Determination of Budgetary Expertise Among Public School Library Media Specialists in the State of Florida

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Determination of Budgetary Expertise Among Public School Library Media Specialists in the State of Florida

A Dissertation
Submitted in Partial Fulfillment of the Requirements for the Doctor of Philosophy Degree
Nova Southeastern University

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Abstract

In 1988, *Information Power* described skills and duties expected of a school library media specialist. These include familiarity with various forms of educational technology, interpersonal social and communication skills, and proficiency in a wide range of planning and management areas. Simultaneously, restructuring, a movement to site-based management, requires new types of skills of Florida's teachers.

While the importance and complexity of the position of library media specialist has increased, there is concern that some practicing professionals do not have training or experience to address these new obligations. As a benchmark of current expertise in non-instructional duties, this research effort attempted to determine existent budgetary skills among public school library media specialists in the state of Florida. The purpose of this research effort was to develop a tool to survey practicing public school library media specialists in Florida and then apply that tool to determine the validity of stated hypotheses concerning budgetary roles of those library media specialists.
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Chapter 1 Introduction

Problem

"No longer is the school librarian simply a keeper of books and an audiovisual equipment technician" (Pickard, 1993, November p. 1). This researcher chose to examine whether traditional competencies of public school library media specialists are sufficient to address the full range of needs within a changing educational and professional environment, and whether these competencies specifically address the demands of site-based school management without further in-service training. As a benchmark of the adequacy of current skills, this researcher proposed to develop a procedure to determine a level of budgetary expertise among practicing public school library media specialists in order to ascertain whether there is a need for special training in this area.

Background

In Information Power (1988), the reader is told that the public school library media specialist, school level administrator, and district level library media coordinator "cooperatively plan the library media center budget" (American Association of School Librarians and
Association for Educational Communications and Technology, 1988, p. 55). The reader is further told that "sufficient funds are provided for the resources and personnel necessary to achieve the goals and objectives of the library media program" (p. 55).

Since the late 1980's, a nationwide movement toward school reform and restructuring has had a major impact on the daily functioning and strategic planning of many public education facilities (Bennett and Brocato, 1991, June). Individual schools are now expected to establish their own formal budget proposals and justify these proposals within a competitive environment (Barron and Bergen, 1992, March). As competition grows for the limited educational dollar at a given site, "...the library media specialist must be able to articulate and defend a budget...to support the development of the library's collections and programs" (Barron and Bergen, 1992, March, p. 523).

In 1991, the Department of Education for the State of Florida dropped categorical funding for public school library media centers (S. Ulm [Media Director Florida Department of Education], personal communication, January 21, 1993). The old funding procedure had allotted a predetermined number of dollars per student
to be put toward expenses of the media center, without any formal request of the media director. With site-based management becoming the norm, formal development, oral and/or written defense, and group/committee adjustment of budget proposals are among duties newly expected of many media center directors (Eisenberg, 1987, May). In the restructured school, site personnel plan the instructional program for their facility and allocation of available monies is determined by current prioritized needs which have been identified by teacher committee(s).

Futurists like Davis and Davidson (1991) believe the world is already 50 years into the Information Age. During these years of the new Information Age, schools have been active with innovations and claims of reform. Phenomenal amounts of time and effort have been spent in school improvement activities, yet reports of the past decade tell us that a majority of school improvement efforts are still falling short of the desired outcomes (Adams and Bailey, 1993, May p. 57).

While serving as President of the Brevard County Association for Media in Education during the 1991-1992 and 1992-1993 school years, this researcher discussed the problems and procedures of school level finances
with public school library media specialists from many of the seventy-five schools in Brevard County, Florida. Media specialists who offered comments, observations or criticisms were former classroom teachers who had added special training for library/media specialist classification to already existent teacher certification. This media training had generally addressed production procedures, teaching of media skills, and collection management. These media specialists stated they had no training and/or no special interest in budget preparation. Others observed that they did not prepare a detailed budget, but simply went to their school administrator when a specific need arose. Several elementary and middle/junior high level library media specialists wanted to know how to organize a movement to force the Department of Education to reinstate categorical funding (L. Tempest, personal communication, November 12, 1992), (N. Highbarger, personal communication, September 15, 1992), (M. Klein, personal communication, August 23, 1992), (D. Lucas, personal communication, February 17, 1992).

Martin Carnoy (1991, May) has reported some problems in the restructuring process due to lack of specific skills. Carnoy states that the process of
restructuring requires a wide variety of financial and technical resources. Often, teachers can set goals and determine specific needs, but "... most are without the skills to convert well-thought-out aims into a clear-cut set of management decisions ..." (Carnoy, 1991, May p. 6). Therefore, it is possible that implementation of the restructuring movement, a new approach to management, includes a need for educational professionals to be assisted with new kinds of inservice training (Carnoy, 1991, May, p. 6).

Florida's Director of Media Services for the Department of Education, Sandy Ulm, has observed a similar situation in this state. In a telephone conference with this researcher, (S. Ulm, personal communication, January 21, 1993), Ulm stated that all budget expenses and funding requests must now be specifically tied to identified program needs within an individual facility or program. Monies formerly tagged for library media center use are now put into a general facility fund. It is up to the library media specialist or other designated personnel within each school to prepare budget requests similar in concept and form to grant proposals, with specific justification in terms of the program needs of that institution.
In the past two years of reductions in state funding, some Florida counties have attempted to function within shortfall budgets by reassigning library media specialists back into the classroom and managing daily operations of the media center with clerical personnel. Some of these clerical administrators appear to lack the necessary professional background. Ulm reported an example of problems due to lack of professional leadership in a media center. Ulm stated that a full-time media clerk, acting as media director, had called the Department of Education office in Tallahassee to ask if the books for the Sunshine State Book Award competition would be sent to her school automatically, or, if not, what ordering procedure was to be followed. This clerk reported no experience in media center operations other than processing, had never chosen or ordered materials, and had no guidelines to follow.

Current literature suggests a trend toward school-based management with cooperative fiscal responsibility (Flyzik, Steinfeldt and Tuttle, 1993). Bennett and Brocato suggest that it is the combination of decreasing revenues and increased restructuring efforts which will determine the new school budgeting
process. The authors further state that site personnel must change from reactive to proactive budget managers while planning the instructional program. This approach allocates resources via current, prioritized needs identified by professionals within each facility (Rothberg and Pawlas, 1993, May). Site personnel develop budget proposals in a committee format, representative of grade levels or departments. These preliminary budget proposals would then be reviewed. It is suggested in the literature that the media specialist is a good choice for reviewer since "... by training and experience, the school media specialist has both an instructional and management background" (Bennett and Brocato, 1991, June, p. 41).

There appears to be a discrepancy between the role of higher academic level library director and public school library media specialist. In 1987, Euster surveyed directors of academic libraries from several states across the nation and determined that the "model" director in a community college to university setting is 48 years of age, male, has a Master's degree in library science or its equivalent and a complementary doctorate. This director reads six professional journals and scans another five on a regular basis. In the past three
years, said director has attended six national conferences, three state conferences, and five other conferences or workshops at the expense of the educational facility represented. This same director is a member of four professional associations, and has held at least four office positions in these groups. This same director has worked in at least seven different libraries and has published three papers in the past five years (Euster, 1987). This professional is well educated, focused, and skilled in his responsibilities.

In comparison, a survey of public school library media specialists with respondents from forty-seven states and four Canadian provinces showed some different but commonly held characteristics (Weisburg and Toor, 1989, September, pp. 1-3). Of the respondents, 42% had been in a library media specialist position fifteen years or longer. Over 60% had careers before moving into the library media center. A master's degree was claimed by 72%. A "sixth year certificate" was noted by 10%. Only 1% claimed a doctorate. Of the respondents, 90% had attended some sort of conference, workshop or other professional growth training within the past year. Some 66% reported working beyond contract time in the summer, but only 34% said they were paid for such
efforts. When asked to identify the eight most important issues, 80% of respondents chose "budgets" as problem number one.

Currently accepted business procedures have contributed three administrative practices which have been widely adopted in educational sites, yet prove a hindrance to the process of restructuring: hierarchy, accountability, and the idea of schools and school personnel as interchangeable parts (Tye, 1993, February p. 6). Site-managed schools emphasize decision sharing rather than hierarchy. Partnerships and shared vision replace accountability. Commonalities and baselines are accepted, but unique qualities and individualities are spotlighted in lieu of interchangeable personnel (Moore, 1993, December).

New training may be the key to successful restructuring efforts. Campbell and Sparkman state that "one of the areas most deficient in [teacher] preparation programs is that of resource allocation. Educators tend to be schooled in curriculum and instruction rather than in the business or finance phases of the school’s operation" (Campbell and Sparkman, 1990, November, p. 46).
One of the most important and perhaps demanding responsibilities for the manager of a multimedia library is to "obtain sufficient financial resources to make it possible to carry out the objectives and goals of the program, the institution, and the patrons served" (Hicks and Tillen, 1977, p. 108).

Authors such as Baker have observed that the budget process can be so political and full of forced compromise that the media specialist often feels it best to avoid getting too involved. In public schools, "too many specialists view their participation in the budget as something limited to an annual conference with the principal, at which time one is informed as to how much money will be granted to the program for the coming year" (Baker, 1984, p. 112). Still, this same building-level media professional has the duty of seeking out, anticipating, and becoming involved in the budgeting process (Baker, 1984, p. 112).

Significance

"Before we can effectively solve our problems, we need to know what they are" (Budd, 1992, May 1, p. 47). This researcher works with the assumption that the library reference, research and teaching skills of public school library media specialists in the state of
Florida are at least adequate to the traditional tasks of this profession. As new skills and duties are added to the job profile of a school library media specialist, this researcher questions whether already developed competencies are sufficient to address the needs of a changing educational and professional environment, without additional training.

Herbert White addressed the question of what skills might be expected of a library professional (White, 1991, April 15). White noted that most interviewed library professionals reported little or no specialized on-job training due to lack of time, lack of money and lack of qualified trainers. Queried library media specialists reported as intellectual tools only those skills gained in formal classes and personal working experience. According to Gardner (1991), in earlier, simpler civilizations, most citizens had a basic idea of the skills involved in vocations practiced within that society. "Modern technological societies ... feature a wide range of roles and skills ... no individual can conceivably master all of them" (Gardner, 1993, p. 337). As Rotstein notes, "it would be no exaggeration to state ... that computers, on-line communications, new flexible job descriptions, work at home, and the
upcoming unparalleled level of automation will produce the greatest changes in the worker and the workplace since the dawn of the Industrial Revolution" (Rotstein, 1990, p. 46). Schools of today are charged with preparation of their students to survive and succeed in this changed environment. Do instructors need preparation as well?

Howard Gardner, in his presentation of the concept of multiple intelligences and their influences on learning styles, notes that all learners have unique and adapting perspectives of the world during an entire lifetime, not just while children in classrooms. Given differences in background and experience levels, it should be no surprise to find that, "...among teachers without explicit training and certification in a discipline... errors, misconceptions, and primitive approaches... should be expected" (Gardner, 1991, p. 179).

In a 1984 text on school library media programs, Baker noted that it is possible that "... no other single component of program management is so repulsive and threatening to the program manager as the budget process" (Baker, 1984, p. 112). Baker continued with the observation that the media specialist is obligated
to not only participate in the process, but to do so with confidence and enthusiasm (p. 113). Despite suggestions of the literature as to new responsibilities of the library media specialist, the reader is cautioned that "our previous experiences and present attitudes strongly affect what we perceive" as duties and skills (Ornstein and Ehrlich, 1989, p. 91).

Jane Hannigan stated best the perspective of this researcher when she noted that "... it is essential to realize that personnel reflect a variety of talents ... In some instances, it will be better to refrain from assigning responsibilities and expecting performance in areas for which a staff member has no training or experience which authorities suggest he should have" (Shields, 1974, pp. 78-79).

Penniman suggests that libraries are indispensable to the fabric of democratic society, and to the specific institutions which they serve. At the same time, libraries are in danger of extermination due to a lack of visionary leadership. "A visionary leader is able to describe the desired future and is also able to make that future happen with the help of others" (Penniman, 1992, October 15, p. 40).
Purpose

This researcher proposes to develop a procedure to determine a level of budgetary expertise among practicing public school library media specialists in order to ascertain whether there is a need for special training in this area. This measurement of skills in place may then be used as a benchmark of the need for further professional training in the restructured school setting.

Hypotheses

Hypotheses to be tested are the following:

a. Surveyed public school library media specialists from the state of Florida will respond that they do not now possess skills or experience in formal budget preparation and defense.

b. Surveyed public school library media specialists from the state of Florida will respond that they do not now possess specific responsibilities in formal budget preparation and defense.

c. Surveyed public school library media specialists from the state of Florida will respond that they do not expect to be assigned specific responsibilities in budget preparation and defense in restructured or site-managed school settings.
Assumptions and Limitations

The assumptions under which the study will be performed are:

a. Field experts consulted will assist in development of an instrument which accurately elicits required data. These experts will be familiar with the areas of public school administration, media center management, and/or budgeting procedures.

b. Members of the sample population will accurately fill out and subsequently return the survey instrument. This sample population shall be identified from currently practicing public school library media specialists in the state of Florida.

c. The null hypothesis is that a statistically significant percentage of respondents will negate the expected hypotheses.

Limitations of this study include the following:

a. The developed survey instrument will be validated in a review by a representative panel of identified experts. These experts may not represent all possible points of view or interest in this study.

b. Only a sample of practicing school level library media specialists within the state of Florida will be surveyed. Schools will be identified with the use of
the 1989-90 Florida Education Directory. [Budget cutbacks in the Florida Department of Education have made this the most recent directory available to public schools. See Appendix C.]

c. In situations where there is only clerical administration of the media center, or where there are several professionals on staff, the person who is deemed head of routine operations, that is, who is in charge of daily activities, will be asked to fill in survey questions.

d. When there is a question or separation of responsibility, all persons in control will be asked to fill in a survey.

e. Due to potential size and subsequent cost, the targeted audience of this study shall be limited to academic, secondary public school settings, that is, public schools housing grades ten, eleven and twelve. Adult, vocational, and special education centers shall not be addressed. Private schools shall not be addressed.

Definition of Terms

For purposes of the proposed study, the following terms and definitions shall apply:

a. library media specialist - that individual who
is charged with the supervision of daily operations of a public school library media center.

b. library media center - that collection of materials, equipment and other resources, usually housed in a special setting, which is regularly available to faculty, administration and students of a school for the purposes of investigation, research, pleasure reading, and other learning and communication procedures (Bishop 1989).

c. budget - written financial plan with expected income and allocations.

d. budgetary skills - training and/or experience in the formal written preparation, oral and/or written defense, and group/committee adjustment of a written budget.

e. budget defense - oral and/or written explanation of a formal budget proposal to a department or organization-wide grouping.

Summary

With the introduction of restructuring and site-based management, faculty members are becoming proactive rather than reactive in program development and budget allocation. This adjustment requires budgetary planning and control by site personnel. The
literature suggests that the school library media specialist has the budgetary and managerial skills to assume leadership in this area. This researcher questions such an assumption and proposes to survey practicing public school library media specialists in the state of Florida to determine a level of budgetary expertise among practicing public school library media specialists in order to ascertain whether there is a need for special training in this area.
Chapter 2  Review of the Literature

Setting of the Problem

A review of applicable literature for this research effort addresses four areas. These areas are the fields of budget skills and procedures, the recent educational trend of a movement to restructured or site-based management, developing changes in public school library media centers, and an examination of the need for continuing professional training.

Basic budget procedures within the educational community have shown little change in recent years other than the movement to shared planning and management with its need for shared budget preparation (Eisenberg, 1987). Site-based management, also called restructuring, appears to be gaining acceptance in different educational settings (Flyzik, Steinfeldt and Tuttle, 1993). These restructuring procedures affect all aspects of the educational procedure, from planning and implementation, to administration, teaching, and testing (Beaver, 1993).

School library media specialists have found that their responsibilities and tasks have evolved and increased with the advent of the information revolution.
(Pickard, 1993, November). No longer is there a librarian who guides users to the most appropriate books. Rather, there are media specialists who use, maintain, and teach print and non-print formats of access to a variety of facts and knowledge (Bishop, 1989). It is essential that the library media specialist has familiarity with the skills required for this task (Kinnaman, 1991, September).

As a futurist, Alvin Toffler offers a description of the beginning of a fundamental shift in how people will think, work, and live in the near to distant future. The author states that "links between education and the six principles of the new media system - interactivity, mobility, convertibility, connectivity, ubiquity, and globalization" (Toffler, 1990, p. 360) will force a new approach to education and management in all aspects of our lives. At the same time, other authors note that change is not always fast or easy; that established mind-sets are not easily abandoned (Moore, 1993, December). "The self-modifying process is slow ... one has only to observe people in stressful situations to see how quickly they abandon their surface knowledge and fall back on their preconditioned responses" (Anderson, 1989, February 15, p. 143).
Budget skills and procedures

William Summers observed the problems of budget preparation and resolution in public libraries when he noted that "...there are budget analysts on the staffs of governors and mayors whose business it is to know the librarian's budget as well as or better than he does" (Shields 1974, p. 30). The author further observed that it is reasonable to assume "... that except for a few very large libraries, most lack the staff capability to deal with the demands of new approaches to budgeting and auditing" (Shields, 1974, p. 31).

