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FISCAL IMPACT REPORT

ORIGINAL DATE 2/9/18

SPONSOR Soules LAST UPDATED _____ HB _____

SHORT TITLE Study Needs for School Libraries SM 39

ANALYST Chilton

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	Indeterminate	Indeterminate	NFI	Indeterminate	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Related to 2015 Senate Memorial 61

SOURCES OF INFORMATION

LFC Files

Response Received From

Public Education Department (PED)

Responses Not Received From

Association of Counties

Department of Finance and Administration (DFA)

Public Education Department (PED)

SUMMARY

Synopsis of Memorial

Senate Memorial 39 asks the Public Education Department to work with the New Mexico Library Association and the organization Libraries Transform New Mexico to assess the current status of school libraries throughout the state. The memorial cites the importance of librarians and libraries in guiding students to resources, both digital and in print. Librarians have become expert in teaching the use of digital media, a skill essential to students' success in school.

The memorial asks PED and its partners to present the results of its study to the Legislative Education Study Committee (LESC).

FISCAL IMPLICATIONS

PED would be charged with working with the other identified partners in producing the requested report and presenting it to LESC. In so doing, it would incur some personnel cost. PED stated that “In order for the PED to assist in the requested study additional FTE’s will be needed. There are currently 89 school districts and approximately 93 charters schools that would need to be evaluated. In the 89 school districts there are over 840 schools. This study will be major task that will require an abundance of travel and work hours. It is indeterminate at this time how many additional FTE’s and the additional amount of salaries and benefits that would be required for PED to participate in this assessment. The amount of travel expenses to support the additional FTE’s is also indeterminate at this time.

“The comprehensive study requested in this bill is not feasible and will be impossible without the approval of additional FTE’s and funding to the PED.”

RELATED to 2015 Senate Memorial 61, which requested an assessment of all libraries (not just those in schools) in New Mexico, and to SB-94 which contains a \$3 million dollar appropriation to the PED for equipment and supplemental library resource acquisitions.

SIGNIFICANT ISSUES

The organization Libraries Transform New Mexico, made up of members from the New Mexico State Library, the New Mexico Library Foundation and the New Mexico Library Association, has set up a “NM Libraries Assessment Task Force,” consisting of members from the Los Alamos National Laboratory, the New Mexico Department of Cultural Affairs, librarians from the state library, municipal libraries and school and college libraries, the New Mexico Library Association and a former state legislator (<https://sites.google.com/site/librariestransformnm/website-builder>). The group hired a consultant in 2016 to report on her assessment of New Mexico libraries of all types. A “Libraries Transform New Mexico Follow-up Conference” was held in Albuquerque on October 17, 2017, where on-going plans based on the consultant’s report were begun.

In the attached document, the American Library Association makes a strong case for the importance of school libraries.

In 2015 Senate Memorial 61, it was noted that there were 821 school libraries throughout the state, in addition to 104 public libraries. That memorial made note of the importance of libraries, as does the current Senate Memorial 39.

LAC/jle

STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS



STUDENT ACHIEVEMENT



WHEN SPENDING FOR SCHOOL LIBRARIES RISES, BETTER READING SCORES FOLLOW.

Test scores tend to be significantly higher for schools that have full-time certified school librarians as well as for those that have such a librarian with support staff.

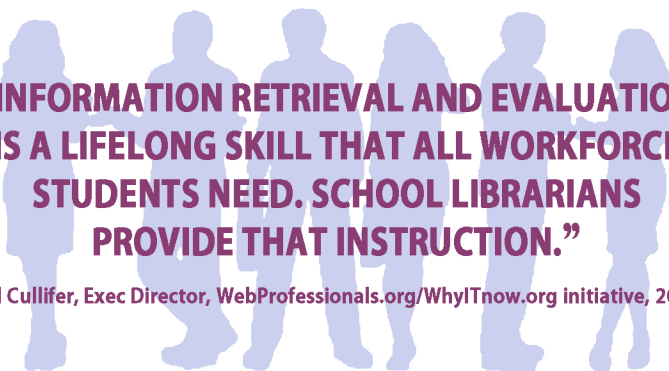
Achterman 2008



STATE STUDIES CONFIRM SCHOOL LIBRARIANS SUPPORT STUDENT ACHIEVEMENT.

