in the words of the department’s test-makers (Crain, 2007).

The “To Read or Not to Read” study appears to show that Americans—particularly young Americans—are reading less for fun, and as that happens, their reading test scores are declining. The data showed that students who read for fun nearly every day performed better on reading tests than those who reported reading never or hardly at all. At the same time, performance in other academic disciplines like math and science is dipping for students whose access to books is limited, and employers are rating workers deficient in basic writing skills (Rich, 2007).

An effective school library is accessible to the total school community; is cost efficient because one book is used by many; offers a wide range of materials—reference, fiction, and nonfiction; addresses a broad range of reading levels; and minimizes loss through computerized tracking systems. Other features of a dynamic school library are that it supports learning to read and reading to learn with informational and imaginative texts and literature. New resources are added throughout the school year, and a sense of ownership is created and shared by the entire school community (Roscello & Webster, 2002).
Limitations Faced by School Librarians

Two trends that spell trouble for schools and student achievement are occurring. In some districts, budget cuts in schools force administrators to weigh their options and pit teachers versus librarians. For example, if administrators are forced to choose between an extra teacher to reduce classroom size or a reading specialist over a librarian, often the librarian goes, and with her a plethora of knowledge and skills that could benefit every child in the school (Pascopella, 2005).

According to Cynthia Anderson, author of District Library Administration: a Big Picture Approach, “Libraries have never been more important than they are right now. Librarians are such valuable employees that they can do two things. They can motivate kids to read through the selections they make but they can also teach reading so the classroom teacher isn’t on their own. There is another trained professional in your building who can teach reading. The librarians can help kids find good resources online for writing assignments” (Pascopella, 2005, p.2).

In another disturbing trend, some teachers and principals are ordering books to fill classrooms with their own libraries that will help students read at grade level in preparation for upcoming standardized tests. Those books are not getting circulated to the entire student population in the school. “No one is disputing the fact that the more kids are exposed to books the better it is,” says Anderson. “But, it’s taking away from the library when not everyone has access” (Pascopella, 2005, p.2).

“To be honest and blunt . . . classroom libraries aren’t about teaching and learning,” Keith Curry Lance, director of Library Research Service says. “They’re about book sellers. They see great opportunities to sell the same book and many
copies of that book. Teachers are encouraged to have the students take the books home (and they go missing). It's all about book selling, not about education. Now, I'm not saying that it's not a good idea to have books in the classroom. But they need to be created out of the school library collection so they can rotate the books and they're not stuck with the same books forever" (Pascopella, 2005, p.3).

School librarians face book inventories that are both shrinking and aging. In Horseheads, New York, high school librarians recently tossed out a science book so outdated that it carried the subtitle: "At the beginning of the nuclear age." In other school libraries across the country, visitors tell of finding science books that still predict "one day, man will walk on the moon" (A-B-Es, 2000).

In the recent School Libraries Count survey, half of responding schools report average copyright years for health and medicine information of 1994. From information published in 1994--14 years ago--a student would not learn about the first AIDS treatment approved by the FDA in 1995, or the cloning of Dolly the sheep in 1997 (AASL, 2007). If this trend continues, many of the major events occurring now might not be in students' books available from their school library for many years. Students might not be able to read about the Columbia shuttle explosion until 2017 or Katrina, Rita, and Wilma's hurricane damage to the South until 2019 (School Libraries Count, 2007).

The combination of out-of-date print materials and low school library expenditures creates a cause for concern. States and, in cases of Title I funding, the Federal government used to require annual reports and inventories of school library
collections. Although this was time consuming for librarians, the result was better knowledge about a collection's size, age, and relevance (Shanklin & Horvitz, 2002).

Over the past decade or so, school library media programs have been revolutionized by technology. Internet-capable computers, both in the LMC and throughout the school, are networked together to provide access to library catalogs, licensed databases, and the vast information resources on the World Wide Web. These online resources extend the reach of the LM program beyond the LMC's walls into every classroom, lab, and office in the school. In many cases, remote access allows students and teachers to access these resources from home. (AASL, 2007).

A 2007 survey of more than 4,200 schools by the American Association of School Librarians (AASL), a division of the American Library Association (ALA) showed that significant teaching takes place in school library media centers, where staff at all types of schools spend more time delivering instruction to pupils than on their two other principal activities, planning with teachers and overseeing budgets. (AASL, 2007).

The budgets of most school library media programs cover expenditures on information resources (e.g., books, audio and video formats, periodical and database subscriptions) and operating costs. Expenditures on salaries, wages, and employee benefits are part of the overall school or district payroll. The technology facets are updated frequently and can be very expensive to maintain.

Current Funding for School Libraries

Funding for school libraries is being cut by many school districts (ALA, 2007). Although the focus of this project is on procuring funding to purchase
resources, it should be noted that adequate staffing is also important to student success (Shanklin and Horvitz, 2002). This research will identify how much funding per student is required to keep a school library vibrant and healthy. The underlying premise is that without large and current print collections in school libraries, reading and writing test scores suffer (Lance, 2006).

