

THE ROLE OF MEDIA TRAINED SUPERVISORS
AND ITS RELATIONSHIP
TO APPROPRIATIONS FOR MEDIA RESOURCES

An Abstract of

A Thesis

Presented to the Faculty

of the Department of Educational Administration and Supervision

East Carolina University

In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist in Supervision

by

Gwendolyn G. Jackson

May 1988

Gwendolyn G. Jackson. THE ROLE OF MEDIA TRAINED SUPERVISORS AND ITS RELATIONSHIP TO APPROPRIATIONS FOR MEDIA RESOURCES. (Under the direction of James W. Batten) Department of Educational Administration and Supervision, May 1988.

This study examined four aspects of district media supervisors in North Carolina as they related to district funding for media resources. Data were collected from a statewide survey of district media supervisors. Results were analyzed by district student enrollment, level of funding, educational regions, and areas of responsibility of media supervisors.

The results of this study showed that in 1987-88 school districts in North Carolina employing full-time media supervisors allocated more money for media resources (\$8.72 per student) than those school districts having part-time media supervisors (\$7.85 per student).

The 28 school districts having student enrollments between 5,000 and 9,999 had the highest average allocation for media resources (\$9.81 per student). However, only 39.3% of the media supervisors were full-time media.

The two educational regions reporting the greatest average per

student allocation for media resources (over \$9.00 per student) also indicated that over 50% of the media supervisors were full-time. The educational region showing the smallest average per student allocation did not have the smallest percentage of full-time media supervisors.

The majority of the school districts responding to the survey allocated between \$1.00 and \$10.00 per student in state funds for media resources. Approximately 40% of those media supervisors were full-time media.

The majority of the media supervisors having other areas of responsibility were assigned to curriculum and instruction. When a comparison of average funding for media resources was made between the school districts having full-time and part-time media supervisors, there was a greater allocation in the school districts having a full-time media supervisor.

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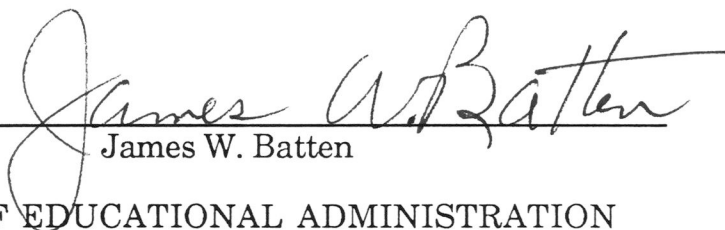
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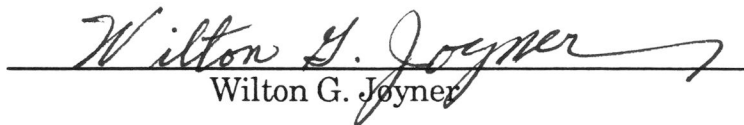
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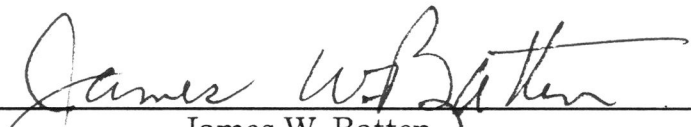
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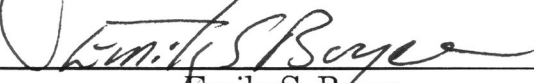
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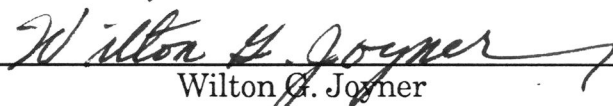
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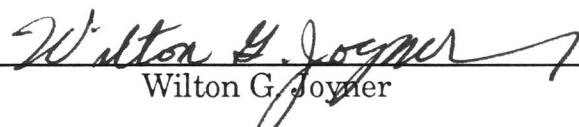
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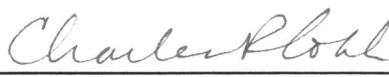
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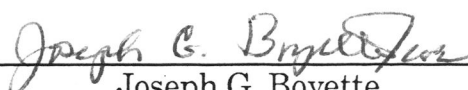
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CHAPTER 1

THE PROBLEM

Introduction to the Study

In 1949 Louis Round Wilson stated in Libraries of the Southeast that

the general requirements for providing services to students include: adequate appropriations and good budgetary procedures, trained personnel, materials collection to meet quantitative and qualitative requirements, physical facilities that are conducive to the effective use of the library, and opportunities for using the library when the time and the need arise (cited in Miller, 1982, p. 63).

Much progress has been made since 1949 in providing materials, programs, and budget for school media programs. This improvement can be attributed to funds provided by the National Defense Education Act of 1959 (NDEA) and the Elementary and Secondary Education Act of 1965 (ESEA). National standards for media programs and improved state standards for personnel certification have also contributed to the progress (Miller, 1982).

The advent of ESEA created a need for media personnel to

organize school media programs and collections. Unable to find personnel educated for school media supervision, school administrators appointed the best people at hand, expecting them to develop supervisory programs as best they could (Darling, 1968a).

Librarians were promoted to the job of library supervisor. . . . This [promotion] gave the task of finding space, furnishings, acquiring and organizing materials, staffs, providing support services, and selling the elementary library/media program to administrators, teachers, students and parents to a single individual who, in all likelihood, was expected to perform this miracle not in one, but in. . . [many] schools (Polette, 1975, p. 9.)

Therefore, many media supervisors had to learn their jobs by trial and error with less than satisfactory results (Darling, 1968a).

"The extent to which school district services for school libraries has been augmented since April, 1965, when ESEA became law, is unknown" (Mahar, 1968, p. 512). However, it is certain that ESEA Title II stimulated the employment of district school media supervisors for the first time to develop project applications, and to select, order, and process materials. Thus, many media supervisors actually became directors of centralized processing instead of

providing leadership for the total media program (Mahar, 1968).

Sheppard (1970) recognized some of the benefits of a school district having a media professional at the district level as a budget officer. As a member of the central office staff, budget suggestions carried more weight than those submitted by the individual school media coordinator. The media supervisor was also able to see that the budgets submitted to schools were on the basis of need; to interpret the overall needs of media centers to administrators, school boards and the public; and to seek out federal programs that would benefit the school district as a whole.

Background of the Problem

Cora Paul Bomar stated in 1964 that "there is more vitality, economical coordination, effective service, less duplication of effort, and improved quality of library service where there is some form of library supervision within the school system" (p. 21). Although the position of district media supervisor has been supported by national school media standards (AASL, 1960; AASL & DAVI, 1969; AASL & AECT, 1975, 1988) and by federal legislation (McJenkin, 1968), many school districts in North Carolina have not provided this leadership for their school media programs. This lack of leadership has led to a wide disparity of media services among school districts and even

among schools in the same district.

In some instances the district media supervisor position has been terminated when there was a retirement or resignation. The coordination of the district media program was then assigned to a general supervisor who was unfamiliar with media services (Frary, 1979.)