In a 1988 text on management of library media centers, Woolls devotes an entire chapter to budget concerns. The author observes that budget items for the library media program are a part of the total school district budget, and therefore the funding requested comes into competition with all other departments and activities within the school (Woolls, 1988, p. 74).

The Millbrook Press of Brookfield Connecticut prepared a report identifying major trends in school library media centers and critical issues facing school library media specialists in the 1990's (Millbrook 1990, October). Data were gathered from personal interviews with 117 practicing school library media specialists
across the United States. These library media specialists represented elementary, middle school and high school perspectives. In addition, 20 elementary school principals, 10 elementary superintendents, and a small group of library leaders were queried concerning a variety of issues facing school library media centers and personnel. While addressing the question of budget procedures, many of the library media specialists interviewed in the Millbrook report indicated that they were unsure of the source of their funding. "Library leaders observe that most librarians have little, if any, fiscal involvement. Instead, budget decisions initially are made at the state level and then at the school level by principals" (Millbrook, 1990, October, p. 6). Library leaders cited in the Millbrook report suggest that a lack of a sense of control over budgets may hamper performance of school level professionals.

In 1990, Edwin Richardson prepared an evaluative review of the Des Moines Public School Media Program. Richardson stated that Des Moines schools employed site-based management and decentralized budgeting procedures. "Improvement of the media program on a district-wide basis is dependent upon the degree of involvement the buildings choose" (Richardson, 1990, p.
3). Further, "each building establishes a media budget ... amounts allocated are always restricted due to other financial needs" (Richardson, 1990, p. 28). There was no specific explanation of how the school level personnel developed or adjusted a budget.

The German Foundation for International Development at Bonn, Germany, prepared a report from data gathered among library professionals in the nations of Africa. One of the concerns addressed was the role of these professionals in budgetary duties. Professionals surveyed reported differing approaches and responsibilities in budget roles. It was noted that "budgeting is not merely an accounting device, but it is an important management tool" (Husana, 1988, p. 117).

In 1990, Eidgahy surveyed selected faculty and media directors from the Ohio four-year, state-assisted colleges concerning their perceptions of educational technology services and needs. The targeted interviewees were all 15 media directors and three hundred randomly selected faculty representatives of all colleges in the system. Responses were received from all 15 media directors and 63% of the targeted faculty (Eidgahy and Bennett, 1991, November, p. 27). Survey questions examined the role of media directors of
colleges and universities in the function of acquiring and maintaining information technologies. The authors stated that information resources form the base of a technological society and that these technologies and services are most commonly available through the media center. Both faculty and media directors interviewed considered educational technology an aid to the learning process. Therefore support services for educational technology were deemed necessary. Media directors surveyed stated that budget control should be at the discretion of the media center director and personnel rather than the faculty or administration. The lack of media director control of budget issues presented specific problems. "This type of budgeting process is highly subjective and is based on appeals from media directors rather than a structured plan. It frequently results in inadequate budgets" (Eidgahy, 1992, January, p. 49).

Traditionally public school budgeting has been from state to district and from district to individual school. The present move to restructuring is expected to adjust the budgetary role of the school from reactive to proactive (Bennett and Brocato, 1991, June, p. 41). Restructured schools will determine budgetary needs and
projections by committee. Bennett and Brocato propose that the building level library media specialist should serve in the key role of instructional budget coordinator since "this coordination role utilizes the instructional training and experience which media specialists possess in the management areas of budgeting, planning, development of bid specifications, requisitioning and vendor relations" (Bennett and Brocato, 1991, June, p. 42). The authors further note in their conclusions that college preparation programs should incorporate training in the areas of these identified skills for teachers and media specialists in anticipation of a new demand for school-wide expertise in a variety of areas.

Movement to Restructured or Site-managed Schools

Educational institutions are not the only areas undergoing review and readjustment in the information age. In Service America, Albrecht and Zemke state that the American economy and business environment are undergoing a fundamental change in the shift from primary production of goods to primary production of services. The authors further contend that a shift from products to services "requires a parallel transformation
in the way organizations are conceptualized, structured and managed" (Albrecht and Zemke, 1985, p. 2). In reference to professional behavior and training of existent personnel during this transformation, Albrecht and Zemke state that the best approach to gaining a professional commitment is to put the daily concerns of business management in the hands of those performing the task. "Not only should we educate them ... but also ... give them the freedom to develop effective ... tactics by themselves" (Albrecht and Zemke, 1985, p. 176). Such self-determination tends to improve the attitudes and behaviors of workers. "In other words, changing the way you think - [such as how you are] viewing a difficult assignment at work, for example, can change a life of stress and discomfort to a life of challenge and excitement" (Prevention, 1992, p. 23).

This same adjustment of responsibilities and expectations when viewed in the educational arena is termed restructuring. Restructuring or site-based management is the process of establishing control and management of individual schools under the cooperative direction of the professional personnel working at those institutions, with more limited outside intervention (Reep, 1992, October). "Depending on who is talking and
when, restructuring means a lot of different things in education... one common theme... throughout the literature... is change" (Barron and Bergen, 1992, March, p. 521). There are currently innovative restructuring efforts under development and examination in areas as widespread as New York (Flyzik, Steinfeldt and Tuttle, 1993), Florida (Boles, Carraway and Hall, 1993), Ohio (Barron and Bergen, 1992, March), and Washington state (Christensen, 1991, Summer). Reports on restructuring efforts include a variety of concerns such as approaches to technology in the classroom (Brumbaugh, 1993, June), integrated curricula and new approaches to strategic planning (Loomis, 1993, June), personnel problems (Carnoy, 1991, May), and new budgeting approaches (Ornstein, 1990, February). While the entire school is undergoing a restructuring effort, the media specialist is that person in each school who "is on the cutting edge of the accountability required in education today" (Niemeyer, 1988, Fall, p.27). Bennett and Brocato report that changes in overall public school organization and administration are becoming more common all around the nation. This is particularly evident in the statement, "the roles of the people who occupy those schools, including school media
specialists, will be allocated an expanded role in the budgetary process as schools search for a means to more efficiently utilize the available education dollar" (Bennett and Brocato, 1991, June, p. 39).

Restructuring involves "shared decision making, site-based management, team building, collaboration, and community involvement" (Rothberg and Pawlas, 1993, May, p. 70). "The restructured school provides for cabinets, councils, and committees, linked to one another and making decisions at the implementation level" (Rothberg and Pawlas, 1993, May, p. 72). Restructuring has affected the role of the school library media specialist and necessitated greater effort at communicating this role to the faculty and educational community at large (Roach, 1990, May). The school of today which attempts to reach beyond lectures and textbooks, to incorporate whole-language instruction, to address critical thinking skills, and to prepare students to excel in an information dependent society usually boasts a form of site-based management and a restructured school library (Barron and Bergen, 1992, March p. 522).

New technology has been introduced to the media center in recent years with the promise of solving information access problems. "Due to technological
innovation, reference librarians’ roles are becoming more sophisticated and their tasks more time consuming" (Huang, 1989, p. 3). Instead of tracking books and a few 16mm films, the school library media specialist now must be current with a variety of information access formats so as to choose hardware and software, as well as teach users how to best incorporate these formats into research efforts. Often, this same specialist is expected to be able to perform some repair and maintenance functions. These activities are in addition to the responsibilities of planning class presentations, ordering and processing print and non-print materials, interacting with faculty, and teaching library skills (Bishop, 1989). Media specialists admit frustration at attempting to accomplish all of the tasks now expected in a routine working day (Stoddard, 1991).

Developing Changes in School Library Media Centers

In a technical research paper, The Millbrook Report: the changing role of the school library (Millbrook, October 1990), the editors of Millbrook Press describe survey data gathered from one hundred seventeen interviews with public school library media specialists and an additional thirty interviews with
supervisors/administrators. The objective of this research effort was to identify major trends in school libraries and the critical issues facing library media specialists in the nineties. The results of this study assisted current research in that common patterns and procedures were identified which might be applicable to the schools of Florida. For example, in the Millbrook report, elementary schools presented a special problem in that accreditation demands often were not applied, especially in financially difficult times, when the library media specialist might be replaced with a clerk as a cost saving measure. This raised the entire question of how necessary a library media specialist might be to the overall success of the school.

Baldridge and Broadway observed that in light of current educational trends, "...too much emphasis cannot be placed on the value of having a professional school librarian, as opposed to a former classroom teacher or a parent volunteer, to manage the school media program" (Baldridge and Broadway, 1987, November, p. 38). Further, "...while professional school librarians [defined by the authors as holding a Master's degree in library science] developed teaching and public service roles, librarians with less training tended to busy
themselves with clerical routines" (Baldridge and Broadway 1987, November, p.40).

Those library media specialists identified as exemplary exhibit strong leadership qualities, innovative approaches, interpersonal skills and mastery of teaching abilities (Alexander, 1992). A school library media center without a media professional on staff lacks the one person with background and skills to "initiate and establish ... [a] ... partnership with teachers in order to plan, develop, implement, and evaluate instructional programs to meet learning needs" (Haycock, 1991, p. 62). Teacher empowerment, on the other hand, involves collegiality, risk taking, innovative approaches, and improved morale (Reep and Grier, 1992).

A survey of school library media specialists and administrators taken in Alberta, Canada in the early 1980's ranked the three most important roles of the library media professional as curricular involvement, media promotion, and information services. This same report noted that staffing would have to be increased to support the greater levels of technology being introduced in many schools (Aaron and Scales, 1987).

Campus strategies for libraries and electronic
information (Arms, 1990) presents an outline of major service and technological developments and trends observed in large university libraries in the past several decades. Libraries have changed from a repository of texts and other printed materials to an information resource center accessible in many forms including print, CD-ROM, microform, computer, modem, and other networked access formats. New technologies and applications are being introduced at an astonishing rate (Eisenberg, 1987, May).

Public school library media centers are gradually following suit in the expansion of responsibilities, but not necessarily with a corresponding increase in support personnel. One of the major complaints of practicing library media specialists is lack of sufficient time and personnel to properly address responsibilities increasing in number and complexity (Stoddard, 1991).

According to Saul Klein, Director of Information Services for Brevard County, (S. Klein, personal communication, June 8, 1993) in the state of Florida, clerical support for the library media center is determined by school board policies of each individual district. Brevard County, for example, allows a half-time clerk for any school with enrollment below 600
students, and a full-time clerk for any school over 600 students. Similarly, one media specialist is hired for a school with less than 1,000 students enrolled and an additional media specialist for each additional 1000 students or part thereof. Clerical support personnel may have duties assigned outside of the library media center at the discretion of the school administration. Florida's Department of Education has eliminated all student aids in public schools. This means a library media specialist in an elementary school of 900 students may have seven classes per day of scheduled student instruction while the media clerk is busy with office, cafeteria, clinic and playground supervision.

In September of 1990, Miller and Shontz surveyed 1,508 practicing library media specialists. These were representatives from all fifty states which were randomly chosen from over 33,000 subscribers to School Library Journal. The authors reported that 79% of the respondents claimed regular planning meetings with classroom teachers in an effort to integrate information approaches and communication skills into curricular activities (Miller and Shontz, 1991, August, p. 40). Included in this survey were questions addressing levels of library media specialist involvement in thirteen
specific school-wide to district-wide activities/responsibilities. In the category labeled budgeting, 53% of those respondents without access to a telephone in the library media center reported involvement in budgeting procedures. This number compares to 66% involvement reported of those respondents with a telephone available in the media center. "For whatever reason, library media specialists who have telephones in the LMC are more likely to participate in school-wide policy development", planning at all levels, and budgeting (Miller and Shontz, 1991, August, p. 41). In the same vein, Barron and Bergen note that some library media specialists may be "living down" to expectations at a time when a "restructured school library media program can be one of the most important and dynamic elements in a school’s total restructuring effort" (Barron and Bergen, 1992, March, p. 525). "At one extreme, the principal may support the library media specialist in a well defined, instructionally cooperative role; at the other, the principal may see the library media specialist as simply someone who is available to supervise a class of students so as to provide planning time for teachers" (Montgomery, 1992, March, p. 530).
All of the library professionals interviewed in the Millbrook report agreed that it is essential for school library media specialists to become recognized as integral partners in the instructional staff, and that it is equally important that these library media specialists become involved in the school-wide budget process before further school reforms solidify into practice. Several authors cited in the Millbrook report suggested that the ways in which librarians are formally trained may contribute to a problem. "... until now, most graduate library science programs have not taught school librarians that fiscal involvement is part of their function. As a result, many librarians don’t know where their budgets come from or how they are derived" (Millbrook, 1990, October, p. 42).

As schools adapt to new social demands, "... undoubtedly the extended nature of the library’s holdings will require ... a wider range of professional competencies" of all professional educational personnel and the library media specialist in particular (Enright, 1972, p.126). These competencies will facilitate a wide potential of changes and adjustments in the daily operation of our schools. "Roles and responsibilities
must be redefined ... authority and decision making must be more widely dispersed" (U.S. Department of Labor, 1991, February, p. 53).

A program evaluation of the media services in the Des Moines Public Schools (Richardson, 1991, January 3) listed the following characteristics expected of a secondary school library media specialist in that system:

1. Required experience or training - Bachelor's degree in Library Media Science from an American Library Association accredited university, and valid state teaching certificate.

2. Special requirements - extensive understanding of instructional materials and effective communication skills, appreciation of reading skills and life long learning.

Duties listed were detailed, yet the word "budget" did not appear in either required training or duties and responsibilities (Richardson, 1991, January 3, pp. 18-19).

During the past 40 years, many original, grassroots school library media programs have developed at the school level. "50% of public schools had library media centers in 1958; in 1985, that figure had risen to 93%"
This increase in the simple number of school level media centers implies a corresponding increase in the number of library media specialists. Some of these personnel are classroom teachers who have moved into the media center, with or without specialized training. Some have formal library training without classroom experience. There is no consistent criteria of educational standards for the position of library media specialist (Kenney and McMillan, 1992, Spring). Therefore, it is impossible to assume any specific managerial skill [such as budget preparation] as part of the formal education, job training, or experience of any given library media specialist. Editors of the Millbrook report observed that school libraries are quickly evolving into media centers as opposed to book repositories. This change has affected the role of the library media specialist as well as expectations of faculty and administration of the entire library media program (Millbrook, 1990, October).

Huang addresses the modification of responsibilities of library workers in a 1989 survey of reference librarians in large academic centers. In Illinois, targeted library personnel, faculty and
students were surveyed with close to 50 questions. There were concerns of service, interest, format, and communication, but not one inquiry concerning budget preparation. The survey was helpful in understanding current and projected duties of library media specialists, but offered no special assistance in preparation of survey questions addressing budget expertise.

In another survey concerning professional archival organizations and their contribution to the professional development of members, there were questions concerning the availability of continuing education, scholarships, workshops and programs but no direct mention of the role of budget preparation in the duties of a library media specialist (Cox, 1992, Spring). This was helpful for background information only.

The school library media specialist described in Information Power is expected to have a Master's level degree in information science, possess a working familiarity with different forms of educational technology, and should be a master teacher with exemplary communication skills and peer leadership abilities (Walker, 1988, Fall). This same library media specialist is expected to be a good manager of all types
of resources and personnel, yet only in recent years have media specialists been given much specific input on the budgeting process (Werking, 1988, July).

In a text on management of school library media programs, Woolls states that media specialists should attempt to initiate input into the budget process by presenting to local administration the results of a formal needs assessment, and specific proposed activities and programs with supporting rationale for each. Woolls further observes that in spite of the most detailed planning and research, there is often conflict and frustration because of "realities of the financial situation in the school district" (Woolls, 1988, p. 74).

Library media specialists and administrators do not necessarily agree with each other’s expectations or assumptions of training and skill levels. "School library media professionals see themselves as information specialists, as teachers, and as instructional consultants", not as budget managers (Montgomery, 1992, March, p. 530). The Millbrook report (1990, October) noted similar disparities between the views and attitudes of library media specialists and their administrators.

Another problem observed in the literature is that
often school level library media professionals "... do not face the complexity of the profession and choose to deal only with local, pressing needs" (Montgomery, 1992, March, p. 531). This is not an uncommon problem as noted by Myles Mace in his evaluation of top executives and strategic planning. Often, top management requests division or functional managers to submit proposed annual budgets together with budgets for the next three to five years. In these documents, discussion usually focuses on short-term, imminent concerns. Long-term problems are deferred or given only cursory attention (Hamermesh, 1983). There is no mention of the amount of time available to any of these professionals to be used for planning and other non-dedicated duties.

Murray appealed to what he felt were talents and skills held by library media specialists when he asked them to "... step out of the shadows of educational reform and become active participants" (Murray, 1989, p. 10). Budd reflected the same opinion with a suggestion that practicing library media specialists could create major and lasting changes in the missions, goals and approaches to information science (Budd, 1992, May 1, p. 47). This concept is reflected by Gardner when he states that "... a human intellectual competence
must entail a set of skills of problem solving - enabling the individual to resolve genuine problems or difficulties ... and must also entail the potential for finding or creating problems - thereby laying the groundwork for the acquisition of new knowledge" (Gardner, 1993, pp. 60-61).

