Connecting ESSA to School Libraries

Saturday, October 1, 2016
New York Library Association/
Section of School Librarians
(NYLA-SSL)
This program is made possible through the matching funds provided by Follett School Solutions. Follett advocates for, and understands, the expertise and dynamic role school librarians play in making a difference in their district’s success.
Table of Contents

Schedule of Events

Power Point Presentation

Section 1  ESSA Overview
  • Historical Timeline
  • Implementation Timeline
  • Opportunities for School Librarians
  • Title IV, Part A Fact Sheet

Section 2  New York State Department of Education Update
  • Board of Regents Update Memo
  • Highly Effective Schools Presentation
  • Standards, Parent Engagement and Accountability Presentation

Section 3  Connecting the Dots
  • “Ask Me How School Librarians Ensure Student Success”

Section 4  Identifying Stakeholders & Building Coalitions
  • Coalition Development Plan

Section 5  Message Development
  • Message Development Plan

Section 6  Elevator Speech
  • Elevator Speech Development

Section 7  Additional Material
  • Glossary
  • AASL Position Statements
    “Definition for an Effective School Library Program”
    “Appropriate Staffing for School Libraries”
    “Instructional Role of the School Librarian”
    “Role of the School Library Program”
    “Preparation of School Librarians”
  • Rule Marking & Guidance, Comments submitted to proposed rulemaking on ESSA (7/26/16)
  • Student Support and Academic Achievement Enrichment Grants (ESSA Block Grants)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm</td>
<td>Welcome Remarks</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<tr>
<td></td>
<td>ESSA Overview</td>
<td>Emily Sheketoff, Executive Director of Washington Office of American Library Association</td>
</tr>
<tr>
<td></td>
<td>- Federal and State Timeline</td>
<td></td>
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<td></td>
<td>- Effective School Library Program Definition</td>
<td></td>
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<td></td>
<td>- Review of titles that include School Librarians</td>
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<td></td>
<td>- Connection of titles to school library role</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<tr>
<td>1:30 - 2:00 pm</td>
<td>New York DOE Panel</td>
<td>John Brock, NY State Education Department, Associate, School Library Services</td>
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<td></td>
<td>- NYS ESSA Think Tank</td>
<td>Penny Sweeney, NYLA SSL</td>
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<td></td>
<td>- Board of Regents Memo</td>
<td>Diana Wendell, NYS School Library System Association</td>
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<td></td>
<td>- Highly Effective Schools</td>
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<td>- Standards/Parents Engagement and Accountability</td>
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<td></td>
<td>- NYLA/SSL and NYSED Think Tank</td>
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<tr>
<td>2:00 - 2:15 pm</td>
<td>Review of Key Messages</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<td>Identifying Stakeholders</td>
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<td>2:15 - 2:30 pm</td>
<td>Coalition Development Plan</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<td>2:30 - 2:45 pm</td>
<td>Report/Share Out</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<tr>
<td>2:45 - 3:00 pm</td>
<td>Connecting message to stakeholders</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<td>3:00 - 3:15 pm</td>
<td>Report/Share Out</td>
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<td>3:15 - 3:30 pm</td>
<td>Elevator Speech Development</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<tr>
<td>3:30 - 3:45 pm</td>
<td>Connecting ESSA to Practice</td>
<td>Sara Kelly Johns, AASL Past President</td>
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<tr>
<td>3:45 - 4:00 pm</td>
<td>Elevator Speech Practice and Feedback</td>
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<tr>
<td></td>
<td>Closing Remarks/Questions</td>
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</table>
CONNECTING ESSA TO SCHOOL LIBRARIES
Saturday, October 1, 2016
New York Library Association/
Section of School Librarians

Welcome
Sara Kelly Johns
AASL Past President

Handbook
SHARE, SHARE, SHARE

Tag @aasl
#ESSAlibraries

Send photos to jhably@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
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 Library Program Cont.
Connecting the Dots

Title I

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

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

https://vimeo.com/183388920

Title II, Part A

Title II: Supporting effective instruction

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

https://vimeo.com/183390785
LEARN

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

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

https://vimeo.com/183392270

IAL

Innovative Approaches to Literacy (IAL)

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

https://vimeo.com/183393334

Title II, Part B

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

https://vimeo.com/183393643

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

Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)

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

New York ESSA Update

NY Department of Education ESSA Page

NYS ESSA “Think Tank” – over 100 participating organizations

NYS ESSA Think Tank members convene regularly, both whole group and as sub-groups - asked to provide feedback and suggestions on aspects of the NYSED ESSA plan as it develops.