Purpose of the Study

The purpose of this study was to determine: (a) how many media supervisors in North Carolina had a degree in library science and were assigned to the media program full-time, (b) the per pupil financial allocations school districts made for media resources, and (c) if there were a correlation between having a district media supervisor and the level of funding that was allocated for media resources in the school district.

Limitations

The following factors limit the scope of this study:

1. Only the 140 public school districts in North Carolina were involved in the study.

2. The study was further limited to those funds that were directly appropriated by the district board of education for media resources.

3. A third limitation was that the study only included appropriations from state and local funds.

4. This study was limited to the 1987-88 school year.

5. The primary method of obtaining data for the study was limited to the use of the survey instrument and to the respondents' interpretations of the questions.

6. The responses to the questionnaire were limited to those persons designated district media supervisors.

7. The search of the literature was limited to the 30-year period between 1958-1988.

Terminology

The terms used in this study were defined as follows:

District media supervisor. The title used to designate the professional who provides leadership for the school district media program.

Educational region. One of the eight groups of school districts that have been geographically clustered to facilitate services of the North Carolina Department of Public Instruction.

Librarian. See media coordinator.

Library. See media center.

Library supervisor. See district media supervisor.

Local funds. In this study these funds refer to those provided by the county commissioners and allocated by boards of education for instructional materials including media resources.

Media center. An area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel, and the school community (AASL & AECT, 1975, p. 111).

Media coordinator. A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media coordinator is the basic media professional in the school program (AASL & AECT, 1975, p. 109).

Media program. All the instructional and other services furnished to students and teachers by a media center and its staff (AASL & DAVI, 1969, p. xv).

Media resources. All print (i.e., books, periodicals) and nonprint (i.e., computer software, filmstrips, globes, maps, models, recordings, videocassettes) materials located in the school that are processed and cataloged in the media center.

School district. A local basic administrative unit existing primarily to operate schools. A district may or may not be coterminous with the county, city, or town boundaries and may be identified by such terms as school system, basic administrative unit, local school system, or local educational agency (AASL & AECT, 1975, p. 111). In North Carolina there are 140 local educational units throughout the 100 counties.

State funds. For the purpose of this study, these funds refer to the monies allocated by North Carolina to each school district for instructional materials. These per pupil categorical funds also include media resources--books, periodicals, and nonprint materials --but not equipment.

Organization of the Remainder of the Thesis

Chapter 2 reviews the literature from 1958-1988 on the role of district media supervisors and the funding of media programs. The development of the survey instrument, survey population, and procedures for data collection and analyses of responses are discussed in Chapter 3. Chapter 4 provides the analyses of the data and a discussion of the results of the study. A summary of the data, conclusions of the study, and recommendations for further study and practice are presented in Chapter 5.

CHAPTER 2

A SURVEY OF THE LITERATURE

In the past 30 years the role of the district media supervisor has been addressed in a limited manner. One study found that the types and level of service provided by media supervisors varied so that it was difficult to evaluate their influence on media expenditures (Little, 1972). Newcomb (1969) did not include the area of funding in the ten major tasks of supervision she addressed in her study. Gaver (1968) stated that prior to 1960 district media supervisors were found only in larger school districts. However, she did not define the enrollment of a "larger" district. The study by Mahar and Holladay (1964) showed that of the 540 district school library supervisors in 1960-61, 240 of these were employed in school districts having an enrollment between 3,000 and 11,999 students. During the decade of the 60's, many changes took place in media services and one of the biggest changes was the employment of more district media supervisors. The number of media supervisors in North Carolina increased from a low of eight in 1957-58 to a high of 58 in 1972-73 and then declined to 49 in 1987-88 as shown in Figure 1.

Over the past 30 years the reports on expenditures for media resources have been sporadic. Gaver (1965) reported that the ten finalists for the Encyclopaedia Britannica School Library Awards

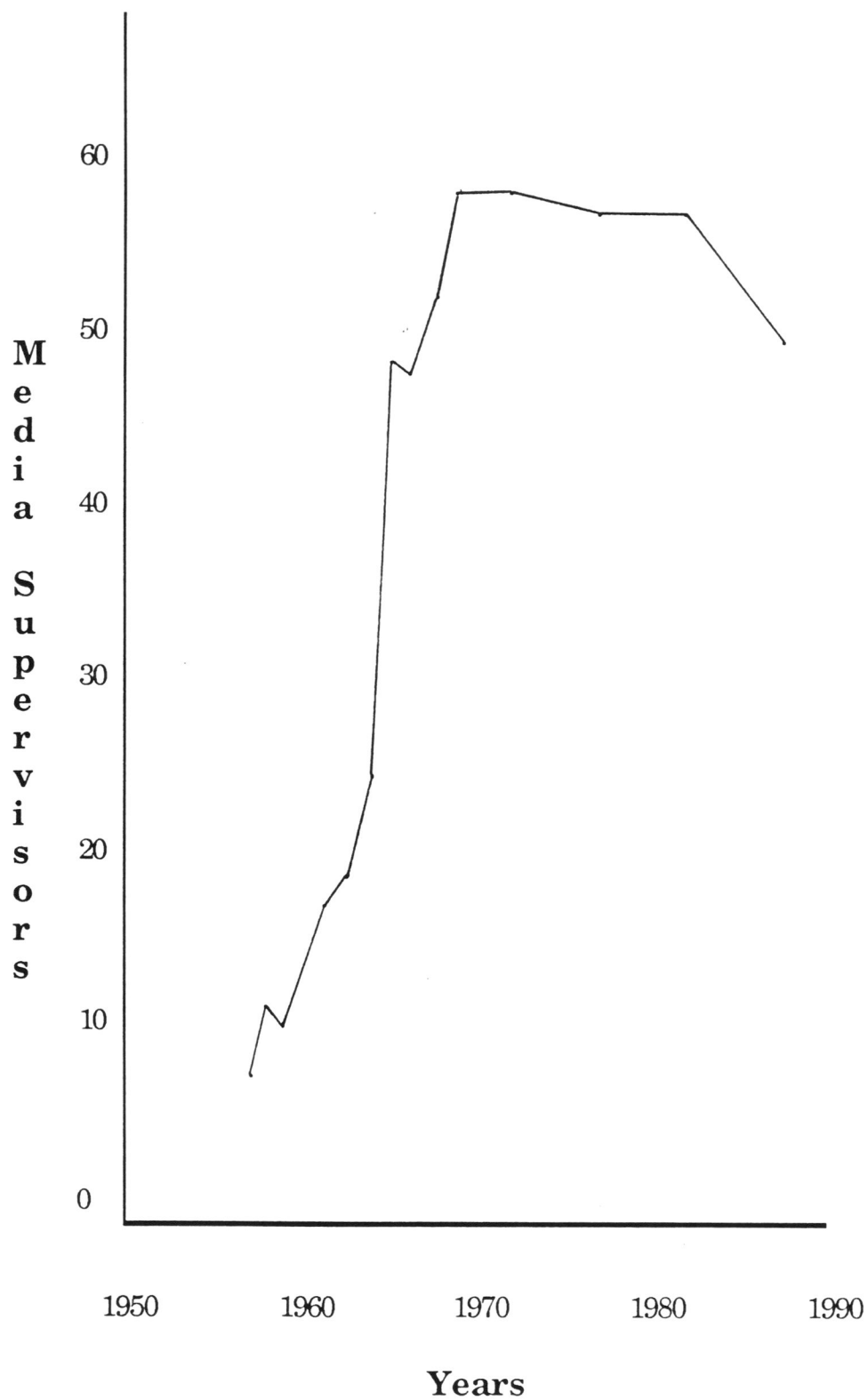


Figure 1. Summary of Media Supervisors in North Carolina, 1958-1988.

