Connecting ESSA to School Libraries

Friday, October 21, 2016

Florida Association of Media in Education

(FAME)
This program is made possible through the matching funds provided by Follett School Solutions. Follett advocates for, and understands, the expertise and dynamic role school librarians play in making a difference in their district’s success.
Table of Contents

Schedule of Events

Power Point Presentation

Section 1     ESSA Overview

• Historical Timeline
• Implementation Timeline
• Opportunities for School Librarians
• Title IV, Part A Fact Sheet

Section 2     Florida Department of Education

• Stakeholder summer report
• ESSA Update Memo
• Public Input Plan
• FAME ESSA Letter

Section 3     Connecting the Dots

• “Ask Me How School Librarians Ensure Student Success”

Section 4     Identifying Stakeholders & Building Coalitions

• Coalition Development Plan

Section 5     Message Development

• Message Development Plan

Section 6     Elevator Speech

• Elevator Speech Development

Section 7     Additional Material

• Glossary
• AASL Position Statements
  “Definition for an Effective School Library Program”
  “Appropriate Staffing for School Libraries”
  “Instructional Role of the School Librarian”
  “Role of the School Library Program”
  “Preparation of School Librarians”
• Rule Marking & Guidance, Comments submitted to proposed rulemaking on ESSA (7/26/16)
• Student Support and Academic Achievement Enrichment Grants (ESSA Block Grants)
# Schedule

October 21, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am</td>
<td>Welcome Remarks</td>
<td>Wendy Stephens, AASL Board of Directors</td>
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<tr>
<td>10:00 – 10:30 am</td>
<td>ESSA Overview</td>
<td>Emily Sheketoff&lt;br&gt;Executive Director of Washington Office of American Library Association&lt;br&gt;Wendy Stephens, AASL Board of Directors</td>
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<td>Federal and State Timeline</td>
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<td>Effective School Library Program Definition</td>
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<td>Review of titles that include School Librarians</td>
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<td>Connection of titles to school library role</td>
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<tr>
<td>10:30-10:35 am</td>
<td>Florida Department of Education Material</td>
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<tr>
<td>10:35-10:50 am</td>
<td>• Review of Key Messages</td>
<td>Wendy Stephens, AASL Board of Directors</td>
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<td>• Identifying Stakeholders</td>
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<td></td>
<td>Break</td>
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<tr>
<td>11:00-11:15 am</td>
<td>Review of advocacy steps:</td>
<td>Wendy Stephens, AASL Board of Directors</td>
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<td></td>
<td>• Coalition Development Plan</td>
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<td></td>
<td>• Message Development</td>
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<td></td>
<td>• Elevator Speech Development</td>
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<tr>
<td>11:15-11:30 am</td>
<td>Connecting message points to FDOE “will this help ensure that all students are learning” exercise.</td>
<td>Wendy Stephens, AASL Board of Directors</td>
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<td>11:30-11:45 am</td>
<td>Small Group/Share</td>
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<tr>
<td>11:50 am</td>
<td>Closing Remarks/Questions</td>
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Welcome

Wendy Stephens,
AASL Board of Directors, Region 5 Director

ESSA Webpage

AASL ESSA site
http://essa.aasl.org/

State Discussion Forum
http://essa.aasl.org/forums/
SHARE, SHARE, SHARE

Tag @aasl

#ESSAlibraries

Send photos to jhabley@ala.org

ALA Washington Office

Emily Sheketoff
Executive Director of Washington Office of American Library Association

https://vimeo.com/183396897
The American Association of School Librarians (AASL) supports the position that:

An effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

As a fundamental component of college, career, and community readiness, the effective school library program:

1. is adequately staffed, including a state-certified school librarian who
   a. is an instructional leader and teacher,
   b. supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
   c. supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;

2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and

3. provides regular professional development and collaboration between classroom teachers and school librarians.
Title I

Title I – Improving basic programs operated by state and local educational agencies

Message: School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

https://vimeo.com/183388920

Title II, Part A

Title II: Supporting effective instruction

Message: School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.

https://vimeo.com/183390785
LEARN

Literacy education for all, results for the nation (LEARN)

New literacy program that specifically authorized school librarians to participate in required activities.

https://vimeo.com/183392270

IAL

Innovative Approaches to Literacy (IAL)

New authorization that specially authorizes funds to be used for developing and enhancing effective school library programs.

https://vimeo.com/183393334

Title II, Part B

Title II, Part B: Literacy education for all, results for the nation (LEARN)/ Innovative Approaches to Literacy (IAL)

https://vimeo.com/183393643

Message: School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.
Title IV, Part A
Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)

Message: School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students. https://vimeo.com/183394913

Florida ESSA Update

Sign up for ESSA ListServ: https://www.surveymonkey.com/r/essaLS

Questions? Email FDOE at ESSA@fldoe.org

Florida ESSA Updates
Included in handbook:
• Public input/stakeholders summary report
  – Survey questions and results available here http://www.fldoe.org/academics/essa.shtml
• ESSA Update Memo (9/23/16)
• Public Input Plan (6/6/16)
Identifying Stakeholders

Coalitions

• Critical to identify stakeholders
  • Including at the school, district (LEA) and state (SEA) levels
• Form coalitions
  • Bring together groups and organizations that support libraries
• Think outside the box
  • Utilize relationships and connections with education officials and policymakers in support of the effort
• When anyone thinks of ESSA how do you get them to connect to school libraries
  • Be prepared to talk about positive impact of library programming in the community – How are you making a difference?

ESSA Stakeholder Engagement Required Participants

• Governor
• State legislature
• State boards of education
• Local educational agencies
• Representatives of Indian Tribes located in the state
• Teachers
• Principals & other school leaders
• Specialized instructional support personnel
• Paraprofessionals
• Administration & other staff
• Parents
State Support and Opportunities

- Must provide support to schools not meeting state-determined goals for student and school performance
- Must engage stakeholders and include them in the development of state plans to monitor student and school performance.
- School Librarians are among the list of stakeholders
- Be at the table!

Parents as Stakeholder Partners

- ESSA includes a provision for family engagement. Parents must be "meaningfully consulted" and involved in:
  - State and local Title I plans
  - Title II state and local applications
  - Title III state and local plans
  - Title IV-A local applications
  - Title IV-B state applications
  - State and local report cards
  - School improvement plans

Coalition Development Plan

- Name individual/organization/business
- What previous activities/news tie them to your efforts
- What stake do they have in school library funding
- What can they contribute to your plan
- What three things could you do today to strengthen a relationship with them
Coalition Development Plan

Connect Message to Stakeholder

Key Words/Phrases

- Specialized instructional support staff
- Digital literacy skills
- Academic achievement
- Personalized, rigorous learning experiences
- Adequate access to school libraries
- Use technology effectively
- Effective integration of technology
- Improve instruction and student achievement
Example

Key Message Development:

- School librarians are teachers, specialized instructional support staff, trained to teach library skills early and develop lifelong library users and supporters.

- The public library is an incredible asset to students as they continue their work outside of school but a fully staffed and funded school library connects student personalized, rigorous learning experience, and library research, to academic achievement.

- Digital literacy skills are essential for success as students move into the work force that requires the effective use of technology and while there is a direct impact for parents to support a strong school library program there is tremendous value for the business and community too.

ESSA Elevator Speech

https://vimeo.com/183395638

Connecting the dots

- Four ESSA areas (Title I, Title II- Part A, Title II- Part B, and Title IV, Part A)
- Review the key messages on your message card
- Connect the dots to your work
Title I: Improving basic programs operated by state and local educational agencies

Message: School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

Conversation Response: Yes, the internet has certainly put information at your fingertips but do you believe everything you read on the internet? Students today have a hard time navigating such a vast amount of information and learning digital literacy skills is critical to their success in school and after when they navigate college or start a career.

ESSA Elevator Speech

Reminders:
- The intention is to educate not humiliate.
- What you do is important, so sound important.
- Practice
- You can start the conversation.

Step One: Make the connection from ESSA language to AASL’s school library talking points to your school library program.

Step Two: Practice

Step Three: Fine Tuning

Step Four: Practice Again
Elevator Speech Development

Step One: Make the connection from ESSA language to AASL's school library talking points to your school library program.

Step Two: Practice

Step Three: Fine Tuning

Step Four: Practice Again
ESSA Federal Legislation Timeline

1965  ESEA was enacted by Congress and signed into law.

1968  Congress expanded ESEA to include new programs (and titles) that serve at-risk children (migrants and neglected children). The Bilingual Education Act was also passed.

1994  The renewal of the ESEA called for states to develop standards and standards-aligned assessments for all students. States and districts were obligated to identify schools that were not making “adequate yearly progress” as detailed in the Improving America’s Schools Act (IASA).

2002  ESEA became NCLB (No Child Left Behind Act). NCLB shifted much of the decision-making and resource allocation away from states. NCLB also significantly expanded testing requirements.

