Connecting ESSA to School Libraries

Saturday, October 29, 2016
Hawaii Association of School Librarians (HASL)
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.
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  • Student Support and Academic Achievement Enrichment Grants (ESSA Block Grants)
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<tr>
<td>8:00 am</td>
<td>Welcome Remarks</td>
<td>Diane Chen, AASL Division Councilor</td>
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<td>8:00 – 8:30 am</td>
<td>ESSA Overview</td>
<td>Emily Sheketoff, Executive Director of Washington Office of American Library Association</td>
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<td></td>
<td>- Federal and State Timeline</td>
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<td></td>
<td>- Review of titles that include School Librarians</td>
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<td>- Call to Action</td>
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<tr>
<td>8:30-9:00 am</td>
<td>Review of Hawaii BOE/DOE</td>
<td>Joanna Dunn, Educational Specialist, Hawaii DOE, School Library Services/21st Century Instructional Technologies</td>
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<td>- ESSA Plan Timeline</td>
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<td>- Strategic Plan</td>
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<td>- Opportunities for Input</td>
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<tr>
<td>9:00 – 9:15 am</td>
<td>Identifying Stakeholders and Coalitions</td>
<td>Diane Chen, AASL Division Councilor</td>
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<td>9:15-9:30 am</td>
<td>Coalition Development Plan</td>
<td>Small Group Work</td>
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<td>9:30-9:45 am</td>
<td>Report/Share Out</td>
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<tr>
<td>9:45 –10:15 am</td>
<td>Review of Key Messages</td>
<td>Diane Chen, AASL Division Councilor</td>
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<td>Elevator Speech Development</td>
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<tr>
<td>10:15 -10:45 am</td>
<td>Break</td>
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<tr>
<td>10:45-11:00 am</td>
<td>Elevator Speech Samples</td>
<td>Diane Chen, AASL Division Councilor</td>
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<tr>
<td>11:00-11:30 am</td>
<td>Elevator Speech Development</td>
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<tr>
<td>11:30- 11:45 pm</td>
<td>Elevator Speech Practice/Refinement</td>
<td>Small Group</td>
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<tr>
<td>11:45 am - Noon</td>
<td>Review of supplemental handbook material</td>
<td>Diane Chen, AASL Division Councilor</td>
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<tr>
<td>Noon</td>
<td>Closing Remarks/Questions</td>
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CONNECTING ESSA TO SCHOOL LIBRARIES
Saturday, October 29, 2016
Hawaii Association of School Librarians (HASL)

Welcome
Diane Chen
AASL Division Councilor

Handbook
SHARE, SHARE, SHARE

Tag @aasl
#ESSAlibraries

Send photos to jhabley@ala.org

ESSA Webpage

http://essa.aasl.org/

ALA Washington Office

Emily Sheketoff
Executive Director of Washington Office of American Library Association

https://vimeo.com/183396897
Effective School Library Program

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.

Effective School Library Program

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 Library Program Cont.
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
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
Hawaii ESSA Update

HI Board of Education ESSA Page
http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx

Timeline:
• November 15, 2016- Draft framework for ESSA State Plan presented to Board of Education
• December 6, 2016- Final 2017-2020 Strategic Plan presented to Board of Education

Community conversation blog at hiqualityed.tumblr.com and join the conversation at #HIQualityEd.

Included in handbook:
• Draft Strategic Plan -
  https://spark.adobe.com/page/MAGelnmpXRbcH/ (can email comments to StrategicPlan@notes.k12.hi.us)
• Letter to US DOE

Sign up for BOE/DOE Strategic Plan Updates-
https://docs.google.com/forms/d/e/1FAIpQLScqxAGD_U57cxk2OEeo0mIfjEqZT4jMjIvMQXbZmkWWy-wKO/viewform
Hawaii ESSA Updates

Three Goals of Strategic Plan

- **Student Success:** All students demonstrate they are on a path toward success in college, career and citizenship.
- **Staff Success:** The Department has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.
- **Successful Systems of Support:** The system and culture of the Department work to effectively organize financial, human, and community resources in support of student success.

Identifying Stakeholders & Building 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
Connect Messages to Stakeholders

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

ESSA Key Messages

- School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.
- 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.
- 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.
- School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.
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

ESSA Elevator Speech

https://vimeo.com/183395638

Meaningful Messaging
Elevator Speech- 4 pieces

1. The message
2. The Story & Key Data
3. The Ask
4. The Elevator Speech

Example

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.

Story & Data: A middle school librarian links the reading incentive program to books read and increases in reading scores.

Ask: Include librarians on district-wide school improvement team. (Audience: District Administrator)

The Elevator Speech:

For the past 3 years, as part of our school-wide reading focus, the library has hosted the Panthers Pounce reading challenge. Last year our students read nearly 11,000 books— that’s about 27 books per student. Our reading scores have increased 6%— 7% for English language learners!— and now students demand to come to the library on the first day of school! Librarians partner with colleagues throughout the building to improve student achievement.

Will you include a librarian on the district’s school improvement team?
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.

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
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

Questions
ESSA Federal Legislation Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1965</td>
<td>ESEA was enacted by Congress and signed into law.</td>
</tr>
<tr>
<td>1968</td>
<td>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.</td>
</tr>
<tr>
<td>1994</td>
<td>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).</td>
</tr>
<tr>
<td>2002</td>
<td>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.</td>
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<tr>
<td>2015</td>
<td>In December 2015, bipartisan support for the ESSA was high and the overdue reauthorization was finally signed into law.</td>
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## ESSA State Timing, Rules and Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</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>
</tr>
<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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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.
As you review the draft section of the Strategic Plan below, please participate in the Public Comment period through October 31, 2016 by clicking the “Public Comment Section” buttons throughout the draft to provide input. There are six Public Comment Sections in all.