Note. Compiled from North Carolina Education Directory, 1957-58 through 1987-88.

averaged \$2.62 per pupil in 1961-62 for elementary library materials. In 1977-78 the national average expenditure for books was \$4.25 (Woolls, 1982). Surveys conducted for School Library Journal by Miller and Moran (1983, 1985, 1987) have reported that the median per pupil expenditure for media was greater in school districts without district media supervisors. This ranged from \$8.80 in 1982-83 to \$13.62 in 1985-86. The per pupil expenditure for media in school districts having a district media supervisor was between \$6.98 and \$10.99 for this same period of time. The national statistics available for media supervisors and per pupil allocation for media resources from 1961 to 1986 are summarized in Table 1. The statistics for North Carolina from 1959 to 1969 are shown in Table 2.

Pre-1960

Library supervision began as librarians were assigned the responsibility of managing textbooks and library books at the district level. These early media supervisors shaped the role of the district media supervisor "by the creative use of competencies in developing school media services. Their strength was in being trained in the organization and administration of large amounts of materials and the control of funds" (Frery, 1979, p. 183).

In 1954 the national average per pupil expenditure for books

Table 1

National Statistics for Media Expenditures, 1961-1986

Year	Expenditures Book	Expenditures All Media	Expenditures/Media Supervisor With	Expenditures/Media Supervisor Without
1961-62 ^a		\$2.62		
1962-63 ^b		\$2.86		
1977-78 ^c	\$4.25			
1982-83 ^d			\$ 6.98	\$ 8.80
1983-84 ^e			\$ 8.03	\$ 9.76
1985-86	\$6.24 ^f		\$10.99 ^g	\$13.62

^a, ^bGaver, 1965, p. 9.^cWoolls, 1982.^dMiller & Moran, 1983, p. 110.^eMiller & Moran, 1985, p. 31.^fGerhardt, 1986, p. 4.^gMiller & Moran, 1987, p. 45.

Table 2

North Carolina Statistics for Media Expenditures, 1959-69

Year	Books	All Media
1959-60 ^a	\$1.25	\$1.92
1960-61	\$1.39	\$2.31
1961-62	\$1.78	\$2.70
1962-63	\$1.65	\$3.20
1963-64	\$2.26	\$3.99
1967-68 ^b	\$3.49	\$6.32
1968-69 ^c	\$2.84	\$5.83

^aBomar, 1964. ^b"North Carolina," 1969, p. 21. ^c"North Carolina," 1970, p. 77.

was \$0.79 and the average expenditure for audiovisual materials was \$0.15. Book expenditures had increased by 102% in 1959 to \$1.60 per pupil (Dresang, 1984). At this same time 15 North Carolina school districts had media supervisors (Bomar, 1964). With the enactment of the National Defense Education Act (NDEA), federal funds were authorized for science, math, and foreign languages instruction. This legislation made provisions for purchasing print and nonprint materials and equipment to support these areas (Hart, 1984).

Teachers were becoming more concerned with quality education and began using a variety of resources in their classrooms as they ventured away from textbook-centered instruction. This growing awareness at the local level of the need for developing media collections and facilities coincided with concern at the national level for the inadequacy of school media centers throughout the country (Bard & Sakai, 1981).

1960-69

For school media programs, 1960 was a landmark year. The Library Services Act of 1956 was extended with \$30 million dollars allocated for state agencies to develop media services in public elementary or secondary schools from 1962-65 (Dresang, 1984). The American Association of School Librarians (AASL, 1960) published

new national standards which had an impact on all aspects of school media programs including personnel and funding. These standards recommended that the superintendent of schools appoint a district media supervisor when the school district reached a size where this would be advisable (five to seven or more schools with 200 or more students) and make arrangements for the funds, quarters and staff needed for this office. These standards also recommended specific annual expenditures for books (\$1,000-\$1,500 for schools having an enrollment of 200-249 or \$4.00-\$6.00 per pupil when the enrollment exceeded 250) and audiovisual materials (\$2.00-\$6.00 per pupil but not less than one percent of the total instructional allocation).

The role of the district media supervisor became "prominent in the 1960's when expertise was needed to manage ESEA Title II funds whose requirements were: allocating funds; controlling the quality of material purchased; and cataloging, processing, and circulating these materials" (Frary, 1979, p. 183). Mahar and Holladay's study (1964) reported that 540 district media supervisors were employed nationwide in 1960-61.

In North Carolina 47 of the 171 school districts had media supervisors in 1963 (Bomar, 1964). This number had increased to 100 by the 1967-68 school year ("North Carolina," 1969) but declined the following year to 84 ("North Carolina," 1970). This same trend,

increasing to 1968 and then decreasing in 1969, was evident in media expenditures per pupil in North Carolina. Bomar (1964) recommended that school library supervisors should be provided in all administrative units to administer a full instructional materials services program system wide. She further recommended that increased financial support should be furnished in order to carry out a library program adequate to meet the needs of education and that the School Library Allotment Fund, Code 662, be increased to provide funds adequate to maintain school libraries.

The effectiveness of district media supervisors was reported by Gaver (1965) in comparing the most effective practices of applicants for the Encyclopaedia Britannica School Library Awards for the first two years of the award. Those districts that employed school library specialists with district-wide responsibilities for the development of all school libraries were judged most effective. The ten finalists in 1961-62 reported an average media expenditure of \$2.62 per pupil which was an increase of \$0.78 from the previous year. The 1962-63 finalists averaged \$2.86 per pupil, an increase of only \$0.18. At 1965 prices this was not quite enough to purchase one book per child.

The national standards for school media programs were revised by the American Association of School Librarians and Department of Audiovisual Instruction of the National Education

Association in 1969. These standards addressed unified services for book and nonprint resources and funding to maintain an up-to-date collection of materials. There was little change in the responsibilities of the director of media programs from the 1960 Standards. This person was to develop media budgets and supervise expenditures in addition to other supervisory tasks (AASL & DAVI, 1969).

1970-79

The need for trained media supervisors continued to be addressed during this decade. The "decentralization of powers and reorganization of school districts [had] an effect on district level media personnel. . . . The supervisor's expertise [was] effective only if there [were] a strong, competent, effective superintendent who [believed] that libraries [were] basic to education" (Frary, 1979, p. 184). The importance of maintaining a district media supervisor was often related to the administration of federal funds, especially ESEA Title IV-B. The statement made before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Education and Labor Committee on HR 15 expressed the need for trained media personnel to serve as ESEA IV-B coordinators to insure that ESEA information and funds were channeled to media programs and resources (Bedford, 1977).