2015  In December 2015, bipartisan support for the ESSA was high and the overdue reauthorization was finally signed into law.
## ESSA State Timing, Rules and Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>December 10, 2015</td>
<td>President Obama signs the Every Student Succeeds Act (ESSA) into law</td>
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<tr>
<td>December 22, 2015</td>
<td>U.S. Department of Education (ED) publishes request for information (RFI) re: regulations on Title I of ESSA</td>
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<tr>
<td>March 21 – April 19, 2016</td>
<td>ED holds three sessions of negotiated rulemaking (neg-reg) on assessment and supplement, not supplant (SNS) issues</td>
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<tr>
<td>April 27, 2016</td>
<td>ED releases assessment regulations that were agreed to by the neg-reg committee</td>
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<tr>
<td>May 31, 2016</td>
<td>ED releases a notice of proposed rulemaking (NPRM) on accountability and state plan issues under Title I</td>
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<tr>
<td>August 1, 2016</td>
<td>(1) ESEA waivers are null and void, per the statute, and (2) comments are due on the NPRM re: accountability and state plan issues</td>
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<tr>
<td>October 1, 2016</td>
<td>Effective date for competitive programs under ESSA, unless otherwise provided for in the statute</td>
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<tr>
<td>October/November, 2016</td>
<td>Final regulations published by ED</td>
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<tr>
<td>February/April, 2017</td>
<td>States submit plans for School Year 2017-2018</td>
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<tr>
<td>May/June, 2017</td>
<td>ED begins peer review and approves state plans</td>
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<tr>
<td>July 1, 2017</td>
<td>Effective date for formula grant programs under ESSA</td>
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<tr>
<td>August, 2017</td>
<td>New state plans take effect in schools at the start of the 2017-2018 school year</td>
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Conference Agreement to Reauthorize the Elementary and Secondary Education Act

OPPORTUNITIES FOR SCHOOL LIBRARIANS

This document highlights library-related provisions in P.L. 114-95, the Every Student Succeeds Act (ESSA) and provides an overview of initial next steps to help maximize opportunities for effective school library programming under the new law.

TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

Background

- Under Title I, Part A of ESSA, States (referred to as State Educational Agencies) and school districts (referred to as Local Educational Agencies) must develop plans to implement federally-funded education activities.

- States and school districts must develop their plans with “timely and meaningful consultation with” teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

Library Provisions

- ESSA includes new provisions that authorize – but do not require – school districts to include in their local plans how they will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Next Steps

- Because the local application provision related to effective school library programming is allowable (not required from the federal level), it is critical that school district personnel be made aware of their ability to develop and implement effective school library programming.

- Contact and work with the superintendent’s office in developing the local plan under Title I, Part A to ensure that the school district takes into consideration:
  - The importance of developing and maintaining effective school library programs; and
  - How effective school library programs can help with the development of digital literacy skills and improve academic achievement.

- Contact and work with State and school district officials regarding the ability of school librarians to participate in both the State and school district planning and application process (as part of “specialized instructional support personnel”).
TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION

Background

- Title II, Part A of ESSA provides funds for States and school districts to increase academic achievement through professional development.

Library Provisions

- ESSA includes new provisions that authorize States, as well as school districts, to use grant and subgrant funds for “supporting the instructional services provided by effective school library programs.”

Next Steps

- Because States and school districts can now use their Title II, Part A funds specifically to support effective school library programming, it will be important to make sure that school district and school personnel that develop and implement professional development activities are aware of the new uses of funds related to libraries.

- Work with school district and school personnel to encourage the use of Title II, Part A funds specifically for effective school library programming, as well as part of other professional development efforts taking place with these funds.

  o Note that under the No Child Left Behind Act (NCLB), Title II, Part A funds were primarily used for professional development for “teachers” which made it difficult for other instructional support personnel to participate in activities. ESSA rectifies this by specifically authorizing funds to be used to support instructional services provided by effective school library programs.

TITLE II, PART B, SUBPART 2 – LITERACY EDUCATION FOR ALL, RESULTS FOR THE NATION (LEARN)

Background

- ESSA includes a new literacy program that provides federal support to States to develop, revise, or update comprehensive literacy instruction plans. States award competitive subgrants to school districts for activities that focus on children in kindergarten through grade 5 as well as children in grades 6 through 12.

Library Provisions

- ESSA specifically authorizes school librarians to participate in required grant activities that focus on children in kindergarten through grade 5 as well as activities that focus on children in grades 6 through 12.

- In addition, ESSA allows all local subgrants (that serve children in kindergarten through grade 5 and/or children in grades 6 through 12) to be used to provide time for teachers and school librarians to meet, plan and collaborate on comprehensive literacy instruction.
Next Steps

- Since this is a new competitive program under ESSA, it will be important to work with individuals responsible for literacy instruction and development at the State, school district, and school level.

- Encourage/assist appropriate State, school district, and/or school personnel in developing and applying for grants or subgrants.
  - Note that subgrants awarded for local uses of funds must include professional development for school personnel that specifically includes school librarians. Therefore, any grants awarded at the school district level under this program must provide professional development for school librarians.

TITLE II, PART B, SUBPART 2, SECTION 2226 – INNOVATIVE APPROACHES TO LITERACY (IAL)

Background

- ESSA includes a new authorization of the Innovative Approaches to Literacy (IAL) program (previously funded through appropriations legislation) that provides dedicated funding to promote literacy programs in low income communities.
  - Note that while IAL activities have been funded over the past several years through appropriations bills, the “codification” (or explicit authorization) of this program in ESSA provides a specific “line item” to help better secure funding in future years.

Library Provisions

- ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs, which includes providing professional development for school librarians, books, and up-to-date materials to high need schools.

Next Steps

- Since IAL is a competitive grant program that has been funded in the past (through appropriations), but is newly authorized under ESSA, it will be important to focus advocacy efforts at the federal level to ensure enough funds are appropriated to continue and possibly expand the IAL program.
  - Note that while efforts to fund IAL in the past have been successful, the lack of an explicit authorization for these activities has hindered advocacy efforts related to expanding the program. The specific authorization of IAL under ESSA will help with future funding as Congress has expressed its support for these activities under the most recent authorization of the Elementary and Secondary Education Act.
TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (BLOCK GRANT)

Background

- ESSA authorizes a new program to provide Student Support and Academic Enrichment activities (commonly referred to as the “Block Grant” under ESSA) to help States and school districts target federal resources on locally-designed priorities.
  - Funds are allocated to States and then school districts based on their share of Title I, Part A funding (formula grant allocated on the basis of poverty).

Library Provisions

- ESSA authorizes (but does not require) States to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.”

- ESSA also authorizes (but does not require) States to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.

- In developing their local applications, school districts must consult with teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

- In addition, ESSA requires that school districts conduct a “needs assessment” prior to receiving funds from the State (that must be conducted every 3 years). The needs assessment must include access to personalized learning experiences (which may include access to school libraries).

Next Steps

- Because States are authorized (and not required) to support school districts by providing programs and activities that increase access to personalized learning experiences (which may include professional development for school librarians and better access to school libraries for students), it will be important to contact and work with State Educational Agency officials to make them aware of their ability to use funds in support of personalized learning experiences.

- Since school districts are required to consult with stakeholders that may include school librarians on the development and implementation of their local activities, it is critical to work with technology leaders at the school and school district levels to ensure that school librarians can adequately participate in the planning process.
Title IV, Part A of ESSA: Student Support and Academic Enrichments Grants

Description of Grants
The newly enacted bipartisan Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV Part A, which is authorized at $1.65 billion in FY 2017. Title IV, Part A authorizes activities in three broad areas:

1) Providing students with a well-rounded education (e.g. college and career counseling, STEM, arts, civics, IB/AP)

2) Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and

3) Supporting the effective use of technology (professional development, blended learning, devices).

Distribution of Funds
Each state will receive an allocation based on the Title I funding formula. Using the same Title I formula, the states will then allocate funds to school districts.

Any school district that receives a formula allocation above $30,000 must conduct a needs assessment and then must expend 20 percent of its grant on safe and healthy school activities and 20 percent on activities to provide a well-rounded education programs. The remaining 60% of the money can be spent on all three priorities, including technology. However, there is a 15% cap on devices, equipment, software and digital content.

If a district receives an allocation below $30,000, the law does not require a needs assessment or setting aside percentages for well-rounded and safe and healthy students programs. It must spend money on activities in at least one of the three categories. The 15 percent technology purchase cap would continue to apply.

President’s FY17 Budget Request
The President’s FY 2017 budget proposal would provide $500 million for the Title IV flexible block grant, less than one-third of the authorized $1.65 billion level. The Administration also requested to include language in the appropriations bill that would allow states to distribute $50,000 per year to districts on a competitive basis and would allow states to limit their spending to just one of the three listed priorities, or specific activities within one of the priorities.

Since the Student Support and Academic Enrichments Grants program is the third largest authorized program in ESSA, failing to adequately fund it, as the President’s FY 2017 budget proposes to do, will undermine the bipartisan Congressional intent in passing this important law.

Program Funding Need
Strong evidence demonstrates the need for students to have access to health and safety programs, a diversity of academic programs, and modern technology.

- Evidence supports a direct correlation between physical and mental health and learning that is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens. Schools are uniquely positioned to help students acquire life-long knowledge and skills through comprehensive health education, physical education, nutrition, comprehensive school mental and behavioral health services, counseling, and integration among all education and health programs.

- In order to prepare students to succeed, they need access to a well-rounded curriculum. Funds through the block grant will help schools expand music, art, STEM, computer science, accelerated learning, history, and civics courses, as well as expand access to college and career guidance and counseling.
Federal investments in education technology ensure schools have technology-proficient educators, well equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers to all students—such as closing the opportunity and learning gaps and providing students with essential modern workforce skills.

Given the elimination under the Every Student Succeeds Act (ESSA) of numerous programs that support the overall health and safety of students, the investments in education technology, as well as helping districts ensure access to a well-rounded education, a robust federal investment in support of these programs is absolutely essential through Title IV Part A. Without a significant investment in Title IV, Part A, districts will be forced into choosing which of the priorities to invest in—even though an ample investment in all three is necessary to providing students with a comprehensive education.