Huang prepared a 1989 evaluative report which attempted to determine the changes occurring in the role of professional library personnel. Huang specified the observed need for librarians to assume a proactive role in acquisition of financial support (Huang, 1989). Huang states that budgetary decisions will filter down to local committees. As this happens, librarians must become more aggressive about both their fiscal input and their partnership with the instructional staff (Huang, 1989). The necessity for a proactive role of the library media specialist is explained in Williams' observation that for successful applications of new technology in the media center, it is the information worker who bears a great deal of personal responsibility. It is the library media specialist who decides what information is relevant to the needs of a specific institution, how to get the information, verify it, and apply it. It is not sufficient simply to be an

41
expert in the information needed. The information worker has to know how to put information to use (Williams, 1991, p. 35).

During the past two decades, librarianship in all forms has undergone significant changes due to automation, increased availability of information, and expanded media resources. There is also an increased demand in the business and economic world for scientific and technical information. Simultaneously with these increased demands, many libraries are threatened with continued budget decreases (Pearson, 1988, September 1, p. 133).

Need for Continued Professional Training

Continuing teacher education and staff development may take the form of formal classes, in-service presentations, and even collegial teaming. "The importance of staying abreast of current research has long been identified as an essential characteristic of an effective educator" (Weaver, Weaver and Franko, 1992, April, p. 654). Yet, exposure to knowledge does not guarantee its absorption. "Researchers at Johns Hopkins, Massachusetts Institute of Technology, and other well-regarded universities have documented that students who receive honor grades in college level
physics courses are frequently unable to solve basic problems and questions encountered in a form slightly different from that on which they have been formally instructed and tested" (Gardner, 1991, p. 3).

Library media centers have been transformed in recent years by the influx of new information technologies which represent new tools and new logical approaches to information gathering; yet a study by Pearson and Webb finds that the basic characteristics, interests and skills of those librarians just entering the profession have not changed significantly from previous decades (Pearson and Webb, 1988, September 1). Ninety-six percent of the library science students surveyed in 1980 came from a social science or service background. While librarianship has undergone fundamental changes due to new technologies and user needs, the candidates for library degrees showed no particular interest in technological approaches or innovation (Pearson and Webb, 1988, September 1). In fact, this survey showed that "among 1,547 respondents, the overwhelming attractions to librarianship were: nature of libraries, public service, and love of books" (Pearson and Webb, 1988, September 1, p. 134). While a more current survey addressing the same information was
not available, the 1988 study showed some specific trends. Successful school library media programs can no longer simply improve the method of performing familiar tasks. Instead, new technologies and user needs have created a revolution in management of time and resources of all kinds. New skills require new training. "Failing or succeeding in the educational process must be regarded as a failure or success of both the profession and the educational institutions involved" (Budd, 1992, May 1, p. 47).

Barron and Bergen further observed that "... one of the barriers that must be overcome by school library media specialists and the communities they serve is the traditional negative stereotype of the librarian" (Barron and Bergen, 1992, March, p. 524). The authors continue by noting that the educational community nation-wide is attempting to remedy this situation "... by developing better preservice and continuing education programs" which will assist the already overburdened library media specialist with the acquisition of new skills and procedures to better manage ever increasing demands on limited time (p. 524). Library support of professional development for staff at all levels will be the fundamental issue of the coming decade (Library
"ALA is designating the 90's as the decade of the librarian. The person, not the place will be emphasized" (Miller, 1991, May, p. 53).

From the perspective of technology alone, Zuboff describes the growing interdependence of knowledge, authority and technology. This interdependence forms the basis of a new informating, that is, sharing of information and skills in the workplace. As more cooperation and independent thought is demanded of workers, there is the possibility and increasing prospect of damage due to a breakdown in communication. "Managers who must prove and defend their own legitimacy do not easily share knowledge ... Workers who feel the requirements of subordination are not enthusiastic learners" (Zuboff, 1988, p. 391).

Nevi produced a study of trends in staff development over the past several decades. Nevi's conclusions state that continued education for instructors in public schools is changing from an emphasis on specific and limited skills to an approach of shared experiences. These are presented in an attempt to modify the overall culture of the entire school. They are considered an appropriate format largely due to the newly pronounced interdependence of
curricular areas (Nevi, 1988, Fall).

Bennett and Brocato discuss the changing role of library media specialists with the observation that staff development by means of professional training is necessary to achieve the potential and lasting benefits of restructuring. Specific topics suggested for inclusion in this faculty-wide training include school finance and budgeting procedures. The authors further suggest that preparation programs for teachers and media specialists alike should incorporate skills involved in budget development and implementation into required classes. This training in budget and cooperative management is suggested in anticipation of new roles and responsibilities for educational personnel serving in restructured schools and is reflective of the skills necessary in the information age (Bennett and Brocato, 1991, June, p. 42).

Bollett and Cornell reviewed the professionalization of the role of library media specialist in the 1986 School Library Media Annual. The authors reviewed surveys of opinions and attitudes concerning library media specialists taken over four decades. The overall consensus was that neither classroom teachers nor administrators had a clear and
valid concept of the function of the library media center and its personnel in the overall organization and daily routine and requirements of the school as a whole. The authors also observed that it is necessary for library media center personnel to update or acquire skills through workshops, inservices and formal classes (Aaron and Scales, 1986).

Self-modification for improvement is one professional growth procedure applicable to media specialists. In Nassau County, New York, a panel of practicing public librarians and school level library media specialists suggests that school library media specialists need to refocus their vision of themselves and their function. In order to accomplish this goal, those school library media specialists require a supportive staff development structure so as to reduce any sense of isolation or ineffectuality (Tewel and Kroll, 1988, Summer).

A sampling of 467 supervisors and administrators were interviewed in Arizona in 1988 in an attempt to distinguish how library media specialists and their supervisors viewed the duties and importance of the personnel of the library media center. Areas reviewed included materials selection, library management,
reference assistance to students, materials processing, reference assistance to faculty, reading promotion, instruction, public relations, curriculum planning, and audio-visual production. Principals recognized the influence of library media specialists on students' ability to do research and use current technology for research purposes; yet, these same administrators indicated a tendency to earmark monies for classroom needs than for those of the library media center if given budgetary increases (Edwards, 1989, January). Edwards offered the theory that such an attitude was at least partly due to the fact that many library media specialists have not aggressively promoted their professional capabilities to the faculty and administration. Therefore, the person and the program are not seen by many peers and supervisors as an integral part of the learning process (Edwards, 1989, January). A lack of assertive leadership among library media specialists has been identified as a problem. At the same time, library media specialists at all levels have reported increased demands on professional time, often without a commensurate increase in support staff (Tewel and Kroll, 1988, Summer).

Lyders and Wilson reviewed state level requirements
for certification as a school level library media specialist from states across the U.S. and noted that many states have initiated or upgraded these requirements since 1989 (Lyders and Wilson, 1991, January p. 32). A new emphasis is being placed on a formal internship in the library media center, similar to that required of content area students of education.

It is important for the purpose of this research effort to keep in mind that restructuring is already underway in Florida schools and that those library media specialists now in place in K-12 public schools report an average of 17 years experience in the school system and 13 years experience in the media center (Miller and Shontz, 1991, August, p. 38). Since media specialist requirements have changed more recently than 13 years ago, it is possible that the library media specialists now practicing have limited formal training in recently adopted technology and management skills.

Futas and Zipkowitz made a different discovery, that "library educators are now an endangered species" (1991, September 1, p. 148). The authors note that professional library educators at the college level are leaving for retirement or other opportunities and that the public educational system may soon mirror this loss.
Forsyth observes that in the area of career development, libraries and media centers must find new ways to provide training for their personnel so that they might develop skills to meet and manage new technology. This is, in part, due to the fact that "... more and more of the front line library workers are non MLA trained" (Forsyth, 1989, July, p. 52).

Summary

William Summers noted that in our society, most people are familiar with some sort of budget system, but that "... it has probably been a number of years since most of us have reviewed budgeting in any detail" (Shields and Burke, 1974, p. 11). At the same time, Florida’s legislature continues to move away from state mandates and toward school-based management with local budget determination from an ever-decreasing total fund (Rogers, 1992, Summer, p. 15). Florida is not alone in concerns of how to manage school monies. Budget and financial concerns are a major problem in school districts all over the nation. The School Librarian’s Workshop reported on a national survey of readers in their October 1989 issue. Comments from professional readers in California, Ohio, Michigan, New York,
Massachusetts, Wisconsin and North Carolina all addressed budget concerns as outweighing all other library issues (Weisburg and Toor, 1989, October).

Of course, library media specialists are not alone in a concern about budgets and budgeting procedures. Brevard County offered a workshop on grant proposal preparation during the week of July 12-16, 1993. At this workshop, Jane Palikan Rogers, Director of Grant Information for the county, stated that budgets are the number one impediment for grant preparation. The entire budget procedure, with its detail and record keeping, has stopped many teachers from finishing grant requests, according to Rogers (J. Rogers, personal communication, July 14, 1993).

Successful restructuring efforts involve personnel in a positive approach to problem resolution. The media specialist is an integral and necessary leader in such an effort (Niemeyer, 1988, Fall). This is because the school library media specialist models behaviors to be emulated by peers (Walker, 1988, Fall). Miller and Shontz reviewed the development of school library media centers during the 1980's. The authors observed what they described as an erosion of school library resource collections as budget dollars shrink. At the same time,
the authors observed that library media specialists did not do serious planning with teachers. Few professional media personnel reached out beyond their buildings to network so as to create bridges for users to the world of information outside their school buildings (Miller and Shontz, 1991, August, p. 41). Library media specialists often function as the only such professional(s) on staff. This situation allows little time for peer support from other library media specialists. Instead of exchanging ideas, the media specialist frequently pulls materials and techniques from experience or formal training which may be years out of date. As we move further into the information age, the director of the school library media center will need to be well informed about the school as a whole, the library media center specifically, and overall budgeting policies and procedures in the school district (Prostano and Prostano, 1987, p. 219).

In addition to instructional duties, Miller and Shontz charge media specialists with the responsibility to communicate to both administration and community the fact that media centers are no longer libraries with fixed and permanent assets, but are quickly becoming technological information centers which must be
regularly updated and augmented. The authors suggest that media specialists should keep detailed records of expenditures and acquisitions so as to "quickly gain access to the data that will support ... requests for funding and program development ..." (Miller and Shontz, 1991, August, p. 42).

The literature presented no specific measurement of budgetary skill or expertise among practicing public school library media specialists, nor a self study of the perceived or assumed budgetary role of these same personnel. Most often, budget concerns were noted under administrative or management responsibilities with little or no identification of specific standards now in place.

"Empowerment requires going beyond theory and knowledge" (Haycock, 1991, p. 63). This transformation requires how-to strategies. It requires continued and continuous training (Alexander, 1992). Restructuring is a process rather than a model. It is dynamic and constant (Rothberg and Pawlas, 1993, May). Current training, or lack of it, constitutes a major part of the success of a school's movement into the information era (Boles, Carraway and Hall, 1993).
Chapter 3. Methodology

Current trends identified in the literature gave the expectation that the library media specialist will play an integral part in school-based management and restructuring (Niemeyer, 1988, Fall). A wide variety of background knowledge and skills is already necessary to perform duties routine to a school library media center (Alexander, 1992). According to current guidelines (American Association of School Librarians and Association for Education Communications and Technology, 1988) the school library media specialist is expected to serve as information specialist, teacher, and instructional consultant in addition to the daily routines of operating a library media center (Walker 1988, Fall). Continued professional training provides more than knowledge. It provides a new vision and sense of empowerment (Haycock, 1991). However, before continued and advanced professional training may be put into place, a specific need for such training must be demonstrated.

Part of the expertise assumed of the library media specialist in a site-based management school is familiarity with budgeting procedures (Bennett and Brocato, 1991, June). Florida's Commissioner of
Education, Betty Castor, has stated that all monies sent to local schools will be allocated on a "classroom first" basis (S. Ulm, personal communication, January 21, 1993). That is, if library media centers need an operating budget, that money will be provided only when it is identified as supporting a specific program need.

This researcher proposed to develop a procedure to determine a level of budgetary expertise among practicing public school library media specialists of Florida in order to ascertain whether there is a demonstrable need for professional training of library media center staff already in place. It was hoped that such a determination might serve as a benchmark of the training requirements of professional library media center staff in a restructured school.

Hypotheses

Hypotheses tested were the following:

a. Surveyed public school library media specialists from the State of Florida will respond that they do not now possess skills or experience in formal institutional budget preparation and defense.

b. Surveyed public school library media specialists from the State of Florida will respond that they do not now possess specific responsibilities in formal
institutional budget preparation and defense.

c. Surveyed public school library media specialists from the State of Florida will respond that they do not expect to be assigned specific responsibilities in formal institutional budget preparation and defense in restructured or site-managed school settings.

Procedures

In attempting to determine whether a need exists among public school library media specialists for professional training/support in budgetary procedures, this researcher proposed the following steps:

a. Review written guidelines of The Southern Association accreditation body, for budgetary procedures and skills expected of library media specialists. (Appendix A.)

b. Review professional literature for duties and expertise expected of practicing library media specialists, especially those involved in site-based managed schools. This search was to include print materials and appropriate databases. (See Appendix I.)

c. Develop a survey with questions addressing the identified concerns. (Appendix B.)

d. Review survey questions and procedures with experts in the field to help determine validity of
proposed instrument.

e. Send survey to identified public school library media specialists of Florida.

f. Disaggregate gathered data in an attempt to identify existent and expected budgetary skills and duties of public school library media specialists as stated by survey respondents.

g. Attempt to determine from data gathered if there is a discrepancy [problem] between perceived and expected or assumed budgetary skill levels as identified in the literature.

h. Form final conclusions and suggestions for further study from confirmation or refutation of stated hypotheses.

Methodology

The goal of the proposed study was to determine possible differences between perceived and actual roles and skills concerning budgetary expertise among public school library media specialists in the state of Florida.

Surveys and cover letters were prepared and mailed to 312 identified schools [See list in Appendix D.]. As noted in the methodology, targeted schools were academic secondary public schools in the state of Florida.
Schools identified in their name as special purpose were eliminated. Eliminated schools included those noted as vocational training centers, special education centers, and performing arts training centers. Only those schools which included grades ten, eleven and twelve in the student body were included. Each mailing also contained a stamped and addressed return envelope and a "high fashion" pencil offered as a thank-you for taking the time to fill out and return the survey.

Returned surveys were received daily for six weeks after the first mailing. Six surveys were returned by the postal service as undeliverable, due to address problems. According to the notation, these localities had changed street names and/or numbers and forwarding authority had expired. One survey was returned with an explanation that there was no media center in that school. This left a feasible target base of 305. A total of 233 surveys were returned completed, or 76.4% of the available target base. Several returned surveys included comments that the pencil and/or envelope had been badly damaged. There is no way to determine how many surveys may have been lost in the mail. Only 27 of these surveys arrived after a follow-up thank-you and reminder post card.
One survey missed or miscalculated would give an error rate of 1/233 or .0043%. To allow for human misreading, this researcher figured the possibility of miscounting up to three surveys. This would give an error margin of + or - 1.28%. Since most answers are more easily interpreted as percentages, the results were rounded to the nearest tenth of a percent.

The proposed study involved development, validation, application and evaluation of resultant data of a survey instrument. Results were examined to determine the validity of the stated hypotheses. Proposed steps of investigation included the following:

1. Since no parallel study of budgetary expertise among public school library media specialists was extant in the literature, survey questions were formed with input from personal observations, suggestions and guidance of identified experts. This input was adjusted with support from a survey of current professional literature. Survey questions were developed with the intent of ascertaining present levels of budgetary experience and responsibility as well as those budgetary responsibilities expected of the library media specialist in the restructured (site-managed) school.
2. Proposed survey questions were given to identified experts in the field for review and suggested improvements.

3. Survey questions were then put into final form with the overview of these identified experts.

4. Validated survey questions were formatted into a formal survey instrument.

5. Surveys were sent to a target community of secondary public school library media specialists in the state of Florida for data acquisition. Survey recipients were chosen from a list of all public schools within the state of Florida. Such a directory is available in every public school office in this state. From this list, the names of all academic secondary schools, that is, schools containing grades ten through twelve, were extracted. Adult, vocational and special education schools were excluded for the proposed study.

6. Each survey was mailed with a stamped return envelope enclosed in order to facilitate gathering of the completed instrument. Each survey contained a cover letter (See Appendix B.) explaining the purpose of the survey.

7. Completed survey responses were examined to determine patterns of response and to test the
identified hypotheses.

It is expected that schools will continue to change as we enter the 21st century. "Leader preparation programs must provide opportunities for individuals to acquire skills necessary for success in changing organizations" (Rothberg & Pawlas 1993, May p. 70).

This study was initiated with the question of whether already developed competencies of public school library media specialists are sufficient to address needs of a changing educational and professional environment. With development and application of a procedure to determine a level of budgetary expertise among practicing public school library media specialists, this researcher expected to identify whether there is a need for special training in this area. It was hoped that such a need might serve as a benchmark of continuing professional education requirements for media specialists in Florida public schools.
Chapter 4 Results

The following is a review of the questions and results in order. A tabular format of these results is found in Table 1, Survey Results Raw Data.