The national standards revised in 1975 (AASL & AECT, 1975) recommended that every school district employ at least one full time media professional at the district level to provide leadership for the development of the media program. Responsibilities of this position would include developing and coordinating the budget for the total media program and creating and maintaining accountability techniques.

There were problems in maintaining district media positions. According to Frary (1979) vacancies from retirements were not filled or were filled by untrained persons whose jobs had been eliminated. Statistics compiled from North Carolina Education Directory, 1957-58 to 1987-88 indicated that the number of media supervisors in North Carolina doubled between 1963-64 and 1964-65. There continued to be an increase until 1972-73 and by 1987-88 there were only 49. (See Figure 1 and Table 2).

1980-88

The need for strong school media programs has grown as funding has diminished. By 1983 media purchases were suffering--expenditures were no longer keeping up with the inflated dollar (Dresang, 1984). After 17 years of funding 164 million dollars, ESEA came to an end in 1982. It was replaced by the Educational

Consolidation Improvement Act (ECIA) in 1984. However, this block grant program consolidated 33 programs which were now all competing for the same federal dollars. The school districts that had relied on federal funds from NDEA and ESEA to support their media programs were badly hurt because for years, local funds had not been budgeted for media programs. Now that federal funds were drying up, these school districts did not have media resources in the local budgets (Miller, 1982).

Information from recent surveys (Miller & Moran, 1983, 1985, 1987) indicated that school districts without district media supervisors had spent more per pupil on media resources. In 1982-83 the median expenditure in districts without a media supervisor was \$8.80 per pupil and it was \$6.98 in districts having a media supervisor. Both amounts increased in 1983-84 to \$9.76 per pupil without media supervisors and \$8.03 in the 50% of the school districts having a media supervisor. In 1985-86 the median per pupil media expenditure continued to increase--\$13.62 without media supervisors and \$10.99 when there were media supervisors. In each case, school districts having media supervisors expected and received more funds the following year but this increase did not reach the level of funding found in districts without media supervisors. The 1987 survey reported that school districts having

media supervisors did have supplemental funds for purchasing computer software, providing on-line searching, and furnishing telephones in the media centers.

The new AASL/AECT guidelines (AASL & AECT, 1988) for school media programs stress program over numbers as the previous three national standards have done. The need for district level media personnel to provide "guidance and services directly to school library media programs, helping them coordinate and develop programs in accord with the philosophy, goals, and objectives of the school district" (p. 103) is stressed. Information Power further states that the "district media supervisor (or director) is responsible, through established administrative channels for the design, formulation, justification, administration, and evaluation of the library media budget in the district" (p. 49).

Supervision of school media programs continues to be a "change-oriented role designed to improve instruction and develop educators through wise, meaningful integration of media resources into the learning process" (Bingham, 1979, p. 191). In general, the school media supervisor performs the same functions as the school-level head of a media center; only the clientele differ (Fakier, 1983).

It is essential that the district superintendent place a high priority on the media program for it to be effective. As one such

superintendent has stated (Elsersad, 1966), the superintendent must "take an active role in securing essentials--adequate staff, sufficient materials, and funds--for school libraries. He should exert leadership in informing the board of education and public of the school library's function in education and of the support needed if the library is to support instruction" (p. 4).

CHAPTER 3

DESIGN OF THE STUDY

Development of the Survey Instrument

The writer decided that the instrument should not exceed one page which was designed to encourage the completion and return of the surveys. The survey instrument was developed to gather four types of information: demographic data, budget information, educational background of the media supervisor, and areas of responsibility of the media supervisor. (The cover letter and survey instrument are included in the Appendixes.) Respondents were not required to sign the surveys or to identify their school districts.

Demographic Factors

The student enrollment of the school district was requested. This information was needed to classify school districts by size and to determine the per pupil funding if the total budget figures were given. The second item in this category was the educational region. The survey instruments were color-coded by region to facilitate sorting the responses.

Budget Information

In order to determine the amount of money the superintendent allocated to media resources from state instructional materials

funds and/or from county monies, the budget information was requested by the code numbers used in the North Carolina Uniform Chart of Accounts. Different funding possibilities were considered to allow the survey to address a variety of funding.

Educational Background

Each media supervisor was asked to provide major areas for BA/BS, Master's and other degrees. From this information, the writer would be able to determine the area of certification of the media supervisor.

Job Responsibilities

The fourth component asked the respondent to check the area(s) of responsibility and to note the number of years s/he had been media supervisor. This information allowed the writer to determine those supervisors who were assigned media responsibilities full-time.

Population

This study was limited to the 140 North Carolina public school districts. The names of the district media supervisors/contacts were obtained from the eight North Carolina Regional Education Center coordinators of Media and Technology and the survey was addressed and mailed to these individuals. The three federal school districts

located in North Carolina--Camp Lejeune, Fort Bragg, and Bureau of Indian Affairs--were not included because neither state nor local funds support these schools.

Procedure

The surveys were mailed in early March to each district media supervisor by name. A self-addressed and stamped envelope was included with the survey. As each survey was returned, it was checked for complete information and sorted by educational region and color code. Follow-up telephone calls were made to school districts in educational regions 1, 2, 3, 4, and 7.

Data Analysis

The data collected for this study were entered in a computer data base program that included student enrollment, state fund allocation, local fund allocation, areas of responsibility, years as media supervisor, and educational degrees. This information was then analyzed by student enrollment, North Carolina educational regions, level of funding, and areas of responsibility of media supervisors. Each of these analyses is discussed in Chapter 4.

CHAPTER 4

RESULTS OF THE SURVEY

The survey results were computed on the 84 surveys that were returned. This represented 60% of the 140 public school districts in North Carolina. Findings were analyzed by student enrollments, North Carolina educational regions, level of funding for media resources, and areas of responsibility of media supervisors.

Enrollment

The enrollments of the school districts responding to the survey ranged from a low of 1,200 to a high of 73,687. This sampling represented the largest school district and one of the smallest districts. (According to the North Carolina Education Directory 1987-88, the smallest school district had a final enrollment of 605 students for the 1986-87 school year.) The school districts were compared by student enrollments in four groups:

1. less than 5,000
2. between 5,000 and 9,999
3. between 10,000 and 25,000
4. more than 25,000

Less than 5,000

Thirty-five (35) school districts or 41.7% of the respondents had enrollments less than 5,000 students. Five of the supervisors had a graduate degree in library science and five were responsible only for supervising the media program. The average of state and local funds allocated for media resources was \$6.86 per student (Table 3).

Between 5,000 and 9,999

Twenty-eight (28) school districts or 33.3% of those responding to the survey had student enrollments between 5,000 and 9,999. Thirteen (13) supervisors had a graduate degree in library science with 11 supervisors being responsible only for the media program. The average of state and local funds allocated for media resources in this group was \$9.81 per student (Table 4).

Between 10,000 and 25,000

Eighteen (18) of the responding school districts or 21.4% had enrollments between 10,000 and 25,000 students. Twelve (12) of the district level supervisors had a graduate degree in library science and 15 of the supervisors were responsible only for the media program. The average allocation from state and local funds for media resources was \$8.28 per student (Table 5).