For further information, or if any questions arise, please contact Sunil Mansukhani at The Raben Group, smansukhani@rabengroup.com or Jon Bernstein at Bernstein Strategy Group, jbernstein@jbernsteinstrategy.com.
Analysis of initial stakeholder input for the development of Florida’s State Plan

To implement the Every Student Succeeds Act (ESSA)

Submitted to:

The Florida Department of Education

Research Team:
Sande Milton, Ph.D.
Fely Curva, Ph.D.
Curva & Associates LLC
Tallahassee, Florida

September 23, 2016
EXECUTIVE SUMMARY

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces No Child Left Behind (NCLB) and takes effect in 2017-2018. In June 2016, the Florida Department of Education (FDOE) began taking online public comment on what should be included in the state plan, as required in ESSA. FDOE will review the feedback received and develop a draft state plan. Depending on the feedback received and the content of the state plan, it will be determined whether changes are necessary in the future to State Board of Education rule or legislation. The plan is then subject to approval by the United States Department of Education (U.S. DOE).

In this report, we analyze the survey data for content, categorizing comments and presenting the results in both graphic and written form. A web-based survey was developed by staff at FDOE using Survey Monkey software. Substantive items were organized into nine topics in the ESSA legislation. Within each topic, respondents were asked to review ESSA language and respond to a specific question or offer general comments in text boxes; there were no fixed choice (precoded) items. The nine sections of ESSA in the survey based on topics in the legislation were:

1. Challenging State Academic Standards
2. Academic Assessments
3. State Assessment Grants
4. Statewide Accountability System
5. School Improvement
6. School Support and Improvement Activities
7. Direct Student Services
8. General Comments by Title of the Act
9. U.S. DOE Draft Regulations

Many of the responses contained multiple ideas, and many of the responses overlapped, so often there was a choice of code that could be applied. The coding system allowed multiple codes per response, so there are many more comments (ideas) than responses. Coders originally amassed over 100 distinct concepts. In order to present these in a meaningful and readable way, we condensed the codes to fewer than twenty. The reader should be cautious not to rely too much on the comparison of numbers of comments addressing one idea versus another.

There were 912 unique individuals who responded to the survey. The largest groups represented were teachers (309), parents and families (213), the public (77), school district administrators (73), community-based organizations (63), and educator organizations (35).

These stakeholders offered a total of 3176 responses, containing 5915 separate comments (concepts or ideas). The largest numbers of comments were from parents and families (1646) and teachers (1519). Brevard County had 575 responses, followed by Duval, St. Johns, and Bay, with over 400 comments from each. Organizations most represented were school districts. Schools and community and professional organizations were also well represented.

The main goal of conducting the ESSA survey was to collect stakeholders’ opinions about how to proceed with the development of a state plan. FDOE reached out to at least 130 stakeholder groups directly and asked them to share with their contacts as well (See Appendix). FDOE succeeded in attracting a broad array of persons across the state from different fields, associations, and interests.
Most respondents were in favor of ESSA, pointing to potential improvements in assessment, curricula, funding, reaching students with learning challenges, as well as supporting English Language Learners. Most urged the use of school and community resources, continuing Florida practices, and providing accommodations in testing (See figure below).

There were differences on methods of district funding: most respondents were in favor of proportional distribution of district funds, rather than a competitive grant-based system. They differed on the use of state and locally developed tests compared to using national assessments. They also differed on issues surrounding accountability and high-stakes testing.

![FIGURE 1 Comments from ESSA stakeholders by theme](n=5915)
Final Report

1. Background

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces No Child Left Behind (NCLB) and most provisions take effect in 2017-2018. It increases state authority on standards, assessments, and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Over the next year, the United States Department of Education (U.S. DOE) will provide guidance through a negotiated rulemaking process and other means. States will be making decisions and exercising flexibility accordingly.1

2. Florida’s first public input opportunity for stakeholders

In June 2016, the Florida Department of Education (FDOE) began taking online public comment on what should be included in the state plan, as required in ESSA. Florida opened a website that included information about ESSA, as well as a survey for interested stakeholders. The input gathered from stakeholders (educators, teachers, superintendents, school boards, business organizations, advocacy groups, and the public) addresses components of ESSA.

FDOE will review the feedback received and develop a draft state plan, which will be posted online. FDOE will offer additional opportunities for input from education stakeholders. Depending on the feedback received and the content of the state plan, it will be determined whether changes are necessary in the future to State Board of Education rule or legislation. The plan is then subject to approval by the U.S. DOE.

In this report, we analyze the survey data for content, categorizing comments and presenting the results in both graphic and written form.

3. Methodology

A web-based survey was developed by staff at FDOE using Survey Monkey software. Background items included respondent name, email address, stakeholder group, professional role, and organization represented. Substantive items were first organized according to nine sections of the ESSA legislation. Within each section, respondents were asked to offer open-ended comments (in text boxes); there were no fixed choice (precoded) items. The nine sections of ESSA in the survey based on topics in the legislation were:

1. Challenging State Academic Standards
2. Academic Assessments
3. State Assessment Grants
4. Statewide Accountability System
5. School Improvement
6. School Support and Improvement Activities
7. Direct Student Services
8. General Comments by Title of the Act
9. U.S. DOE Draft Regulations

1 Source: Florida Department of Education website http://www.fldoe.org/academics/essa.shtml
Because of the technical nature of the material, it was important to have persons reading the surveys for content who were familiar with current issues in educational policy, both in Florida and nationally. Thus, two coders were chosen who both have advanced degrees in education.

The coders decided to read the questionnaires together both to work out and execute a coding scheme, as well as to increase reliability. Many of the responses contained multiple ideas, and many of the responses overlapped, so often there was often a choice of code that could be applied. The coding system allowed multiple codes per response, so there are many more comments (ideas) than responses.

Several respondents copied and pasted the same answer in multiple columns, some across the whole questionnaire. We decided to count all of those, but tried to minimize their recurrence in the attached data tables. Similarly, groups of individuals offered identical responses to surveys. We counted all those too.

4. Concise definition and discussion of final codes

The concepts and ideas running through the responses are the main findings of this report. It is interesting to note that some of the responses were extremely well-developed and detailed, but not all were responsive to specific survey questions. Coders originally amassed over 100 distinct concepts. In order to present these a meaningful and readable way, we condensed the codes to fewer than 20.

The concepts are presented in Table 1, ordered by frequency. In compressing the codes, we did not retain pros and cons per se. Rather we grouped all discussions under the same code. However, we do discuss the predominance of respondents’ opinions in the table.

5. Analysis and findings

The unit of analysis is the individual idea (comment) that was contained in a response. The reader should be cautious not to rely too much on the comparison of numbers of comments addressing one idea versus another. The methodology did not allow for the data to be treated like an election: there were many multiple answers which were counted – both across the responses for one respondent and across respondents as well. The numbers provide a good sense of the salient issues across the spectrum of respondents, but should not be used to compare one comment against another.

We use the following terminology:

- **Individuals:** Unique individuals who answered the survey
- **Respondents:** Persons who answered given items (an individual may have answered several items)
- **Responses:** Answers to a given question
- **Comments:** Concepts or ideas expressed with in a response
- **Codes:** Codes are numbers assigned to common ideas contained in comments. (These are used for research purposes only, and should be transparent to the reader. However, codes and coders are mentioned throughout the document.)
There were 912 unique individuals who responded to the survey. The largest groups represented were teachers (309), parents and families (213), the public (77), school district administrators (73), community-based organizations (63), and educator organizations (35).

These stakeholders offered a total of 3176 responses, containing 5915 separate comments (concepts or ideas). The largest numbers of comments were from parents and families (1646) and teachers (1519). Brevard County had 575 responses, followed by Duval, St. Johns, and Bay, with over 400 comments from each. Organizations most represented were school districts. Schools and community and professional organizations were also well represented (See Tables 2 to 5 and Figure 1).

The “dashboard” color view in the crosstabs tables below provides a quick way to see which comments were most mentioned by different types of respondents, representatives of different organizations, and by county.

For example, teachers most often mentioned student accommodation and assessing broad subject areas, different from school administrators, who most often mentioned continuing existing practices and state funding formulas. And even though certain groups have more respondents to begin with, the dashboard view offers a quick visual means of comparison.

6. Discussion

The main goal of conducting the ESSA survey was to collect stakeholders’ opinions about how to proceed with the development of a state plan. FDOE succeeded in attracting a broad array of persons across the state from different fields, associations, and interests.

Most respondents were in favor of ESSA, pointing to potential improvements in assessment, curricula, funding, reaching students with learning challenges, as well as supporting English Language Learners. Most urged the use of school and community resources, continuing Florida practices, and accommodations in testing.

There were differences on methods of district funding: most respondents were in favor of proportional distribution of district funds, rather than a competitive grant-based system. They differed on the use of state and locally developed tests compared to using national assessments. They also differed on issues surrounding accountability and high-stakes testing.
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Comments from ESSA stakeholders by theme
Numbers of separate responses and distinct comments

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### FIGURE 1
Comments from ESSA stakeholders by theme
(n=5915)
## TABLE 3
Comments from ESSA stakeholders by theme

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<th>Community-Based Organizations</th>
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<th>Specialized Instructional Support Personnel</th>
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TABLE 4 (cont.)
Comments from ESSA stakeholders by theme

| County | Funding and resources for ESSA | Accountability and expectations of stakeholders | Test alignment | School and teacher accountability | Reporting of assessment results | Involve stakeholders | State or national assessments | Alternative assessments/curricula | Support ESSA | Student accommodations | Assesses broad subject areas | Continue Florida practices | State funding formulas | Oppose ESSA | Other | TOTALS |
|--------|--------------------------------|-----------------------------------------------|--------------|---------------------------------|-------------------------------|---------------------|------------------------|-------------------------------|----------------|---------------------|-----------------|-----------------------------|----------------|----------------|----------|--------|--------|
| Liberty | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 7915  |
| Madison | 1                              | 10                                           | 4            | 11                              | 13                            | 13                  | 13                     | 13                            | 13              | 13                  | 14              | 1                          | 3              | 1              | 4        | 1      | 38    |
| Monmouth | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 121   |
| Morris | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 121   |
| Sussex | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 121   |
| Warren | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 121   |
| Wood | 1                              | 10                                           | 4            | 11                              | 4                             | 11                  | 3                      | 13                            | 16              | 10                  | 14              | 1                          | 3              | 3              | 1        | 1      | 121   |

Number of respondents

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NOTES: respondents: ESSA stakeholders; county of residence: numbers of comments by county of residence; comments are the number of respondents per county; totals: number of respondents per theme.