Six NYS ESSA Think Tank sub-groups:
• Supporting Excellent Educators/Challenging Academic Standards and Assesments/Supporting English Learners/Supporting All Students/Support and Improvement for Schools/Accountability Measures and Methodology

Both NYLA and SLSA have a member on each sub-group
Current work is to develop high concept ideas for potential inclusion in a draft State ESSA Plan
Next Steps are Regional ESSA meetings hosted by District Superintendents in October
District Hosts have been encouraged to invite regional representatives from organizations participating in the Think Tank
New York ESSA Updates

Included in handbook:

- Board of Regents Update Memo
- Highly Effective Schools Presentation
- Standards, Parent Engagement and Accountability Presentation

New York ESSA Resources

NYS ESSA Think Tanks

Example:
Diana Wendell [Madison-Onida BOCES School Library System Director] representing the NY School Library Systems Association on the Accountability Measurements and Methodology Think Tank Work Group

- Think Tanks – variety of professionals representing diverse educational groups
- NYSED gathering feedback
- In person meetings and conference calls
- Issues addressed by Accountability Measurements Group

Think Tank Thoughts

Penny Sweeney - NYLA/SSL representative on NYSED Think Tank serving on the Support and Improvements for Schools subgroup
Identifying Stakeholders

Coalitions

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

ESSA Stakeholder Engagement Required Participants

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

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

Parents as Stakeholder Partners

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

Coalition Development Plan

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

Connect Message to Stakeholder
**Key Words/Phrases**

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

**Example**

<table>
<thead>
<tr>
<th>Individual/Organization/Business</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>
<th>What can they contribute to your plan?</th>
<th>What three things could you do today to strengthen a relationship with them?</th>
</tr>
</thead>
</table>

- Local public library
  - Summer reading programs, marketing regarding access to information and technology for community

- School libraries
  - School libraries create knowledgeable library users; school libraries fill a specific role in connection to curriculum and without would create a gap between services and instruction.

- General public
  - Awareness; engaging non-parents, but library friends in efforts

**Key Message Development**

- School librarians are teachers, specialized instructional support staff, trained to teach library skills early and develop lifelong library users and supporters.
- The public library is an available asset to students as they continue their work outside of school but fully staff and funded school library connects student personalized, rigorous learning experiences, and library research, to academic achievement.
- Digital literacy skills are essential for success as students move into the work force that requires the effective use of technology and while there is a direct impact for parents to support a strong school library program there is tremendous value for the business and community too.
ESSA Elevator Speech

https://vimeo.com/183395638

Connecting the dots

- Four ESSA areas (Title I, Title II- Part A, Title II- Part B, and Title IV, Part A)
- Review the key messages on your message card
- Connect the dots to your work

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.