At the end of the draft, please review the "About This Draft" section to provide you with context for the update of the Strategic Plan. You can also learn more on the Strategic Plan page of the Hawaii Department of Education's (DOE) website.

Mahalo for your feedback as we work to finalize the plan for presentation to the Board of Education (BOE) on December 6, 2016.
I. Our Journey

Over the past decade, sweeping changes have occurred in our state, country, and world with many changes also in public education locally, nationally, and globally. Public education in Hawaii has maintained a steady trajectory of increased achievement, and students have progressed academically within this shifting education landscape. A decade ago, Hawaii needed to make significant changes to how the state supported and educated our keiki. At that time, Hawaii’s public education system was ranked among the bottom five states in the nation. The sobering reality — and what it meant for Hawaii’s youth and communities — required the BOE and DOE to take stock of the urgent challenges and undeniable strengths that would help our schools set the right course. In 2004, the Legislature passed Act 51, the “Reinventing Education Act of 2004,” which included significant reforms such as empowering schools through school-based budgeting using a Weighted Student Formula, reducing bureaucracy, and establishing a principal academy, principal performance contract, and reporting and accountability requirements for schools.

Since the BOE adopted the current Strategic Plan in 2012, the efforts to improve education have been numerous and intensive.

- Public school educators statewide learned about the Hawaii Common Core Standards in English Language Arts/Literacy and Mathematics and shifted their lessons and teaching to address these new, more rigorous standards which are shared with 41 other states, Washington, D.C., four territories, and the Department of Defense Education Activity (DoDEA).
- Starting with the graduating class of 2016, students also met higher standards to graduate. Schools pursued innovations such as school gardens, promotion of social-emotional learning and mindfulness, high quality career academies, and partnerships with the University of Hawaii (UH) for high school students to take college courses and earn college credits.
- DOE developed new infrastructure to support student learning. New assessments were used to measure students’ progress to meet the higher expectations, compare our progress with other states, and communicate high school graduates’ readiness for UH community colleges and four-year universities, as well as other colleges in the nation. New tests were also developed in the Hawaiian language to assess progress of our Kaiapuni Hawaiian immersion students so they could be tested in the language of instruction.
- The Strive HI Performance System introduced new ways — beyond proficiency on reading and mathematics tests — to measure school performance.
- Supports for beginning teachers were established systematically across the state through induction and mentoring programs.
- Using data to inform planning and instruction became commonplace through training, implementing “data team” structures for professional conversations about student learning, and providing new tools that provide more real-time student data to inform supports for students. Our staff were also evaluated more rigorously through the Superintendent’s evaluation, including expectations about addressing equity in achievement for all of our student groups, including student outcome data as a component of principals’ performance evaluation, and teachers moving from being evaluated once every five years to annual evaluations and professional conversations with their administrators based on their students’ learning and growth and more in-depth evidence of their practice.

The past four years have brought a lot of initiatives and required our educators to learn many new things and encouraged our leaders to manage significant changes. Our courageous teachers and leaders persisted despite challenges presented by the changes and the driving need to improve educational outcomes for students and the community despite budget reductions, labor strife, and significantly higher rates of economically disadvantaged students. Through continuous improvement processes, the DOE has evaluated the new programs and expectations and, with feedback from educators and review of data, made changes to continue effective initiatives, make improvements, or stop ineffective or unnecessary efforts.

Creativity, professionalism, and determination of our leaders and educators, collaboration with community partners, $75 million of federal Race to the Top grant funding, and resilience of our students developed the capacity that is foundational for improvement and resulted in increases in student achievement on multiple measures. The outcome has been positive for our students and community. Hawaii was one of two states to lead the nation in overall gains in math and reading proficiency over
the last 10 years; in 2015, the U.S. Chamber of Commerce recognized Hawaii for this accomplishment. Our students made these gains on the National Assessment of Educational Progress (NAEP) exam during a time when the national average stagnated. The “leading” indicators of student outcomes have also improved. Fewer elementary students are chronically absent, providing a stronger foundation for learning.

There is also significant momentum around college readiness. As of 2016, more of our graduates are prepared to succeed in higher education beyond high school compared with 2012:

- Advanced Placement: 34% increase in exam taking and 29% increase of all juniors and seniors earning a 3 or better on the exam;
- Dual Credit: 57% increase in courses taken and 11% earning college credits before graduation; and
- College Enrollment: 12% increase in graduates enrolling in a two- or four-year college or a trade or vocational school immediately after high school (graduating Class of 2015 vs. Class of 2009) and nearly a one-third reduction of UH community college enrollees who are taking remedial or developmental courses.

Momentum in increasing college readiness is important since 90% of public school juniors have reported that they want to earn a four-year college degree or professional or graduate degree in their lifetime.

Our Promise: The Next Leg of Our Journey

Hawaii is no longer one of the bottom achieving states, having moved solidly into the middle of the pack. However positive, the pace of improvement needs to be accelerated since too many students and schools still struggle to demonstrate proficiency in critical building blocks of learning. Hawaii, like many states, continues to struggle with a large “achievement gap” that separates high-needs students from their non-high-needs peers; in fact, since a majority of Hawaii’s students are now high-needs, increasing overall achievement is dependent upon our high-needs students’ improvement.

The 2017-2020 update of the Strategic Plan must build upon our stronger foundation to achieve excellence and equity for all students. We must be steadfast in pursuing our mission to develop our students so that each student, each graduate is prepared to succeed in their post-high school pursuits of their careers, postsecondary education and training, and contributing to our community. In this way, public K-12 education contributes toward achieving the statewide “55 by ’25” goal that 55% of Hawaii’s adults have a college degree by 2025.