Question one asked for the position title currently used by the respondent. Respondents indicated media specialist was the preferred designation for 96.1%. Only 3% chose librarian. The remaining few considered themselves audio-visual specialists.

Question two asked for the number of years of experience in the current position as media director, and total years of experience in all libraries or media centers. Half years, such as 5 1/2, were shortened to the lower whole number. Thus 5 1/2 years would be tabulated as five years. This was done to simplify and assure consistency of results. The shortest amount of experience reported for the present position was zero years, the longest 34 years. The average years of experience of respondents in the current position was 9.8. In total library experience, the shortest amount of years reported was zero. The longest term was 41 years. Average overall library experience was 15 years.
Table 1

Survey Results Raw Data

Total Number of Responses: 233 Percent Response: 76%

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Question three asked for total years of experience within the school system in any capacity. This averaged 21.2 years. One respondent reported forty-one years in the school system. One respondent reported one week in any school related area. Figure 1 shows years of experience in current position, years in the media center and total years in education.

Question four asked if the respondent held a valid Florida teaching certificate as a media specialist. Respondents replied 99.1% in the affirmative.

Figure 1. Years of experience
Question five asked if the respondent had earned a degree from a school accredited by the American Library Association. The question did not ask whether the degree earned was in media or library science, but did provide a blank to list the major. Respondents answered that 57.9% held a degree from an American Library Association accredited school. Another 34.2% reported they did not hold a degree from an American Library Association school. Only 7.9% of respondents indicated they did not know if the school attended was so accredited. There were comments written into this question area by 23 respondents (10%) saying media certification was from a local college or university, and the assumption was that such school was accredited.

Question six asked for the highest level of formal education attained by the respondent. Education levels listed were high school graduate, associate, baccalaureate, master's, specialist, and doctorate degrees. None reported high school or associate degrees as the highest level achieved. Of the remaining degree levels, 17.2% checked baccalaureate, 74.7% reported a master's degree, 6.4% reported holding a specialist degree, and 1.3% indicated achievement of a doctorate. Of those respondents who filled in the major listed with
each degree, forty-three (18.5%) noted major(s) which did not include library science, educational media, information resources, or some equivalent. Figure 2 shows level of education reported by survey respondents. Figure 2. Level of education.

**QUESTION 6**

- **Masters**: 74.7%
- **Doctorate**: 6.4%
- **Specialist**: 1.3%
- **Bachelors**: 17.2%

Question seven asked for the time frame of the most recent formal credit course in administration of the school library media center. Responses to this question indicated 31.5% of surveyed media specialists had completed their last formal class within the past three years; 21.5% of respondents indicated the last formal class was taken between three and five years ago. The most recent formal class was taken from six to ten years ago for 19.7% of respondents. Such a class was over ten years ago for 25.8% of respondents. Only 1.3% reported
no such class ever taken. Figure 3 compares media training, formal and informal, of survey respondents. 

Figure 3. Media training.

Question eight requested the same information as question seven, when such training was obtained from non-credit or inservice sources. Responses indicated that for 59.5% of respondents the most recent such training was taken within the past three years. The most recent non-credit training was three to five years ago for 8.2%. The most recent such training was taken from six to ten years ago for 7.3% of respondents. Such training was more than ten years ago for 6.9%. No such training was ever taken by 18.1% of surveyed media specialists.
Question nine asked for an indication of any formal training in budget preparation. The choices given were simply yes or no. Respondents indicated that 47% had taken some sort of formal budget training. The remaining 53% checked that they had never taken any sort of formal budget training. Figure 4 shows formal budget training of survey respondents.

**Figure 4. Formal Budget Training**

Question ten was less direct. It asked for those respondents who had indicated formal budget training in question nine to note all types of such training taken. Responses to question nine checked that 47% of respondents had indicated some sort of formal budget training. Respondents were asked to indicate all types of training taken. The choices offered were college classes, in-service training, on job training, and "other". Of respondents who indicated budget training,
44.3% chose college classes as a source; 21.2% noted on-job training as a source of expertise; 30.5% indicated inservice offerings as a source of budget knowledge. A small sampling of 3.9% chose "other", but none of those respondents identified a specific source.

Question eleven asked if formal written budget preparation was part of current responsibilities. A majority of 75.2% chose yes as an answer. A smaller set of 24.7% indicated budget preparation was not a current responsibility. Question twelve asked the same information about budget defense. Of the respondents, 48.7% indicated formal, oral group budget defense was included in current duties; 51.3% indicated such formal budget defense was not currently a responsibility of the media center director. Figure 5 compares responses to Questions 11 and 12 concerning formal budget preparation and defense.

Question thirteen asked for an opinion. The respondent was asked to indicate whether the media center director would be an integral part of the school budget directing committee if his/her current school began to budget by committee. A majority of 89.4% said yes; 10.6% said no. Many respondents added a comment similar to that observed on one completed survey, "I
Figure 5. Budget preparation.

Question fourteen asked for a current personal sense of comfort in preparation of a formal budget, defense of a formal budget, and ability to give assistance to faculty peers in preparation and defense of department or school wide budgets. Respondents were asked to choose a number from one (poor) to five (quite comfortable) in each of the three areas. In formal budget preparation, including long range plans, goal setting, objectives and proposed evaluations, 3% of respondents indicated a comfort level of one out of five. A comfort level of two was checked by 4.3% of respondents. A comfort level of three was chosen by
17.2% of respondents. A comfort level of four was circled by 31%. A comfort level of five was marked by 44.4% of respondents.

Formal budget defense involves oral justification and explanation in a formal group setting. For this procedure, 3% of respondents claimed a comfort level of one. A comfort level of two was indicated by 3.9%. A comfort level of three was noted by 19.5%. A comfort level of four was observed by 30.3%. A comfort level of five was checked by 43.3% of respondents.

Assistance to others in the school in formal preparation and defense of a budget was the third part of question fourteen. A comfort level of one in assistance to others in this manner was checked by 6.5% of respondents. A comfort level of two was noted by 10.4%. A comfort level of three was indicated by 27.4% of surveyed media specialists. A comfort level of four was chosen by 25.7%. A comfort level of five was checked by 30% of respondents.

Question fifteen asked for a personal opinion of the level of involvement and responsibility which should be expected of a media center director in the overall school budgetary process. Again the choices were from a scale of one (no involvement) to five (heavy
involvement). The respondents were asked to rate this level of responsibility for the present time and in five years from now. For the present time frame, 4.4% of respondents stated an expected involvement level of one. An involvement level of two was chosen by 2.6% of respondents. An expected involvement of three was marked by 16.2%. An expected involvement level of four was noted by 17.9% of respondents. An expected current involvement level of five was circled by 59% of respondents. Expectations for budgetary involvement which should be expected of media specialist in five years was somewhat higher than present ones. An expected involvement rating of one was indicated by only .9%. An expectation of responsibility at the two level was chosen by 1.4%. A projection of involvement at the three level was circled by 8.3%. An expected involvement level of four was expected by 13.9%. An expected involvement level of five was marked by 75.5% of respondents. Figure 6 compares budget comfort levels from Questions 14 and 15.
At the end of specific questions an area was set aside for comments, observations, questions, and opinions. This area provided a great deal of insight. A sampling of these comments is included in Appendix G. Some comments mentioned that media budgets were at the discretion of the district and/or school administration. The library media specialist could prepare the most detailed budget with careful justification of each item to no avail if such monies were simply not available. Only one respondent noted that she felt no need for further budget training. This particular media specialist had finished a master’s degree within the past three years and indicated formal budget training via college classes, inservice training and on-job
training. Several respondents who stated they prepared and defended budgets noted a particular problem. Within the faculty, there is often competition for limited funds. These persons indicated that extremely detailed explanation of how media expenses supported each other department was the only way to prevent other department heads from trying to take media funding for department use. The concern was that those who do not work in the media center often fail to see how media budgets provide for support of individual classroom needs.

Media specialists mentioned in comments that public relations and a high profile of a competent, helpful media specialist was a key ingredient to survival of the media program. From those who said they prepared formal budget proposals were comments and observations that the administrative style of the principal was the most important ingredient of success, but that media specialists must change from reactive to proactive since the state no longer provides categorical funding for the media center.

Survey responses were surprising in many respects. The three hypotheses proposed in this research effort were that Florida’s public school library media specialists did not currently have expertise in budget
matters, also did not currently have responsibilities in budget matters, and did not expect to have such responsibilities assigned in a site-managed school setting. Question eleven asks if formal budget preparation is currently a part of the librarian media specialist's duties. Responses were 75.2% in the affirmative. This data negates hypotheses one and two. It should be noted that many comments included the observation that formal budget preparation was not actually required, but that such a written instrument was the most efficient approach to administration and/or budgeting committees. At the same time, only 44.4% of those same respondents rated themselves as "quite comfortable" in formal budget preparation.

Question thirteen asks an opinion. Respondents were asked whether the library media director would be an integral part of a school budget directing committee if the school began to budget by committee. Responses were 89.4% in the affirmative. This negates hypothesis three. Compare this figure to two others. Question fourteen-c asks for a personal level of comfort in assistance to others in preparation and defense of a department or school wide budget. Only 30% of respondents gave themselves a rating of five. Ratings
of four and five together made up 55.7% of responses. Question fifteen-b asks for a personal sense of the level of responsibility which should be expected of a media center director in the overall school budgetary process in five years. A rating of five, or heavy involvement, was chosen by 75.5% of respondents. These are the same respondents who gave a personal level of comfort in overall school budget preparation of only 55.7% of ratings of four and five in question fourteen-c.

Summary

Survey instruments were developed and administered in an attempt to elicit information concerning budget expertise, background, and current responsibilities among practicing secondary library media specialists in Florida. Over three-quarters of targeted recipients returned completed surveys. Survey answers were compared with proposed hypotheses.

Hypothesis A stated that surveyed public school library media specialists from the state of Florida would respond that they do not now possess skills or experience in formal institutional budget preparation and defense. Question nine asked if the respondent had any formal training in budget preparation. No such
training was indicated by 53%. This response supported Hypothesis A. In the same survey, question eleven asked if formal budget preparation was currently a part of the library media specialist's duties. Responses were 75.2% in the affirmative. This result negated Hypothesis A. It would appear that a majority of Florida's public school library media specialists have some experience in budget preparation, but little formal training.

Hypothesis B proposed surveyed public school library media specialists from the state of Florida would respond that they do not now possess specific responsibilities in formal institutional budget preparation and defense. Question eleven gave a response of 75.2% of respondents who indicated budget preparation is currently a duty. This result negated Hypothesis B. The survey did not ask for specifics of the budget procedures used by each respondent.

Hypothesis C stated that surveyed public school library media specialists from the state of Florida would respond that they do not expect to be assigned specific responsibilities in formal institutional budget preparation and defense in restructured or site-managed school settings. Question thirteen asked for respondent opinions concerning the expected involvement of the
library media specialist in budget procedures of a restructured or site-managed school. Responses indicated an 89.4% expectation that the library media specialist would be an integral part of the budget team within a restructured school. This data negated Hypothesis C.
Chapter 5 Conclusions and Recommendations

Conclusions

In reviewing the completed surveys, this researcher was able to observe several consistencies in the answers. The experience and educational qualifications of the secondary library media specialists who returned these surveys was far more pronounced than had been expected. For example, question six asks for the highest level of education completed by the director of the media center. 82.4% of the respondents hold a master’s or higher degree in some discipline. Ninety-four respondents (40.3%) offered comments or suggestions. Some of these observations provided great insight into the politics of individual school settings, and the perceptions of the library media specialist of his/her own role. One library media specialist from Broward County included a copy of a proposed budget which she had prepared for the school budgeting committee [See Appendix E.]. Another response was from a first year practitioner who summed up her budgeting expertise with one word: "Help!"

Perhaps the most immediately observable pattern of responses was the extreme variety of background and experiences reported by respondents. For example, 99.1%
of respondents reported holding a valid Florida certificate as media specialist, yet only 57.9% of those same respondents indicated holding a degree from an American Library Association accredited school.

The response to this survey was positive in many respects. Comments indicated a level of professionalism and involvement beyond the expectation of this researcher. Representative Jack Reed of Rhode Island recently commented that the library media center is the engine which drives the school (McCarthy, 1993, October p. 877). If this is true, it would appear that Florida has competent, professional media personnel to support that engine.

"It is clear that the degree of involvement and support which media specialists provide ... varies greatly from school to school" (Osborne, 1993, Summer p. 20). Survey respondents averaged 15 total years of experience in library work. These same respondents averaged 21.2 years in the school system in any capacity. This leaves the average respondent with 6.2 years of non library media center experience in the school. One cannot help but wonder if the great majority of library media specialists in Florida began educational careers in a position other than media
specialists or librarians. If this is the case, these library professionals began their library media center careers with a different emphasis and a wide variety of backgrounds and skills.

The Florida State Board of Education requirements for media specialists in the state is printed in Appendix F. According to this document, an Educational Media Specialist in Florida may achieve certification in one of two methods. In the first plan, the applicant is required to obtain a bachelor's or higher degree with a major in educational media in one of these two degree plans. The second choice requires a bachelor's or higher degree with thirty credit hours chosen from seven different areas. These seven areas include administration of the media center, but do not specifically mention budgeting procedures.

Current accreditation requirements for library media specialists in Florida were implemented in July, 1992. The average survey respondent reported 21.2 years of educational experience, with 15 years of experience in the media center. It is possible that formal media training was completed before budgeting was a major consideration, that is, when the state provided categorical funding without formal request of the media
specialist. Of respondents, 27.1% said the most recent formal training in administration of the media center was either more than ten years ago, or non-existent. Ten years ago monies for library media center needs were automatically provided in the form of categorical funding from the state. There was no requirement to formalize long range plans and budget needs in written form and/or justify these needs before the entire school or budgeting authority.

Another possible problem was noted in a review of the responses to question five. Survey recipients were asked if they held a degree from a college accredited by the American Library Association. Responses indicated that 57.9% held a degree from an ALA accredited school. Only 34.2% of respondents indicated degrees were not from an ALA accredited school. The problem was indicated by 23 respondents who wrote in comments that library media certification was earned at a local college or university with the assumption that such schools were accredited. In fact, this researcher and her co-worker media specialist both attended certification classes at the University of Central Florida in pursuance of state teaching license as media specialists. The question of American Library
Association certification was not raised by students during these classes. Dr. Judith Lee, Associate Professor of Media Education in the College of Education at the University of Central Florida, stated that UCF is not so accredited (personal communication, October 14, 1993). Such ALA certification is not required for Florida media specialist certification. It is possible that the results of this question were somewhat skewed due to presumptions of respondents.

Question eleven asked if the respondent considered formal, written budget proposal to be part of current responsibilities. A majority of 75.2% answered in the affirmative. At the end of this question were frequent inserted comments that such budget proposals were not formally required, but were a personally adopted tool. If this is the case, it is possible that those media specialists who have developed budgetary expertise have done so because of personal interest and professional commitment, not due to formal requirements.

One respondent from Orange County added this comment to the end of the survey form, "I'm quite comfortable with my system of keeping track of my budgeted, encumbered, and disbursed funds." This same respondent reported a personal sense of comfort in
formal budget preparation and defense of five, but a comfort level in helping others of only two. Simply tracking monies which have been budgeted, encumbered and disbursed is not, in the understanding of this researcher, the same procedure as formal budget preparation and defense. Is it possible that the level of complexity involved in practicing and teaching formal budgeting procedures is simply beyond the scope of imagination of some respondents and therefore the results are skewed falsely to the positive side? The issue of personal ego and the need to feel confident and competent might also enter into survey responses. This influence is not currently measurable.

Question eight produced a response that 59.5% of respondents had been involved in some sort of non-credit class or inservice training within the past three years. This figure suggests that a state and/or district training structure is already in place. Such a training structure would make state standardization of budgeting procedures and forms more achievable.

Question fourteen deserves a closer examination. In question fourteen-a, 24.5% of respondents gave a comfort rating for budget preparation at the one, two or three level (out of a possible high of five). In
question fourteen-b, 26.4% of respondents noted a comfort rating of one, two or three in formal budget defense. In question fourteen-c, 44.3% chose a comfort level of one, two or three in assistance to others during preparation and defense of a department or school wide budget. One-quarter of the respondents do not feel really confident in formal budget preparation and defense. Almost half of the respondents feel less than fully comfortable with helping others in this process. This is at a time when the literature suggests it is the position of the library media specialist, due to training and experience, to model and mentor budgeting expertise for other faculty members. "Tomorrow's library media specialists will need to provide ... leadership and expertise ... For library media specialists to hesitate now, could mean the demise of librarianship" (Burke, 1991, November, p. 70).

There are different opinions of how education is developing and where it is headed in terms of leadership and management. Some policy makers are seeking to nationalize education policy, others are pressing for school-based management. "What both of these trends demand is competent performance by autonomous professionals who operate not only within their own
classrooms but also in the policy-making councils of the schools, districts, and states" (Wise and Leibbrand, 1993, October p. 134).