Funding for schools comes primarily from local property taxes, with some funding from state and federal governments. For the first time in 30 years, direct federal funding for school library materials was allocated in 2002. The U.S. Department of Education’s Improving Literacy Through School Libraries, part of No Child Left Behind, was authorized at $250 million in 2001, although funding has never been appropriated at that level. This federal program provides funding to public school libraries to update collections, expand Internet connections, buy new technology, provide professional development for media specialists, and extend library hours. Seventy-three school districts nationwide shared approximately $12 million in the first year of the grants (Haycock, 2003).

The program was funded at $19.5 million in Fiscal Years 2006 and 2007. That figure dropped to $19.1 million for 2008 and in the proposed 2009 budget. In the years 2002 through 2005, Washington State only received a total of $500,000 distributed between seven school districts. According to Melanie Anderson, ALA Assistant Director of the Office of Government Relations, ideally the program would be funded at $100 million, which would transform it from a competitive grant to one in which each state’s department of education could allocate funds to individual districts as needed (ALA, 2007).
Most money for school library resources comes from local districts. In addition, about half of the 593 media specialists who responded to the most recent School Library Journal spending survey say their funding is bolstered by gifts or fund-raising projects, which totaled $1,161 per school in 2000-2001. Only 25 percent of the respondents received federal funds for media centers during this time period (Miller & Shontz, 2003).

The crunch was heightened when lawmakers removed the requirements that library money be used for libraries. Local districts receive their funding through the state, federal grants and local property taxes and levies. As all of these funding sources have been constricting annually, libraries in many school districts are being impacted significantly (Shanklin & Horvitz, 2002).

The National Center for Education Statistic’s study unveiled in Olympia early in 2008 reveals that library expenditures per pupil have fallen to $13.67 in 2003-2004 from $19.14 in 1999-2000, a drop of almost 30 percent. According to Keith Curry Lance, if this national trend continues, the national per-pupil expenditure this school year will be down to $9.76--a drop of more than 50 percent from the 1999-2000 (AASL, 2007).

The current Federal Government administration’s Department of Education bases its funding decisions on test scores and experimental studies. A number of brand-name interventions such as Accelerated Reader are being promoted (Achterman, 2007). Accelerated Reader is an electronic reading program. Books are leveled for reading ability, and multiple choice computerized tests are given after students have read a book at their level. Points are awarded for successful completion.
of the relevant quiz, and the points can be accumulated toward rewards, which vary from school to school. In the 2007 School Library Journal Spending Survey about half of the respondents reported using this type of program. Sixty-eight percent of school librarians reported spending some part of their budget for them (Shontz & Farmer, 2007).

Lance believes that, “If a school took any intervention that wasn’t actually destructive and put massive resources behind it and focused the attention of the entire school on it, how could it not have a positive impact? What is so much better about having a strong school library is that every day it’s part and parcel of the school. So if you can get that right and you can make it work well with everything else in the school, then you don’t need these brand-name interventions as much” (Achterman, 2007, p. 51).


The Federal Way School District cut 27 of 34 librarians at the end of the 2006/2007 school year as part of a $4 million budget cut. Schools in Federal Way now have one librarian for every five schools. The situation in Washington is not unique. Between 2000 and 2005 in Ohio, 206 people lost their jobs as library media specialists in 128 school districts. School library budgets that are not protected on the state level increasingly are being cut to meet local budget constraints (AASL, 2007).
In the Tacoma School District for 2007-2008, no money has been budgeted at the district level for school library media centers. Any funding will be made from building budgets and is a decision to be made by principals. School administrators frequently fund technology purchases and classroom reading programs at the expense of the library.

Many school districts have chosen to staff libraries with non-certificated staff (clerks). Unlike library media specialists, non-certificated staff are not trained to collaborate with teachers, apply for grants, discard old books and teach. "Having a clerk and not a librarian is like having a doctor’s office and staffing it only with a nurse," said Keith Curry Lance. “You wouldn’t put a teacher’s assistant into a teaching role” (Shanklin & Horvitz, 2002, p. A1).

In Orange County, Florida only 56 percent of the district’s 177 school libraries have a media specialist in charge. The rest are operated by teachers or computer specialists. Clerks oversee about one in five Orange County school libraries. More than a third of Orange County elementary principals spent money earmarked for media centers elsewhere (Shanklin & Horvitz, 2002).

Utah spends just over $4.00 per student per year on books. This affords one book for every six students per year based on average book prices. This is half the national average. Elaine Jorgensen, a Utah school librarian who testified before the state legislature requesting increased funding, stated “It is difficult to compete in the current world without current information in print and non-print formats. How do you pass state testing programs when you have a one-in-six chance of getting the book you need for the information? We need books: non-fiction for the direct
connection to our classroom curriculum, fiction for our students to learn to love reading, and non-print materials to enhance our information technology programs” (Krashen, 2006, p. 1).