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

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

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

20
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>
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<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 Description</th>
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<tbody>
<tr>
<td>December 10, 2015</td>
<td>President Obama signs the Every Student Succeeds Act (ESSA) into law</td>
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<tr>
<td>December 22, 2015</td>
<td>U.S. Department of Education (ED) publishes request for information (RFI) re: regulations on Title I of ESSA</td>
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<tr>
<td>March 21 – April 19, 2016</td>
<td>ED holds three sessions of negotiated rulemaking (neg-reg) on assessment and supplement, not supplant (SNS) issues</td>
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<tr>
<td>April 27, 2016</td>
<td>ED releases assessment regulations that were agreed to by the neg-reg committee</td>
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<tr>
<td>May 31, 2016</td>
<td>ED releases a notice of proposed rulemaking (NPRM) on accountability and state plan issues under Title I</td>
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<tr>
<td>August 1, 2016</td>
<td>(1) ESEA waivers are null and void, per the statute, and (2) comments are due on the NPRM re: accountability and state plan issues</td>
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<tr>
<td>October 1, 2016</td>
<td>Effective date for competitive programs under ESSA, unless otherwise provided for in the statute</td>
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<tr>
<td>October/November, 2016</td>
<td>Final regulations published by ED</td>
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<tr>
<td>February/April, 2017</td>
<td>States submit plans for School Year 2017-2018</td>
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<tr>
<td>May/June, 2017</td>
<td>ED begins peer review and approves state plans</td>
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<tr>
<td>July 1, 2017</td>
<td>Effective date for formula grant programs under ESSA</td>
</tr>
<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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OPPORTUNITIES FOR SCHOOL LIBRARIANS

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

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

Background

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

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

Library Provisions

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

Next Steps

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

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

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

Background

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

Library Provisions

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

Next Steps

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

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

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

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

Background

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

Library Provisions

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

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

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

- Encourage/assist appropriate State, school district, and/or school personnel in developing and applying for grants or subgrants.
  
  o 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.
  
  o 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.
  
  o 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.
TO: The Honorable the Members of the Board of Regents
FROM: Angelica Infante-Green
SUBJECT: Update on the Every Student Succeeds Act (ESSA)
DATE: July 11, 2016

SUMMARY

Issue for Discussion

The purpose of this item is to update the Board of Regents regarding the requirements for submitting a state plan for implementation of the Every Student Succeeds Act (ESSA).

Reason(s) for Consideration

Review of policy pertaining to Federal statute.

Proposed Handling

This item will come before the Full Board of Regents for discussion at the July 2016 meeting.

Background Information

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act. The ESSA reauthorizes the Elementary and Secondary Education Act. In general, the ESSA retains many of the core provisions of No Child Left Behind, the previous reauthorization of ESEA, while providing greater flexibility to states to implement the provisions.
Update on USDE Negotiated Rule-making for ESSA

On May 26, 2016, the United States Department of Education (USDE) released draft regulations outlining state requirements for submission of a state accountability plan and for implementing the provisions of the ESSA. The New York State Education Department (NYSED or “the Department”) intends to provide comments to the USDE regarding the draft regulations during the public comment period, which is open until August 1, 2016.

Within the draft regulations, USDE has indicated that states will have two opportunities to submit the required state plans: March 6, 2017 or July 5, 2017. The draft regulations stipulate that extensive consultation with stakeholders occur in the development of the state plan.

The Department has begun the required consultation on the development of the state’s ESSA plan with the Committee of Practitioners and the newly formed ESSA Think Tank.

Consultation with the Committee of Practitioners Regarding ESSA

The Elementary and Secondary Education Act (ESEA) requires each state that receives Title I funds to convene a Committee of Practitioners (COP) to advise the state in carrying out its responsibilities under Title I. The duties of the COP include a review, before publication, of any proposed or final state rule or regulation related to Title I.

In New York State, the COP committee is presently comprised of organizations including, but not limited to, Local Education Agencies (LEAs); Boards of Cooperative Educational Services (BOCES); Institutions of Higher Education (IHE); and organizations that represent school boards, superintendents, school administrators, teachers, paraprofessionals, parents, nonpublic schools and community partners.

To date, the COP Committee has been involved in 4 (four) in-person meetings and eight (8) phone conferences to learn about the provisions of ESSA. In addition, COP has also engaged in several instances of consultation and solicitation of feedback via e-mail on specific topics. Members were given opportunities to respond to a series of questions pertaining to the goals of an accountability system and a draft of the ESSA guiding principles.