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<tr>
<th>Comments from ESSA stakeholders by theme</th>
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<td>Numbers of comments by organization type</td>
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<td>Funding and resources needed for ESSA</td>
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<td>School and teacher accountability</td>
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<td>Reporting of assessment results</td>
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<td>Test alignment</td>
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<td>State or national assessments</td>
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<td>Alternative assessments/alternative curricula</td>
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<td>Support ESSA</td>
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<td>Student accommodations</td>
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<td>Assess broad subject areas</td>
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<td>Continue Florida practices</td>
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<tr>
<td>State funding formulas</td>
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<tr>
<td>Oppose ESSA</td>
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<tr>
<td>School/community resources</td>
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<tr>
<td>Measuring proficiency or learning growth</td>
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<tr>
<td>Other comments</td>
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<tr>
<td>New state structures required by ESSA</td>
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<tr>
<td>Standardized testing</td>
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<td>TOTALS</td>
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</table>
## APPENDIX

List of Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input

<table>
<thead>
<tr>
<th>Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input</th>
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<tbody>
<tr>
<td>1. 21st Century Community Learning Centers Community-based Subgrant Recipients</td>
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<tr>
<td>2. All Florida Parents ListServ</td>
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<tr>
<td>3. Assistant Superintendent ListServ</td>
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<tr>
<td>4. Associated Industries of Florida</td>
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<tr>
<td>5. Association of Practical Nurse Educators of Florida</td>
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<tr>
<td>6. Bureau of Exceptional Education and Student Services Discretionary Project Contacts</td>
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<tr>
<td>7. Career and Technical Student Organizations</td>
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<tr>
<td>8. CareerSource Florida</td>
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<tr>
<td>9. Central Florida Parent Center</td>
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<tr>
<td>10. Chairs of House Education Committees</td>
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<td>11. Chairs of Senate Education Committees</td>
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<td>12. Chancellor, State University System</td>
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<td>13. Charter Schools</td>
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<td>14. Child Development Education Alliance</td>
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<td>15. Children’s Week Teen Town Hall representatives</td>
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<td>16. College of Education/Educator Preparation Institute Deans and Directors</td>
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<td>17. Consortium of Education Foundations</td>
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<td>18. Coordinated School Health Partnership Contacts</td>
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<td>19. Council for Exceptional Children</td>
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<td>20. Department of Economic Opportunity</td>
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<td>21. Digital Media Alliance Florida</td>
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<td>22. Disability Rights of Florida</td>
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<td>39. Florida Association of Academic Non-Public Schools</td>
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MEMORANDUM

TO: School District Superintendents  
FROM: Hershel Lyons  
DATE: June 3, 2016  

SUBJECT: Every Student Succeeds Act Update and Public Input Plan

Please find below the talking points used recently by Florida Department of Education (FDOE) personnel regarding the implementation of the Every Student Succeeds Act (ESSA) in Florida. You may use these with your local constituency groups. For district planning purposes, you may also find helpful the information regarding public input and the timeline based on the information we have received from the U.S Department of Education (USED).

General ESSA Talking Points

- It is vital for us to spend time discussing recent state and federal legislation in order to keep our stakeholders informed and our districts prepared for any policy changes.
- At FDOE, one of the first things we ask ourselves when it comes to decision-making is “will this help ensure that all students are learning?”
- As we look to the future and plan for implementation of ESSA, that question will remain in the forefront of conversations.
- We are still waiting on additional guidance from USED, but we do know that ESSA emphasizes accountability, particularly for low-performing schools with consistently low graduation rates and slow progression.
- Here in Florida, these are familiar concepts. We established K-12 accountability before No Child Left Behind, and we have continued to raise standards and academic achievement in recent years to ensure success in college, career and life for all students.
- As a result, Florida’s students are leading the way in critical education metrics, and we now serve as a national education model. This is particularly impressive considering the fact that we consistently raised the bar to ensure students are prepared to succeed in higher education and compete in the global job market.
  - Florida’s graduation rate is at a 12-year high, and all demographic subgroups have increased, contributing greatly to the statewide improvement.
  - Florida ranks 2nd in the nation for participation in AP courses, and 3rd in the nation in the percentage of 2015 graduates who succeeded on AP exams, with 30 percent of these graduates eligible for college credit.
  - Recent NAEP results show that Florida’s fourth grade Hispanic students continue to have the nation’s highest percentage of students performing at or above Basic and at or above Proficient in reading.
  - Florida has the 2nd lowest grade 4 reading poverty gap and ranks 4th for improvement in reading in K-12 achievement.
Every Student Succeeds Act Update and Public Input Plan
June 3, 2016
Page Two

- Florida’s high school graduation rates for students with disabilities has improved 18 percentage points in the past eight years, from 39 percent in 2006-07 to 57 percent in 2014-15.
- In Florida, the vast majority of students with disabilities are meeting the same general education standards as their peers without disabilities.

- And we have made great strides in closing the achievement gap:
  - At 68 percent, the high school graduation rate for Florida’s African American students has increased 22.3 percentage points since 2003-04 and 3.3 percent over last year.
  - Florida has the greatest number of AP scores of 3 or higher received by African American students in the nation.
  - Florida’s ranks 1st in the nation for narrowing the achievement gap between White and African American students from 2003 to 2015 on grade 8 NAEP Reading, closing the achievement gap by 8.69 scale score points during that time.

- ESSA provides more flexibility than ESEA, but the degree of flexibility is not yet completely outlined.
  - Additionally, with flexibility also comes additional responsibility. Rather than rely on federal requirements, we will need to be fully invested in any flexibility options we choose, because we take responsibility as a state for every child’s education.
  - When considering flexibility options, we must consider the evidence that leads us to believe we can still know whether every child is being educated to their highest potential.

- We are learning together and caution districts in moving too fast on items that will need to be finalized at the federal level before we know the parameters of ESSA flexibility and can pursue decisions at the state level, with your input.

Public Input

There is a lot of guidance we await as a state, and subsequently, many decisions that need to be made. We hope that you will communicate with us throughout this process and encourage other interested individuals to share their opinions and ideas as well. Your expertise and input are a valued and necessary part of this ongoing conversation.

- This month, FDOE will begin taking online public comment on what should be included in Florida’s state plan, based on ESSA requirements.
- Once the comment period has ended, we will review the feedback we received and develop a draft state plan, which will be posted online.
- FDOE will again request input from education stakeholders after Florida’s ESSA draft state plan is posted online. This public comment period will last at least 30 days, and it will take place prior to its due date to USED.
- Depending on the feedback we receive and the content of the state plan, we will determine whether changes are necessary to State Board of Education rule or will require legislative action.

Timeline

We await guidance from USED on the following question which affects our timeline for preparing a state plan and making decisions on accountability changes, and has ripple effects to school improvement policy and possible state statutory changes: Does accountability implementation in 2017-2018 mean that decisions are based on 2016-2017 results or 2017-2018 results?
Every Student Succeeds Act Update and Public Input Plan
June 3, 2016
Page Three

This is an important time in our state’s education system, and we appreciate your patience and input as we move through the various steps and processes to fully implement ESSA. Below, we have provided a timeline based on the information we have currently. Given the evolving nature of this process, we expect to revise this timeline based on changes that take place at the federal level. We will continue to update you as more information becomes available.

- **April 2016**: The negotiated rulemaking meetings finished in April, but there was not necessarily agreement on a clear path forward.
- **May 31, 2016**: USED published draft regulations on accountability, state plans and data reporting to the Federal Register.
- **June 20, 2016**: FDOE will begin taking public comment online to receive input on what Florida’s state plan should include, based on ESSA.
- **September 2016**: The State Board of Education will adopt the legislative platform, which will include any statutory changes needed to comply with ESSA.
- **By the end of 2016**: FDOE expects to receive final regulations from USED.
- **At a date yet to be determined, Florida’s ESSA state plan will be posted for public comment for at least 30 days, prior to its due date to USED.**
- **Early 2017**: ESSA offers an opportunity for FDOE to consolidate federal programs funding applications. We anticipate providing training on a new application.
- **Spring 2017**: During the 2017 Legislative Session, any necessary legislative changes will be pursued.
- **Summer or Fall of 2017**: If necessary based on any legislative changes, the State Board of Education rulemaking process will commence.

As a reminder, FDOE will post information on ESSA as it becomes available at [www.fldoe.org/academics/essa.shtml](http://www.fldoe.org/academics/essa.shtml). There is a place to sign up to get email updates when new information is available. Questions about ESSA can be sent to [ESSA@fldoe.org](mailto:ESSA@fldoe.org).

We look forward to learning together with our partners at the local and federal levels as we make decisions about and plan implementation of the opportunities afforded by ESSA.

HL/he

cc: School District Deputy Superintendents
    School District Assistant Superintendents
    School District Accountability Directors
    School District Assessment Directors
    School District Curriculum Directors
    School District Federal Programs Directors
MEMORANDUM

TO: School District Superintendents

FROM: Hershel Lyons

DATE: September 23, 2016

SUBJECT: Every Student Succeeds Act Update

Thank you to those districts and individuals that participated in the department’s first public comment period on the Every Student Succeeds Act (ESSA) in June and July. The comments are now posted, along with a summary report, at http://www.fldoe.org/academics/essa.html.