**Ideal Levels of Funding for School Libraries**

When budgeting, one faces the age-old question, “What comes first, the money or the need?” Some library media centers are funded by a formula based on X dollars per student or a percentage of the school’s budget. Library media specialists are expected to make their needs fit in this lump sum. Other library media specialists begin with zero funding, and must build a case for every dollar they request. In either case, the need comes before the money. It falls to the library media specialist to discover and prioritize the needs of patrons, to explain them to those who supply funding, and to make the funds go as far as possible (Miller, 2003).

Desirable library funding is extremely variable based on numerous factors such as number of students, purchases made at the district level that benefit multiple schools, already existing collection status, etc. In a nationwide study, ten years ago expenditures per pupil ranged from a low of $13.44 in the West to $32.12 in the North Central region. Book collection sizes ranged from 13 to 25 per student. Audio-visual equipment, software, CD-ROMs, periodical subscriptions and other items are all components of most library budgets (Miller & Shontz, 1998).

By 2005, technology resources and services have become an integral part of schools and libraries. All but one percent of library media centers have a computerized circulation system. The percentage of schools with home Web pages
almost doubled to 93 percent. Federal and state legislation concerning access to Internet sites resulted in a large increase in LMCs using filtering software. Assistive technology use has increased substantially. Media specialists must be adept database administrators, as well as expert researchers. All of these changes are expensive and impact funding (Shontz & Farmer, 2007).

Like most items in our economy, book prices have increased steadily over the past 25 years. The average cost today of a non-fiction book intended for the elementary age group is $26.00, not including processing costs, which can be substantial (Kenney, 2006). From 1990 to 1995, average book prices jumped by 9.5 percent; from 1995 to 2000, they increased by 12.3 percent; and from 2000 to 2005, the increase was even steeper, 14.4 percent. Overall, book prices have increased by more than 35 percent in the last 20 years. Rising book prices, coupled with a flat or decreasing budget, translate into fewer book purchases (St. Lifer, 2005).

What is the cost to cultivate and maintain a diverse collection that provokes reading engagement, fosters critical-thinking skills, and evokes wonder? According to Schools Count, in 2006, $25.00 per student based on an average book age of 17 years would be required to bring library collections up-to-date. In Austin, Texas a $20.00 per student library budget was proposed for 2007/2008 (Schools Libraries Count, 2007).

The median per pupil expenditure of local funds by school library media centers for books in 2001-2002 was $8.87 for elementary schools, $8.60 for middle schools, and $9.55 for senior high schools. Currently on average, schools annually
spend about $15.00 per student, less than the cost of one hardcover book, on print and non-print library resources (School Libraries Count, 2007).

Clearly, all of the ten Dewey Decimal system major categories need refreshing each year. But, the 500s and 600s (Natural Sciences and Technology) are critical. Just 20 new books would cost $520.00. Twenty books do not go very far—barely replacing those that must be weeded due to currency and condition or those materials that are lost.

Future/Additional Funding for School Libraries

Without adequate funding, libraries will die a slow, silent death. Resources for appropriate books and other materials including technology are imperative. If libraries cannot be of assistance to students and teachers in meeting the very rigorous academic goals they are given, then libraries have no value within the educational system (Anderson, 2002).

Library personnel employed in Fresno County, California public schools were surveyed to determine the impact of new funding on fifteen variables associated with library service. A majority of the respondents indicated that the funding substantially impacted their provision of service in the following areas: size of book collection, collection development and planning, budget planning and purchasing guidelines, and resources. The final recommendation made was for library staff to strive to secure adequate and sustained funding for library media programs (Archon, 2003).
Every dollar counts in today’s school libraries, where a resource is evaluated not just by the cost, but also by how many students will utilize it. A recent survey on the electronic discussion list LM_NET revealed that many school librarians rely on their state to help provide (and pay for) databases that their students can access from the school media center or at their public library (Brisco, 2006).

Library media specialists, when working from an action plan, as extensive as a five-year strategic plan or as simple as a single task pulled from a list of future objectives, can successfully write grants that will help fund their library media centers (Baxter, 2007).

Fundraising ideas for school libraries run the gamut from Book Fairs to a new trend which Paul Vallas, chief executive of the Philadelphia schools, calls “Leave no dollar behind.” For donations ranging from a few thousand dollars up to $1 million donors get their name or corporate logo emblazoned on a certain section of a public school. New York’s mayor, Michael R. Bloomberg, has been instrumental in raising over $311 million in private funds for public schools. The beneficiaries have included new buildings, new playgrounds and refurbished libraries (Lewin, 2006).