Greater than 25,000

Of the 84 school districts replying, only three (3.6%) were in

Table 3

Media Allocations and Media Supervisors in School Districts Having
Less Than 5,000 Students

Student Enrollment	Media Allocations			Media Supervisors	
	State	Local	Total	F/T ^a	MLS ^b
1,200	3.50	5.00	8.50		yes
1,327	8.85	6.89	15.74		
1,600	6.19	0	6.19		
1,645	12.00	3.50	15.50		
1,651	6.51	0	6.51		
1,713	8.06	6.06	14.12		
2,000	0	2.25	2.25	yes	yes
2,100	11.00	0	11.00		
2,204	4.60	0	4.60		
2,759	3.67	2.99	6.66		
2,760	4.05	.18	4.23		
2,800	3.15	12.16	15.31		
2,850	2.36	.05	2.41		
2,995	12.62	1.05	13.67		
3,000	7.77	.67	8.44	yes	
3,032	0	0	0		
3,725	0	0	0		
3,800	4.25	7.90	12.15		
3,800	0	0	0		
3,890	6.55	1.75	8.30		
3,900	4.09	4.67	8.76	yes	yes
4,040	6.90	1.85	8.75		
4,065	1.00	.50	1.50	yes	
4,200	5.37	.74	6.11		
4,260	5.00	1.00	6.00		
4,285	5.85	10.85	16.70		
4,294	8.43	0	8.43		
4,400	5.50	5.50	11.00		
4,459	5.88	0	5.88		yes
4,485	0	0	0		
4,750	4.91	1.64	6.55		
4,762	0	7.50	7.50		
4,832	4.42	0	4.42		
4,949	1.22	4.04	5.26	yes	yes
4,957	3.82	.02	3.84		

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.

Table 4

Media Allocations and Media Supervisors in School Districts Having
A Student Enrollment Between 5,000 - 9,999

Student Enrollment	Media Allocations			Media Supervisors	
	State	Local	Total	F/T ^a	MLS ^b
5,000	1.60	18.00	19.60		
5,023	2.66	0	2.66		
5,113	0	13.87	13.87		
5,175	6.68	2.74	9.42	yes	yes
5,182	3.71	6.99	10.70		yes
5,253	0	7.60	7.60		
5,300	4.00	6.25	10.25		
5,336	2.66	3.14	5.80		
5,461	0	12.80	12.80		
6,150	0	2.72	2.72		
6,236	0	0	0		yes
6,500	4.69	4.46	9.15		
6,506	10.76	7.69	18.45		
6,900	11.90	1.22	13.12	yes	
6,908	0	3.62	3.62		yes
6,928	7.12	10.85	17.97	yes	yes
7,381	2.00	5.00	7.00	yes	yes
7,534	1.45	1.93	3.38	yes	
7,551	7.00	5.04	12.04		yes
7,800	2.84	2.51	5.35	yes	
7,946	10.00	2.00	12.00		yes
7,994	0	11.24	11.24		
8,000	5.65	.85	6.50	yes	yes
8,500	0	7.24	7.24	yes	yes
8,507	7.05	12.16	19.21	yes	yes
8,600	2.00	10.00	12.00	yes	yes
8,700	9.00	2.50	11.50		
9,086	5.00	3.37	8.37	yes	yes

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.

Table 5

Media Allocations and Media Supervisors in School Districts Having
A Student Enrollment Between 10,000 - 25,000

Student Enrollment	Media Allocations			Media Supervisors	
	State	Local	Total	F/T ^a	MLS ^b
11,000	0	0	0		
12,000	3.00	1.50	4.50	yes	yes
12,204	3.57	3.57	7.14		
12,250	0	9.00	9.00	yes	yes
12,437	0	0	0	yes	yes
12,500	5.50	0	5.50		
12,755	8.55	6.00	14.55	yes	yes
13,319	15.00	0	15.00	yes	yes
13,654	12.00	4.00	16.00	yes	yes
14,550	10.58	0	10.58	yes	yes
14,700	9.00	0	9.00	yes	
17,046	3.69	5.28	8.97	yes	yes
17,289	0	13.00	13.00	yes	yes
17,882	2.35	4.70	7.05	yes	
19,271	0	7.11	7.11	yes	yes
21,000	0	9.29	9.29	yes	yes
21,500	0	4.00	4.00	yes	
23,938	7.50	0	7.50	yes	yes

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.

this student enrollment group. Two of these three had a graduate degree in library science and all three were responsible only for the media program. The per student allocation for media resources from state and local funding was \$8.29 (Table 6).

Educational Regions

The responses from the eight educational regions in North Carolina ranged from a low of six (37.5%) to a high of 13 (77.8%). The location of the school districts returning the survey is shown in Figure 2. Since the number of school districts in the regions varied, equal respondents from some regions resulted in different percentages. A summary of the data by regions is shown in Table 7.

Northeast Educational Region (Region 1)

Six of the 16 school districts (37.5%) returned the surveys. Of these, two of the media supervisors were responsible only for media programs (or a related area) and both of them had a graduate degree in library science. The enrollment of these school districts ranged up to 5,300 students and the average per student allocation for media resources from state and local funds was \$8.40.

Southeast Educational Region (Region 2)

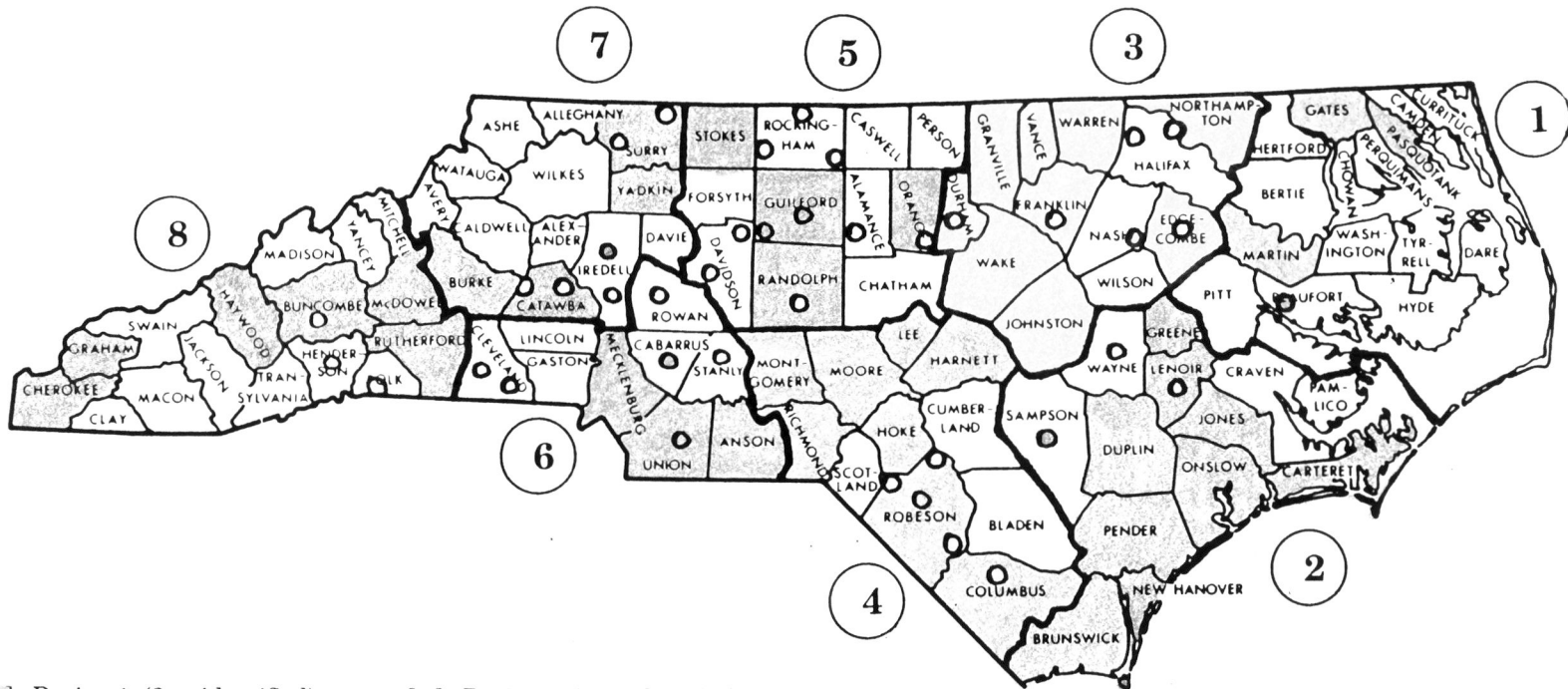
Eleven (11) of the 16 school districts in this region (68.8%) returned the surveys. Six of the media supervisors were assigned to