Consultation with the ESSA Think Tank

On June 14, 2016, the Department held an introductory webinar for the ESSA Think Tank. To date, the Departments has invited more than 100 organizations to participate in the Think Tank and more than 80 have accepted the invitation.
During the webinar, members were provided with an overview of ESSA requirements and were invited to provide feedback regarding a set of draft Characteristics of Highly Effective Schools. The New York State Education Department posits that the goal of New York’s ESSA plan is to support the creation of highly effective schools. Department staff drafted a set of Characteristics of Highly Effective Schools (see Attachment A for most recent draft), which were adapted from the New York State Education Department’s Diagnostic Tool for School and District Effectiveness rubric. These characteristics were shared during the initial meeting of the ESSA Think Tank and members were asked to provide feedback and suggest revisions to the characteristics. While most members surveyed were satisfied with the characteristics as written, many stakeholders provided thoughtful revisions.

During a second webinar on June 29, 2016, the ESSA Think Tank was provided with a set of draft ESSA guiding principles. These principles were developed by Department senior managers and then shared with the Committee of Practitioners. The Think Tank was invited to provide feedback on the draft guiding principles. While most members surveyed were satisfied with the guiding principles as written, many stakeholders provided thoughtful revisions. Attachment B is the most recent the draft Guiding Principles that incorporate feedback received from Think Tank members.

Both COP and the Think Tank will continue to meet regularly and discuss ESSA. The ESSA Think Tank will have its first in-person meeting on July 14, 2016. There will be extensive additional opportunities for other stakeholders and the general public to also comment on the plan as it is developed.

Next Steps

The Department proposes to post the Characteristics of Highly Effective Schools and Guiding Principles documents for public comment. Staff will continue to consult with the Committee of Practitioners and the ESSA Think Tank to further refine the documents during the public comment period. Staff will then spend July and August reviewing the feedback received from the public and will revise the documents for consideration at the Board of Regents meeting in September. At the Board of Regents meeting in September, staff will request final approval of the Characteristics of Highly Effective Schools and the Guiding Principles, which will then serve as the cornerstones for development of our ESSA state plan.

Attachments
Draft Characteristics of Highly Effective Schools

The following are characteristics of a school that provides a highly effective education to students and enables them to become prepared for college, career, and civic responsibility:

1. Visionary instructional leaders partner with all stakeholders. Visionary leaders create a professional, respectful and supportive school culture and community that values and promotes diversity and leads to success, well-being, and high academic expectations and outcomes for all students. This is accomplished through the use of collaborative systems of continuous and sustainable school improvement.

2. All students receive curricula in all disciplines that are challenging, engaging, and integrated. The curricula are tied to appropriate formative and summative assessments, which are aligned to State learning standards. This results in instruction that is responsive to student needs and modified to maximize student growth and learning outcomes.

3. Teachers and staff engage in ongoing professional development to equip themselves with effective, research-based, strategic instructional practices. Teachers and staff use multiple measures, so that targeted instruction maximizes student learning outcomes. Teachers and staff address the needs and interests of diverse learners and design lessons and activities that are responsive to what students need to learn. These efforts allow students to consistently experience high levels of engagement and achievement.

4. The school community identifies, promotes, and supports social, emotional, physical, and cognitive development throughout the school day. This is accomplished by designing systems, programs and strengths-based experiences that identify and foster healthy relationships, as well as safe, inclusive, and respectful environments. These efforts lead to students developing social emotional skills and barriers to learning being removed.

5. The school has active partnerships that are culturally and linguistically inclusive and in which families, students, community members and school staff respectfully collaborate. These partnerships support student academic progress, social-emotional growth, well-being, and personal and civic responsibility, so that students have the opportunity to reach their full potential.

6. The school community identifies, promotes, and supports multiple pathways to graduation and career readiness based on individual strengths, needs, interests, and aspirations. These pathways create access to multiple opportunities for students to pursue advanced coursework and actively explore and/or pursue specific career-related coursework and experiences in the arts, languages and Career and Technical Education. Consequently, students develop the knowledge and skills to
meaningfully transition to postsecondary opportunities and to exercise civic responsibility.

7. The school community continuously and critically examines and challenges its own cultural assumptions to understand how they shape school-wide policies and practices, so as to inform plans for continuous movement towards a school environment that is inclusive, as well as linguistically and culturally responsive.