Based on all the lessons learned on this journey to date, the Joint DOE/BOE Strategic Plan will continue to focus all resources on the primary goal of student success, and in supporting full implementation of the DOE Vision and Mission, and System-wide Values for all of our students.
II. DOE Vision

Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

III. DOE Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

IV. System-Wide Values and Organizational Culture

We believe that our special island home prepares us to lead globally. Our unique values, sense of place, and strong community are all increasingly important here and around the world. Nā Hopena Aʻo, or HĀ, are values grounded in Hawaii that apply to leaders and learners at all levels of our statewide school system. In all aspects of our organization, from the classroom, school, complex area, and state offices, we aim to model the skills, mindsets, and values that are important for students and their communities. No matter where the future takes our students, they will be better prepared for life after high school. These values include a Strengthened Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaiʻi (sense of place).
HĀ also helps to reinforce and strengthen the existing DOE General Learner Outcomes (GLOs) for students. The Hawaii P-20 Career Ready Studies in 2007 and 2012 emphasized how such “soft skills” (also called “employability skills”) as demonstrated by the GLOs are highly valued by local employers, mirroring a national trend.
General Learner Outcomes:

- Self-directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective and Ethical User of Technology

V. Student Goals and Aspirations

BOE policy establishes a vision of a Hawaii public school graduate stating that all Hawaii public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers.
As we began the process of updating the Strategic Plan, we turned to the community to better understand student goals and aspirations. This began with an extensive statewide listening tour that included 108 focus groups and an online survey that included over 2400 participants. In our surveys, listening tour, and community meetings, participants considered supports for struggling students as well as academically successful students. This provided much common ground for community-based definitions of student success. Students are:

- Giving back to the community, environment, and world;
- Discovering and pursuing their passions so they can reach their full potential;
- Demonstrating strong academic and life skills (General Learner Outcomes), and showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts;
- Being prepared for life after high school, including setting clear goals and developing a short-term and long-term engagement in learning;
- Exhibiting strength, confidence, and resilience in their everyday lives, and being generally healthy and happy; and
- Gaining a strong sense of cultural understanding and appreciation for Hawaii.

These definitions have been critical in working with our educators, leaders, students, families, and community members to update our objectives for the Strategic Plan. While the three goals of Student Success, Staff Success, and Successful Systems of Support remain consistent in this updated Strategic Plan, objectives and strategies now support this broader understanding of “Student Success.”

Public Comment Section 1

VI. Goals, Objectives and Strategies for Achieving Student Outcomes

As we work together to fulfill the community mandate for supporting student success, we know that closing our state’s achievement gap and achieving equity will require expanded resources, both in terms of funding for public schools, and increased and focused community contributions and partnerships. Supporting all students will mean addressing equity in our DOE systems of support as well, including teacher preparation, placement and professional development, student access to specialists, trained career counselors, and high quality facilities. To help schools and complex areas implement the goals and objectives below, the BOE and DOE will therefore focus statewide support on a small number of strategic initiatives that will close the achievement gap and support attainment of Strategic Plan goals and objectives.

Goal 1 - Student Success: All students demonstrate they are on a path toward success in college, career, and citizenship.
Objective 1. **Empowered:** All students are empowered in their learning to set and achieve their aspirations for the future.

Students’ learning opportunities expand their horizons about a range of topics, solutions, and possibilities for their education and their future. Students develop personalized plans for their future based on their interests and informed by their learning opportunities. Students are engaged in learning that is relevant and builds on their strengths to motivate lifelong learning. Students’ voice and curiosity are nurtured and prepare them to have and exercise choices about their learning and future. Students prepare for life after high school, including a career and postsecondary education and training options, so that they will contribute to their families and community.

1. Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice. Students are encouraged to apply their learning through life experiences, questions, and challenges. Students practice creative problem solving and can see themselves as part of a community effort to address complex questions that address challenges of our islands and the world.
2. Increase student access to quality career exploration and planning skills. Students graduate from high school with the abilities, habits, and knowledge to set and achieve their short-term and long-term career and community goals.
3. Ensure students are equipped with the knowledge and skills to set and achieve their postsecondary education goals. Throughout their K-12 education experience, students explore, plan, and prepare so that they graduate from high school ready to enroll in and complete the postsecondary education or training programs of their choice.

Objective 2. **Whole Child:** All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.

Students’ basic physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students’ well-being and health increases readiness to learn. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.

1. Provide students with learning environments that are caring, safe, and supportive of high-quality learning.
2. Address students’ physical, mental, and social-emotional health through school programs and partnerships with families, community organizations, and government agencies that support students’ well-being.
3. Cultivate a school environment where attendance is valued, encouraged, and supported.

Objective 3. **Well-Rounded:** All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.

In response to the federal No Child Left Behind’s test-based school accountability, some educators and schools focused curriculum and instruction too narrowly on reading and mathematics. All students should experience a standards-based education that is rigorous, well-rounded, covers a variety of academic subject areas so that students can experience the interdisciplinary nature of education, and develop foundational knowledge and skills necessary to have a “breadth of knowledge that leads to joy in learning, respect for others, and a lifelong spirit of inquiry… (that) inspire(s) and meet(s) the needs, interests, and abilities of all students.” It includes balanced assessments to inform planning and validate progress.

1. Provide students of all backgrounds and ages with a challenging and quality standards-based education in all subject areas.
2. Ensure that each student’s learning is personalized, informed by high-quality data, and advances them toward readiness for success in college, career, and community.
Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.