No matter what the management style adopted within an educational community, library media specialists will be expected to be an important professional component of an educational team. Being a functioning professional involves making judgments every day that relate recognized norms of practice to a knowledge base. Professionals should understand this knowledge base and be able to apply it effectively in their practice (Wise and Leibbrand, 1993, October p. 135).

Research suggests specific procedures to help students master learning. It is suggested that strategies be overt, explicit and concrete. Strategies should be linked to the contexts in which they are to be used (Bruer, 1993, Summer p. 39). Library media specialists are professionals who do not have all of the skills they shall ever need, but rather, are constantly learning and adapting to new demands and technologies. They might be well served with a working model for expected duties. A standard of budget preparation procedure and form, presented to and expected from all library media specialists would facilitate such learning
and subsequent modeling to other staff.

Recommendations

A strong recommendation is that this research be expanded to include library media specialists at the intermediate and elementary levels. Those media center personnel who experience frequent impacts on planning time due to scheduled class supervision/instruction may be more limited than their secondary counterparts in any sort of professional interaction and long range planning. Are levels of educational background and experience commensurate with those of the secondary respondents to this researcher’s survey? Are levels of budgetary involvement and expertise commensurate as well?

"The 90s are providing more exciting opportunities for new formats and for us to adopt an even greater leadership role" (Woolls, 1993, September p. 1). "Library media specialists have always been pioneers in introducing change to teachers, students, and administrators as new technologies and new formats become available..." (Woolls, 1993, September p. 1). Implementing change requires awareness of new technologies and techniques. Successful library media specialists must become knowledgeable about costs,
hardware, software, training, and applications (Woolls, 1993, September p. 2). If indeed, a training structure is in place for non-credit or inservice presentation, perhaps now is the time for the state of Florida to adopt a standard budget format for media concerns and make such a format and its implementation familiar to all practicing media specialists.

A second recommendation involves the basic issue of equality and standardization. A respondent from Orange County added some careful thoughts to the end of the survey responses. It deserves a full presentation because the intentions of these comments were echoed by numerous respondents.

The media center’s image and demands are changing so rapidly that it is impossible to keep up with the demands in technology and books. I feel an effort should be made by the state and nation to upgrade all media centers - none of this grant writing or begging - it should be done no matter what. Knowledge is no longer the main thing, but where to find your information and how fast you can put your hands on it is the most important
thing. Without the technology and books we cannot meet the needs of our students or look to the future in the 21st century as an information and technology source (survey response October, 1993).

This particular respondent was not concerned with the problem of budget skills, but the time to use them correctly.

Carl Boyd, author of Plain Teaching and The Art of Positive Teaching addressed teachers of Brevard County during their inservice training day, October 14, 1993. During his comments, Boyd observed that many experienced instructors are having difficulty with the rapid pace of change in the entire field of education. The most important function of educational leaders, according to Boyd, is to keep a clear vision of standards and manage innovation at a pace which supports the maintenance of those standards (C. Boyd, personal communication, October 13, 1993). Mr. Boyd fielded questions about several new programs being tried in Brevard County schools. Boyd noted that every new situation is not necessarily a problem, yet it is a mistake to wait for problems to develop. According to Boyd, educational professionals must outline a plan and be willing to
learn on the go. It is impossible to start a new project or introduce an innovation with all answers already determined.

Restructuring offers many opportunities to customize schools in order to better meet the needs of a local community. This procedure puts control and decision making in the hands of on-site personnel, and offers many opportunities for improvement as well as challenges. Restructuring procedures make the assumptions that on-site personnel have the expertise necessary to make prudent educational and financial decisions. While the three proposed hypotheses of this study were all negated, the data showed that one in every four of the respondents was uncomfortable with formal budgetary procedures at a time when the literature suggests library media specialists should be at the forefront of practicing and teaching these skills. The theory of site-based management is based on the idea that local administration, be it school or district level, will support the information and technology needs of students as perceived by library media specialists, and that sufficient monies will be provided by state and local sources to address identified student needs.
At a time of increasing school level accountability, and increasing demands for technology and expertise to support needs created by the information explosion, library media specialists find themselves in a challenging budgetary and time management position. It is recommended that Florida's Department of Education provide training in budget preparation and defense, and establish minimum expenditure guidelines for schools and districts. The state must support media centers with the funding to guarantee fulfillment of these guidelines so that equity among schools might be established and maintained.
Works Referenced


Humphrey, J. (1992, March). The glitzy labyrinth of nonprint media is winning the battle with books. Phi Delta Kappan. 73, (7), 529-533.


APPENDIX A

Budget Concerns Addressed by the
Southern Association Accrediting Agency
Appendix A

Below is a list of budget concerns addressed in the Southern Association for Accreditation of Secondary Schools and Colleges. Following are the questions developed from these concerns thus far.


I Organization and Management -

1. The director of learning media services constructs a detailed budget after systematically establishing needs.

2. Money is budgeted annually for the learning media program, and the directors of the respective services are informed of the amounts available to them.

5. The budget provides for:

a. purchase of books, periodicals, newspapers, and pamphlets

b. purchase of audiovisual materials, including microforms

f. maintenance of materials
g. maintenance of equipment

i. purchase of supplies and equipment for producing educational materials

APPENDIX B

Survey Instrument with Cover Letter
Appendix B

7406 Windover Way
Titusville, Florida 32780
August, 1993

Dear school library professional,

The enclosed survey is a tool to measure a level of budgetary expertise among practicing library media specialists of Florida. The purpose of this questionnaire is to determine whether there is a need for professional training in this subject. If there is a question of responsibility, that person in charge of daily operations of the media center should fill in the survey. If more than one person is in charge of these operations, it would be extremely helpful to have each director involved fill in a survey.

Please accept the enclosed "high fashion" pencil as a token of my thanks for your timely assistance. The survey should take no more than five minutes to complete, but it requires your careful thought and candid opinions. Please take a few moments today to complete and return the survey in the enclosed envelope.

Thank you again for your time and participation.

Mary Hosken

Media Specialist, Cocoa High School, Brevard County
Student, Nova University

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1. What is your current position title?
   ___a. media specialist
   ___b. librarian
   ___c. library clerk
   ___d. other _______________________

2. Years in this position [Please fill in a number.]
   ___a. at this school
   ___b. total in all libraries/media centers

3. Total years in school system(s) in any capacity. ___

4. Do you hold Florida certification as a media specialist?
   ___a. yes
   ___b. no

5. Do you hold a degree from an American Library Association accredited school?
   ___a. yes
   ___b. no
   ___c. don’t know

6. Your personal highest level of education?
   ___a. high school
   ___b. associate degree
   ___c. baccalaureate degree ____________ major
   ___d. master’s degree ____________ major
   ___e. specialist degree ____________ major
   ___f. doctorate degree ____________ major

7. When was your last formal credit course in administration of the school library media center?
   ___a. within the past 3 years
   ___b. from 3 to 5 years ago
   ___c. from 6 to 10 years ago
   ___d. more than 10 years ago
   ___e. no such classes taken
8. When was your last non-credit course or inservice training in administration of the school library media center?
   ___a. within the past 3 years
   ___b. from 3 to 5 years ago
   ___c. from 6 to 10 years ago
   ___d. more than 10 years ago
   ___e. no such training

9. Have you had any formal training in budget preparation?
   ___a. yes
   ___b. no

10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
    ___a. college classes
    ___b. in-service training
    ___c. on job training
    ___d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
    ___a. yes
    ___b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
    ___a. yes
    ___b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
    ___a. yes
    ___b. no
14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time.

(1 = poor 5 = quite comfortable)

1 2 3 4 5 a) preparation (long range plans, goal setting, objectives, proposed evaluations)

1 2 3 4 5 b) defense (justification, explanation in formal group setting)

1 2 3 4 5 c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.

(1 = no involvement 5 = heavy involvement)

1 2 3 4 5 a) at this time
1 2 3 4 5 b) in 5 years

Comments, observations, questions, opinions:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Appendix C

Letter Concerning Florida Educational Directory
Dear Florida Educator:

Recent budget cutbacks caused The Florida Department of Education to cancel their publication of the 1990-91 Florida Education Directory. Great news, there is a source you can turn to for up-to-date information about Florida’s education community -- Market Data Retrieval.

Market Data Retrieval is the leading compiler of U.S. educational data and since 1969 has conducted annual surveys of all public and private schools. Each year MDR publishes a 51-volume set of state school directories. The 1990-91 Florida Directory is available now from MDR at a special 50% discount, only for Florida educators!

The Florida Directory contains current information and statistics on each public, private, and Catholic school in Florida. Your Florida directory includes:

- Dept. of Education Personnel
- District Administrative Staff
- Regional and County Centers
- Vocational Schools and Staff
- School Principals
- School Librarians
- Fall 1990 Enrollment Figures
- District Expenditure Levels
- School Grade Spans
- School Opening/Closing Dates
- Poverty Levels
- Telephone Numbers
- And Much More . . .

All orders received by March 22nd will receive the special price of $25 -- 50% off our published price of $50!

Act Now! Return the enclosed postage paid order form to receive your copy of the 1990-91 Florida Directory. For faster service, fax us your order at 203-926-0784 or call toll-free 1-800-333-8802 and ask for Linda Bloszko. Your 1990-91 Florida Directory will be shipped to you within two weeks of your order.

Don’t let this opportunity to obtain the new 1990-91 Florida Directory at a 50% discount pass you by.

Sincerely,

Michael R. Shields
Director of Marketing Services
APPENDIX D

Schools Targeted for Survey Inclusion
Appendix D

Schools Targeted for Survey Inclusion

ALACHUA COUNTY

F.W. Buchholz High
5510 N.W. 27th Avenue
Gainsville, Florida 32606-6499
grades 9-12

Eastside High
1201 S.E. 45th Terrace
Gainsville, Florida 32601-7698
grades 9-12

Gainsville High
1900 N.W. 13th Street
Gainsville, Florida 32609-3494
grades 9-12

Hawthorne Jr/Sr High
P.O. Box 40
Hawthorne, Florida 32640-0040
grades 6-12

Newberry Jr/Sr High
P.O. Box 339
Newberry, Florida 32669-0339
grades 6-12

Santa Fe High
Hwy 441 Rt 2 Box 312
Alachua, Florida 32615-9630
grades 9-12

BAKER COUNTY

Baker County Sr. High
1 Wildcat Drive
Glen, Florida 32040-0610
grades 9-12

BAY COUNTY

A. Crawford Mosley High
3418 N. Palo Alto
Panama City, Florida 32405-5098
grades 9-12

Bay High
1200 Harrison Avenue
Panama City, Florida 32401-2496
grades 9-12

Rutherford High
1000 School Avenue
Panama City, Florida 32401
grades 9-12

BRADFORD COUNTY

Bradford High
581 N. Temple Avenue
Starke, Florida 32091-2699
grades 9-12
BREVARD COUNTY

Astronaut High
800 War Eagle Blvd.
Titusville, Florida 32796-2398 grades 9-12

Cocoa Beach High
1500 Minuteman Causeway
Cocoa Beach, Florida 32931-2098 grades 9-12

Cocoa High
2000 Tiger Trail
Cocoa, Florida 32926-5533 grades 9-12

Eau Gallie High
1400 Commodore Blvd.
Melbourne, Florida 32935-4199 grades 10-12

Melbourne High
74 Bulldog Blvd.
Melbourne, Florida 32901-3198 grades 10-12

Merritt Island High
100 E. Mustang Way
Merritt Island, Florida 32953-3199 grades 10-12

Palm Bay High
# 1 Pirate Lane
Melbourne, Florida 32901-8699 grades 9-12

Rockledge High
220 Raider Road
Rockledge, Florida 32955-2499 grades 9-12

Satellite High
Scorpion Lane
Satellite Beach, Florida 32937-2996 grades 10-12

Titusville High
1850 S. Terrier Trail
Titusville, Florida 32780-4735 grades 10-12

BROWARD COUNTY

Boyd H. Anderson High
3050 N.W. 41st Street
Lauderdale Lakes, Florida 33309 grades 9-12

Coconut Creek High
1400 N.W. 44th Avenue
Coconut Creek, Florida 33066 grades 9-12

Cooper City High
9401 Stirling Road
Cooper City, Florida 33328 grades 9-12
Coral Springs High
7201 W. Sample Road
Coral Springs, Florida 33065

grades 9-12

Deerfield Beach High
910 S.W. 15th Street
Deerfield Beach, Florida 33441

grades 9-12

Dillard High
2501 N.W. 11th Street
Fort Lauderdale, Florida 33311

grades 9-12

Ely High
1201 N.W. 6th Avenue
Pompano Beach, Florida 33060

grades 9-12

Fort Lauderdale High
1600 N.E. Fourth Avenue
Fort Lauderdale, Florida 33305

grades 9-12

Hallandale High
720 N.W. 9th Avenue
Hallandale, Florida 33009

grades 9-12

Hollywood Hills High
5400 Stirling Road
Hollywood, Florida 33021

grades 9-12

McArthur High Boulevard
6501 Hollywood
Hollywood, Florida 33024

grades 9-12

Miramar High
3601 S.W. 89th Avenue
Miramar, Florida 33025

grades 9-12

Northeast High
700 N.E. 56th Street
Oakland, Florida 33334

grades 9-12

Nova High
3600 College Avenue
Davie, Florida 33314

grades 9-12

Piper High
8000 N.W. 44th Street
Sunrise, Florida 33321

grades 9-12

Plantation High
6901 N.W. 16th Street
Plantation, Florida 33313

grades 9-12

South Broward High
1901 North Federal Hwy
Hollywood, Florida 33020

grades 9-12
South Plantation High
1300 Paladin Way
Plantation, Florida 33317
grades 9-12

Stanahan High
1800 S.W. Fifth Place
Fort Lauderdale, Florida 33312
grades 9-12

Taravella High
10600 Riverside Drive
Coral Springs, Florida 33071
grades 9-12

Western High
1200 Southwest 136th Avenue
Fort Lauderdale, Florida 33325
grades 9-12

CITRUS COUNTY

Citrus High
600 West Highland Blvd.
Inverness, Florida 32652-0000
grades 9-12

Crystal River High
1205 N.E. 8th Avenue
Crystal River, Florida 32629
grades 9-12

Lecanto High
3810 W. Educational Path
Lecanto, Florida 32661
grades 9-12

CALHOUN COUNTY

Altha Public School
P.O. Box 67
Altha, Florida 32421-0000
grades k-12

Blountstown Sr. High
614 Main Street
Blountstown, Florida 32424-1795
grades 9-12

CHARLOTTE COUNTY

Charlotte High
1250 Cooper Street
Punta Gorda, Florida 33950
grades 9-12

Lemon Bay High
2201 Placida Road
Englewood, Florida 33533
grades 9-12

Port Charlotte High
18200 Toledo Blade Blvd.
Port Charlotte, Florida 33952
grades 9-12
CLAY COUNTY

Clay Jr/Sr High
2025 Highway 16 West
Green Cove Springs, Florida 32043 grades 7-12

Keystone Heights High
900 S.W. Orchid Avenue
Keystone Heights, Florida 32656 grades 7-12

Middleburg High
3802 State Road 220
Middleburg, Florida 32068 grades 10-12

Orange Park High
2300 Kingsley Avenue
Orange Park, Florida 32073 grades 10-12

COLLIER COUNTY

Barron Collier High
5600 Cougar Drive
Naples, Florida 33942 grades 9-12

Everglades School
School Drive
Everglades, Florida 33929 grades k-12

Immokalee High
701 Immokalee Drive
Immokalee, Florida 33934 grades 9-12

Lely High
324 Lely Blvd.
Naples, Florida 33962 grades 9-12

Naples High
1100 22nd Avenue North
Naples, Florida 33940 grades 9-12

COLUMBIA COUNTY

Columbia High
P.O. Box 1869
Lake City, Florida 32056-1869 grades 10-12

DADE COUNTY

American Sr. High
18350 N.W. 67th Street
Hialeah, Florida 33015 grades 9-12

C.O.P.E. Center, North
1743 N.W. 54th Street
Miami, Florida 33142 grades 7-12
C.O.P.E. Center, South
14580 S.W. 117th Avenue
Miami, Florida 33176
grades 6-12

Citrus Grove Jr. High
2153 N.W. 3rd Street
Miami, Florida 33125
grades 6-12

Coral Gables Sr High
450 Bird Road
Coral Gables, Florida 33146
grades 9-12

Cutler Ridge JHS
19400 S.W. 97th Avenue
Miami, Florida 33157
grades 6-12

Glades JHS
9451 S.W. 64th Street
Miami, Florida 33173
grades 7-12

Hialeah Jr. High
6027 East 7th Avenue
Hialeah, Florida 33013
grades 7-12

Hialeah Sr. High
251 East 47th Street
Hialeah, Florida 33013
grades 7-12

Hialeah-Miami Lakes Sr. High
7977 West 12th Avenue
Hialeah, Florida 33014
grades 9-12

Homestead Sr. High
2351 N.W. 2nd Avenue
Homestead, Florida 33034
grades 9-12

Merrick Education Center
39 Zamora Avenue
Coral Gables, Florida 33134
grades k-4, 9-12

Miami Beach Sr. High
2231 Prairie Avenue
Miami, Florida 33139
grades 9-12

Miami Carol City Sr. High
3422 N.W. 187th Street
Opa Locka, Florida 33055
grades 9-12