Table 6

Media Allocations and Media Supervisors in School Districts Having
A Student Enrollment Over 25,000

Student Enrollment	Media Allocations			Media Supervisors	
	State	Local	Total	F/T ^a	MLS ^b
38,187	0	6.70	6.70	yes	yes
59,662	4.33	8.03	12.36	yes	yes
73,687	2.15	3.66	5.81	yes	

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.



- | | |
|---------------------------|---------------------------|
| Region 1 (2 unidentified) | Region 5 (5 unidentified) |
| Region 2 (1 unidentified) | Region 6 (4 unidentified) |
| Region 3 (3 unidentified) | Region 7 (7 unidentified) |
| Region 4 (2 unidentified) | Region 8 (3 unidentified) |

Figure 2. School districts responding to survey.

Table 7

Summary of Responses by North Carolina Educational Regions

Region	Surveys Returned		Average Expenditure Per Student	Media Supervisors	
	No.	%		F/T ^a	MLS ^b
1	6	37.5	8.40	2	2
2	11	68.8	8.47	6	4
3	14	77.8	9.62	8	9
4	11	68.6	7.32	3	3
5	12	57.1	9.42	6	6
6	9	60.0	6.61	5	3
7	12	66.7	8.04	2	2
8	9	50.0	8.40	1	3

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.

the media program only and four of them had graduate degrees in library science. The enrollments of these school districts ranged from 1,645 students to 19,271 students with the average per student allocation for media resources from state and local funds being \$8.47.

Central Educational Region (Region 3)

In this region 14 of the 18 school districts (77.8%) responded to the survey. Nine of the supervisors had a graduate degree in library science and eight of them were responsible only for media programs. The student enrollments of these districts ranged from 2,760 to 59,662 and the average allocation for media resources from state and local funds was \$9.62 per student.

South Central Educational Region (Region 4)

Eleven (11) of the 16 school districts (68.6%) responded to the survey. Three of the supervisors were responsible only for media programs and three supervisors had a graduate degree in library science. Student enrollments in these school districts ranged from 1,600 to 14,500 and the average allocation from state and local funds for media resources was \$7.32 per student.

North Central Educational Region (Region 5)

In this region 12 of the 21 school districts (57.1%) responded to the survey. Of these 12, half (6) of the supervisors were assigned to the media program full time and each of them had a graduate

degree in library science. The enrollments of the school districts ranged from 3,800 to 38,187 students. The average allocation from state and local funds for media resources was \$9.42 per student.

Southwest Educational Region (Region 6)

Nine of the 15 school districts (60%) responded to the survey. Five school districts have supervisors assigned totally to the media program and three of them had a graduate degree in library science. The student enrollments ranged from 2,995 to 73,689 and the average funding for media resources from state and local monies was \$6.61 per student.

Northwest Educational Region (Region 7)

In this region 12 of the 18 school districts (66.7%) returned the surveys. Two of the media supervisors were responsible only for the media program and both of them had a graduate degree in library science. The enrollments of this region ranged from 1,651 to 12,755 students. The average allocation for media resources from state and local funds was \$8.04 per student.

Western Educational Region (Region 8)

Nine of the 18 school districts (50%) in this region responded to the survey. Only one of the supervisors was assigned totally to the media program. Three of the other supervisors had a graduate degree in library science. The student enrollments ranged from

1,200 to 21,500 with an average allocation for media resources from state and local funds being \$8.40 per student.

Level of Funding

The information provided by the respondents on the amounts and types of funding for media resources was divided into five categories for analysis:

1. no allocation from state or local funds
2. no allocation of state funds but a local fund allocation
3. allocation of state funds less than \$5.00
4. allocation of state funds between \$5.00 and \$10.00
5. allocation of state funds greater than \$10.00

Table 8 summarizes this information.

No Allocation of State or Local Funds

Seven of the responding school districts (8.3%) did not allocate any funds for media resources but left the amount spent to the discretion of the principal. There was a total of 44,715 students in these districts with the enrollment ranging from 3,032 to 12,437 students. There were two supervisors with media training but only one of them was a full-time media supervisor.

Table 8

Summary of Responses by Level of State Funding

Funding	School Districts		Average Allocation		Media Supervisors	
	No.	%	Local	Total	F/T ^a	MLS ^b
0 (all)	7	8.3	0	0	1	2
0	15	17.9	2.25-13.87	7.83	8	8
under 5.00	29	34.5	0-18.00	7.96	12	9
5.00-10.00	25	29.8	0-12.16	10.12	9	10
over 10.00	8	9.5	0 -7.69	14.14	4	3

^aF/T = Full-time media supervisor. ^bMLS = Media supervisor has a graduate degree in library science.

No Allocation of State Funds but a Local Fund Allocation

Fifteen school districts (17.9%) did not allocate any state funds for media resources. However, local allocations ranged from \$2.25 to \$13.87 per student with the average allocation for media resources being \$7.83 per student. The range of enrollment in these school districts was 2,000 to 38,187 students. Eight of the supervisors were media trained and were full-time media supervisors.

State Funds Less than \$5.00

Of the school districts responding to the survey, 29 (34.5%) allocated between \$1.00 and \$4.91 per student for media resources from state funds. The range of local funding was \$0.00 to \$18.00 per student. When the local allocations and the state allocations were added, the average allocation for media resources was \$7.96 per student. The enrollment ranged from 1,200 to 73,687 students. Of the 12 full-time media supervisors, 9 of them were media trained.