CAREER AND COLLEGE READINESS

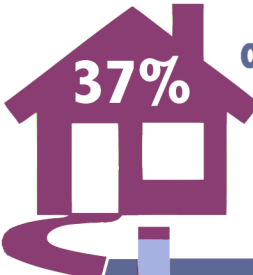
“School libraries are essential learning resources and librarians are the essential ‘guides inside’ our schools, leading everyday teaching and learning toward methods and outcomes that best prepare our students for the challenges of the 21st century.” Bernie Trilling, Global Director, Oracle Education Foundation, 2010



“INFORMATION RETRIEVAL AND EVALUATION IS A LIFELONG SKILL THAT ALL WORKFORCE STUDENTS NEED. SCHOOL LIBRARIANS PROVIDE THAT INSTRUCTION.”

Bill Cullifer, Exec Director, WebProfessionals.org/WhyITnow.org initiative, 2013

DESIGNED BY: SAMANTHA LAMOS, 10TH GRADE, PETALUMA HIGH GRAPHIC DESIGN PROGRAM



37% OF ALL AMERICANS DO NOT HAVE ACCESS TO HIGH-SPEED BROADBAND CONNECTIVITY AT HOME. PEW 2012

STRONG SCHOOL LIBRARIES BRIDGE THAT GAP



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Sources: Achterman, Doug. "Haves, Halves and Have-Nots: School Libraries and Student Achievement," University of North Texas, December, 2008.

Cullifer, Bill. Conversation by telephone February 2013.

Brenner, Joanna, Rainie, Lee. *Pew Internet: Broadband*. Pew Internet and American Life Project. Pew Research Center. May 24, 2012. <http://pewinternet.org/Commentary/2012/May/Pew-Internet-Broadband.aspx>

Bernie Trilling's quote: *School Library Monthly*/Volume XXVII, Number 1/September-October 2010 From *Libraries to Learning "Libraries: The New ABC's of 21st-Century School Libraries"* by Bernie Trilling

Strong School Libraries Build Strong Students

“Education is the only valid passport from poverty....we bridge the gap between helplessness and hope for more than five million educationally deprived children. We put into the hands of our youth more than 30 million new books, and into many of our schools their first libraries.”

President Lyndon Baines Johnson's remarks on signing the Elementary and Secondary Education Act, April 11, 1965.
<<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650411.asp>> (accessed March 18, 2013).

Over 21 state studies confirm that school librarians and school libraries support students in academic achievement, lifelong learning, 21st century skills, and reading.

A strong school library is staffed by the *library team* of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, equipment and technology; includes regular collaboration between classroom teachers and school librarians; and supports the development of digital literacy skills.

Kachel, Debra E. 2011. School Library Research Summarized: A Graduate Class Project. Mansfield University.
<<http://libweb.mansfield.edu/upload/kachel/ImpactStudy.pdf>> (accessed March 18, 2013).

The library team provides the foundation for student learning.

“The most important thing a strong library program can have is a full-time certified librarian with support staff.”

PA School Library Project, et. al. 2012. Creating 21st-Century Learners: A Report on Pennsylvania's Public School Libraries. <http://www.elc-pa.org/Creating21stCenturyLearners_LibraryDataReport.10.17.12.pdf> (accessed March 18, 2013).

*“Research consistently shows that when children have **access** to good libraries with plenty of good books and with adequate staffing, they read more, and thus do better on reading tests. For children of poverty, libraries are typically the only possible source of reading material.”*

Krashen, Stephen. 2004. *The Power of Reading*. Westport, CONN: Libraries Unlimited and Portsmouth, NH: Heinemann.

“The school library provides a wealth of curriculum-based resources as well as opportunities for students to learn at a personal level of inquiry, outside the assigned curriculum.”

Goodin, Susie M., S.M. 2010. “Steps Towards Unifying Literacy Theory and Librarianship.” *CSLA Journal*, 34 (1): 24-25.
<http://www.csla.net/images/stories/publications/pdfs/journal/10/10_springjournal.pdf>

“There was a significant positive relationship between a majority of the 21 library services regularly provided and student achievement at all levels. Total library services were significantly related to student achievement at all levels when controlling for all school and community variables.”

