

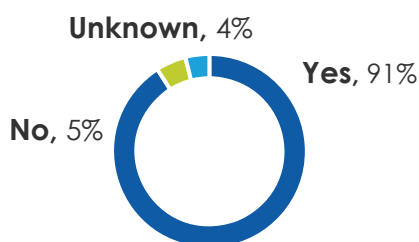
Findings from a Census of K-12 School Libraries

Traverse des Sioux Library Cooperative Region

Traverse des Sioux Library Cooperative (TdS) is the state-funded library support organization for 9 counties in south central Minnesota. In spring 2024, the Multicounty Multitype Library Systems, supported by State Library Services, conducted a census of K-12 public and charter schools in Minnesota to learn about the status of school libraries. A total of 84 out of 88 eligible schools in the TdS region completed the census. This summary highlights data from the TdS region.

91% of schools in TdS reported that they have a library media center

1. Library media center status (N=88)



Note. The census survey did not provide respondents with the statutory language. School staff might not be aware or know that school library media centers must be served by licensed professionals. Had the census provided respondents the statutory language, fewer schools might have reported having a school library media center.

24% of schools with a library media center share it with another school.

*This includes schools that share a building

Though state statute requires a school library media center be served by a licensed media specialist or licensed school librarian,¹ most are not.



In the TdS region, the largest proportion of schools (59%) are staffed by two people, most often a paraprofessional or licensed media specialist.

Ideally, library media centers are staffed by a full-time licensed media specialist and a full-time support staff.²

¹ Minnesota Statutes 2023, section 124D.911

In the TdS region, 42% of schools do not have a licensed media specialist, regardless of full-time/part-time status

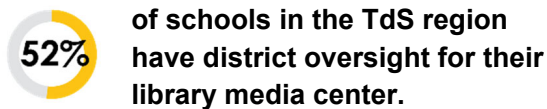
2. Library media center staffing (N=126)

Licensed media specialist	Non-licensed media specialist	% of schools
	or	41%
		5%
		42%
		2%
		0%
		5%
		3%
Full-time	Part-time	None

Note. The remaining 2% of schools reported volunteer or no staff. Totals do not equal 100% due to rounding.

² American Association of School Librarians (AASL). (2018b). *AASL position statement on appropriate staffing for school libraries.*

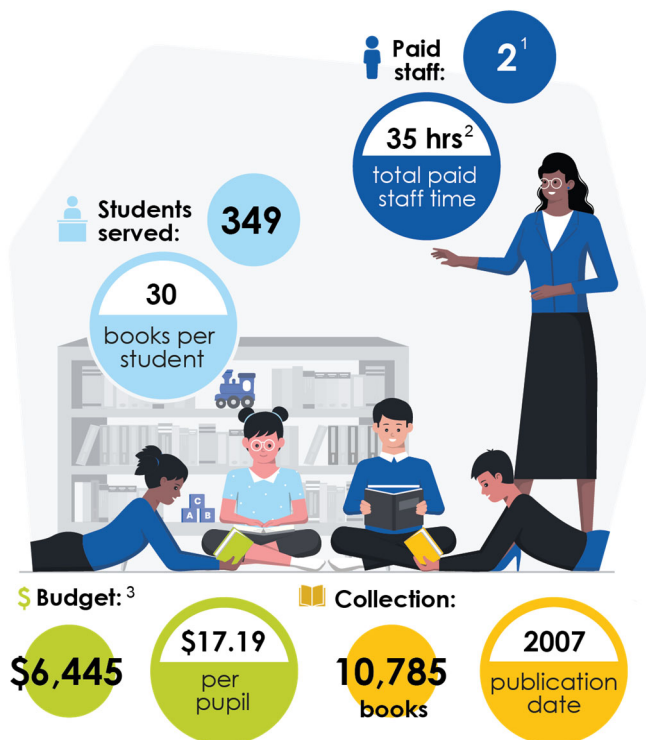
Ideally, school library media centers have district oversight.



Library instruction helps students learn how to find trustworthy information, use library resources effectively, and develop research skills they will need throughout their education and beyond.



TdS average school library media center statistics

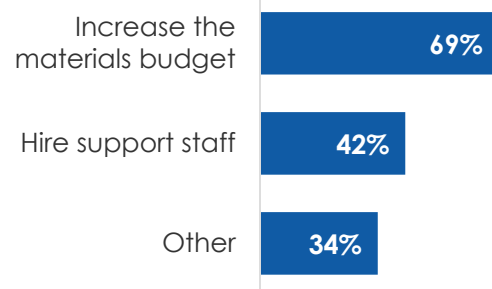


¹ most likely a paraprofessional

² among all Library Media Center staff (regardless of licensure or FTE status)

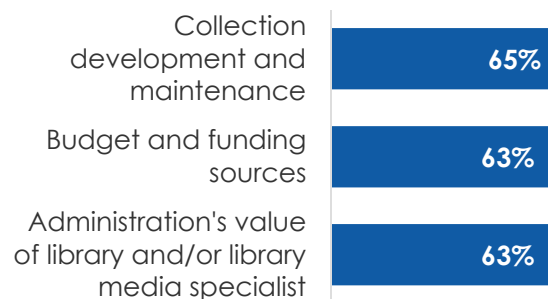
³ without grants and excluding salaries, furniture, and printing

3. Top priorities for staff (N=67)



Note. Respondents were asked to select their top priority, their second priority, and their third priority. This analysis combines responses and reports the percentage of respondents that selected each option as one of their three top priorities. Nearly one-half of responses categorized as 'other' were about having a full-time Library Media Specialist at each school (rather than splitting time between schools).

4. Greatest challenges experienced by staff (N=65)



Note. Respondents were asked to rank their top three challenges. This analysis combines responses and reports the percentage of respondents that selected each option as one of their top three.

Critical insights

For critical insights about action to improve school libraries in Minnesota, see the full census report:

<https://www.wilder.org/wilder-research/research-library/minnesota-multicounty-multitype-library-systems>

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