*Students who feel connected to school are more likely to engage and to learn. Students’ transitions between schools — whether advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness. Schools’ planning intentionally to support students’ transitions can make a big difference in student success.*

1. Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading.
2. Support students’ transition in adolescence (Grades 5-10) through school practices, counseling, and research-based experiences that advance their total well-being in school so they can stay on course with their learning goals.
3. Create innovative learning options to earn a high school diploma.
4. Support student transitions, both for students that are transitioning between grade levels or transferring to a new school.
5. Ensure that every high school graduate or completer has an identified next step after high school that is aligned with their future aspirations.

Public Comment Section 2

Goal 2 - Staff Success: Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.
Objective 1. Focused Professional Development: Develop and grow employees to support student success and continuous improvement.

*Education is a “people business,” and research and our own experiences confirm that competent, committed teachers are the greatest influence on student achievement beyond students’ families. Supporting the development of teachers’ professional and collegial practice so that teachers are successful in the classroom is our greatest investment and primary strategy to retain teachers. When teachers excel, students thrive.*

1. Realign professional development resources to support student success objectives as needed by individuals, schools, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, quality classroom assessments).
2. Increase consistency of all students having a caring teacher who provides quality instruction that meets their needs and enables them to progress toward becoming ready for college, career, and community.
3. Prioritize professional development for educators and leaders that increases knowledge, understanding, and ability to use inclusive practices with all students, specifically around special education inclusion.
4. Strengthen the principal and educational leader development pipeline to support shared and effective leadership.
5. Provide support for new employees to become effective (e.g. quality induction and mentoring for all beginning teachers, new principals, and leaders).

Objective 2. Expanded Professional Pipeline: Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success goals and objectives.

*Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early in education as a profession and higher education institutions and community organizations to support training programs and to promote the teaching profession. There will be an emphasis on developing partnerships that produce Hawaii-connected educators, whether specific to a geographic region in the state, Hawaii-based educator preparation programs, or Hawaii-connected teachers, as locally connected teachers are more likely to be retained.*

1. Partner effectively with local educator preparation programs to develop qualities and competencies that facilitate Goal 1 Student Success objectives. Educator preparation programs include teacher certification programs and schools’ career pathways programs to develop future teachers.
2. Partner with appropriate organizations to develop programs to fill gaps in preparing full range of educator positions (e.g. behavioral analysts, physical therapists, school counselors).
3. Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service.

Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.

*Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs of every school.*

1. Implement targeted efforts to recruit and place educators for specialized assignments and high demand skills and abilities (e.g., special education, secondary science, career-technical education, deaf, Hawaiian language, multilingual).
2. Implement targeted recruitment efforts to fill vacancies in locations with consistent shortfalls at the beginning of the school year.
Goal 3 – Successful Systems of Support: The system and culture of public schools work to effectively organize financial, human, and community resources in support of student success.

Objective 1. Expanded Resources: Secure adequate resources to support school and community-based plans for student success.

Analyses of Hawaii’s school funding repeatedly find that resources are distributed equitably but are inadequate. Public education funding has not maintained pace with inflation, and public education has endured budget cuts and restrictions which has required education leaders to maximize available resources and prioritize choices. Additional resources are needed to achieve the goals of this Strategic Plan for all students. Resources include funding as well as partnerships.

1. Work with stakeholders to secure and maximize state resources for public education (i.e., state funding, capital improvements and repair and maintenance of facilities, partnerships with state agencies).
2. Engage with families and communities to access relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, and partnerships).
3. Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g., through review of base funding and weighted student formula).

Objective 2. Efficient and Transparent Supports: Increase efficiency and transparency of instructional and operational supports to support schools and student learning while stewarding public education resources.

Public education’s human, social, community, and financial resources must support student learning. Operational supports will be efficient and transparent to provide a system of support with a high level of service and accountability.

1. Enhance support for development, implementation, and reporting of school academic and financial plans.
2. Provide timely and user friendly data to support strategic decision-making and accountability for Student Success.
3. Implement department-wide priority projects for heat abatement, student information and reporting systems, and environmental and resource sustainability.
4. Strengthen culture of continuous improvement to provide efficient transactions and operations.
5. Improve communication within the DOE and with the community to promote understanding and engagement of stakeholders.
Objective 3. Innovation: Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

Meeting the challenges of our students, communities, and world for today and tomorrow requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawaii public schools will foster innovation which includes learning from our charter schools which were established as innovation labs. Supporting innovation includes methodologies selected by schools such as design thinking, promoting bright spots where innovations have succeeded, learning from innovations to make system changes, and also providing opportunities for risk taking that also consider consequences of failure for our students and boundaries established by law and collective bargaining agreements.

1. Identify and scale local public education “Bright Spots” (successful practices) through existing professional networks to best support Strategic Plan objectives.

2. Foster a culture of innovation to support Student Success and to improve operations (e.g., through collaboration, time, resources, flexibility, safe space for risk taking, positive organizational culture and excellent personnel, and recognition).

VII. Strategic Plan Scorecard

To measure progress on the Strategic Plan, the BOE and DOE commit to regular reporting on key statewide indicators that represent progress of public education statewide. Other important indicators will be measured and reported to assess implementation of plans whether for business operations or strategic initiatives and to report on school progress. These “Top 10” indicators represent the health of public education and will be reported at least annually on Status, Progress, and Equity.