Achterman, Doug. 2008. *Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California*.
<<http://digital.library.unt.edu/ark:/67531/metadc9800/>> (accessed March 18, 2013).

School librarians provide the scaffolding for reading success

When comparing schools with and without librarians, the study indicates that the presence of a qualified school librarian can make a tremendous difference in reading achievement. This difference ranges from eight percent for high schools to 35 percent for elementary schools. For instance, schools with librarians have 35 percent more fourth graders who score proficient or above than schools without librarians.

Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. 2003. *The Impact of Michigan School Libraries on Academic Achievement: Kids Who Have Libraries Succeed*. Lansing, MI: Library of Michigan.
<http://www.michigan.gov/documents/hal_lm_schllibstudy03_766267.pdf> (accessed December 15, 2010).

In an Iowa study, in all three grade levels surveyed, the students' test scores tend to rise with the increased incrementally as [library] staffing and library usage increased.

Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. 2002. *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa*. Bettendorf, IA: Iowa Area Education Agencies.
<http://www.iowaareaonline.org/pages/uploaded_files/MakeTheConnection.pdf> (accessed December 15, 2010).

In a Missouri study, students who have access to the library either during school hours or have electronic access outside the library show a significant success rate.

Quantitative Resources, LLC, et al. 2003. *Show Me Connection: How School Library Media Center Services Impact Student Achievement*. Jefferson City, MO: Missouri State Library. MO Department of Elementary and Secondary Education.
<<http://dese.mo.gov/divimprove/lmc/documents/libraryresearch.pdf>> (accessed March 25, 2013).

“Studies confirm that more access to books and reading material in general results in more independent self-selected reading. More independent self-selected reading results in more literacy development.”

Krashen, S., Lee, SY, and McQuillan, J. 2010. “An analysis of the PIRLS (2006) data: Can the school library reduce the effect of poverty on reading achievement?” *CLSA Journal*, 34 (1).

School librarians provide the blueprint for teaching students research skills, digital citizenship, safety online, and information communication skills

“School librarians have deep expertise in digital literacy skills; have well-developed instructional strategies based on thinking critically, communicating creatively in a variety of media, and solving problems creatively; and are often role models for strong leadership, initiative, and other career and life skills.”

Trilling, Bernie. 2010. “From Libraries to Learning Libratories: The New ABC’s of 21st-Century School Libraries.” *School Library Monthly* 29 (1): 43. <<http://www.schoollibrarymonthly.com/articles/Trilling2010-v27n1p43.html>>

“School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment.”

American Association of School Librarians. 2007. *Standards for the 21st-Century Learner*. Chicago: ALA. <www.ala.org/aasl/standards>

School librarians provide 21st century professional development to their teaching colleagues

School librarians and teachers make a strong instructional team combining their knowledge of pedagogy, resources, and technology to meet the specific needs of each student.

American Association of School Librarians. 2011. *School Library Programs Improve Student Learning: Teachers*. Chicago: ALA. <<http://www.ala.org/aasl/aasliissues/brochures/advocacybrochures>>

Teachers were three times more likely to rate their literacy teaching as excellent when they collaborated with librarians.

Lance, Keith Curry, Marcia J. Rodney, and Bill Schwarz. 2009. *The Idaho School Library Impact Study-2009: How Idaho Librarians, Teachers, and Administrators Collaborate for Student Success*. Idaho Commission for Libraries. <<http://libraries.idaho.gov/doc/idaho-school-library-impact-study-2009>> (accessed March 25, 2013).

Student test scores were higher the more time librarians worked cooperatively with classroom teachers, the more they taught information literacy independently, and the more they provided in-service training to teachers.

Lance, Keith Curry, Marcia J. Rodney, and Christine Pennell-Hamilton. 2000. *Measuring Up to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools*. Greensburg, PA: Pennsylvania Citizens for Better Libraries.

“School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.”

American Association of School Librarians. 2007. *Standards for the 21st-Century Learner*. Chicago: ALA. <www.ala.org/aasl/standards>