Miami Central Sr. High
1781 N.W. 95th Street
Miami, Florida 33147
grades 9-12

Miami Coral Park Sr. High
8865 S.W. 16th Street
Miami, Florida 33165
grades 9-12
Miami Douglas MacArthur Sr. North
9601 N.W. 19th Avenue
Miami, Florida 33147
grades 9-12

Miami Douglas MacArthur Sr. South
11035 S.W. 84th Street
Miami, Florida 33173
grades 9-12

Miami Edison Sr. High
6161 N.W. 5th Court
Miami, Florida 33127
grades 9-12

Miami Jackson Sr. High
1751 N.W. 36th Street
Miami, Florida 33142
grades 9-12

Miami Killian Sr. High
10655 S.W. 97th Avenue
Miami, Florida 33176
grades 9-12

Miami Norland Sr. High
1050 N.W. 195th Street
Miami, Florida 33169
grades 9-12

Miami Northwestern Sr. High
7007 N.W. 12th Street
Miami, Florida 33150
grades 9-12

Miami Palmetto Sr. High
7460 S.W. 118th Street
Miami, Florida 33156
grades 9-12

Miami Sr. High
2450 S.W. 1st Street
Miami, Florida 33135
grades 9-12

Miami Southridge Sr. High
19355 S.W. 114th Avenue
Miami, Florida 33157
grades 9-12

Miami Springs Sr. High
751 Dove Avenue
Miami, Florida 33166
grades 9-12

Miami Sunset Sr. High
13125 S.W. 72nd Street
Miami, Florida 33183
grades 9-12

North Miami Beach Sr. High
1247 N.E. 167th Street
North Miami Beach, Florida 33162
grades 9-12

North Miami Sr. High
800 N.E. 137th Street
North Miami Beach, Florida 33161
grades 9-12
Riviera Jr. High  
10301 S.W.48th Street  
Miami, Florida 33165  
grades 7-12

South Dade Sr. High  
28401 S.W. 167th Avenue  
Homestead, Florida 33030  
grades 9-12

South Miami Sr. High  
6856 S.W. 53rd Street  
Miami, Florida 33155  
grades 9-12

Southwest Miami Sr. High  
8855 S.W. 50th Terrace  
Miami, Florida 33165  
grades 9-12

Thomas Jefferson Jr. High  
525 N.W. 147th Street  
Miami, Florida 33168  
grades 7-12

Tropical Elementary  
4545 S.W. 104th Avenue  
Miami, Florida 33165  
grades k-4, 9-12

DESOTO COUNTY

Desoto High  
1710 E. Gibson Street  
Arcadia, Florida 33821-8722  
grades 9-12

DIXIE COUNTY

Dixie County High  
Box 890  
Cross City, Florida 32628-1130  
grades 7-12

DUVAL COUNTY

Andrew Jackson Sr. High  
3816 Main Street  
Jacksonville, Florida 32206  
grades 10-12

Baldwin Jr./Sr. High  
291 Mill Street  
Baldwin, Florida 32234  
grades 7-12

Duncan U. Fletcher Sr. High  
700 Seagate Avenue  
Neptune beach, Florida 32233  
grades 10-12

Edward H. White Sr. High  
1700 Old Middleburg Road  
Jacksonville, Florida 32210  
grades 10-12
Englewood Sr. High
4412 Barnes Road
Jacksonville, Florida 32207 grades 9-12

Jean Ribald Sr. High
3701 Winton Drive
Jacksonville, Florida 32208 grades 10-12

Nathan B. Forrest Sr. High
5530 Firestone Road
Jacksonville, Florida 32244 grades 10-12

Paxon Sr. High
3239 W. Fifth Street
Jacksonville, Florida 32205 grades 9-12

Robert E. Lee Sr. High
120 S. Mcduff Avenue
Jacksonville, Florida 32205 grades 10-12

Samuel W. Wolfson Sr. High
7000 Powers Avenue
Jacksonville, Florida 32217 grades 10-12

Sandalwood Jr./Sr. High
2750 John Prom Blvd.
Jacksonville, Florida 32216 grades 7-12

Stanton College Preparatory
1149 13th Street
Jacksonville, Florida 32209 grades 7-12

Terry Parker Sr. High
7301 Parker School Road
Jacksonville, Florida 32211 grades 10-12

William Raines Sr. High
366 Raines Avenue
Jacksonville, Florida 32209 grades 10-12

ESCAMBIA COUNTY

Century Sr. High
P. O. Box 187
Century, Florida 32535 grades 9-12

Ernest Ward Jr./Sr. High
Rt. 1, Box 125
Walnut Hill, Florida 32568 grades 6-12

Escambia High
1310 N. 65th Street
Pensacola, Florida 32506 grades 9-12

J.M. Tate Sr. High
P.O. Box 68
Gonzales, Florida 32560 grades 9-12
Penscola High
"A" and Maxwell Streets
Pensacola, Florida 32501
grades 9-12

Pine Forest High
2500 Longleaf Drive
Pensacola, Florida 32506
grades 9-12

W.J. Woodham High
150 E. Burgess Road
Pensacola, Florida 32503
grades 9-12

Washington Sr. High
6000 College Parkway
Pensacola, Florida 32504
grades 9-12

FLAGLER COUNTY

Flagler-Palm Coast High
P.O. Box 488
Bunnell, Florida 32110-0488
grades 9-12

FRANKLIN COUNTY

Apalachicola High
Avenue J and 14th Street
Apalachicola, Florida 32320-21399
grades 7-12

Carrabelle High
P.O. Box 549
Carrabelle, Florida 32322-0549
grades k-12

GADSDEN COUNTY

Chattahoochee High
P.O. Drawer 7
Chattahoochee, Florida 32324
grades 7-12

Greensboro High
P.O. Box 10
Greensboro, Florida 32330
grades 7-12

Havana Northside High
Rt. 2, Box 75
Havana, Florida 32333
grades 9-12

James A. Shanks High
W. King Street
Quincy, Florida 32351
grades 9-12

GILCHRIST COUNTY

Bell High
Rt. 1, Box 35
Bell, Florida 32619-6595
grades k-12
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HIGHLANDS COUNTY

Avon Park High
700 East Main Street
Avon Park, Florida 33825
grades 9-12

Lake Placid Sr. High
202 Lake Drive West
Lake Placid, Florida 33852
grades 9-12

Sebring High
3514 Kenilworth Blvd.
Sebring, Florida 33870
grades 9-12

HILLSBOROUGH COUNTY

Armwood High
12000 U.S. Highway 92
Seffner, Florida 33584
grades 10-12

Bloomingdale High
1700 E. Bloomingdale Avenue
Valrico, Florida 33594
grades 10-12

Brandon Sr. High
1101 Victoria Road
Brandon, Florida 33511
grades 10-12

Chamberlain Sr. High
9401 North Boulevard
Tampa, Florida 33612
grades 10-12

East Bay Sr. High
7710 Big Bend Road
Gibsonton, Florida 33534
grades 9-12

Gaither High
16200 N. Dale Mabry Hwy.
Tampa, Florida 33618
grades 9-12

Hillsborough Sr. High
5000 Central Avenue
Tampa, Florida 33603
grades 10-12

Jefferson Sr. High
4401 W. Cypress Street
Tampa, Florida 33614
grades 10-12

King Sr. High
6815 56th Street
Tampa, Florida 33610
grades 10-12

Leto Sr. High
4409 W. Sligh Avenue
Tampa, Florida 33614
grades 10-12
HOLMES COUNTY

Bethlehem High
Route 3, Box 118
Bonifay, Florida 32425-9307

Holmes County High
401 McLaughlin Street
Bonifay, Florida 32425-2198

Ponce de Leon High
P.O. Box 37
Ponce DeLeon, Florida 32455-0037

Poplar Springs High
Route 2, Box 88
Graceville, Florida 32440-9508

INDIAN RIVER COUNTY

Vero Beach Sr. High
1707 16th Street
Vero Beach, Florida 32960

JACKSON COUNTY

Cotondale High
P.O. Box 38
Cotondale, Florida 32431

Graceville High
2301 Brown Street
Graceville, Florida 32440

Grand Ridge High
P.O. Box 208
Grand Ridge, Florida 32442

Malone High
P.O. Box 68
Malone, Florida 32445

Marianna High
401 Daniel Street
Marianna, Florida 32446

Sneads High
P.O. Box 209
Sneads, Florida 32460

JEFFERSON COUNTY

Jefferson County High
425 West Washington Street
Monticello, Florida 32344-1498
LAFAYETTE COUNTY

Lafayette High
Route 2, Box 270
Mayo, Florida 32066  grades 6-12

LAKE COUNTY

Clermont High
301 East Avenue
Clermont, Florida 32711  grades 9-12

Eustis High
1300 E. Washington Avenue
Eustis, Florida 32726  grades 9-12

Groveland High
198 E. Cherry Street
Groveland, Florida 32636  grades 9-12

Leesburg High
1401 W. Meadow Drive
Leesburg, Florida 32748  grades 9-12

Mt. Dora High
700 N. Highland Avenue
Mt. Dora, Florida 32757  grades 9-12

Tavares High
603 N. New Hampshire
Tavares, Florida 32778  grades 9-12

Umatilla High
P.O. Drawer 69
Umatilla, Florida 32784  grades 9-12

LEE COUNTY

Cape Coral High
2300 Santa Barbara Blvd.
Cape Coral, Florida 33914-4399  grades 9-12

Cypress Lake High
Panther Lane
Fort Myers 33907-6398  grades 9-12

Estero High
21900 River Ranch Road
Estero, Florida 33928-9663  grades 9-12

Fort Myers High
2635 Cortez Blvd.
Fort Myers, Florida 33901-5886  grades 9-12

Mariner High
701 Chiquita Blvd.
N. Cape Coral, Florida 33914-1452  grades 9-12
North Fort Myers High
Orange Grove Blvd.
N. Fort Myers, Florida 33903-5299 grades 9-12

Riverdale High
2815 Buckingham Road S.E.
Fort Myers, Florida 33905-2499 grades 9-12

LEON COUNTY

Amos P. Godby High
1717 W. Tharpe Street
Tallahassee, Florida 32303 grades 9-12

James Rickards High
3013 Jim Lee Road
Tallahassee, Florida 32301 grades 9-12

Leon High
550 E. Tennessee
Tallahassee, Florida 32308 grades 32308

Lincoln High
3838 Trojan Trail
Tallahassee, Florida 32301 grades 9-12

LEVY COUNTY

Bronson High
P.O. Box 189
Bronson, Florida 32621-0189 grades 6-12

Chiefland High
P.O. Box 38
Chiefland, Florida 32626-0038 grades 6-12

Williston High
427 W. Noble Avenue
Williston, Florida 32696-2099 grades 9-12

LIBERTY COUNTY

Liberty County High
P.O. Box 519
Bristol, Florida 32321-0519 grades 7-12

MADISON COUNTY

Madison County High
Route 3 Box 2300
Madison, Florida 32340-9598 grades 9-12
Bayshore High
5323 34th Street West
Bradenton, Florida 34207

Manatee High
P.O. Box 1321
Bradenton, Florida 34205

Palmetto High
1200 17th Street W.
Palmetto, Florida 34221

Southeast High
P.O.Box 158
Bradenton, Florida 34208

MARTIN COUNTY

Martin County High
2801 South Kanner Hwy.
Stuart, Florida 34997

South Fork High
10205 S.W. Pratt
Stuart, Florida 34997

MONROE COUNTY

Coral Shores High
P.O. Drawer 416
Travernier, Florida 33070
Key West High
2100 Flagler Avenue
Key West, Florida 33040
grades 9-12

Marathon High
350 Sombrero Beach Road
Marathon, Florida 33050
grades 7-12

NASSAU COUNTY

Fernandina Beach High
515 Citrona Drive
Fernandina Beach, Florida 32034
grades 9-12

Hilliard Middle-Sr. High
P.O. Box 1199
Hilliard, Florida 32046
grades 6-12

West Nassau County High
300 Brown Street south
Callahan, Florida 32011
grades 9-12

OKALOOSA COUNTY

Baker School
Route 2 Box 231
Baker, Florida 32531
grades k-12

Choctawhatchee Sr. High
110 Racetrack Road N.W.
Fort Walton Beach, Florida 32548
grades 9-12

Crestview Sr. High
Hwy. 85 N.
Crestview, Florida 32536
grades 9-12

Fort Walton Beach Sr. High
400 Hollywood Blvd.
Fort Walton Beach, Florida 32548
grades 9-12

Laurel Hill School
P.O. Box 188
Laurel Hill, Florida 32567
grades k-12

Niceville Sr. High
800 East John Sims Parkway
Niceville, Florida 32578
grades 9-12

OKEECHOBEE COUNTY

Okeechobee High
2800 Highway 441 North
Okeechobee, Florida 34972
grades 9-12
ORANGE COUNTY

Apopka Sr. High
555 West Martin Street
Apopka, Florida 32712
grades 9-12

Boone High
2000 South Mills
Orlando, Florida 32806-0400
grades 9-12

Colonial High
6100 Oleander Drive
Orlando, Florida 32807
grades 9-12

Dr. Phillips High School
6500 Turkey Lake Road
Orlando, Florida 32811
grades 9-12

Edgewater High
3100 Edgewater Drive
Orlando, Florida 32804
grades 9-12

Evans High
4949 Silver Star Road
Orlando, Florida 32808
grades 9-12

Jones High
801 S. Rio Grande Avenue
Orlando, Florida 32805
grades 9-12

Oak Ridge High
6000 S. Winegard Road
Orlando, Florida 32809
grades 9-12

West Orange High
1625 S. Beulah Road
Winter Park, Florida 32787
grades 9-12

Winter Park High
2100 Summerfield Road
Winter Park, Florida 32789
grades 9-12

OSCEOLA COUNTY

Gateway High
801 Osceola Blvd.
Kissimmee, Florida 34743
grades 9-12

Osceola High
420 S. Thacker Avenue
Kissimmee, Florida 34741
grades 9-12

St. Cloud High
2000 Bulldog Lane
St. Cloud, Florida 34769
grades 9-12
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<td>Glades Central High</td>
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<td>John I. Leonard Sr. High</td>
<td>4701 10th Avenue North Lake Worth, FL 33463</td>
<td>9-12</td>
</tr>
<tr>
<td>Jupiter High</td>
<td>500 N. Military Trail Jupiter, FL 33458</td>
<td>9-12</td>
</tr>
<tr>
<td>Lake Worth High</td>
<td>1701 Lake Worth Road Lake Worth, FL 33460</td>
<td>9-12</td>
</tr>
<tr>
<td>Pahokee Middle-Sr. High</td>
<td>900 Larrimore Road Pahokee, FL 33476</td>
<td>7-12</td>
</tr>
<tr>
<td>Palm Beach Gardens High</td>
<td>4245 Holly Drive Palm Beach Gardens, FL 33410</td>
<td>9-12</td>
</tr>
<tr>
<td>Palm Beach Lakes High</td>
<td>3505 Shiloh Drive West Palm Beach, FL 33409</td>
<td>9-12</td>
</tr>
<tr>
<td>Santaluces High</td>
<td>6880 Lawrence Road Lantana, FL 33462</td>
<td>9-12</td>
</tr>
<tr>
<td>Spanish River High</td>
<td>5100 Jog Road Boca Raton, FL 33496</td>
<td>9-12</td>
</tr>
<tr>
<td>Suncoast High</td>
<td>800 W. 29th Street Riviera Beach, FL 33404</td>
<td>9-12</td>
</tr>
<tr>
<td>Wellington High</td>
<td>2101 Greenvview Shores Palm Beach Gardens, FL 33414</td>
<td>9-12</td>
</tr>
</tbody>
</table>
PASCO COUNTY

Gulf High
401 School Road
New Port Richey, Florida 34652 grades 9-12

Hudson High
14410 Cobra Way
Hudson, Florida 34669 grades 9-12

Land O’Lakes High
20325 Gator Lane
Land O’Lakes, Florida 34639 grades 9-12

Pasco Comprehensive High
1204 Highway 52
Dade City, Florida 33525 grades 9-12

Ridgewood High
2401 Orchid Lake Road
New Port Richey, Florida 34653 grades 9-12

Zephyrhills High
1975 North 12th Street
Zephyrhills, Florida 34248 grades 9-12

PINELLAS COUNTY

Boca Ciega High
924 58th Street South
St. Petersburg, Florida 33707 grades 9-12

Clearwater High
540 S. Hercules
Clearwater, Florida 34624 grades 9-12

Countryside High
3000 S.R. 580
Clearwater, Florida 34621 grades 9-12

Dixie M. Hollins High
4940 62nd Street North
St. Petersburg, Florida 33709 grades 9-12

Dunedin High
1651 Pinehurst Road
Dunedin, Florida 34698 grades 9-12

East Lake High
1300 Silver Eagle Drive
Tarpon, Florida 34689 grades 9-12

Gibbs High
850 34th Street
St. Petersburg, Florida 33711 grades 9-12

136
Lakewood High
1400 54th Avenue
St. Petersburg, Florida 33705
grades 9-12

Largo High
410 Missouri Avenue
Largo, Florida 34640
grades 9-12

Northeast High
1717 54th Avenue N
St. Petersburg, Florida 33714
grades 9-12

Osceola High
9751 98th Street North
Seminole, Florida 34647
grades 9-12

Pinellas Park High
6305 118th Avenue North
Largo, Florida 34643
grades 9-12

Seminole High
8401 131st Street N
Seminole, Florida 34646
grades 9-12

St. Petersburg High
2501 5th Avenue N
St. Petersburg, Florida 33713
grades 9-12

Tarpon Springs High
1411 South Gulf Street
Tarpon Springs, Florida 34689
grades 9-12