Progress targets will be set in Fall 2017. Recommendations will be made by the Hawaii P-20 Council which established the 55 by ’25 goal in 2007. Equity targets will reflect advancement for “high needs” student groups (English Learners, economically disadvantaged, and students receiving special education services) as well as students in challenging locales (e.g., rural schools). Analysis of appropriate equity targets will be completed in Fall 2016.
STRATEGIC PLAN REVIEW & EXTENSION: DRAFT

Statewide Indicators

1. CHRONIC ABSENTEEISM
   *The percentage of students absent 15 days or more during the school year.*
   Chronic absenteeism is a powerful predictor of student success, even accounting for other factors like poverty, previous performance, and disadvantage. Students need to be in school to benefit from educational opportunities and because the habit of “showing up” is an important life skill.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-16 school year:</strong></td>
<td></td>
</tr>
<tr>
<td>- Elementary: 13% of students</td>
<td>Candidates for equity measures: ethnicity and high needs student groups.</td>
</tr>
<tr>
<td>- Middle: 14% of students</td>
<td></td>
</tr>
<tr>
<td>- High: 19% of students</td>
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</tbody>
</table>

Learn More About Chronic Absenteeism

2. STUDENTS’ PERSPECTIVES ON SCHOOL CLIMATE
   *Measured via a survey such as Tripod or School Quality Survey.*
   Our community engagement revealed that a positive school climate is highly valued support for student success.
   The “tripod” in the Tripod Project refers to three “legs” of quality teaching: content, pedagogy and relationships. This model emphasizes the importance of teachers’ content knowledge and pedagogic skills and their capacity to form and sustain effective student-teacher relationships. The model’s premise is that students will engage more deeply and learn more effectively when they perceive (or experience) all three legs are strong.
   The School Quality Survey (SQS) is a DOE-administered survey that asks students, parents, teachers, administrative and office staff, and instructional support staff for their opinions of school quality. Schools may find the survey results useful for school planning, improvement, and other purposes. The SQS is administered to DOE students in grades 4, 5, 7, 8, 9, and 11.

Learn More About Tripod
Learn More About SQS

3. 3RD GRADE LITERACY
   *Measured by Smarter Balanced Assessment-SBA-Reading Claim or Lexile Levels.*
   Students’ reading level at grade level by 3rd grade is a significant predictor of student success because it establishes a foundation for future learning.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
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</thead>
<tbody>
<tr>
<td><strong>2015-16:</strong></td>
<td></td>
</tr>
<tr>
<td>49% of 3rd graders met or exceeded the reading standard as measured by Smarter Balanced Assessment</td>
<td>Candidates for equity measures: ethnicity and high needs student groups.</td>
</tr>
</tbody>
</table>

Data Sample

38
4. 9TH GRADE ON-TRACK

Using Hawaii data, DOE is developing an indicator that reflects whether a 9th grader is “on track”. Across the nation, districts and university partnerships are investigating the possible indicators that best predict likelihood of graduation. Educational research shows that students who are on track in 9th grade are more likely to graduate. As we develop this indicator, we are incorporating Hawaii data to address the unique attributes, successes, and challenges of Hawaii’s students in order to best characterize what it means to be “on-track” to graduate in our state. Schools have already been tracking progress of high school freshman based on attendance, grades and behavior.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure to be determined in Spring 2017</td>
<td>Candidates for equity measures: ethnicity, high needs student groups, high schools with lower graduation rates.</td>
</tr>
</tbody>
</table>

5. ACHIEVEMENT SCORES

The Smarter Balanced Assessment is used to assess math and reading statewide in grades 3-8 and 11. The test aims to measure whether students are "on track" for readiness in college and/or career. The test allows us to look at progress statewide, overall achievement, to understand the achievement gap that exists in the state for our high needs students so that we can better support their education.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
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</thead>
</table>
| 2015-16, % of tested students who met or exceeded achievement standard:  
  - English Language Arts: 51%  
  - Mathematics: 42% | Candidates for equity: ethnicity and high needs student groups. |

Gap in percent of students meeting achievement standard on Smarter Balanced Assessment, “high needs” group vs. not high needs group, 2016:
  - English Language Arts: 32 points  
  - Mathematics: 29 points

6. HIGH SCHOOL GRADUATION RATE

Percentage of students who earn a high school diploma “on-time” in four years. Hawaii uses the federal Adjusted Cohort Graduation Rate methodology to calculate graduation rates. The aspiration for all students is that they graduate from high school on-time, prepared for any postsecondary pursuit.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2015: 82%</td>
<td>Candidates for equity measures: ethnicity and high needs student groups.</td>
</tr>
</tbody>
</table>
7. CAREER AND TECHNICAL EDUCATION (CTE) CONCENTRATOR RATE

The percentage of high school seniors completing a CTE program of study.
Participation in CTE programs is one of many ways students are gaining employability skills and knowledge in our public schools that students can use whether they go directly into the workforce after high school, continue their education through postsecondary education, or pursue higher education and employment simultaneously.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2014: 31%</td>
<td>Candidate measures for equity: ethnicity, high needs student groups, gender.</td>
</tr>
<tr>
<td>Class of 2015: 35%</td>
<td></td>
</tr>
<tr>
<td>Class of 2016: 38%</td>
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</tr>
</tbody>
</table>

8. COLLEGE GOING RATE

The percentage of high school completers who enroll in postsecondary education during the Fall following high school graduation (“first fall”).
This includes 4-year and 2-year colleges and technical trade schools. Information about postsecondary outcomes of students provides feedback to Hawaii’s schools on how students fare after they leave our K-12 system.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
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</thead>
<tbody>
<tr>
<td>Class of 2015: 56%</td>
<td>Candidate measures for equity measures: ethnicity and high needs student groups.</td>
</tr>
<tr>
<td></td>
<td>Gap between first fall college going rate for economically disadvantaged students vs. non-economically disadvantaged students, Class of 2015: 19 points</td>
</tr>
</tbody>
</table>

9. TEACHER POSITIONS FILLED ON FIRST DAY OF SCHOOL

The percentage of teacher positions filled by the first day of school each school year.
Schools across the state continue to struggle with transiency of qualified teachers, particularly at the start of the school year.