Many of the funding resources listed in Chapter IV are through Charitable Foundations. M. Christine DeVita addressed work begun in 1988 through the Wallace-Reader’s Digest Funds to help support school libraries. “When we think about creating positive national change, the role of foundations, especially large, national ones, is not just about money. No foundation initiative by itself can carry the load of national reform. There are still far too many who do not see that school libraries are places where students get excited about learning, where they learn to dig
deeper into their subjects and where they find that knowledge is without limits. Because of that, too many continue to see school libraries as ‘frills,’ not as vital resources that are critical to success in schools. What foundations can do is provide practical lessons on the ideas we’ve tested so that others can decide their value and whether they are worthy of emulation” (DeVita, 2002, p. 59).

Some of the resources listed in Chapter IV involve a fairly simple application form, while others require a much lengthier grant or mini-grant proposal. A fundamental truth of grant writing is that there are typically more requests for support than there is money to award. Applicants who are able to document a higher need will likely receive higher priority (Pittenger, 2005).

For first-time grant writers, the Washington Office of American Library Association recommends an article by Stanley Levenson on writing a successful grant application. School librarians will need to provide documentation of the age of the collection, what areas are in greatest need of replacement, how many years it has been since the library has received funds, what would be purchased to upgrade the collections, and how much money it would take to bring the collection up-to-date (Anonymous, ALA 2002).

In Washington State, a group of concerned parents from Spokane have joined forces to oppose budget and staffing cuts in school libraries. In the face of school districts opting to lay off librarians, cut hours, minimize programming, and combine jobs with minimally trained part-time staff to cut costs, the parents started a grassroots initiative which has become a statewide campaign to preserve quality school library media services. Senate Bill number 6380 unanimously passed in a full
Senate floor vote on February 13, 2008 and moved on to the House for the next step. This would be very positive news for the state of school libraries in Washington State (Oleck, 2008).

If a school library is located in a district in which 20 percent or more of families live below the poverty line, that district is eligible for a grant from the Improving Literacy through School Libraries program. Sponsored by the U.S. Department of Education, the program provides funding to public school libraries to update collections, expand Internet connections, buy new technology, provide professional development for media specialists, and extend library hours. Eligible applicants include public school districts or charter schools and state-administered schools that are considered local school districts by their State Educational Agency. Individual schools are not allowed to apply. Approximately $18.5 million is available, and an estimated 80 grants will be awarded this year (Whelan, 2008).

Despite the constraints on funding, or perhaps because of them, consortia purchasing is on the rise and more school libraries are buying through districts. Meanwhile, vendors are responding by developing add-on products that help librarians improve efficiency, share resources, and provide access to electronic information (Breeding, 2004).

The minimum amount needed to build an exemplary collection can be easily calculated. First determine the number of books per student needed to bring the collection up to exemplary level (twenty to thirty books per student). Then multiply the number of books by $20.00 (the average price for one book) and the total amount can be determined. For example, a school of 500 students has an average of twelve
books per student. The difference between 20 and 12 is 8. Multiply 8 x $20.00 x 500 students, and the total amount needed is no less than $80,000. Divide the $80,000 over the five years of the proposed budget plan, and the amount needed per year is $16,000. It will take no less than this amount to build an exemplary collection (Miller, 2003).

Library media specialists must operate more like entrepreneurs than like teachers. To be successful, they must be able to develop and manage a budget. Like business owners, they must buy supplies and keep track of inventory. They must be successful in public relations to get teachers on board with library offerings. And they must be able to market the media center to students. All of these responsibilities require funding. There are many resources available. The challenge is getting started on the task of obtaining them (Horvitz & Shanklin, 2002).

Conclusion

School Librarians can make very valuable contributions to their student’s academic success, but often their importance has not been publicized sufficiently. School districts are strapped for funds. Budget cuts are made regularly. For school libraries to maintain their relevance amidst continued declines in funding two areas must be pursued. One is for librarians to communicate what they can and will do to help support staff and students. The second area involves finding new funding resources to help keep their libraries vibrant.

The author’s goal with this project is to provide an up-to-date resource list that any school librarian (public or private, elementary, middle, or high) could use to
obtain available funding sources. Few librarians by training or by temperament are prepared to undertake an ambitious fundraising program (Steele & Elder, 2000). Librarians are sometimes viewed as matronly and quiet (Shanklin & Horvitz, 2002). Time available to pursue raising funds is also very limited. What I intend to present are those resources that are relatively easy to access and which do not involve public speaking or other intimidating behaviors on the part of librarians.

There are significant differences between raising money for libraries and raising money for other types of organizations. Many non-profits that seek funds from grant makers employ full-time professional staff exclusively for this purpose. The importance of volunteers to agencies such as United Way cannot be overstated (Steele & Elder, 2000). School librarians (especially in economically challenged areas) rarely have access to volunteers. In fact, in many schools including mine, there is not even a PTA (Parent Teaching Association.)