State Funds Between \$5.00 and \$10.00

Twenty-five (25) school districts (29.8%) responding to the survey allocated between \$5.00 and \$10.00 of state monies for media resources. The range of local funding was \$0.00 to \$12.16 with three of these allocations being over \$10.00 per student. The average total allocation for media resources was \$10.12 per student. Enrollment ranged from 1,327 to 23,938 students. Ten of the supervisors were

media trained and nine of these were full-time media supervisors.

State Funds Greater than \$10.00

Eight school districts (9.5%) allocated between \$10.58 and \$15.00 per student of state funds for media resources. In this group, the allocation of local funds ranged from \$0.00 to \$7.69 per student with the average total allocation being \$14.14 per student. Enrollment ranged from 1,645 to 14,550 students. Four of the supervisors were full-time in media and three of them were media trained.

Areas of Responsibility

Many of the media supervisors responding to this survey had several areas of responsibility. The respondents were divided into two categories for analysis: full-time and part-time media supervisors.

Full-time Media Supervisors

Thirty-four (34) of the respondents (40.5%) had only responsibilities for the district media program and 25 of them had graduate degrees in library science. These media supervisors had served in this role from one year to 25 years with an average time of 9.6 years as media supervisor. They were employed in school districts with enrollments ranging from 2,000 students to 73,687

students. Sixteen (16) of these school districts had student enrollments under 10,000 students. The level of funding for media resources ranged from \$0.00 to \$19.21 per student. The average allocation for media resources was \$8.72 per student. One school district did not allocate any state or local funds for media resources. Eight others did not allocate any state monies for media resources and four other districts did not allocate any local monies for media resources.

Part-time Media Supervisors

Of the 84 respondents, 50 media supervisors (59.5%) supervised other areas in addition to the media program. Seven of these supervisors had graduate degrees in library science. Most of the other areas of responsibility were in curriculum and instruction with 46 working with elementary, middle, secondary or some combination of these grades. The areas of responsibility for these part-time media supervisors are summarized in Figure 3. The length of time these persons had served as media supervisors ranged from 1 year to 22 years with the average being 5.4 years. The enrollments of these school districts ranged from 1,200 students to 12,500 students with 47 of them having less than 10,000 students. The level of funding for media resources ranged from \$0.00 to \$19.60 per student with the average allocation for media resources being

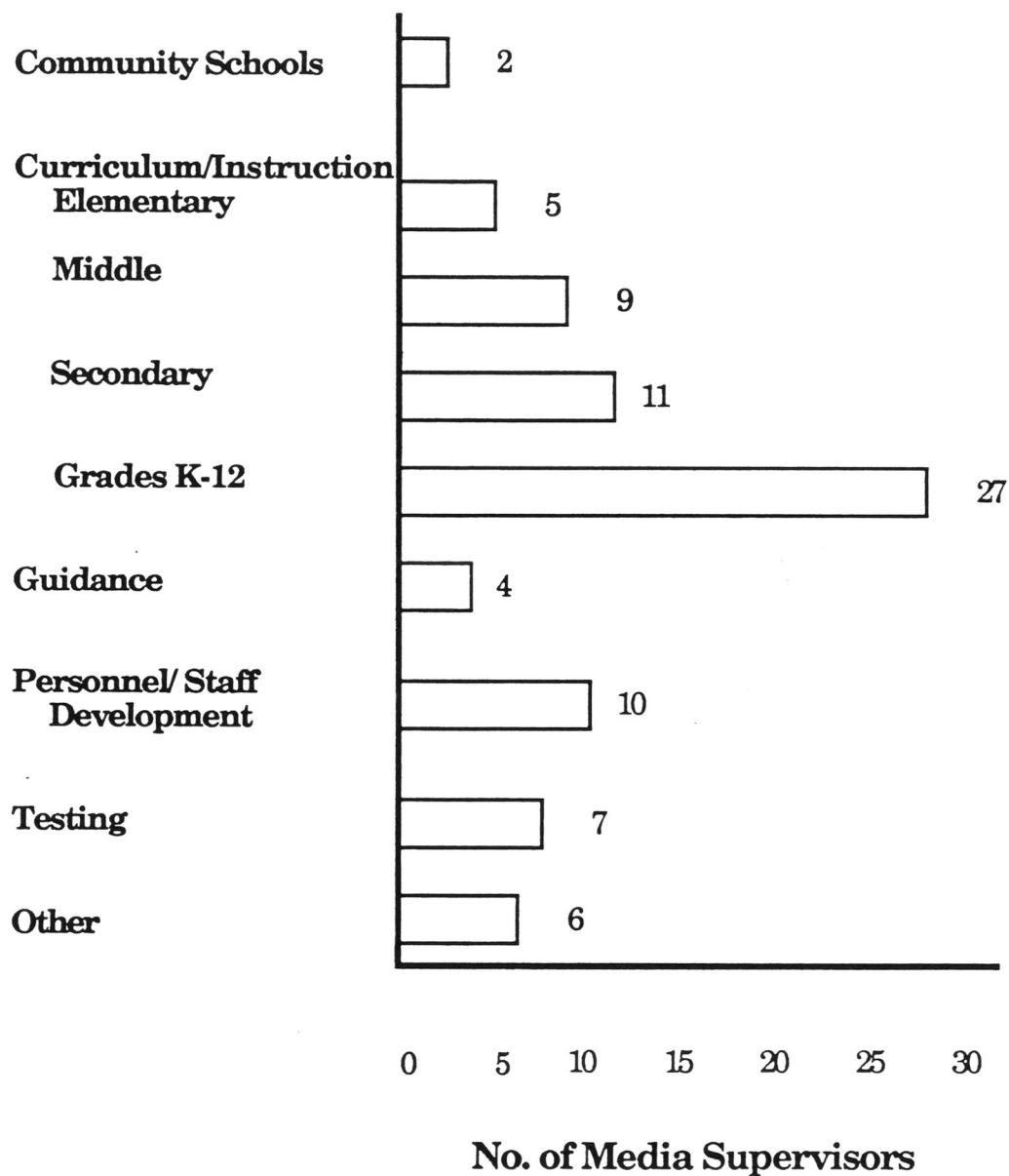


Figure 3. Areas of responsibility of part-time media supervisors

\$7.48 per student. Four school districts did not allocate any state or local funds for media resources. Nine others did not allocate any state monies for media resources and nine additional districts did not allocate any local funds for media resources.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

District media supervisors were first appointed in the late 1950's to develop primarily elementary school libraries and to coordinate the federal funds that were being allocated for the purchase of media resources. By the mid-1960's the importance of employing media-trained supervisors to allocate funds, control the quality of media collections, and supervise the processing and circulation of media resources was recognized. Four revisions of national standards for school media programs (1960, 1969, 1975, & 1988) have addressed the role of the district media supervisor and have recommended that each school district employ at least one to provide leadership for the district media program. In addition to this recommendation, Information Power (AASL & AECT, 1988) states that "the director of the district library media program is responsible, through established administrative channels, for the design, formulation, justification, administration, and evaluation of the library media budget in the district" (p. 49).