The commissioner submitted a response to the U.S. Department of Education (USED) draft regulations on accountability and state plans on August 1, 2016. There are additional USED draft regulations posted in the federal register on assessment and supplement not supplant funding provisions (Assessment: Title I, Part A and Title I, Part B: Title I-Supplement Not Supplant).

We await finalization of these regulations and guidance on the timeline for implementation from USED. Here is what we know about the timeline at this point:

- Regulations should be finalized in the coming months.
- The state plan is tentatively due either in March or July 2017, per the proposed regulations.
- A draft of the state plan will be posted for at least 30 days prior to submission for additional public comment.
- Once submitted, plans will undergo a peer review process and USED has 120 days after submission to respond to the plan.
- Current proposed regulations require the use of 2016-2017 results in 2017-2018; however, the timeline does not support use of a new ESSA-compliant accountability system in 2017-2018, let alone 2016-2017. Based on when the plans are due and review time by USED, it appears that full implementation would occur at the earliest in 2018-2019.
- While it is too early to make definitive decisions on ESSA, these circumstances afford us ample time for discussion and input from stakeholders.

We will continue to focus on the process for getting input and preparing to submit the state plan for USED review. As we get a better picture of the rollout, we will provide information about additional public input opportunities.
We look forward to learning together with our partners at the local and federal levels as we make decisions about and plan implementation of the opportunities afforded by ESSA.

HL/he

cc: School District Deputy Superintendents
    School District Assistant Superintendents
    School District Accountability Directors
    School District Assessment Directors
    School District Curriculum Directors
    School District Federal Programs Directors
Dear Superintendent:

As you are aware, last week S. 1177 was passed and the Every Student Succeeds Act (ESSA) was signed into law on December 10. This Act is the first piece of legislation in over fifty years to provide revenue to enhance school library services, programs, and resources. Specifically, the Act includes “School Librarians” in the definition of specialized instructional support personnel. ESSA also devolves authority to the states and Local Educational Agencies (LEA) on how the funding is set. As the decision-maker for your county, I wanted to reiterate the points in ESSA that affect school librarians and school library programs and inform you of the impact that a quality school library program has on our students on behalf of the Florida Association for Media in Education (FAME).

- ESSA includes new provisions that authorize local plans to include a description of how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. (Title I)

- States are now authorized to use funds to support the instructional services provided by effective school library programs. (Title II, Part A)

- LEAs are authorized to use funds to support the instructional services provided by effective school library programs. (Title II, Part A)

- ESSA requires local grants that focus on children in K – 5 to provide high-quality professional development opportunities for specialized instructional support personnel, school librarians, paraprofessionals, and other program staff. (Title II, Part B, Subpart 2)

- ESSA requires local grants that focus on children in grades 6 – 12 to provide training for school librarians and other school district personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives. (Title II, Part B, Subpart 2)

- ESSA authorizes all local grants for K-5 or 6-12 to provide time for literacy staff such as school librarians or specialized instructional support personnel to meet to plan comprehensive literacy instruction. (Title II, Part B, Subpart 2)

- Funds to develop and enhance effective school library programs are specifically authorized by ESSA. These may include providing professional development for school librarians, books, and up-to-date materials to high need schools. (Title II, Part B, Subpart 2, Section 2226)

- Libraries are defined as eligible entities with demonstrated expertise in historical methodology or the teaching of American history and civics. (Title II, Part B, Subpart 2, Section 2232)

- States are authorized to use funds to assist LEAs with identifying and addressing technology readiness needs, including Internet connectivity and access to school libraries. (Title IV, Part A)

- States are authorized to use funds to assist LEAs in providing school librarians and media personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement. (Title IV, Part A)

- Grants, as in NCLB, can be used to support expanded library service hours. (Title IV, Part B) (everylibrary.org)
I believe that school librarians and school library programs have been specifically included in ESSA because of the important role school librarians have in ensuring our students are future ready. The job description of today’s school librarian has been redefined. School librarians are now the specialists that both train our teachers and instruct our students how to master a global digital world. Today, it is not enough for teachers to simply teach content and standards, but we must prepare students to have high skill levels as well. Higher-order questioning to analyze and evaluate, interactive collaboration to proficiently work with virtual and real groups, creative problem-solving to discover and design, intuitive interpretation to apply and assess information, reading advocacy to develop empathy- these are future-ready skills that are taught by today’s school librarians at all grade levels.

Today’s learner is a connected learner, with an infinite amount of information at his disposal. Thus the evaluation of information is now a crucial aspect of information literacy today. As the shift in education moves toward self-directed learning, it is critical that our students know how to ask good questions in order to get good answers, how to access information from a variety of formats, how to evaluate information with an understanding of bias, how to create new knowledge from information by turning raw data into usable knowledge, and how to apply this knowledge within a real-world problem. Students develop these skills when the school librarian is an instructional partner involved in the planning, design, implementation, assessment, and evaluation of lessons and projects with the classroom teacher. The classroom teacher specializes in content knowledge. The school librarian specializes in the learning and research process.

A McREL study has shown that student learning in the classroom reflects the two lowest levels in Bloom’s taxonomy: remembering (25 percent) and understanding (32 percent), and not the higher-order thinking skills of analysis (9 percent), evaluation (3 percent), and creation (4 percent)(Goodwin, Brian. Simply Better, 2011). From research projects to problem-based learning and Makerspaces, the school librarian focuses on the latter three levels as the instructional support personnel responsible for teaching the whole learning and design process.

A school librarian is also the school’s reading specialist. In the National Endowment for the Arts’ comprehensive 2007 survey of American reading, “To Read or Not to Read,” researchers found that a "calamitous, universal falling off of reading” occurs for many students at around age 13 and often continues through the rest of these students’ lives. As students’ academic reading increases, their recreational reading decreases. It is imperative that students maintain the habit of reading as it is one of the few ways for a student to learn empathy and a variety of perspectives- critical skills in a global climate. With an increase in funds for school library collections, school librarians will now be able to provide the resources, digital and print, that not only support the curriculum, but support the goal of developing readers for life.

As you are developing your budgets under this new significant Act, please remember the importance of funding a certificated school librarian in each and every school in addition to funds to enhance collections with current, quality materials and resources. A school librarian’s business has always been helping students learn how to learn; thank you for realizing this importance and for investing in providing for a whole education, not just content knowledge for testing.

Sincerely,

Lucretia D. Miller
President, Florida Association for Media in Education (FAME)
“Ask Me How School Librarians Ensure Student Success”

**Title I**

Improving basic programs operated by state and local educational agencies

**Message**

School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

**Title II**

Supporting effective instruction

**Message**

School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.

**Title II, Part B**

Literacy education for all, results for the nation (LEARN)/ Innovative Approaches to Literacy (IAL)

**Message**

School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.

**Title IV, Part A**

Student Support and Academic Enrichment Grants (Block Grants)

**Message**

School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.
Coalition Development Plan

Of course there are some “assumed” coalition groups- teachers, parents and administrators. But this is an opportunity to think outside the box and garner support from the community at large. Who in your community would have a stake in local school district plans to ensure that school library programs provide students an opportunity to develop digital literacy skills and improve academic achievement? Who needs to have college and career ready individuals graduating today?

<table>
<thead>
<tr>
<th>Individual/Organization/Business Name</th>
<th>What previous activities, news or accomplishments tie them to your efforts?</th>
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Message Development

You've determined who your audience is (refer back to Coalition Development Plan), and you have key message points from ESSA related to school library funding (refer back to Key ESSA Message Points), but do not assume that communicating the key messages verbatim to your potential coalition partners will yield results. You must transform the message into a language that will appeal to your potential coalition members.

While you need to adjust messaging to fit the audience there are still key words that you do not want to remove—bolded below. It is important that when anyone is talking about ESSA, even if they are not directly referencing school library program, they are connecting these words to the school library.

- **Specialized instructional support staff.** ESSA specifically includes school librarians in the definition of specialized instructional support staff.
- School library programs support the development of **digital literacy skills and academic achievement**.
- Title IV Student Support and Academic Enrichment Grant (Block Grants), allocated based on Title I eligibility, authorizes states to use funds to assist school districts in providing programs and activities that increase access to **personalized, rigorous learning experiences** supported by technology, including **adequate access to school libraries**.
  - Block Grants also authorize states to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to **use technology effectively**, including **effective integration of technology**, to **improve instruction and student achievement**.
- **Reference the “Ask Me How School Librarians Ensure Student Success” message cards**
  - Title I – School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.
  - Title II, Part A – School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.
  - Title II, Part B, Subpart 1 – School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.
  - Title IV, Part A - School Librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.
Message Development Example

Take one row in your Coalition Development chart and create a key message for middle three blocks, incorporating the message points and key words. Example:

<table>
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| Local public library                   | Summer reading programs, marketing regarding access to information and technology for community | School libraries create knowledgeable library users; school libraries fill a specific role in connection to curriculum and without would create a gap between services | General public awareness; engaging non-parents, but library friends in efforts | 1. Meet with staff to provide information.  
2. Ask to hold an information session at public library for general public  
3. Ask to present to their friends group and in return offer time with school parents group |

Key Message Development:

- School librarians are teachers, **specialized instructional support staff**, trained to teach library skills early and develop lifelong library users and supporters.

- The public library is an incredible asset to students as they continue their work outside of school but a fully staff and funded school library connects student **personalized, rigorous learning experience**, and library research, to academic achievement.