There’s no quick fix for an inadequate library budget. All research has shown that the more a library’s impact on learners can be measured and communicated the better off our school media centers and libraries will be (Kenney, 2006).
CHAPTER III

PROCEDURES

The author chose to leave the classroom in 2005 after fifteen years to become a library media specialist. The next two summers were spent in Ellensburg, Washington completing the twenty-seven credits required to earn the library media endorsement. When it became known that the coursework to combine with these twenty-seven credits to achieve a Master’s degree in Education was available at the Des Moines, Washington campus the author completed the required Course of Study form.

During the next four quarters (excluding summers) thirteen graduate credits were earned. This project represents the final six credits of the road to graduation in Spring 2008 quarter.

The topic was chosen after the author was confronted with reduced and then eliminated funding in the Tacoma School District’s elementary school where the author began and continues to try to fulfill this school librarian career choice. Relevant resources were sought via ProQuest, ERIC and other online databases available through Central Washington University Brook’s library. Funding agencies that have been included are those that are active nationwide so that this resource should be helpful to all school librarians.
CHAPTER IV

THE PROJECT

Library Funding Resource List

This guide is an up-to-date and easy to use resource for school librarians intended to identify funding sources for materials (both books and electronic) for use in their libraries. This resource list cannot be thought of as the absolute and all-encompassing source for this information. This section represents a great deal of time and effort researching, compiling, and evaluating resources. Ultimately, there are too many resources to include more than a sizable sampling.
Library Funding Resources

PROVISIONS FOR ENTRIES/CRITERIA

1. Address, contact information, website

2. Detailed description of the resource

Summary of Library Funding Resource

Albertson’s Inc.
The Allstate Foundation
ALA (American Library Association)
Arts Resources Transfer
Bank of America Foundation
Barnes & Noble
Bill & Melinda Gates Foundation
Citigroup Foundation
The Coca-Cola Foundation
First Book
Gannett Foundation
Institute of Museum and Library Services, Office of Library Services
International Children’s Digital Library Foundation
Summary of Library Funding Resource-Continued

Ezra Jack Keats Mini-grants
The Kroger Foundation
Laura Bush Foundation for America’s Libraries
Library of Congress: Anglo-American Acquisitions Division
The Lisa Libraries
Literacy Empowerment Foundation
National Endowment for the Arts, Office of Public Affairs
National Gallery of Art: Department of Education Resources
The Paul G. Allen Family Foundation
PEN American Center
PNNOnline
ProLiteracy Worldwide
Starbucks Foundation
U.S. Department of Education, OESE Academic Improvement and Teacher Quality Programs
Verizon Foundation
Walgreens Community Relations
Walmart Foundation
Wells Fargo Foundation
Weyerhaeuser Company Foundation
Detailed Descriptions of Resources (in alphabetical order)

Albertsons, Inc.
250 E. Parkcenter Blvd. 877-932-7948
Boise ID 83706  www.albertsons.com/abs_inthecommunity/

Albertson’s stores support neighborhoods by offering more than $78 million in cash and donations to support several different focus areas, including the schools. Last year, in a partnership with Coca-Cola Company, Albertson’s was able to distribute a half-million books to schools.

The Allstate Foundation
2275 Sanders Rd., Suite F4  847-402-5502
Northbrook, IL 60062  www.allstate.com

The Allstate Foundation offers grants to programs focusing on the areas of safe and vital communities, tolerance, inclusion and diversity, and economic empowerment. Grants to organizations that cross various regions should apply to the National headquarters. Local organizations should send their grant requests to local regional offices found on the website.
The American Library Association administers a variety of grants and awards to libraries with support from a variety of foundations. Below is a listing of programs that libraries can access. Check the web site for these and new programs. The following are all available through the American Library Association.

**World Book Award:** The World Book Goal Grant supports projects that advance the missions and goals of the American Library Association. The Grant provides annual funds of up to $10,000.

**ALTA/GALE Outstanding Trustee Conference Grant:** Annually, two $750 grants are awarded to public library trustees to attend the ALA Annual Conference.

**Baker & Taylor/YALSA Conference Grants:** Two grants of $1,000 each are available for YALSA members who work directly with young adults to attend the Annual Conference.

**Baker & Taylor Entertainment Audio Music/Video Product Award:**
This program is designed to promote the circulation of audio
music/video products. Successful candidates will receive $2,500 worth of audio music or video products from Baker & Taylor.

_Book Wholesalers Inc. /YALSA (Young Adult Library Services Association) Collection Development Grant:_ Two $1,000 annual collection development grants are available to YALSA members who work in a public library with young adults 12 to 18 years old.

_Great Book Giveaway Competition:_ Libraries that serve young adults and would benefit from an addition of 1,200 books may apply for this giveaway.

_Loleta D. Fyan Grant:_ A grant of $10,000 is available to improve libraries and their services.