POLK COUNTY

Auburndale Sr. High
125 Prado Street
Auburndale, Florida 33823
grades 9-12

Bartow Sr. High
1270 S. Broadway
Bartow, Florida 33830
grades 10-12

Fort Meade Jr/Sr High
700 Edgewood Drive
Fort Meade, Florida 33841
grades 8-12

Frostproof Jr/Sr High
1000 N. Palm Avenue
Frostproof, Florida 33843
grades 7-12

Haines City Sr. High
2800 Grace Avenue
Haines City, Florida 33844
grades 9-12

Kathleen Sr. High
2600 Crutchfield Road
Lakeland, Florida 33805
grades 10-12
Lake Gibson Sr. High
7007 N. Socrum Loop Road
Lakeland, Florida 33809
grades 10-12

Lake Wales Sr. High I
1009 North Sixth Street
Lake Wales, Florida 33853
grades 9-12

Lakeland Sr. High
726 Hollingsworth Road
Lakeland, Florida 33801
grades 10-12

Mulberry Sr. High
N.E. 4th Circle
Mulberry, Florida 33860
grades 9-12

Winter Haven Sr. High
600 Sixth Street, S.E.
Winter Haven, Florida 33880
grades 10-12

PUTNAM COUNTY

Crescent City High
Rt. 1, Box 145
Crescent, Florida 32112
grades 9-12

Interlachen High
Rt. 1, Box 10
Interlachen, Florida 32148
grades 9-12

Palatka High
302 Mellon Road
Palatka, Florida 32177
grades 9-12

ST. JOHNS COUNTY

Allen D. Nease Jr/Sr High
10550 Ray Road
St. Augustine, 32084-0000
grades 7-12

St. Augustine High
3205 Varella Avenue
St. Augustine, Florida 32084
grades 9-12

ST. LUCIE COUNTY

Fort Pierce Central High
1101 Edwards Road
Fort Pierce, Florida 34982
grades 9-12

Fort Pierce Westwood High
1801 Panther Lane
Fort Pierce, Florida 34947
grades 9-12
Lincoln Park Academy  
1806 Avenue I  
Fort Pierce, Florida 34950  
grades 7-12

Port St. Lucie High  
1201 S.E. Lennard Road  
Port St. Lucie, Florida 34952  
grades 9-12

SANTA ROSA COUNTY

Central High  
Rt. 6, Box 230  
Milton, Florida 32570  
grades 7-12

Gulf Breeze Sr. High  
675 Gulf Breeze Pkwy  
Gulf Breeze, Florida 32561  
grades 9-12

Jay High  
700 S. Alabama Street  
Jay, Florida 32565  
grades 7-12

Milton High  
Stewart Street  
Milton, Florida 32570  
grades 9-12

Pace High  
407 Norris Road  
Pace, Florida 32570  
grades 9-12

SARASOTA COUNTY

Booker High  
3201 N. Orange Avenue  
Sarasota, Florida 34234  
grades 9-12

Riverview High  
One Ram Way  
Sarasota, Florida 34231  
grades 9-12

Sarasota High  
1001 S. Tamiami Trail  
Sarasota, Florida 34236  
grades 9-12

Venice Sr. High  
East Turin Street  
Venice, Florida 34285  
grades 9-12

SEMINOLE COUNTY

Lake Brantley High  
991 Sand Lake Road  
Altamonte Springs, Florida 32714  
grades 9-12

Lake Howell High  
4200 Dike Road  
Winter Park, Florida 32792  
grades 9-12
Lake Mary High
655 Longwood-Lake Mary Road
Lake Mary, Florida 32746 grades 9-12

Lyman High
1141 Southeast Lake Avenue
Longwood, Florida 32750 grades 9-12

Oviedo High
601 King Street
Oviedo, Florida 32765 grades 9-12

Seminole High
2701 Georgia Avenue
Sanford, Florida 32771 grades 9-12

SUMTER COUNTY
South Sumter High
700 North Main Street
Bushnell, Florida 33513 grades 9-12

Wildwood High
700 Huey street
Wildwood, Florida 32785-9336 grades 9-12

SUWANNEE COUNTY
Branford High
P.O. Box 387
Branford, Florida 32008-0387 grades k-12

Suwannee High
1314 South Pine Avenue
Live Oak, Florida 32060-4098 grades 9-12

TAYLOR COUNTY
Taylor County High
601 E. Lafayette Street
Perry, Florida 32347-2897 grades 9-12

UNION COUNTY
Union County High
1000 S. Lake Avenue
Lake Butler, Florida 32054 grades 9-12

VOLUSIA COUNTY
DeLand High
800 North Hill Avenue
DeLand, Florida 32724 grades 9-12

Deltona High
3233 Howland Blvd.
Deltona, Florida 32725 grades 9-12
Mainland High
125 S. Clyde Morris Blvd.
Daytona Beach, Florida 32014 grades 10-12

New Smyrna Beach High
Barracuda Blvd.
New Smyrna Beach, Florida 32069 grades 9-12

Seabreeze Sr. High
2700 N. Oleander Avenue
Daytona Beach, Florida 32018 grades 10-12

Spruce Creek High
1484 Taylor Road
Port Orange, Florida 32019 grades 10-12

T. Dewitt Jr/Sr. High
100 E. Washington Avenue
Peirson, Florida 32080 grades 7-12

WAKULLA COUNTY

Wakulla County High
Route 2 Box 4800
Crawfordville, Florida 32327-9529 grades 9-12

WALTON COUNTY

Freeport Sr. High
Kylea Laird Drive
Freeport, Florida 32439-9701 grades 7-12

Paxton High
P.O. Box 1168
Paxton, Florida 32538-1168 grades k-12

Walton Sr. High
P.O. Box 191
Defuniak Springs, Florida 32433-0191 grades 9-12

WASHINGTON COUNTY

Chipley high
Chipley, Florida 32428-1499 grades 9-12

Vernon High
Vernon, Florida 32462 grades 9-12
APPENDIX E

Sample Budget Submitted by Survey Respondent
WESTERN HIGH SCHOOL MEDIA CENTER

ANNUAL BUDGETARY OBLIGATIONS

Please note that many items are utilized regularly and must be updated annually. Basic resources must be purchased first before any new materials or equipment can be considered. These costs affect the funds allocated and reduce the expansion of the collection.

Collection expansion is essential. Unless more funding is provided the book collection, audio visual resources, and equipment will remain minimal.

The following items are required:

1. Magazine subscriptions $2,800
2. Direct Magazine subscription $12
3. Newspapers $175
4. Microfiche subscriptions $500
5. Newsbank $2,441
6. SIRS (microfiche & paper copy) $1,174
7. CD-ROM programs
   b. Social Issues Resources Series (SIRS) $190
   c. Electronic Encyclopedia $101
   d. Facts on File News $295
8. Reader's Guide to Periodical Literature (Print) $170
9. Current Biography $56
10. Scribner (Writers series updates) $406
11. Gale (literary criticism updates) $1,775
12. Almanacs $60
13. An encyclopedia $950
14. Warranty on SIRSI system $1,500
15. Supplies $3,000

$ 16,000
ACCT TITLE: LIBRARY BOOKS
Object No.: 611

OBJECTIVES

**Long Range:** To expand the print collection to supply reference demands for all classes; to comply with the standards of the Southern Association of Colleges and Schools (SACS); to increase expenditures per pupil for library media services; and to meet the designated guidelines indicative of quality services in *Information Power*, the national guidelines.

**Short Range:** To increase and update print materials in compliance with SACS standards, curriculum needs, and student interests.

**Rationale:** Purchase additional books to increase and update the collection:

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>IMPACT</th>
<th>COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scribner Reference books</td>
<td>Required for English &amp; Social Studies research</td>
<td>$580</td>
</tr>
<tr>
<td>2. Gale Literary Resources</td>
<td>Update of English literary criticism resources</td>
<td>$7,745</td>
</tr>
<tr>
<td>3. Encyclopedia of World Cultures</td>
<td>Supply resources for Social Studies classes</td>
<td>$1,000</td>
</tr>
<tr>
<td>4. Encyclopedia of Sociology</td>
<td>For English, Health &amp; Social Studies students</td>
<td>$375</td>
</tr>
<tr>
<td>5. Opposing Viewpoints</td>
<td>Current issue information for term papers</td>
<td>$1,000</td>
</tr>
<tr>
<td>6. Customs of the World</td>
<td>Multi-cultural/geography class resources</td>
<td>$600</td>
</tr>
<tr>
<td>7. Fiction books</td>
<td>For Western Varsity Reading Letter Program</td>
<td>$500</td>
</tr>
<tr>
<td>8. Technology books</td>
<td>Replace outdated/current information</td>
<td>$1,500</td>
</tr>
<tr>
<td>9. Science sources</td>
<td>Update astronomy/earth science resource</td>
<td>$2,500</td>
</tr>
<tr>
<td>10. Time-Life Books</td>
<td>Resource material (science &amp; history)</td>
<td>$1,000</td>
</tr>
<tr>
<td>11. History/geography</td>
<td>Increase resources (world history needs)</td>
<td>$2,200</td>
</tr>
<tr>
<td>12. Social issues</td>
<td>Fulfill demand for research/information</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Resources are needed to supply the increasing demand: over 700 books currently on loan.

**Allocation request:** $20,000
OBJECTIVES

Long Range: To expand A-V materials to meet curriculum needs and varied learning styles to comply with library/media standards and add the A-V materials to the public-access system for ease in circulation, permitting greater access and inventory control.

Short Range: To add and update resources for teaching in conjunction with curriculum needs.

Rationale: Purchase audio-visual materials to increase the variety of learning experiences for students to meet different teaching and learning styles:

1. Optical laser disks and videos for Social Studies, Science, Health, and English $10,575
2. Microfiche magazine references for all students doing current research $500
3. Continue the CD-ROM Newsbank resource. $2,441
4. Update the SIRS CD-ROM $190
5. Update Grolier Electronic Encyclopedia CD-ROM $101
8. Update maps and globes $3948
9. Purchase a world almanac CD-ROM $250

Allocation request: $18,899

OBJECTIVES

Long Range: Purchase additional equipment and continue to update and replace worn equipment to meet the needs of the instructors and students. Provide a network of CD-ROM resources.

Short Range: Purchase additional televisions to provide a television for each classroom so that all students will have access to closed-circuit broadcasting of announcements and special programs; improve studio equipment; improve student access to database information; and meet additional instructional equipment needs.

Rationale: Equipment needed:

1. A computer to create more student access to CD-ROM research $3,800
2. Television sets to access closed-circuit broadcasts 25 @ $300 ea. $7,500
3. Studio light kit $800
4. Two portable CCD camcorders (AG-450 Panasonic) $2,750
5. Two TV studio camera ensembles $4,470
6. Ten video recorder/players $3,190
7. A scanner for instructional presentations $1,820
8. A Fax machine for immediate resource sharing with other centers $400
9. Replacements of worn equipment (cassettes, microphones, etc.) $1,200

Allocation request: $25,930
OBJECTIVES

To continue the warranties on the SIRSI public-access system.

_Rationale:_ The warranty provides system updates and on-line trouble-shooting required in the operation of the SIRSI system.

_Allocation request:_ $1500

OBJECTIVES

To provide the supplies/equipment necessary to operate both the print and non-print aspects of the library/media program.

_Rationale:_ To purchase projection lamps, connecting cables, marking pens, transparencies, storage boxes for periodicals, computer disks and paper, clerical supplies, audio and video tapes required for the operation of services.

_Allocation request:_ $3000

OBJECTIVES

To provide a small professional library on campus in compliance with the standards of the Southern Association of Colleges and Schools.

_Rationale:_ To add titles to our small professional collection. The staff is encouraged to use the county professional library now housed in the main public library, but some materials should be available on site, as recommended by SACS.

_Allocation request:_ $200
APPENDIX F

Florida State Requirements for
Media Specialist Certification
Plan One. A bachelor's or higher degree with an undergraduate or graduate major in educational media, OR

Plan Two. A bachelor's or higher degree with thirty (30) semester hours in educational media to include the areas specified below:

(a) Six (6) semester hours in the management of library media programs with at least three (3) semester hours in the management of school library media programs. Courses in this area include: philosophy and role of the library media program in the school; planning, implementing and evaluating library media programs; techniques of library media center operation; application of technology to library media management; and trends and issues which influence library media programs;

(b) Three (3) semester hours in the instructional role of the library media specialist. Courses in this area include: methods of teaching library skills and techniques for using library media resources in the curriculum;

(c) Three (3) semester hours in collection development. Courses in this area include: evaluation, selection, and maintenance of library media resources in print and nonprint formats;

(d) Six (6) semester hours in library media resources. Courses in this area include: literature in both print and nonprint formats for both children and adolescents;

(e) Three (3) semester hours in reference sources and services. Courses in this area include: print and electronic resources and techniques for providing information services;

(f) Three (3) semester hours in organization of collections. Courses in this area include: classification and cataloging principles and techniques; and

(g) Six (6) semester hours in the design and production of educational media to include three (3) semester hours in a survey course which includes graphic, video, audio, and photographic techniques.
APPENDIX G

A Sampling of Survey Comments
Appendix G

A SAMPLING OF SURVEY COMMENTS

To preserve confidentiality, sample comments will be identified by a county source only.

SEMINOLE COUNTY: "I assume I will be doing budget."
BAY COUNTY: "Budget training at the college level did not occur in library courses. It was part of my administration and supervision courses in a master’s program that was not an ALA accredited school."
CLAY COUNTY: "This high school has an enrollment of 2150 students and 130 teachers in 3 buildings spread over 53 acres. I am interested in budget planning only as it affects the media center because there is no time for any more involvement than that."
MANATEE COUNTY: "Our budget is decided by our principal. We are asked for input but I am not sure that any attention is paid to it."
VOLUSIA COUNTY: "Is our legislature planning to muck with the current budget process?"
ALACHUA COUNTY: "Justification of the media budget is hard for other departments to comprehend. They support the program 100% but when the media center’s budget is ‘light years’ beyond the next highest allocation, each department chair feels their program is also in need of more funding."
ESCAMBIA COUNTY: a. "Learned more 'on the job' and exchanging information with other media specialists than from courses."

b. "Many principals set our budget according to what we got the previous year or our principals change every two or three years so they don't always know a lot about the budget process."

INDIAN RIVER COUNTY: "...with the advent of school based management and lack of professional county level guidance the school libraries in this county have been dealt serious blows. Ex: The high school budget was reduced to $5,000 from a previous level of $23,000 (school pop. of 2,000+ students). Many elementary schools have larger budgets than the high school. Hopefully in the next few years a basis of equity might be reached. Currently we are at the mercy of the principal/business manager regardless of justification and goals."

FRANKLIN COUNTY: "I am at a pre-k - 12 grade school where budgets seem to get stopped at the county level without consulting with the person who is asking for a budget."

PINELLAS COUNTY: a. "Although I'm on the budget committee, we did not meet last year. The budget
(prepared) was delivered to department chairmen to sign - no input!!"

b. "There is a casual written budget proposal but only accounted for in an annual year end report due by county supervisor - not school."

PALM BEACH COUNTY; a. "I am expected to 'know' all about equipment and software in all curricular areas but given no professional preparation for same."

b. "Our budget process was great for years and the media center was part of that process - last year we got a new principal and he did not involve the budget committee in the process at all. We have a new principal again who knows nothing of budget and so far he has kept the budget as it was! We will not be able to run this media center on $6500."

PUTNAM COUNTY: a. "Through the years some of us have become quite comfortable with the knowledge that the state mandated a certain level of budget support for school libraries. Now we are going to have to change our ways and start 'fighting' for what we need. We have to work on the idea that funds for school libraries benefit all school programs and media specialists have the training and expertise to organize and distribute media efficiently and fairly. In other words, there is
never a dull moment in school libraries."

b. "Right now, in budgetary matters, I am powerless."

DESOOTO COUNTY: "Regardless of the presentation of a yearly budget, the administrator retains the same amounts, within a few hundred dollars, of the past year's budget."

LEVY COUNTY: "It would be great if we had some say in the school budget. My school just decides on an arbitrary figure - usually $1.00 more than last year because of the law - and gives you a figure no matter what might be needed."

BREVARD COUNTY: "As a small school, we have very little money. While I know my budget in no way meets the needs of my center ($579 for books, A-V, supplies after paying for periodicals and bulbs), I also think the various academic departments are woefully underfunded, so I’m not singled out."

GADSDEN COUNTY: "We really have very limited input in funding. Our School Based Management is only at the lowest level -- instructional materials monies. I have to compete with all departments for a share of that money."
ORANGE COUNTY: a. "I'm fortunate to have a principal who values the media position. This hasn't always been the situation. The school leader makes the biggest difference in the media's part of the total school's operation."

b. "Is this leading to media specialists participating in schoolwide budget planning? --- I love it."