- **Digital literacy skills** are essential for success as students move into the work force that requires the **effective use of technology** and while there is a direct impact for parents to support a strong school library program there is tremendous value for the business and community too.
## Message Development Worksheets

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**Key Message Development:**

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Elevator Speech Development

You’ve found yourself faced with the questions, “Are there really any libraries left?” and “What with e-books and Internet are they necessary?” You’ve been asked these questions in a situation in which you know a true conversation is not possible, so how do you make the most impact in the least amount of time? Develop your messages now, and practice!

**Step One:** Make the connection from ESSA language to AASL’s school library talking points to your school library program.

<table>
<thead>
<tr>
<th>ESSA Language</th>
<th>School Library Talking Point</th>
<th>Answer To Questions</th>
<th>How This Is Seen In Your Library</th>
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<tbody>
<tr>
<td>Title I: Improving basic programs operated by state and local educational agencies</td>
<td>School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.</td>
<td>(Example) School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture. Students today have a hard time navigating such a vast amount of information, and learning digital literacy skills is critical to their success in school and after when they navigate college or start a career.</td>
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<td>Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)</td>
<td>School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.</td>
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Glossary

The following are definitions that appear in either AASL board approved position statement or as defined under the US Department of Education.

**Appropriate Staffing** (for school libraries):

1. The library program is serviced by one or more certified school librarians working full-time in the school library.

2. The specific number of additional school librarians is determined by the school’s instructional programs, services, facilities, size, and number of students and teachers.

3. In addition to library-degreed professionals, highly trained technical and clerical support staff are necessary for all library programs at every grade level. Each school should employ at least one full-time technical assistant or clerk for each school librarian. Some programs, facilities, and levels of service will require more than one support staff member for each professional.

4. The school district is served by a district library supervisor who provides leadership and support for the building-level school library programs by providing resources, professional development, and leadership in developing and implementing the district’s school library program. The district library supervisor is a member of the administrative team and helps determine the criteria and policies for the district’s curriculum and instructional programs. The district library supervisor communicates the mission, strategic plan, goals, and needs of the school and district library programs to the superintendent, board of education, other district-level personnel, and the community.

**Collaboration:**

Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan.

**Community Readiness:**

The ability to be a productive, active, engaged member of a democratic society.

**Digital Learning:**

Learning materials and resources displayed on a digital device and shared electronically with other users. Digital learning content can be both open and/or commercial content (U.S. Dept. of Education 2016).

**Digital Literacy:**

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (ALA 2013).

**Effective School Library Program:**

1. is adequately staffed, including a state-certified school librarian who
   - is an instructional leader and teacher,
• supports the development of digital learning, participatory learning, inquiry learning, technology
literacies, and information literacy, and
• supports, supplements, and elevates the literacy experience through guidance and motivational
reading initiatives;
2. has up-to-date digital and print materials and technology, including curation of openly licensed educational
resources; and
3. provides regular professional development and collaboration between classroom teachers and school
librarians.

Information Literacy:

A set of abilities requiring individuals to recognize when information is needed and have the ability to locate,
evaluate, and use effectively the needed information (ACRL 2000).

Information Technologies:

Modern information, computer, and communication technology products, services, or tools, including the
Internet, computer devices, and other hardware, software applications, data systems, and other electronic
content (including multimedia content) and data storage.

Learning Community:

A group of people (can include students) who share common academic goals and attitudes who meet regularly
to share expertise and work collaboratively to improve instruction and the academic performance of students.

Local Education Agencies (LEA):

A public board of education or other public authority legally constituted within a State for either administrative
control or direction of, or to perform a service function for, public elementary schools or secondary schools in a
city, county, township, school district, or other political subdivision of a State, or for a combination of school
districts or counties that is recognized in a State as an administrative agency for its public elementary schools or
secondary schools.

Specialized Instructional Support Personnel (school librarians):

Under ESSA, perform a wide range of activities in schools, including a broad array of prevention and intervention
services that promote effective teaching and learning and promote school success. SISP also collaborate with
teachers and school staff to ensure that students receive high quality instruction responsive to their diverse
academic, physical, social, emotional, and mental health needs.

State Education Agencies (SEA):

A formal governmental label for the state-level government agencies within each U.S. state responsible for
providing information, resources, and technical assistance on educational matters to schools and residents.

Virtual Resources:

Resources that are not physical in nature, such as computer hardware platforms, operating systems, storage
devices, computer network resources, electronic databases, and e-books.
Definition for Effective School Library Program

POSITION:
The American Association of School Librarians (AASL) supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

As a fundamental component of college, career, and community readiness, the effective school library program:

1. is adequately staffed, including a state-certified school librarian who
   a. is an instructional leader and teacher,
   b. supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
   c. supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;
2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and
3. provides regular professional development and collaboration between classroom teachers and school librarians.

Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners. Under the leadership of the school librarian, the school library provides students access to resources and technology, connecting classroom learning to real-world events. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

Under the leadership of a certified school librarian, the effective school library program delivers a well-rounded educational program (AASL 2009). This program focuses on accessing and evaluating information, providing digital learning training and experiences, and developing a culture of reading. The program uses a variety of engaging and relevant resources. Robust school libraries have high-quality, openly licensed digital and print resources, technology tools, and broadband access. This environment is essential to providing equitable learning opportunities for all students. More than 60 studies in two dozen states show that the “levels of library funding, staffing levels, collection size and range, and the instructional role of the librarian all have a direct impact on student achievement” (Gretes 2013).

In an effective school library program, the school librarian serves as an instructional leader, program administrator, teacher, collaborative partner, and information specialist (AASL 2009). Working with classroom teachers, the school librarian develops information literacy and digital literacy instruction for all students. Serving as an instructional leader, the school librarian contributes to curricular decisions and facilitates professional learning. Additionally, as the library program administrator, the school librarian oversees and manages the program and works with school and community partners. These partnerships result in expanded and improved resources and services for all students.
An effective school library program plays a crucial role in bridging digital and socioeconomic divides. School library programs staffed with state-certified professionals provide an approachable, equitable, personalized learning environment necessary for every student’s well-rounded education.

BACKGROUND:
The Every Student Succeeds Act (ESSA) includes language for “effective school library programs” in the provisions of Title I, Part A; Title II, Part A; Title II, Part B, Subpart 2; Title II, Part B, Subpart 2, Section 2226; and Title IV, Part A. The definition of an effective school library program provides guidance to administrators, school boards, and school librarians in implementing ESSA.

DEFINITIONS:
- **Collaboration**: Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan.
- **Community Readiness**: The ability to be a productive, active, engaged member of a democratic society.
- **School Librarian Instructional Role**: [Instructional Role of School Librarians Position Statement](#)

REFERENCES:


DISCLAIMER:
The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016
Appropriate Staffing for School Libraries

POSITION:
The American Association of School Librarians (AASL) supports the position that every student in every school, including independent schools and public charter schools, should have access to an updated school library with a certified school librarian. The success of a school library program, no matter how well designed, ultimately depends on the quality and number of personnel responsible for managing the instructional program and the library’s physical and virtual resources. A certified school librarian, supported by technical and clerical staff, is crucial to an effective school library program. Every student, teacher, and administrator in every school building at every grade level should have access to a fully staffed library throughout the school day.

The following minimum school library staffing requirements define an effective school library program structured to transform teaching and learning throughout the school community:

1. The library program is serviced by one or more certified school librarians working full-time in the school library.
2. The specific number of additional school librarians is determined by the school’s instructional programs, services, facilities, size, and number of students and teachers.
3. In addition to library-degreed professionals, highly trained technical and clerical support staff are necessary for all library programs at every grade level. Each school should employ at least one full-time technical assistant or clerk for each school librarian. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
4. The school district is served by a district library supervisor who provides leadership and support for the building-level school library programs by providing resources, professional development, and leadership in developing and implementing the district’s school library program. The district library supervisor is a member of the administrative team and helps determine the criteria and policies for the district’s curriculum and instructional programs. The district library supervisor communicates the mission, strategic plan, goals, and needs of the school and district library programs to the superintendent, board of education, other district-level personnel, and the community.

BACKGROUND:
The staffing of school libraries will be guided by the language for effective school library programs in the Every Student Succeeds Act (ESSA). A certified school librarian is essential to an effective school library program, yet only two-thirds of school libraries are staffed with certified school librarians (Davis 2010).

DEFINITIONS:
- Effective School Library Program: Definition of an Effective School Library Position Statement

REFERENCES:

**RECOMMENDED READING LIST:**


**DISCLAIMER:**

The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

**APPROVAL/REVISION DATES:** June 25, 2016
Instructional Role of the School Librarian

POSITION:
The American Association of School Librarians (AASL) supports the position that school librarians are instructors as well as collaborators with fellow educators in the pursuit of student learning in school libraries, classrooms, learning commons, makerspaces, labs, and virtual learning spaces. School librarian instruction results in students who read and utilize print and digital resources for curricular and personalized learning needs. School librarians teach students how to be inquiring learners who evaluate and use both print and digital information efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills (AASL 2007). School librarians lead the way in digital learning and literacies by teaching and providing professional development in their school communities and districts.

The role of the school librarian is to guide students and fellow educators through the intersection of formal and informal learning. The instruction the school librarian offers is integral to a well-rounded education. As educators and instructional partners school librarians are critical to teaching and learning in the school community. The school librarian plays a prominent role in instructing students, faculty, and administrators in a range of literacies, including information, digital, print, visual, and textual literacies. As leaders in literacy and technology, school librarians are perfectly positioned to instruct every student in the school community through both traditional and blended learning.

BACKGROUND:
In the ever-changing information and education landscape, the instructional role of school librarians is vitally important for staff and students. As print and digital literacies, inquiry, and reading motivation have become crucial elements of teaching and learning, school librarians as educators and information specialists play a key instructional role in successful schools.

DEFINITIONS:

- Digital Learning: Learning materials and resources displayed on a digital device and shared electronically with other users. Digital learning content can be both open and/or commercial content (U.S. Dept. of Education 2016).