<table>
<thead>
<tr>
<th>Current Status &amp; Progress</th>
<th>Equity</th>
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</thead>
<tbody>
<tr>
<td>Teacher Positions filled at the start of the 2014-15 SY: 96.7%</td>
<td>Candidate measures for equity measures: hard-to-fill positions (SPED, ELL teachers) and positions in small, rural communities</td>
</tr>
<tr>
<td>2015-16 SY: 96.4%</td>
<td>Special Education Teacher Positions filled at the start of the 2014-15 SY: 93.4%</td>
</tr>
<tr>
<td>2016-17 SY: 96.0%</td>
<td>2015-16 SY: 92.7%</td>
</tr>
<tr>
<td></td>
<td>2016-17 SY: 93.1%</td>
</tr>
</tbody>
</table>

*Data updated 10/18/2016
VIII. Implementation

The Strategic Plan sets both aspirational goals and outcomes for our state, and concrete statewide indicators and targets for growth in Student Success, Staff Success, and Successful Systems of Support. We strive to reach the right balance in standards and supports for all students. In doing so, we focus on equity and closing the achievement gap that continues to separate students from equal opportunity and outcomes.

The Strategic Plan only matters for students to the extent that its goals and objectives influence the educational opportunities and outcomes for all public school students. There is flexibility in how schools and complex areas develop their operational plans to meet statewide goals, because each community has different strengths, challenges, priorities, and resources. Schools, classrooms, complex areas and communities also have diverse perspectives about how to define and measure success. As schools and complex areas align their operational, academic and financial plans to the updated Strategic Plan, they will be implementing statewide standards while setting customized goals that are meaningful to their school and region.

**STRATEGIC PLAN REVIEW & EXTENSION: DRAFT**

Each DOE school develops an Academic and Financial Plan to achieve statewide goals based on the strengths and needs of their students and community, supplemented by community-specific resources and aspirations. Each school’s plans are reviewed by its School Community Council and approved by the Complex Area Superintendent. Each charter school’s plan is approved by its local governing board within the context of each school’s performance contract, which is approved by the Hawaii State Public Charter School Commission.

Support for school-level implementation is primarily provided by the complex area leaders. Many complexes, which include all schools leading to a high school, share common objectives and strategies to provide a seamless experience for students and ensure transitions that are smooth between the grade levels and even between schools when students often transfer among schools within a complex. Complex area implementation plans support school plans within the region.

At the state level, there will be implementation plans at two levels: operational plans and delivery plans. Operational plans support efficient and transparent operations of our public schools. These will be developed and monitored by state leaders and reviewed by the BOE. Delivery plans focus on strategic initiatives to provide support for innovations and new efforts to advance the Strategic Plan. Examples of candidates for strategic initiatives are special education inclusion, K-12 career readiness, expansion of Hawaii Keiki for student health, and supports for student attendance.

Updated role agreements will be developed between schools, complex areas, and the state office as we move into the next leg of our journey. This will allow us to maintain some shared expectations for all schools and students, while supporting diverse approaches and additional community-based objectives for students by increasing the share of resources overseen by principals and local School Community Councils.
STRATEGIC PLAN REVIEW & EXTENSION: DRAFT

ABOUT THIS DRAFT

What has the public process been for updating the Joint DOE/BOE Strategic Plan?
In 2012, the Board of Education (BOE) approved the Department of Education’s (DOE) Strategic Plan update. This was the first time that the BOE--newly reorganized as a gubernatorially appointed board--and DOE unified behind a shared effort and plan to align resources at every level of our state’s education system behind goals and outcomes for student success. After four years of implementation and progress, in January 2016, the BOE charged the DOE to review and extend the strategic plan to consider our progress to date and update our strategies to achieve our goals for our students through 2020.

Achieving our strategic goals for public education requires our entire community’s commitment. Meeting our students’ needs and enabling them to achieve their aspirations requires students, families, educators and the community--including the BOE, DOE and Governor--to work together in supporting our students. Also, the outcome of public education--the readiness of our graduates to reach their dreams and contribute to their families and the community--impacts the entire community and the future of our state. With this in mind, following the BOE’s January commitment to update the strategic plan, the BOE and DOE embarked on an in-depth process to review and extend the strategic plan. The process included conversations with thousands of education stakeholders--students, parents, educators, community partners, elected officials, employers, and higher education--as well as analysis of progress, data, and research. The process engaged the community in reflecting on progress made, stubborn challenges, lessons learned, and new approaches that are needed to support achieving our goals for Hawaii’s children and for our island home.

The BOE and DOE’s planning also takes advantage of new flexibilities in the federal education law, the Every Student Succeeds Act (ESSA), which Hawaii-born President Barack Obama signed into law in December 2015. ESSA replaces No Child Left Behind in providing federal funding and requirements for K-12 education.

In late April, Governor David Ige convened an “ESSA Team” which is focused on creating a “blueprint” for education. The blueprint is intended to be a long term vision, which is not time-bound and has a broad view of education--including early childhood, higher education and labor--and the full range of state government in supporting education. The combined efforts of the Governor, BOE, and DOE provided unprecedented opportunities for public conversation about education. Multiple rounds of meetings held throughout the state by both the BOE and Governor’s ESSA Team engaged thousands of residents in discussions with the efforts complementing one another with the BOE and DOE’s meetings focusing on developing a near-term action plan for public education and the Governor’s ESSA Team focusing on a long-term blueprint that is visionary and aspirational.
This strategic plan draft reflects extensive feedback from the community, voices of our students, and the reflection and direction of our educators and education leaders who participated in the planning processes. Education stakeholders’ participation in developing this draft occurred in two phases: reflecting on and defining student success (Phase 1) and supporting student success objectives (Phase 2).