8. The school community promotes cultural responsiveness and appropriate responses to individuality and differences, as reflected in policies, programs, and practices. The school examines its cultural assumptions to inform practice and professional development on culturally and linguistically responsive pedagogy.
Draft Guiding Principles for NYS Public School Accountability System

1. The goal of the New York State (NYS) public school accountability system is to support the development of highly effective schools and to encourage and enable all schools towards becoming or remaining highly effective. (See Characteristics of Highly Effective Schools)

2. The NYS public school system will provide multiple rigorous pathways to graduate students who are prepared for post-secondary education, careers, and positive civic engagement.

3. The NYS accountability system will consistently and transparently communicate expectations that are understood and supported by students, parents, educators, policymakers, and other stakeholders.

4. The NYS accountability system will promote, support, and reward positive and innovative change in all schools in the state.

5. The NYS accountability system will strongly incentivize and support efforts for schools to implement multi-tiered systems of support to close gaps in student achievement among all accountability groups.

6. The NYS accountability system will use state assessments that are valid, reliable, and developmentally, culturally and linguistically appropriate.

7. School accountability indicators will include multiple measures of progress and growth, and will not be based solely on measures of student achievement.

8. All academic subjects beyond language arts and math for which there are New York State assessments will be part of the NYS accountability system.

9. The NYS accountability system will incentivize and support districts to provide and expand access to student’s opportunities to participate in and successfully complete advanced coursework such as Advanced Placement (AP) and International Baccalaureate (IB), as well as rigorous arts, career and technical education, language, and music programs.

10. The NYS accountability system will include non-academic measures of school quality and student success, including but not limited to school climate, safety, inclusion, and student emotional and developmental health.

11. NYS will establish opportunity to learn standards that must be implemented in schools identified for support and improvement.
12. Accountability goals will include measures of student success after graduation from high school through gathering data on indicators such as post high school education, employment and military service, as soon as such data can be reliably collected.

13. Requirements for schools identified for improvement will be based upon the best practices of highly effective schools and research-based practices, as modified to best meet the needs of students at the identified schools.

14. The primary responsibility for school improvement will be the school and the district. The New York State Education Department’s role is to support these efforts and to actively intervene when underperformance persists after the school/district solutions have not succeeded, in order to foster continuous improvement in these schools.

15. Every district with identified schools shall demonstrate through required plans that the district is using federal, state, and local resources effectively and efficiently to support school improvement.

16. Stakeholders will be engaged and have a significant role in developing and implementing the NYS accountability system and as a result will be able to articulate how schools are measured, understand the status of the district and its schools, and have knowledge of how gaps in student achievement are being addressed.

17. The NYS accountability system will meet all federal requirements including ESSA and IDEA, and will be seamlessly aligned with concurrent state accountability mechanisms.

18. The NYS accountability system will be designed consistent with the availability of state and local resources and human capital, as well as ongoing efforts to strengthen teacher and leader effectiveness, and support school turnaround in struggling schools.

19. The Board of Regents shall continue to advocate for sufficient resources for districts and schools to achieve the goals of the accountability system and for greater equity in school funding.

20. The success of NYS accountability system shall be regularly reviewed by NYSED and stakeholders, and adjustments shall be made as necessary to accomplish the stated goals.
Background Information

- On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA).

- ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and eliminates much of the prescriptiveness of the No Child Left Behind Act and the ESEA Flexibility Waivers.

- On May 26, 2016, the United States Department of Education (USDE) released draft regulations outlining requirements for the state accountability plan and for implementing ESSA.

- The draft regulations stipulate that extensive consultation with stakeholders occur in the development of the state plan.

The Development of the Characteristics of Highly Effective Schools

- The Department proposes that NY’s ESSA State plan be created with the goal of supporting the development of highly effective schools and encouraging and enabling all schools towards becoming or remaining highly effective.

- To support this goal, the Department has crafted a series of statements intended to articulate the characteristics of highly effective schools.