- Digital Literacy: The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (ALA 2013).

- Information Literacy: A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL 2000).

REFERENCES:


RECOMMENDED READING LIST:


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The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016
Role of the School Library Program

POSITION:

The American Association of School Librarians (AASL) supports the position that an effective school library program plays a crucial role in preparing students for informed living in an information-rich society. The school library program provides learning opportunities that enable students to become efficient, effective, and creative users of information. Further, the school library program encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; to determine the scope and relevance of information to meet their needs; and to create and share new ideas, resources, products, and information. This instruction occurs best in the context of the school curriculum where students are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

The school library program is not confined by the school library walls, but rather, with the use of technology and online resources, connects to the community and branches throughout the entire school. The school library program provides the mechanism for students to access the resources they need 24/7, whether in the library, in the classroom, or in the student’s home.

Beyond its curricular role, the effective school library program gives each individual member of the learning community a venue for exploring questions that arise out of personalized learning, individual curiosity, and personal interest. As part of the school library program, the school librarian provides leadership and instruction to both students and staff on how to use information technologies constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas and responsible use of information technologies. These attributes add value to the school community.

School library programs also provide opportunities for learners to read for enjoyment. School librarians’ skills in the selection and evaluation of resources are critical in providing students, staff, and families with open, non-restricted access to a high-quality collection of reading materials that reflect personal interests and academic needs in multiple formats. School librarians take a leadership role in organizing and promoting literacy projects and events that encourage students to become lifelong learners and readers.

The school library program is based on long-range goals developed through strategic planning that reflect the mission of the school. The school librarian participates fully in all aspects of the school’s instructional program, including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to collections, technology, and a state-certified school librarian for all students and staff, physically as well as virtually. The collection includes materials that meet the needs of all learners, represents various points of view on current and historical issues, and offers a wide variety of interest areas. Policies, procedures, and guidelines are developed to maintain the effective school library program. The school library staff and budget are sufficient to support the school’s instructional program and meet the needs of the school library program’s goals.

For students, the school library represents one of America’s most cherished freedoms: the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.
BACKGROUND:
Citizens of this information world must have the skills and dispositions to access information efficiently and to critically assess the sources they rely upon for decision making, problem solving, and generation of new knowledge. The effective school library program plays a critical role in schools in instructing students on how to access information efficiently and critically assess resources.

DEFINITIONS:
- **Effective School Library Program**: [Definition of Effective School Library Position Statement]
- **Learning Community**: A group of people (can include students) who share common academic goals and attitudes who meet regularly to share expertise and work collaboratively to improve instruction and the academic performance of students.
- **Information Technologies**: Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices and other hardware, software applications, data systems, personal electronic devices, and other electronic content (including multimedia content) and data storage.
- **School Librarian Instructional Role**: [Instructional Role of the School Librarian Position Statement]
- **Virtual Resources**: Resources that are not physical in nature, such as computer hardware platforms, operating systems, storage devices, computer network resources, electronic databases, and e-books.

RECOMMENDED READING LIST:


DISCLAIMER:
The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016
Preparation of School Librarians

POSITION:
The American Association of School Librarians (AASL) supports the position that, in addition to meeting state certification requirements, school librarians hold a master’s degree or equivalent from a program that combines academic and professional preparation in library and information science, education, and technology. The graduate degree is earned at a college or university whose program is recognized by appropriate bodies such as the American Library Association (ALA), the American Association of School Librarians/Council for the Accreditation of Educator Preparation (CAEP), or state education agencies. The academic program of study includes directed field experience coordinated by a college/university faculty member and takes place in an effective school library program under the direct supervision of a certified, full-time school librarian.

BACKGROUND:
In order to address the critical need for a reading-rich environment in the ever-changing information landscape, the preparation of school librarians is vitally important. As technology has become a crucial element of teaching and learning, school librarians as educators and information specialists play a key role in the success of schools.

DEFINITIONS:
- **Information Technologies**: Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices, and other hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.
- **School Librarian Instructional Role**: Instructional Role of the School Librarian Position Statement

REFERENCES:


DISCLAIMER:
The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES:
June 25, 2016
July 26, 2016

Meredith Miller
U.S. Department of Education
400 Maryland Avenue, SW, Room 3C106
Washington, DC 20202-2800

Dear Ms. Miller:

On behalf of the American Library Association (ALA) and the American Association of School Librarians (AASL), thank you for the opportunity to comment on the Department’s proposed regulations governing accountability and State plans under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA).

The mission of ALA, the oldest and largest library association in the world, is “to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.” The mission of AASL, the ALA division focused on school libraries, is “to empower leaders to transform teaching and learning.” To help accomplish this mission, AASL supports effective school library programs that have a certified school librarian at the helm, provide personalized learning environments, and offer equitable access to resources to ensure a well-rounded education for every student.¹

School libraries are a safe learning environment where all students have equal and equitable access to learning, support, and information for personal and educational purposes. As poverty rates across America remain high, our schools must serve as an “equalizer” to provide all students with equal and equitable access to the resources, support, and instruction necessary to succeed academically and become productive and engaged citizens in a democratic society. Research confirms that effective school library programs are a wise investment for our children’s education and workforce readiness.

ALA has been disheartened by the lack of support for effective school library programs and comprehensive literacy instruction at the Federal, State, and local levels over the years. Data² available from the National Center for Education Statistics (NCES) highlights the lack of support for too many of our students in thousands of schools across the country. NCES data reveals that approximately 8,830 public schools across the nation do not have a school library and for those schools that do have a library, nearly 17,000 schools do not have a full or part-time school librarian on staff.

Accordingly, ALA and AASL were pleased to support the bipartisan conference agreement on ESSA and we are encouraged that the updated law provides opportunities to recognize the key role effective school library programs play in improving student academic achievement and ensuring that students are adequately prepared for college and success in the workforce.

¹ For additional information see AASL definition of “effective school library program.”
² For additional information from NCES, see http://nces.ed.gov/surveys/sass/tables_list.asp#2012.
To help build on these efforts under ESSA, our comments on the proposed regulations focus on consultation requirements under §299.15 and activities to support all students under §299.19.

§299.15 – Consultation and Coordination

Under ESSA, a State may continue to submit a consolidated State plan in lieu of individual, program-specific plans. As part of the consolidated State plan, the proposed regulations would require the State Educational Agency (SEA) to engage in timely and meaningful consultation with stakeholders as part of the design and development of the plan. Specifically, §299.15(a)(6) of the proposed regulations provides that stakeholders consulted during the development of the State plan must include “teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals.”

Under ESSA, the statutory definition of the term “specialized instructional support personnel” includes qualified professional personnel such as school librarians. To help ensure consistency with the statutory provisions under ESSA, we recommend that language under §299.15(a)(6) be clarified to highlight the statutory ability of school librarians to participate in the consultation process with the SEA in the development and implementation of the State consolidated plan.

We believe it is important to specifically highlight school librarians as part of the consultation process because they make the whole school more effective. School librarians serve as instructional leaders, program administrators, teachers, collaborative partners, and information specialists. They work with every student in the school, teaching them to think critically, providing the resources and support they need in school and beyond, and nurturing their creativity. They are also an essential partner for all classroom teachers, providing print and digital materials that meet diverse needs and collaborating to deepen student learning and drive success. Finally, school librarians are leaders in the school, helping to develop curriculum and connecting other educators to current trends and resources for teaching and learning.

§299.19 – Supporting All Students

As part of the consolidated State plan, each SEA must describe its strategies, its rationale for the selected strategies, timelines, and how it will use funds under the programs included in its consolidated State plan to ensure that all children have a significant opportunity to meet challenging State academic standards and graduate with a regular high school diploma. §299.19(a)(1)(iv) of the proposed regulations requires that such strategies and descriptions include “the effective use of technology to improve academic achievement and digital literacy of all students.”

Literacy skills have always been a critical component of our education systems. Today, the attainment of digital literacy – for both students and educators – can help to ensure that all students graduate from high school prepared for postsecondary education or the workforce without the need for remediation.

School libraries are places of opportunity. Effective school library programs play a crucial role in bridging digital and socioeconomic divides. They foster a safe and nurturing climate during the day and before and after school, to serve as critical learning hubs for instruction and use of technology, digital, and print materials (including curation of openly licensed educational resources) to better prepare students for success for school and the workforce:
• Avery County High School – In Avery County High School (Newland, NC), the school librarian trains students and teachers on how to become a responsible consumer of information. The school library provides instruction on how to document resources; the importance of following copyright laws; safe use of online resources, including potential dangers of online sharing; and an awareness of the digital footprint all online users leave.

• Weddington Hills Elementary School – At Weddington Hills Elementary School (Concord, NC), digital literacy instruction is provided through the school library program. Students in kindergarten and first grades are learning skills such as keyboard recognition, how to access PowerPoint, how to obtain digital images following copyright requirements, and the importance of citing sources. Students in second and third grades are using various technologies to research, collect information, synthesize, and create new products, including a focus on academic honesty and copyright issues. By fourth and fifth grades, students are exploring digital tools for collaboration, multi-media presentations, analysis of data, and interaction with people and events beyond their own communities.

• Centerville Elementary School – From kindergarten up students are exposed to digital learning platforms and computers at Centerville Elementary School (Frederick, MD). From lessons on internet safety to proper citation of web sources to their digital footprints and cyberbullying, the students are receiving weekly lessons to help make them true 21st century learners.

• Mooresville Intermediate School – At Mooresville Intermediate School (Mooresville, NC), students receive digital literacy training in the school library related to accessing information sources, taking notes appropriately, citing sources, finding copyright-friendly images for projects, and using digital tools to share their learning in new, innovative ways.