Community input into this updated Strategic Plan to date includes:

**Phase I: April-June 2016**
Reflecting on and defining student success

- Online survey (1,429 responses).
- 108 diverse statewide focus groups with an estimated 1,201 participants (see map).
- View Phase I Community Outreach report: PRINT | DIGITAL.
- Additionally, meetings with educators and other community stakeholders.

**Phase II: July-September 2016**

- In August and September, attendees at public BOE community meetings across the state worked in teams to propose or revise strategies designed to support draft Goal 1: Student Success. Approximately 380 participants reviewed Goal 1 objectives for student success informed by Phase I outreach, and offered suggestions for improvement and action needed to achieve the objectives. Click here for list of meetings with links to Facebook galleries.
- DOE’s educational leaders provided feedback on Goal 1 objectives at the back to school Educational Leadership Institute.
- Over 100 students shared their ideas for redesigning their education to meet their needs at a Design Thinking workshop on August 6, 2016, that was organized by Adult Friends for Youth and Oceanit. Click here for a video from the event.
- A DOE-wide survey to gather educator and staff input on Goal 2--Staff Success and Goal 3--Successful Systems of Support (1,144 responses).
- Other stakeholder meetings.

Summary of Phase I and Phase II Community Input

DOE Strategic Plan Update Webpage
Community input informing the strategic plan draft also included regular updates from the Governor’s ESSA Team and discussions with the Governor and his ESSA Team. While development of the Governor’s blueprint is still ongoing, the DOE/BOE community engagement and the Governor’s ESSA community engagement reflected similar findings in terms of community input and priorities and compatible ideas about desires and direction for public education. Click here for updates on their progress.

What is the role of the Strategic Plan?
The Strategic Plan is the BOE and DOE’s shared agreement about priorities for public education. It is a compact between the BOE and DOE and with the community about public education’s goals and the statement about the investments in public education necessary to achieve the goals. Every student, school, and community is unique with its own strengths, aspirations, assets, and challenges; everyone is currently at a different place, but the strategic plan describes shared expectations for every child and across Hawaii’s nearly 300 public schools, including our public charter schools.

Select areas of focus and related actions to implement the strategic plan will be shared statewide, but most actions will be locally determined in our school communities. Just as our teachers are entrusted daily to use their professional judgment to meet the needs of the students in their classroom, so too are schools and communities entrusted with the responsibility to focus their efforts based on their strengths and needs within the framework of the strategic plan. The strategic plan provides a common foundation of expectations and supports. Some schools may aspire to achieve the strategic plan’s student success objectives while other schools may have already substantially achieved the objectives and are encouraged to exceed the shared objectives to further advance success for their students and to share their learning with others.

The BOE and DOE will align investments and processes to achieve strategic plan goals. The plan will inform DOE state offices, complex, and schools’ planning, our state’s ESSA plan for federal education funding, education budget requests to the legislature, priorities for initiatives, focus of performance management and continuous improvement, and other policies and practices. Achieving the goals and objectives for all of Hawaii’s students requires complementary actions at schools, complex areas, and state offices in partnership with families, the community, and state government.
What are the next steps toward finalizing the Strategic Plan?
The BOE and DOE invite the community to provide feedback on this draft of the Joint DOE/BOE Strategic Plan Update (2017-2020). We encourage the community to review the draft plan and provide feedback through the Public Comment sections throughout this draft. A hard copy of the draft plan and feedback form are also available for those who do not have online access. Contact StrategicPlan@notes.k12.hi.us or the Board of Education office for assistance. Click here for BOE Office contact information.

The opportunity for review and comment is October 13 through October 31.

During the community comment period, Governor Ige and BOE members will also meet to discuss the draft to provide feedback.

The final plan will be presented to the BOE at its December 6, 2016, meeting.

Stay updated on the Joint DOE/BOE Strategic Plan and State ESSA Plan

www.hawaiipublicschools.org

Learn more about the Governor’s ESSA Task Force and Blueprint for Education

Governor’s Blueprint

Participate in the ongoing community blog and #HIQualityEd social media campaign

HIQualityEd Community Blog

#HIQualityEd Social Media Campaign

Sign up for e-mail updates about the Joint DOE/BOE Strategic Plan

Subscribe to Updates
July 29, 2016

The Honorable John B. King, Jr.
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary King:

We are writing to provide general comments on the U.S. Department of Education’s Notice of Proposed Rulemaking (NPRM) for the Every Student Succeeds Act (ESSA) pertaining to accountability, state plans, and data reporting (Docket ID: ED-2016-OESE-0032). The focus on state autonomy and flexibility in the ESSA is a welcome change from the one-size-fits-all approach under No Child Left Behind. Together with the full support of the members of the State of Hawaii Board of Education, we are concerned that the proposed regulations in the NPRM appear restrictive and not in the spirit of the ESSA with regard to the flexibility afforded to states.

In Hawaii, we have been working toward bringing people together to maximize the possible opportunities we have under the ESSA. On Saturday, July 9, 2016, the Governor’s ESSA Task Force hosted an Education Summit with approximately 1,000 people from many backgrounds in attendance. Participants were inspired by being able to contribute to meaningful improvements to the state’s education system. However, aspects of the proposed regulations seem to revert back to the one-size-fits-all approach, which may limit the opportunities that have been purported to be available.