_FREE PASS Program:_ The Guadalajara International Book Fair provides support for 150 ALA members that work in the area of Spanish language acquisition and/or are working to build their Spanish language collection.

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**Arts Resources Transfer**

**DUC Library Program**

526 West 26th St., Room 614    212-255-2919
The Art Resources Transfer Inc. is a non profit organization that donates books on art and culture to any library through their Distribution to Underserved Communities Library Program. This program also pays for the shipment of the books to the library. Their goal is to make information on contemporary art and cultural issues available to all. You can view the books available online and fill out a simple request form. Books are available on a first-come, first-served basis.

Bank of America Foundation

Attn: Julie Chavez

213 S. LaSalle St. 888-488-9802

Chicago, IL 60604 www.bankofamerica.com/foundation

Bank of America Foundation is one of the largest philanthropic organizations of any corporation, offering over $108 million in grants last year. The Foundation has a focus on child development, economic and financial education, and teacher development. Each region that the Bank serves determines its own areas of need, and these can be found on the website. Your organization must be located in a service area of the Bank.
Barnes & Noble

Attn: Mary Ellen Keating, Senior Vice President

Corporate Communications

122 Fifth Ave.

New York, NY 10011

www.barnesandnobleinc.com/company/codonation/codonation.html

Barnes and Noble supports local organizations that promote literacy and the arts or education. Organizations that seek support need to be willing to include Barnes and Noble in in-store programming and promotion of project. Proposals should be submitted through the local store, and they will then be forwarded to the district manager.
Bill & Melinda Gates Foundation has supported libraries in their attempts to get connected to the Internet and to stay technologically advanced. Two programs the foundation offers include:

US Library Program: The foundation has partnered with public libraries to bring access to computers, the Internet, and digital information to low-income and disadvantaged communities.

Staying Connected Challenge Grants: These challenge grants are given to state library agencies so they can assist local libraries with their technology needs, particularly in training staff and keeping their computer systems running. This is a matching grant program. Staying Connected grants support four activities: hardware upgrades and replacements, Internet connectivity upgrades, training support, and technical support. A “Toolkit” is available and is designed to help libraries engage local communities in their technology programs and to provide examples of unique and successful programs throughout the country.
Citigroup Foundation

Charles V. Raymond, President

850 Third Ave., 13th Floor  212-559-9163

New York, NY 10043

www.citigroup.com/citigroup/citizen/community/index.htm

Citigroup Foundation offers grants to organizations in Citigroup areas throughout the world. The areas of focus include financial education, educating the next generation, and building communities and entrepreneurs. Literacy development is included in the education component.

The Coca-Cola Foundation

P.O. 1734  404-676-2568

Atlanta, GA 30301  www2.coca-cola.com/citizenship/foundation.html

The Coca-Cola Foundation focuses on the educational opportunities for youth to help them become knowledgeable about the world in which they live. Grants are given to colleges, universities, elementary and secondary schools, teacher training, special programs for minority students, and more. They support innovative school programs and programs to help kids stay in school.
First Book

1319 F St., NW, Suite 1000  202-393-1222

Washington, DC 20004  www.firstbook.org

The First Book program is a national organization focusing on getting books into the hands of children from low-income families. In the past three years, over 20 million new books have been distributed. Books are given to the program through donations from children’s book publishers, services donors, and volunteers. To receive books for your program you may contact either a First Book Advisory Board that may be in existence in your community or the National Book Bank.

Gannett Foundation

7950 Jones Branch Dr.

McLean, VA 22107  http://gannettfoundation.org

The Gannett Foundation offers grants to organizations in communities that have a Gannett Co. local newspaper or television station. The focus of the grants is on education, health, youth development, cultural enrichment, and more. Each Gannett community sets their own priorities depending upon the needs of the community, and you must apply directly to the local newspaper or television station. Priorities and
The Library Services and Technology Act provides funds to state libraries that may use the money to support statewide initiatives and services, as well as distribute funds through grant competitions. The grant money has supported summer reading programs, computer training opportunities for the disabled, the development of wireless labs, projects of historical significance, and increased rotation of Spanish language materials. Each state sets goals, and projects can be both big and small. For instance, California receives $6 million dollars and awards grants ranging from $5,000 to $500,000. The Library Services and Technology Act provide funds to State Library Administrative Agencies using a population-cased formula. Contact your State Library Administrative Agency to see how your library can apply for funds.
The International Children’s Digital Library Foundation’s mission is to excite and inspire the world's children to become members of the global community – children who understand the value of tolerance and respect for diverse cultures, languages and ideas -- by making the best in children's literature available online.

Ezra Jack Keats Mini-grants

450-14 Street

Brooklyn, NY 11215-5702 www.ezra-jack-keats.org

The Ezra Jack Keats Foundation offers mini-grants of $350 to libraries for programs that encourage literacy and creativity. Programs are not required to be related to the works of Ezra Jack Keats.