To better encourage the effective use of technology to improve academic achievement and digital literacy in ways that support all students, we recommend that §299.19(a)(1)(iv) be clarified to highlight the critical support school libraries provide with regard to improving the digital literacy of all students.

An effective school library program plays a crucial role in bridging digital and socioeconomic divides and focuses on accessing and evaluating information, providing digital learning training and experiences, and developing a culture of reading. The school library program uses a variety of engaging and relevant resources. Robust school libraries have high-quality, openly licensed digital and print resources, technology tools, and broadband access. This environment is essential to providing equitable learning opportunities for all students.

By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

Therefore, as the Department considers recommendations on the proposed regulations governing accountability and State plans under ESSA, we respectfully ask that the final regulations specifically include school librarians and school libraries under §299.15
(Consultation and Coordination) and §299.19 (Supporting All Students) to ensure that implementation of ESSA includes adequate consultation and an appropriate focus on the role of school libraries in using technology to improve academic achievement and digital literacy of all students.

Thank you again for the opportunity to provide recommendations; please do not hesitate to contact Emily Sheketoff from ALA at (202) 628-8410 or Sylvia Knight Norton from AASL at (312) 280-4388 if you have any questions or if there is anything we can do to assist with implementation of ESSA.

Sincerely,

Emily Sheketoff
Executive Director
Washington Office
American Library Association

Sylvia K. Norton
Executive Director
American Association of School Librarians
American Library Association
P.L. 114-95, The Every Student Succeeds Act (ESSA)

Student Support and Academic Enrichment Grants (ESSA Block Grant)

SUMMARY OF PROGRAM

Overview – ESSA authorizes a new flexible block grant program – Student Support and Academic Enrichment Grants under Title IV, Part A, Subpart 1 – to increase the capacity of States, LEAs, schools, and local communities to:

1. Provide all students with access to a well-rounded education;
2. Support safe and healthy students; and
3. Support the effective use of technology.

Authorization Level and Funding – ESSA authorizes the program at $1.65 billion for FY2017 through FY2020.

- The Administration’s FY2017 budget request included $500 million for Student Support and Academic Enrichment Grants.
- Prior to the August 2016 recess, the Senate Appropriations Committee provided $300 million and the House Appropriations Committee provided $1 billion in their respective bills for Student Support and Academic Enrichment Grants.
- The funding level will be finalized as part of negotiations to fund the Federal government for FY2017.

Allocation of Funds by Formula – Each State, and subsequently each LEA, receives an allocation based on their State or local share of the ESSA Title I funding formula.

- States reserve 5 percent of their allocation for State-level activities and 95 percent of funds are provided for local awards to LEAs.
- Each LEA that receives a formula allocation must conduct a “needs assessment” and then must use:
  - Not less than 20 percent of funds to support well-rounded educational opportunities;
  - Not less than 20 percent of funds to support safe and healthy students; and
  - A portion of funds (not defined under ESSA) to support the effective use of technology.
- Remaining funds at the local level can be used by the LEA to support any of the three aforementioned categories of activities.

State-Level Activities – States are authorized to use their share of funding (5 percent) for State-level activities and programming designed to meet the purposes of the program, including:
• Monitoring, training, technical assistance and capacity building for LEAs;

• Identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams so that LEAs can better coordinate with other agencies, schools, and community-based services and programs; and

• Supporting LEAs in providing programs and activities that:
  
  o Offer well-rounded educational experiences to all students, which may include:
    ✓ STEM courses;
    ✓ Music and arts education;
    ✓ Foreign languages;
    ✓ Accelerated learning programs that provide postsecondary level courses accepted for credit at institutions of higher education (such as Advanced Placement courses);
    ✓ American history, civics, economics, geography, social studies, or government education;
    ✓ Environmental education; and
    ✓ Other courses, activities, programs or experiences that contribute to a well-rounded education.

  o Foster safe, healthy, supportive, and drug-free environments, which may include:
    ✓ Reducing exclusionary discipline practices in schools;
    ✓ Mental health awareness training and school-based counseling;
    ✓ Integrating health and safety practices into school and athletic programs; and
    ✓ Disseminating best practices and evaluating program outcomes to promote student safety and violence prevention.

  o Increase access to personalized, rigorous learning experiences supported by technology, including:
    ✓ Providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries”;
    ✓ Supporting schools in rural and remote areas to expand access to digital learning opportunities;
    ✓ Supporting the delivery specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.
    ✓ Disseminating promising practices related to technology instruction, data security and the acquisition and implementation of technology tools and applications;
    ✓ Providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively; and

1 Under ESSA, the term “digital learning” is defined as any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including: (1) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (2) access to online databases and other primary source documents; (3) the use of data and information to personalize learning and provide targeted supplementary instruction; (4) online and computer-based assessments; (5) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (6) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and (7) access to online course opportunities for students in rural or remote areas.
Making instructional content widely available through open educational resources, which may include providing tools and processes to support LEAs in making such resources widely available.

Local Consultation – In developing the local application, an LEA is required to consult with parents, teachers, principals, specialized instructional support personnel (which specifically includes school librarians under ESSA) and other stakeholders with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the program.

- In addition, LEAs are required to engage in “continued consultation” with such stakeholders to improve local activities and to coordinate programming with other related strategies, programs, and activities being conducted in the community.

Local Needs Assessment – Prior to receiving funds under the program, LEAs must conduct a “comprehensive needs assessment” (that must be conducted every 3 years) to examine needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

  - Note: Under State Activities, States are authorized to support local efforts to increase access to personalized learning experiences by providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries” under the statute.

- LEAs that would receive an allocation of less than $30,000 are not required to conduct a comprehensive needs assessment.

Local Uses of Funds – As part of the local application, LEAs must provide assurances that funds will prioritized to schools that have the greatest need, the most low-income children, are identified under the accountability system or identified as persistently dangerous. Similar to activities authorized at the State-level, LEAs are authorized to use their share of funds (95 percent) to:

- Develop and implement programs and activities that support access to a well-rounded education and that:
  - Are coordinated with other schools and community-based services and programs;
  - May be conducted through partnerships; and
  - May include programs and activities, such as:
    - College and career guidance and counseling;
    - Activities that use music and the arts as tools to support student success;
    - Activities to improve instruction and student engagement in STEM (including computer science);
    - Efforts to raise student academic achievement through accelerated learning programs
Activities to promote traditional American history, civics, economics, geography, or government education;
Foreign language instruction;
Environmental education;
Activities that promote volunteerism and community involvement;
Activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

- Support safe and healthy students through the development, implementation and evaluation of programs and activities that:
  - Are coordinated with other schools and community-based services and programs;
  - Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
  - Promote the involvement of parents;
  - May be conducted through partnerships; and
  - May include programs and activities, such as:
    - Drug and violence prevention activities;
    - School-based mental health services;
    - Health and safety practices for schools and athletic programs;
    - Support for healthy, active lifestyles, including nutritional education and regular, structured physical education activities;
    - Prevention of bullying and harassment;
    - Mentoring and counseling for all students;
    - Dropout recovery programs;
    - Training for school personnel related to suicide prevention, crisis management, conflict resolution and school-based violence prevention strategies;
    - Child sexual abuse awareness;
    - Reducing exclusionary discipline practices; and
    - Pay for success initiatives.

- Use technology to improve the academic achievement, academic growth, and digital literacy of all students – including by addressing shortfalls identified in the local needs assessment conducted prior to receiving funds – which may include:
  - Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning and to administer computer-based assessments and blended learning strategies;

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² Under ESSA, the term “blended learning” is defined as a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace.
Building technological capacity and infrastructure, including procuring content and purchasing devices, equipment, and software applications in order to address readiness shortfalls (as identified under the comprehensive needs assessment);

- Note: There is a 15 percent cap under ESSA related to the purchase of technology infrastructure under the program.

Developing or using effective strategies for the delivery of specialized or rigorous academic courses through the use of technology, including digital learning technologies and assistive technology;

- Blended learning projects;

- Professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in STEM (including computer science); and

- Opportunities for students in rural, remote, and underserved areas to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

**SUMMARY OF LIBRARY PROVISIONS**

- ESSA authorizes (but does not require) States to use their share of funds to assist LEAs in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.”

- ESSA authorizes (but does not require) States to use their share of funds to assist LEAs in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.

- In developing their local applications, LEAs must consult with teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

- ESSA requires that LEAs conduct a “needs assessment” prior to receiving funds from the State (that must be conducted every 3 years). The needs assessment must include access to personalized learning experiences (which may include access to school libraries).

**NEXT STEPS – ADVOCATE FOR INCLUSION OF LIBRARY PROGRAMMING**

**State-Level Advocacy**

- Because States are authorized (but not required) to support LEAs in providing programs and activities that increase access to personalized learning experiences (which may include and professional development for school librarians and better access to school libraries for students), it will be important to contact and work with education officials at the State-level (State Educational Agency) to make them aware of their ability to use funds in support of personalized learning experiences, including ways in which effective school library programs can contribute to personalized learning activities in schools.
• Since States are authorized (but not required) to support LEAs in the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies, it will be important to contact and work with State education officials to ensure that such activities include effective school library programs that provide digital learning technologies.

Local Advocacy

• Since LEAs are required to consult with stakeholders – which may include school librarians – on the development of their local activities, it is critical to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that school librarians can adequately participate in the development and implementation of programming.

• Since LEAs must conduct a “comprehensive needs assessment” that includes access to personalized learning experiences supported by technology and professional development for the effective use of data and technology, it is essential to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that “access to school libraries” is considered as part of the local needs assessment.

• Since LEAs are authorized (but not required) to support the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies, it will be important to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that such activities include effective school library programs that provide digital learning technologies.