One specific request is that the U.S. Department of Education pay particular consideration to the timeline for releasing final regulations, application deadlines, and review and approval process and timeline. The ESSA is an opportunity for federal initiatives to be perceived as support for school improvement rather than a compliance exercise. To achieve this potential, we need sufficient lead time for planning upon the issuance of the final regulations and for implementation when plans are approved. Hawaii’s 2017-2018 school year begins on August 1, 2017, for teachers and August 7, 2017, for students. For us to begin the next school year implementing the ESSA fully as required by law, we need an approved plan no later than July 2017.
The Honorable John B. King, Jr.
July 29, 2016
Page 2

The Hawaii State Department of Education is formally submitting its detailed comments in response to the proposed regulations by the August 1st deadline. We hope that the U.S. Department of Education will carefully consider the implications of the proposed regulations and whether they undo the flexibility that states have been led to believe that they have.

We look forward to working with the U.S. Department of Education to further refine the proposed regulations to ensure that they empower all of our students to achieve their aspirations for college, career, and citizenship.

Sincerely,

[Signature]
David Y. Ige
Governor, State of Hawai`i

[Signature]
Lance A. Mizumoto
Chairperson, Hawaii State Board of Education

[Signature]
Kathryn S. Matayoshi
Superintendent, Hawaii State Department of Education

KSM:TOC:SS:la

c: U.S. Senator Brian Schatz
U.S. Senator Mazie K. Hirono
U.S. Representative Tulsi Gabbard
Members of the State of Hawaii Board of Education
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>
<th>What stake do they have in school library funding?</th>
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ESSA Key Messages
“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.
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 KEY MESSAGES</th>
<th>STORY AND KEY DATA</th>
<th>THE ASK (What’s the need? Who are you talking to?)</th>
<th>PULLING IT ALL TOGETHER</th>
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CRAFTING YOUR ESSA ELEVATOR SPEECH

The MESSAGE:
What do you need your audience to know?

The STORY & KEY DATA:
Connect the message specifically to your work, with a quick fact/data and story.

The ASK:
Consider who you are talking to, what they care about, and what it is within their power to impact. Make a specific request.

The ELEVATOR SPEECH
Packages the above in a way that is short, personal and memorable.

Example
School librarians and access to effective school library programs positively impact student achievement and school climate/culture.

A middle school librarian links the reading incentive program to books read and increases in reading scores.

Include librarians on district-wide school improvement team. (Audience: District Administrator)

For the past 3 years, as part of our school-wide reading focus, the library has hosted the Panthers Pounce reading challenge. Last year our students read nearly 11,000 books—that’s about 27 books per student. Our reading scores have increased 6%–7% for English language learners!—and now students demand to come to the library on the first day of school! Librarians partner with colleagues throughout the building to improve student achievement. Will you include a librarian on the district’s school improvement team?

ALA Office for Library Advocacy
http://www.ala.org/advocacy/advocacy-university/school-library-resources/elevator-speech
### Elevator Speech Examples

<table>
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<th>Story and Fact/Data</th>
<th>The Ask</th>
<th>Pulling It All Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Title I] School librarians and access to effective school library programs impact student achievement, digital literacy skills, and school climate/culture.</td>
<td>Nearly 60 percent of first year college students require some remediation.¹ The critical thinking and research skills developed in an effective school library program are essential components of college readiness.</td>
<td>Ensure that students have access to school library programs throughout k-12 schooling.</td>
<td>We are seeing a disparity in preparedness among our incoming students. We count on students having digital literacy and information literacy skills that will allow them to do college level work and, all too often, those skills must be remediated. That deficit negatively impacts student engagement, retention, and academic performance. Please use Title I funds to help close that gap and ensure that all students in [state] have access to effective K-12 school library programs. (Speaker: College Administrator. Audience: State Legislator or Board of Ed Official.)</td>
</tr>
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</table>

| [Title II, Part A] School librarians are teacher leaders, providing professional development, building capacities around technology integration, and collaborating with colleagues for instruction and assessment. | Librarians lead professional development and committees. In this district, librarians trained teachers so that students can maintain digital portfolios across content areas. | Include school librarians in Title II funding plans for the state. | My librarians are integral to staff development and, in addition to leading committees throughout our district, they deliver quarterly professional development workshops for our teachers. Because of the librarians, our middle school students now have cross content digital portfolios. I urge you to specifically identify school librarians in state plans for use of Title II funds. (Speaker: District Administrator. Audience: State Board Official.) |

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¹ National Center for Public Policy and Higher Education, “Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy,”
| [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. | I have written more than $25,000 in grants, and my literacy action research project provided the data and supporting documentation for our district’s successful IAL grant last year. | Appoint a librarian to the district’s Title II grant team. | Through successful grant writing, I have secured more than $25,000 in library resources that are shared by teachers and students throughout the school. In addition, my literacy action research was incorporated into the district’s IAL grant. Please appoint me to the district’s Title II grant team. (Speaker: Librarian. Audience: District Administrator.) |
| [Title IV, Part A] | School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students. | I work with the 5th grade science teacher to provide supplementary materials to the textbook for struggling and advanced readers. This allows all students to understand the core principals of topics such as electricity, and to scaffold to texts of higher reading levels. | Allocate block grant funds for library resources. | Our school library offers digital and print materials that are accessible to every student in the building and this is critically important to our diverse population. When our 5th graders do their science unit on electricity, the library is able to supplement the text with materials from our shared databases, which even include audio support for struggling readers and English language learners. We also offer supplemental reading materials for kids performing above grade level. It is critical to have these resources in a place where all students and teachers can access them; please ensure that [state’s] implementation plan includes school libraries in its programs eligible for Title IV funds. (Speaker: Librarian. Audience: State Board Official.) |
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](http://www.ala.org/aasl/standards/guidelines)

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).

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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
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
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.