The Kroger Foundation

Foundation Administrator

1014 Vine St., 513-762-4449

Cincinnati, OH 45202
Kroger Company Foundation provides grants to schools, hunger relief agencies, sports teams, and other nonprofits in the Kroger service area. Retail divisions are encouraged to work with organizations to help improve the community. Last year the Foundation donated $120 million to charitable causes.

Laura Bush Foundation for America’s Libraries

C/o Community Foundation for the National Capital Region

1201 15th St., NW, Suite 420 202-955-5890

Washington, DC 20005 www.laurabushfoundation.org

The Laura Bush Foundation allocated $600,000 to fund the purchase of books for school libraries. The funds are to be used to update, extend, and diversify the book collection in school libraries.

Library of Congress

Anglo-American Acquisitions Division

101 Independence Ave., SE 202-707-9524
The Library of Congress has surplus books available to non-profit organizations. The books cover a mixture of topics with only a small percentage of publications at the primary and secondary school levels. Your library either needs to send or designate someone to choose books from the collection. Shipping the material to your library is your only expense.

The Lisa Libraries
P.O. Box 430
Boiceville, NY 12412 www.lisalibraries.org

Lisa Libraries donates new books to organizations serving children in low-income areas, and helps to start or expand children’s libraries in places such as day care centers, prison visiting areas, and after school programs. Children’s author Ann M. Martin and friends began Lisa Libraries as a memorial to a friend.

Literacy Empowerment Foundation
6323 Salem Park Circle 717-791-6210
Mechanicsburg, PA 17050 www.colorcodedbooks.org
**Literacy Empowerment Foundation** is a non-profit organization designed to help educational programs by offering low cost books. The Reading Recycling Project runs throughout the year, and offers 100 new and gently used books free of charge (the recipient must pay shipping) to literacy programs. Classroom libraries can order 100 new books organized for a specific grade for $125. Bruce Larkin, a children’s book author, has agreed to donate sets of 25 free books to every kindergarten and first grade classroom in the United States. Each child will be given the book to call their own. Titles will change every month, so children can receive 12 different titles during the school year. You must reorder each month. The program also offers a Matching Book Grant which allows libraries to purchase $1,000 worth of books for $500 (can go up to $16,000 value).

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**National Endowment for the Arts**

Office of Public Affairs

1100 Pennsylvania Ave., NW  
202-606-8299

Washington, DC 20506  
www.wethepeople.gov

**We the People** is a program of the National Endowment for the Humanities that explores events and themes in our nation’s history. We The People Bookshelf is a set of books given to libraries who sponsor programs, books clubs, plays, etc. that encourage young readers to learn more about our country.
The National Gallery of Art offers a free loan program of videos, slides, DVDs, CD-ROMs and more for libraries to use in art education and humanities programs. If your library would like to promote certain programs, this organization can help.

Money from Your State

Every state has a library division or bureau that assists libraries in meeting their needs. For instance the Bureau of Library Development in the Department of State in Florida offers five programs. Library construction grants help to remodel or expand libraries. Library cooperative grants help libraries work together to provide services. Library Services and Technology grants are often available. State aid to libraries helps libraries continue free service to residents. Finally, Community Libraries in Caring helps small rural libraries improve their collections and improve literacy in their communities. You can see what Florida offers at
The New York State Division of Library Development offers special grants to fund child and family literacy programs which include story times, parenting workshops, education and career fairs, bilingual literacy workshops, a kid-created online magazine, and even an emerging literacy yoga program. Their Adult Literacy grants provide literacy classes and basic educational test preparation, including GED assistance, tutor training, and job readiness skills. New York’s grants can be found at [http://www.nysl.nysed.gov/libdev/grants.htm](http://www.nysl.nysed.gov/libdev/grants.htm). Obviously, these grants are only for libraries in their respective states. Contact your State Division of Library Development to see what services they may have to offer (www.govengine.com).

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**Office Depot**

2200 Old Germantown Rd. 800-937-3600  
Delray Beach, FL 33445 www.community.officedepot.com

**Office Depot** has a program called Caring and Making a Difference that operates in communities where their employees live. Every store makes regular product donations, and the focus of their grant giving is on the health, education, and welfare of children. Nonprofits with those goals in mind can request funds of up to $2,000.
The Paul G. Allen Family Foundation
505 5th Avenue South, Suite 900 206-342-2030
Seattle, WA 98104 www.pgafoundations.com

The Paul G. Allen Foundation provides grants primarily in the Pacific Northwest Region. They have four priorities: nurturing the arts and cultural endeavors, engaging children more deeply in the learning process, responding to the needs of vulnerable populations, and advancing scientific and technological discoveries that expand our understanding of the universe.