- In creating these statements, the Department built off the work that had been done to develop the Diagnostic Tool for School and District Effectiveness.

The Development of the Characteristics of Highly Effective Schools

- The Diagnostic Tool for School and District Effectiveness (DTSDE) is a rubric that encompasses multiple instruments such as interviews, classroom observations and surveys.

- The DTSDE allows users to determine the degree to which optimal conditions for learning are present in a school as articulated in Statements of Practice.

- The rubric specifies expectations pertaining to these conditions across the following six tenets:
  - District Leadership and Capacity,
  - School Leader Practices and Decisions,
  - Curriculum Development and Support,
  - Teacher Practices and Decisions,
  - Student Social and Emotional Developmental Health, and
  - Family and Community Engagement.
The Development of the Characteristics of Highly Effective Schools - Continued

• The DTSDE rubric was researched-based and developed by a group of practitioners and stakeholders with the assistance of Ron Ferguson, Ph.D. and Karen Mapp, Ph.D. of Harvard University and Craig Richards, Ph.D. and Brian Perkins, Ph.D. of Columbia University.

• The DTSDE rubric was the foundation for the development of the Characteristics of Highly Effective Schools.

• To create the Characteristics of Highly Effective Schools, NYSED amplified upon the DTSDE statements. These were then further refined based on feedback from the ESSA Think Tank.

Characteristics of Highly Effective Schools (See appendix for complete statements)

1. Visionary Leaders
2. Curricula
3. Instructional Practices
4. Social and Emotional Development
5. Partnerships
6. Pathways
7. Cultural Competence
8. Cultural Responsiveness

The Development of the Characteristics of Highly Effective Schools - Continued

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Draft Guiding Principles for NYS Public School Accountability System

• Intended to guide development of ESSA state plan;
• Introduced by NYSED staff;
• Revised and refined based on feedback from the State Committee Of Practitioners and the ESSA Think Tank.
Draft Guiding Principles for NYS Public School Accountability System

1. The goal of the New York State (NYS) public school accountability system is to support the development of highly effective schools and to encourage and enable all schools to become or remain highly effective. (See Characteristics of Highly Effective Schools.)

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20. The success of NYS accountability system shall be regularly reviewed by NYSED and stakeholders, and adjustments shall be made as necessary to accomplish the stated goals.
Next Steps

The Department will:

- With Regents approval, share the draft characteristics of highly effective schools and guiding principles with the field for public comment and continue to work with the ESSA Think Tank and Committee of Practitioners on their refinement.

- Following public comment ask the Regents to approve the characteristics and guiding principles as the basis for development of a draft state plan.

- Seek permission from the Regents to release the draft plan for formal public comment.

- Revise the draft plan based on public comment and submit to the Board of Regents for approval.

- Submit to United States Department of Education after approval by the Board of Regents.

Characteristics of Highly Effective Schools

- Visionary instructional leaders partner with all stakeholders. Visionary leaders create a professional, respectful and supportive school culture and community that values and promotes equity, and leads to success, well-being, and high academic expectations and outcomes for all students. This is accomplished through the use of collaborative systems of continuous and sustainable school improvement.

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- Teachers and staff engage in ongoing professional development to equip themselves with effective, research-based, strategic instructional practices. They use multiple measures so that targeted instruction maximizes student learning outcomes. Teachers and staff address the needs and interests of diverse learners and design lessons and activities that are responsive to what students need to learn. These efforts allow students to consistently experience high levels of engagement and achievement.

- The school community identifies, promotes, and supports social, emotional, physical, psychological and cognitive development throughout the school day. This is accomplished by designing systems, programs and strengths-based experiences that identify and foster healthy relationships, as well as safe, inclusive, and respectful environments. These efforts lead to students developing social emotional skills and barriers to learning being removed.

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- The school community continually and critically examines and challenges its own cultural assumptions to understand how they shape school-wide policies and practices, so as to inform plans for continuous movement toward a school environment that is inclusive and linguistically and culturally responsive.