BROWARD COUNTY: "Two factors affect budget process: school-based management and administrators' education. The first is dictated by law, the second often influenced by peers. It isn't always true that if you do a great job, the administration will see that there's money - sometimes you have to do the best you can with what you can get. What's really needed is a course which 'models' the budget process, i.e., puts administration, media specialist, and teachers together to learn budget principles."

CALHOUN COUNTY: "I have no input in budgeting appropriations. Chapter II funds are determined by number of students and our regular media funds is determined at county level. A fund entitled 'special media' was abolished 3 years ago because of budgetary cuts."
APPENDIX H

Sample Completed Surveys
Name: Thera Harris
School: Chipley High School  County: Washington

1. What is your current position title?
   - a. media specialist
   - b. librarian
   - c. library clerk
   - d. other [TV Production Teacher]

2. Years in this position (Please fill in a number.)
   - a. at this school (TV production: 7 years)
   - b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   - 27

4. Do you hold Florida certification as a media specialist?
   - a. yes
   - b. no

5. Do you hold a degree from an American Library Association accredited school?
   - a. yes
   - b. no
   - c. don't know

6. Your personal highest level of education?
   - a. high school
   - b. associate degree
   - c. baccalaureate degree
   - d. master's degree
   - e. specialist degree
   - f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such training

9. Have you had any formal training in budget preparation?
   - a. yes
   - b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   ✔ a. college classes
   ✔ b. in-service training
   ✔ c. on job training
   □ d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   ✔ a. yes
   □ b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   ✔ a. yes
   ✔ b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   ✔ a. yes
   □ b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)

   1 2 3 4 5
   a) preparation (long range plans, goal setting, objectives, proposed evaluations)

   1 2 3 4 5
   b) defense (justification, explanation in formal group setting)

   1 2 3 4 5
   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement 5 = heavy involvement)

   1 2 3 4 5
   a) at this time

   1 2 3 4 5
   b) in 5 years

Comments, observations, questions, opinions: Good luck

With your survey!
1. What is your current position title?
   - a. media specialist
   - b. librarian
   - c. library clerk
   - d. other _________________________

2. Years in this position (Please fill in a number.)
   - a. at this school
   - b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   __

4. Do you hold Florida certification as a media specialist?
   - a. yes
   - b. no

5. Do you hold a degree from an American Library Association accredited school?
   - a. yes
   - b. no
   - c. don’t know

6. Your personal highest level of education?
   - a. high school
   - b. associate degree
   - c. baccalaureate degree ____________ major
   - d. master's degree ____________ major
   - e. specialist degree ____________ major
   - f. doctorate degree ____________ major

7. When was your last formal credit course in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such training

9. Have you had any formal training in budget preparation?
   - a. yes
   - b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   _a. college classes_
   _b. in-service training_
   _c. on job training_
   _d. other ____________________

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   _a. yes_
   _/b. no_

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   _a. yes_
   _/b. no_

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   _a. yes_
   _/b. no_

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)
   _1 2 3 4 5_
   a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   _1 2 3 4 5_
   b) defense (.justification, explanation in formal group setting)
   _1 2 3 4 5_
   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement 5 = heavy involvement)
   _1 2 3 4 5_
   a) at this time
   _1 2 3 4 5_
   b) in 5 years

Comments, observations, questions, opinions: ____________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

155
Name: Rita Brown

school: Mariner High County: Lee

1. What is your current position title?
   a. media specialist  
   b. librarian  
   c. library clerk  
   d. other ______________

2. Years in this position (Please fill in a number.)
   a. at this school  
   b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   __________

4. Do you hold Florida certification as a media specialist?
   a. yes  
   b. no

5. Do you hold a degree from an American Library Association accredited school?
   a. yes  
   b. no  
   c. don't know

6. Your personal highest level of education?
   a. high school  
   b. associate degree  
   c. baccalaureate degree  
   d. master's degree  
   e. specialist degree  
   f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   a. within the past 3 years  
   b. from 3 to 5 years ago  
   c. from 6 to 10 years ago  
   d. more than 10 years ago  
   e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   a. within the past 3 years  
   b. from 3 to 5 years ago  
   c. from 6 to 10 years ago  
   d. more than 10 years ago  
   e. no such training

9. Have you had any formal training in budget preparation?
   a. yes  
   b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   ___a. college classes
   ___b. in-service training
   ___c. on job training
   ___d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   x a. yes
   b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   x a. yes
   b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   x a. yes
   b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)

   1 2 3 4 5 a) preparation (long range plans, goal setting, objectives, proposed evaluations)

   1 2 3 4 5 b) defense (justification, explanation in formal group setting)

   1 2 3 4 5 c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.

   (1 = no involvement 5 = heavy involvement)

   1 2 3 4 5 a) at this time
   1 2 3 4 5 b) in 5 years

Comments, observations, questions, opinions: __________________________
1. What is your current position title?
   a. media specialist
   b. librarian
   c. library clerk
   d. other __________________________

2. Years in this position (Please fill in a number.)
   a. at this school ____________________
   b. total in all libraries/media centers ______

3. Total years in school system(s) in any capacity. ______

4. Do you hold Florida certification as a media specialist?
   a. yes
   b. no

5. Do you hold a degree from an American Library Association accredited school?
   a. yes
   b. no
   c. don't know

6. Your personal highest level of education?
   a. high school
   b. associate degree
   c. baccalaureate degree
   d. master's degree
   e. specialist degree
   f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such training

9. Have you had any formal training in budget preparation?
   a. yes
   b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   a. college classes
   b. in-service training
   c. on job training
   d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   a. yes
   b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   a. yes
   b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   a. yes
   b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)
   1 2 3 4 5
   a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   b) defense (justification, explanation in formal group setting)
   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement 5 = heavy involvement)
   1 2 3 4 5
   a) at this time
   b) in 5 years

Comments, observations, questions, opinions: Budget planning and preparation along with knowledge of school wide budgeting practices are critical for effective resource building of a media collection.
1. What is your current position title?
   - a. media specialist
   - b. librarian
   - c. library clerk
   - d. other ____________________

2. Years in this position [Please fill in a number.]
   - a. at this school
   - b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   _3_

4. Do you hold Florida certification as a media specialist?
   - a. yes
   - b. no

5. Do you hold a degree from an American Library Association accredited school?
   - a. yes
   - b. no
   - c. don’t know

6. Your personal highest level of education?
   - a. high school
   - b. associate degree
   - c. baccalaureate degree
   - d. master’s degree
   - e. specialist degree
   - f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   - a. within the past 3 years
   - b. from 3 to 5 years ago
   - c. from 6 to 10 years ago
   - d. more than 10 years ago
   - e. no such training

9. Have you had any formal training in budget preparation?
   - a. yes
   - b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   □ a. college classes
   □ b. in-service training
   ✓ c. on job training
   □ d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   ✓ a. yes
   □ b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   ✓ a. yes
   □ b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   □ a. yes
   □ b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)

   1 2 3 4 5  a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   1 2 3 4 5  b) defense (justification, explanation in formal group setting)
   1 2 3 4 5  c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
    (1 = no involvement 5 = heavy involvement)

   1 2 3 4 5  a) at this time
   1 2 3 4 5  b) in 5 years

Comments, observations, questions, opinions: ________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
1. What is your current position title?
   a. media specialist  
   b. librarian  
   c. library clerk  
   d. other ___________________

2. Years in this position (Please fill in a number.)
   a. at this school  
   b. total in all libraries/media centers  

3. Total years in school system(s) in any capacity.  __5__

4. Do you hold Florida certification as a media specialist?
   a. yes  
   b. no  

5. Do you hold a degree from an American Library Association accredited school?
   a. yes  
   b. no  
   c. don't know  

6. Your personal highest level of education?
   a. high school  
   b. associate degree  
   c. baccalaureate degree  
   d. master's degree  
   e. specialist degree  
   f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   a. within the past 3 years  
   b. from 3 to 5 years ago  
   c. from 6 to 10 years ago  
   d. more than 10 years ago  
   e. no such classes taken  

8. When was your last non-credit course or inservice training in administration of the school library media center?
   a. within the past 3 years  
   b. from 3 to 5 years ago  
   c. from 6 to 10 years ago  
   d. more than 10 years ago  
   e. no such training  

9. Have you had any formal training in budget preparation?
   a. yes  
   b. no  

   (over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   a. college classes
   b. in-service training
   c. on job training
   d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   a. yes
   b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   a. yes
   b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   a. yes
   b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)

   a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   b) defense (justification, explanation in formal group setting)
   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement 5 = heavy involvement)

   a) at this time
   b) in 5 years

Comments, observations, questions, opinions: It is my firm opinion that library media center directors should be on the administrative staff at all levels. This is due to their involvement in the total curriculum.
Name: Karen Jaronasik
School: Deerfield Beach
County: Broward

1. What is your current position title?
   a. media specialist
   b. librarian
   c. library clerk
   d. other ___________________________

2. Years in this position (Please fill in a number.)
   a. at this school
   b. total in all libraries/media centers

3. Total years in school system(s) in any capacity. ______

4. Do you hold Florida certification as a media specialist?
   a. yes
   b. no

5. Do you hold a degree from an American Library Association accredited school?
   a. yes
   b. no
   c. don’t know

6. Your personal highest level of education?
   a. high school
   b. associate degree
   c. baccalaureate degree
   d. master’s degree
   e. specialist degree
   f. doctorate degree

7. When was your last formal credit course in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such training

9. Have you had any formal training in budget preparation?
   a. yes
   b. no

(over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   - a. college classes
   - b. in-service training
   - c. on job training
   - d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   - a. yes
   - b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   - a. yes
   - b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   - a. yes
   - b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor  5 = quite comfortable)
   1 2 3 4 5
   a) preparation (long range plans, goal setting, objectives, proposed evaluations)
      1 2 3 4 5
   b) defense (justification, explanation in formal group setting)
      1 2 3 4 5
   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement  5 = heavy involvement)
   1 2 3 4 5
   a) at this time
   1 2 3 4 5
   b) in 5 years

Comments, observations, questions, opinions:

I believe that many people in the school don't understand how much responsibility media specialists do have - & how many thousands of $ we are spending and checking in ... follow-up on billing etc. It is a major part of the school budget - though we could always use more!
Name: Karen Lookabough

School: Ft. Myers H.S. County: Lee

1. What is your current position title?
   - [ ] a. media specialist
   - [ ] b. librarian
   - [ ] c. library clerk
   - [ ] d. other ________________

2. Years in this position (Please fill in a number.)
   - [ ] a. at this school  
   - [ ] b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.  
   [ ]

4. Do you hold Florida certification as a media specialist?
   - [ ] a. yes
   - [ ] b. no

5. Do you hold a degree from an American Library Association accredited school?
   - [ ] a. yes
   - [ ] b. no
   - [ ] c. don't know

6. Your personal highest level of education?
   - [ ] a. high school
   - [ ] b. associate degree
   - [ ] c. baccalaureate degree
   - [ ] d. master’s degree
   - [ ] e. specialist degree
   - [ ] f. doctorate degree

   ____________ major
   ____________ major
   ____________ major

7. When was your last formal credit course in administration of the school library media center?
   - [ ] a. within the past 3 years
   - [ ] b. from 3 to 5 years ago
   - [ ] c. from 6 to 10 years ago
   - [ ] d. more than 10 years ago
   - [ ] e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   - [ ] a. within the past 3 years
   - [ ] b. from 3 to 5 years ago
   - [ ] c. from 6 to 10 years ago
   - [ ] d. more than 10 years ago
   - [ ] e. no such training

9. Have you had any formal training in budget preparation?
   - [ ] a. yes
   - [ ] b. no

   (over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   ___ a. college classes
   ___ b. in-service training
   ___ c. on job training
   ___ d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   ___ a. yes
   ___ b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   ___ a. yes
   ___ b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   ___ a. yes
   ___ b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)

   1 2 3 4 5 a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   1 2 3 4 5 b) defense (justification, explanation in formal group setting)
   1 2 3 4 5 c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process. (1 = no involvement 5 = heavy involvement)

   1 2 3 4 5 a) at this time
   1 2 3 4 5 b) in 5 years

Comments, observations, questions, opinions: ____________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Name: Marguerite Livingston

School: Ernest Ward          County: Escambia

1. What is your current position title?
   a. media specialist
   b. librarian
   c. library clerk
   d. other ____________________

2. Years in this position  (Please fill in a number.)
   a. at this school
   b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   ______

4. Do you hold Florida certification as a media specialist?
   a. yes
   b. no

5. Do you hold a degree from an American Library Association
   accredited school?
   a. yes
   b. no
   c. don't know

6. Your personal highest level of education?
   a. high school
   b. associate degree
   c. baccalaureate degree
   d. master's degree
   e. specialist degree
   f. doctorate degree

7. When was your last formal credit course in
   administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such classes taken

8. When was your last non-credit course or inservice
   training in administration of the school library media
   center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such training

9. Have you had any formal training in budget preparation?
   a. yes  (a very little in workshops)
   b. no  (over please)

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10. If the answer to 9 is "yes", what was the form of this training? Check all which apply. 
   __a. college classes  
   ___b. in-service training  
   ___c. on job training  
   ___d. other ___________________________________________________________________

11. Budget proposal (formal, written) preparation is part of your current responsibilities.  
   ___a. yes  
   ___b. no  

12. Budget defense (justification in formal group setting) is part of your current responsibilities.  
   ___a. yes  
   ___b. no  

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.  
   ___a. yes  
   ___b. no  

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time.  
   (1 = poor  5 = quite comfortable)  
   1 2 3 4 5  
   a) preparation (long range plans, goal setting, objectives, proposed evaluations)  
   1 2 3 4 5  
   b) defense (justification, explanation in formal group setting)  
   1 2 3 4 5  
   c) assist others in preparation and defense of a department or school wide budget.  

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.  
   (1 = no involvement  5 = heavy involvement)  
   1 2 3 4 5  
   a) at this time  
   1 2 3 4 5  
   b) in 5 years  

Comments, observations, questions, opinions: ____________________________________________

Many principals set our budget according to what we got the previous year or our principals change every two or three years so they don't always know a lot about the budget process.
Name: Betty Johnston
School: Coral Springs High, County Broward

1. What is your current position title?
   a. media specialist
   b. librarian
   c. library clerk
   d. other ________________

2. Years in this position (Please fill in a number.)
   a. at this school
   b. total in all libraries/media centers

3. Total years in school system(s) in any capacity.
   __

4. Do you hold Florida certification as a media specialist?
   a. yes
   b. no

5. Do you hold a degree from an American Library Association accredited school?
   a. yes
   b. no
   c. don't know

6. Your personal highest level of education?
   a. high school
   b. associate degree
   c. baccalaureate degree
   d. master's degree
   e. specialist degree
   f. doctorate degree

   Elem. Ed. major
   ____________ major
   ____________ major

7. When was your last formal credit course in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such classes taken

8. When was your last non-credit course or inservice training in administration of the school library media center?
   a. within the past 3 years
   b. from 3 to 5 years ago
   c. from 6 to 10 years ago
   d. more than 10 years ago
   e. no such training

9. Have you had any formal training in budget preparation?
   a. yes
   b. no
   (over please)
10. If the answer to 9 is "yes", what was the form of this training? Check all which apply.
   ___a. college classes
   ___b. in-service training
   ___c. on job training
   ___d. other

11. Budget proposal (formal, written) preparation is part of your current responsibilities.
   ___a. yes
   ___b. no

12. Budget defense (justification in formal group setting) is part of your current responsibilities.
   ___a. yes
   ___b. no

13. If your school began to budget by committee, the library media center director would be an integral part of the school budget directing committee.
   ___a. yes
   ___b. no

14. Rate your personal sense of comfort in preparation and defense of a budget for your library media center at this time. (1 = poor 5 = quite comfortable)
   1 2 3 4 5   a) preparation (long range plans, goal setting, objectives, proposed evaluations)
   1 2 3 4 5   b) defense (justification, explanation in formal group setting)
   1 2 3 4 5   c) assist others in preparation and defense of a department or school wide budget.

15. Rate your personal sense of the level of responsibility which SHOULD be expected of a media center director in the overall school budgetary process.
   (1 = no involvement 5 = heavy involvement)
   1 2 3 4 5   a) at this time
   1 2 3 4 5   b) in 5 years

Comments, observations, questions, opinions: ____________________________

__________________________

__________________________

__________________________
APPENDIX I

Databases Cited
Appendix I

DATABASES CITED

Academic Abstracts January 1984-April 1993
Arts and Humanities Citation Index 1992
Dissertation Abstracts July 1980-March 1993
Social Science Index January 1985-April 1993
Text on Microfiche January 1985-May 1993
Biographical sketch of the author

The author, Mary Hosken, is a practicing Media Specialist at Cocoa High School, in Brevard County, Florida. Mary has been working in a school media center since 1983, but has been a classroom teacher since 1964. In addition to media duties, Mary has served as President of the Brevard Association for Media in Education, and has served on numerous committees and taskforces. Currently, the author is a member of the Cocoa High School Improvement Committee. Outside of school, the author is a mother and a grandmother and is extensively involved in community activities.