Summary

The purpose of this study was to ascertain the correlation, if any, between full-time district media supervisors and the level of

funding allocated for media resources. The survey was designed to obtain per student allocations for media resources from state and local funds only. It did not distinguish between media supervisors being media trained and having certification in media supervision.

Conversely to the results of Miller's and Moran's studies in 1983, 1985, and 1987, the results of this study showed that school districts in North Carolina employing full-time media supervisors allocated more money for media resources (\$8.72 per student) than those school districts having part-time media supervisors (\$7.85 per student). However, nine school districts having full-time media supervisors did not allocate any state funds for media resources. According to one respondent, his/her "request for a specific media budget has been denied and some principals will not increase the level of support unless required to do so."

Four areas were analyzed for this study--student enrollments, North Carolina educational regions, level of funding for media resources, and areas of responsibility of media supervisors.

Student Enrollments

The 28 school districts having student enrollments between 5,000 and 9,999 had the highest average allocation for media resources. It was \$9.81 per student. However, only 39.3% of the media supervisors had full-time responsibilities for the media

program. This analysis tended to dispute the survey results when all school districts having full-time media supervisors were compared with the districts having part-time media supervisors. The level of funding in school districts having over 10,000 students was the same but differences occurred in the percentage of full-time media supervisors.

Educational Regions

The two educational regions reporting the greatest average per student allocation for media resources (over \$9.00 per student) also indicated that over 50% of the media supervisors were full-time. The educational region showing the smallest average per student allocation did not have the smallest percentage of full-time media supervisors.

Level of Funding

The majority of the school districts responding to the survey allocated between \$1.00 and \$10.00 per student in state funds for media resources. Approximately 40% of those media supervisors were full-time media. Fifty per cent (50%) of the school districts allocating more than \$10.00 per student in state funds for media resources employed full-time media supervisors.

Areas of Responsibility

The majority of the media supervisors having other areas of responsibility were assigned to curriculum and instruction. When a comparison of average funding for media resources was made between the school districts having full-time and part-time media supervisors, there was a greater allocation in the school districts having a full-time media supervisor.

Conclusions

The writer was unable to use the available data to support completely the hypothesis that school districts having full-time media supervisors provided a greater per student allocation for media resources from state and local funds. Some of the analyses of the data supported this idea; however, it was not true in every situation.

Recommendations

The present study indicated that there is a wide range of funding for media resources. A survey of the literature suggested that national and regional standards be used as "measuring rods to evaluate current expenditures for educational media services and also serve as guides for developing long range plans for improving

various components of a program" (Johnson, 1972, p. 9).

As legislators demand greater accountability for funds, it is imperative that media personnel work closely with school administrators to plan and manage the budget so that the philosophy of the school district is supported and that specific program goals and objectives are identified. "Of all expenditures that influence a school's effectiveness [including facilities, teachers, guidance services] the level of expenditures for library and media services has the highest correlation with student achievement" (Brandehoff, 1987, p. 632).

Based upon the fundings and conclusions of this study, the following recommendations for further study are suggested:

1. Use the total expenditures for media resources as reported in the North Carolina annual media report for 1987-88 to compare the school district allocations with the actual expenditures.
2. Replicate this study for several years to determine any changes in the allocation of funds for media resources.
3. Develop a pilot study using the planning-programming-budgeting system (PPBS) for budget planning for media resources.
4. Duplicate the study by Didier to investigate the relationship between the level of funding as reported by school districts in this study and students' achievement in reading and study skills.

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APPENDIXES



Cover Letter Sent to District Media Supervisors

NORTH CAROLINA
DEPARTMENT OF
PUBLIC INSTRUCTION

CRAIG PHILLIPS
STATE SUPERINTENDENT

SOUTHEAST REGIONAL EDUCATION CENTER
12 College Street
Jacksonville, NC 28540-5396 • 919/455-8100

CARLTON FLEETWOOD
DIRECTOR

March 1, 1988

MEMORANDUM

TO: Media Supervisors

FROM: Gwen G. Jackson, *Gwen* Regional Media and Technology Coordinator

SUBJECT: Survey of Media Resource Allocations

I am conducting a survey of the school systems in North Carolina to determine to what extent state and local funds are allocated by local boards of education for media resources. Please take a few moments to complete the attached survey and return it to me at your earliest convenience. I have enclosed a stamped addressed envelope for your response.

I am only interested in funds that are directly allocated to media programs from state and local sources and not funds from other special sources, i.e. school fund raisers or federal funds. If you have questions regarding the survey, please call me.

You need not sign your name or identify your school system. However, if you would like to have the survey results, please include your name and address.

Thank you for participating in this survey. Best wishes for a good School Library Media Day.

GGJ:bjc

Enclosure

Appendix B

Region 1 Survey of Per Pupil Allocations for Media Resources 56
1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES
1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____

* The code indicated below or your equivalent code

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____
Address: _____

Region 2 Survey of Per Pupil Allocations for Media Resources 1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES 1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____
* The code indicated below or your equivalent code	

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

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Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____
Address: _____

Region 3 Survey of Per Pupil Allocations for Media Resources 1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES 1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____
* The code indicated below or your equivalent code	

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

_____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

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Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____

Region 4 Survey of Per Pupil Allocations for Media Resources 1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES 1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____

* The code indicated below or your equivalent code

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others Major: _____

Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____

Region 5 Survey of Per Pupil Allocations for Media Resources
1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES
1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____
* The code indicated below or your equivalent code	

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

_____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____

**Region 6 Survey of Per Pupil Allocations for Media Resources
1987-1988**

**SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES
1987-1988**

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____
* The code indicated below or your equivalent code	

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list) _____

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____

Region 7 Survey of Per Pupil Allocations for Media Resources 1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES 1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____
* The code indicated below or your equivalent code	

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

_____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____

Region 8 Survey of Per Pupil Allocations for Media Resources
1987-1988

SURVEY OF PER PUPIL ALLOCATIONS FOR MEDIA RESOURCES
1987-1988

Number of students enrolled in LEA _____
Education Region _____ (1, 2, 3, 4, 5, 6, 7, 8)

I. PER PUPIL ALLOCATIONS

Please complete the information in this section based on state and local funds allocated by your school system for media resources.

<u>Funds</u>	<u>Amount per pupil</u>
A. State:	
1-5100-01-431 and/or	_____
1-5100-01-432 and/or	_____
1-51-0-01-433	_____
B. Local: *	
2-5100-01-431 and/or	_____
2-5100-01-432 and/or	_____
2-5100-01-433	_____

* The code indicated below or your equivalent code

II. MEDIA SUPERVISOR/DIRECTOR INFORMATION

A. Degrees:

BA/BS Major: _____

Masters Major: _____

Others _____ Major: _____

B. Area(s) of Responsibility (check those appropriate)

_____ Media

_____ Elementary Instruction

_____ Middle Grades/Junior High Instruction

_____ Secondary Instruction

Others: (please list)

C. Years as media supervisor _____

Please return to
Gwen G. Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

If you would like to have the survey results, please include your name and address. Thank you for your assistance.

Name: _____

Address: _____