- The school community promotes cultural responsiveness and appropriate responses to individuality and differences, as reflected in policies, programs, and practices. The school examines its cultural assumptions to inform practice and professional development on culturally and linguistically responsive pedagogy.

Appendices

Appendix A

Characteristics of Highly Effective Schools

Appendix B

ESSA THINK TANK MEMBERSHIP
ESSA THINK TANK MEMBERSHIP
(As of July 11, 2016)
**Background Information**

- The ESEA was last reauthorized in 2001 as the No Child Left Behind Act.
- A Joint House-Senate Conference Committee reported out the “Every Student Succeeds Act” (ESSA) to both houses on November 30, 2015.
- December 2, 2015: The ESSA was passed by the US House of Representatives.
- December 9, 2015: The ESSA was passed by the US Senate.
- December 10, 2015: President Obama signed the bill into law.
- February 2016: USDE issued ESSA Transition FAQ.
- March and April 2016: USDE conducted negotiated rulemaking sessions on supplement not supplant and standards and assessments.

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**Major Programs Funded Through ESSA**

<table>
<thead>
<tr>
<th>Title IA: Funding for Schoolwide Programs and Targeted Assistance Schools</th>
<th>Title IV: 21st Century Schools, Charter Schools, Magnet Schools, Family Engagement, Education Innovation and Research, Promise Neighborhoods, School Safety, and Academic Enrichment</th>
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<tbody>
<tr>
<td><strong>Title IB:</strong> State Assessment Grants</td>
<td><strong>Title V:</strong> Rural Schools</td>
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<tr>
<td><strong>Title IC:</strong> Education of Migratory Children</td>
<td><strong>Title VI:</strong> Indian, Native Hawaiian, and Alaska Native Education</td>
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<tr>
<td><strong>Title II:</strong> Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders</td>
<td><strong>Title VII:</strong> Impact Aid</td>
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<tr>
<td><strong>Title III:</strong> Language Instruction English Learners and Immigrant Students</td>
<td><strong>Title IX:</strong> Homeless Children and Youth</td>
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**The BIG Picture**

- Some provisions of No Child Left Behind (NCLB) and/or of the ESEA flexibility waiver, especially as related to assessment and reporting requirements, are maintained.
- There are areas where states now have significantly more flexibility than under NCLB or the ESEA flexibility waiver, particularly in terms of standards, accountability, and educator evaluation systems.
- The Secretary’s authority to issue regulations and non-regulatory guidance in order to interpret the provisions of the statute have been significantly circumscribed.
- More funding is now distributed through block grants.
Timeline

- ESEA Flexibility Waivers sunset on August 1, 2016 except for certain provisions related to Priority and Focus Schools.
- Some provisions of ESSA, such as those pertaining to homeless youth, take effect later this year.
- However, most of the provisions of ESSA, especially those related to allocational grant funds, do not take effect until the 2017-18 school year. Consequently, there are special transition rules for 2016-17.
- Accountability provisions of ESSA begin with the 2017-18 school year, or possibly later.

Overview of the Every Student Succeeds Act

This month’s presentation will focus on the provisions of ESSA that deal with standards, parent and family engagement, and accountability metrics.

In the coming months we will discuss assessments, the process for differentiating school performance, supports and interventions for identified schools, and requirements pertaining to teacher and principal certification and evaluation.

Overview of the Every Student Succeeds Act

Standards

Requirements:
- Standards must be aligned to college and career/technical education standards.
- Standards must include no less than three levels of achievement.
- Standards must include English language proficiency standards that assess the proficiency levels of English learners.
- Standards do not have to be Common Core Learning Standards.

Opportunities:
- More flexibility for States in developing and implementing state standards.
- States need not submit their standards to USDE for review, but states must demonstrate alignment to college and career/technical education standards.