PEN American Center
Readers & Writers Program
588 Broadway, Suite 303 212-334-1660, ext 109
New York, NY 10012 www.pen.org/readers&writers/home.htm

PEN offers the Readers & Writers program as a grant to sites that cannot afford author visits. Three different authors visit each site over a ten-month period. In addition, the program provides a copy of the author’s book for each student.
PNNOnline

3313 West Cary Street 804-342-7665
Richmond, VA 23221 www.pnnonline.org

PNNOnline is an online resource that delivers news, information and resources to all segments of nonprofit organizations. They offer a newsletter and a listing of resources for nonprofits.

ProLiteracy Worldwide

Contact National Book Scholarship Fund

1320 Jamesville Avenue 888-528-2224
Syracuse, NY 13210 www.nbsf.org

ProLiteracy Worldwide provides the National Book Scholarship Fund that supplies books and materials to local literacy programs. Priority is given to programs that focus on family literacy.

Starbucks Foundation

22401 Utah Ave., South 206-447-7950
Seattle, WA 98134 www.starbucks.com/aboutus/grantinfo.asp
The Starbucks Foundation has a mission to help the youth in underserved communities through the funding of programs that teach leadership, literacy, and respect for diversity. The Starbucks Foundation provides grants to programs which focus on literacy and writing for children through the age of 21. Grants are given to organizations in communities in which Starbucks stores are located. Two different programs are available. A $1,000 mini-grant is available to local projects involving the store’s employees. A $10,000 Opportunity Grant is available to larger projects that involve Starbucks stores, employees, and customers. Applications for the mini-grants are available from Starbucks stores.

U.S. Department of Education

OESE Academic Improvement and Teacher Quality Programs

400 Maryland Ave., SW, Room 2W104 202-401-3751

The U.S. Department of Education makes $20 million available through the Literacy through School Libraries fund. This program is designed to provide students with increased access to up-to-date school library materials, and provide them with a well-equipped technologically advanced school library media center with a trained staff. All this is to improve literacy skills and achievement of students. Money has been used in the past to support a district-wide library revitalization project in
elementary schools, for development of full-service libraries in rural areas, and for the implementation of a technology-based reading program.

Verizon Foundation

Renee Willer

20575 NW Von Neumann Dr. 800-360-7955

Beaverton OR 97006 http://foundation.verizon.com

The Verizon Foundation offers thousands of grants each year to nonprofit agencies. The Verizon Foundation is a web based grant organization; you can search for Verizon’s support in your community by entering your zip code on their web site.

Verizon Reads: Verizon is committed to helping America raise literacy levels. They offer a variety of literacy programs and grants.

Verizon Works: Verizon encourages nonprofits to use technology as a tool to connect their communities and workforce through education and training.

Verizon Volunteers: This program encourages Verizon employees to give back to their communities through time and money and provides matching gifts and foundation grants to nonprofit organizations. Libraries can request volunteers through this program.
Walgreens Community Relations

Mail Stop #2255

200 Wilmont Road 947-914-2500

Deerfield, IL 60015 www.walgreens.com/about/community/guidelines.jsp

Walgreens' funds are awarded to eligible nonprofit organizations in local Walgreen communities. They provide grants in the health related programs, one-on-one tutorial programs, and community and social service agencies.

Wells Fargo Foundation

Susan Kernes, Vice President, Community Relations

999 Third Avenue, 47th Floor

MAC P6540-475

Seattle WA 98104 www.wellsfargo.com/about/charitable

Wells Fargo wants to improve the communities where their employees live. Charitable contributions are funded at a local level to nonprofit organizations. To apply you must contact an office in your state. The web site offers a map describing each state’s program.
The Weyerhaeuser Company Foundation offers community grant programs where a significant number of employees live. The advisory committee makes funding recommendations to the Foundation on a case-by-case basis.

Making Waves: The Foundation makes unrestricted grants to local nonprofit organizations recommended by company volunteers offering their time to these particular organizations.
CHAPTER V

SUMMARY

School libraries are an integral part of both the public library system and the educational system in our country. Funding for school libraries has been cut dramatically. Without adequate funding, libraries cannot remain relevant to their patrons. This project attempts to provide a comprehensive list of resources that librarians can use to bolster what funding they do have. The preceding list of resources is not exhaustive. Some funding sources may be much more useful than others. When applying for funding, including grants, the more clearly a need is demonstrated, the better the chances of receiving an award will be.

CONCLUSIONS

Hopefully, the resource list will provide not only the author, but also other librarians, the opportunity to consider all funding sources that may be available to their schools. The ultimate goal is to enrich our students’ lives and to assist in their academic success.

RECOMMENDATIONS

Any interested librarian would be advised to review one or more of the websites listed in the preceding chapter to discover what information specific to their school will be needed. Working with the school administrator or relevant district department, a librarian can gather data that could be used to complete an application form. Coming up with an overall plan that would start with a needs assessment is desirable.
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www.ala.org/ala/news/libraryfunding/schoollibraryfunding.htm


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