Accountability

Requirements:
- Schools will be held accountable for:
  - Language Arts/Reading, Mathematics, Graduation Rate (which could be measured based upon a four-year or an extended year graduation cohort).
  - At the high school level a measure of student growth, if determined appropriate by the State.
  - At the elementary and middle school level, a measure of student growth or another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
  - Progress of English learners in achieving English language proficiency.
  - Not less than one indicator of school quality or student success.
Overview of the Every Student Succeeds Act

Accountability

NY State’s ESEA Flexibility Waiver sunsets on August 1, 2016.

Requirements:
NY State must develop an accountability plan for submission to the USDE that establishes the following:

- Ambitious long-term goals.
- A system for annual measurement of all students and each subgroup.
- A system that allows the State to annually differentiate among schools based on performance indicators for all students and for each student subgroup.
- A methodology for identification of schools in need of intervention and criteria by which schools can exit accountability status.
- A process for determining state and district action in schools identified as in need of intervention through required improvement plans.

Opportunities:

- Non-academic indicators can be part of the State accountability system.
- States can choose the indicator(s) of school quality or success.
- States can choose to include a measure of growth, and can use an extended graduation rate.
- States may use student growth or another valid and reliable statewide academic indicator for elementary and middle school accountability.
- States have flexibility in developing the methodology for using indicators to differentiate among schools.

Parent and Family Engagement

Requirements:
Parents must be informed among other things about:

- Information regarding the professional qualifications of the student's classroom teacher.
- Information on each assessment required by the State and, where feasible, the assessments required district-wide by the LEA.
- Information on the level of achievement and academic growth of the student on each of the State academic assessments.
- Timely notice when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Opportunities:

- LEAs using Title I and/or Title III funds to provide a language instruction educational program must also implement an effective means of outreach specifically to parents of students identified as English Learners that includes holding and, notifying parents of opportunities for, regular meetings.
- LEAs with Title I, Part A allocations of $500,000 or greater must reserve at least 1% of their funds for the purposes of carrying out the Parent and Family Engagement activities outlined above.
Overview of the Every Student Succeeds Act

Parent and Family Engagement

Requirements:
• LEAs must conduct affirmative outreach to all parents and family members as part of their implementation of programs, activities, and procedures for the involvement of parents and family members. LEAs must continue to develop jointly with, agree on with, and distribute to, parents of participating children written Parent and Family Engagement policies at both the LEA and school level.

Opportunity:
• States can determine the form and format for LEAs to meet the requirements for parent and family engagement.
• Aligns with the Office of Family and Community Engagement

Overview of the Every Student Succeeds Act

Development of State Plan:
“Developed by the State educational agency with timely and meaningful consultation with the Governor, members of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.”

Proposed Membership in ESEA Think Tank

Advocates for Children
Alliance for Quality Education
Association of Mathematics Teachers of New York State
Association of Small City School Districts
Aspire of New York
Buffalo Public Schools
Capital Area School Development Association
City University of New York
Children’s Defense Fund
Commissioner’s Nonpublic School Advisory Council
Conference of Big 5 School Districts
Council of School Supervisors & Administrators
Civil Service Employees Association (CSEA)
Disability Rights New York
Ed Trust New York
Educators 4 Excellence
Empire State Supervisors and Administrators Association
Early Childhood Advisory Council
High Achievement New York
Hispanic Federation
Learning Disabilities Association of NYS
Legal Aid Society
Long Island Association of Special Education Administrators
Lower Hudson Council of School Superintendents

Migrant Education Program
Middle Level Liaisons
National Art Education Association (NAEA)
National Association for Music Education (MENC)
National Association for Sport and Physical Education (NASPE)
National Association for Health Physical Education, Recreation, and Dance
Native American Indian Education Association of New York
New York Association for Career and Technical Education
New York Association for Pupil Transportation
New York City Charter School Center
New York City Department of Education
New York City Special Education Collaborative
New York Council of Special Education Administrators
New York Immigration Coalition
New York School’s Data Analysis Technical Assistance Group (DATAG)
New York State Art Teachers Association
New York State Association for the Education of Young Children
New York State Association of Bilingual Education
New York State Association of School Business Officials
New York State Board of Regents
New York State Council for the Social Studies

Pre-K thru Grade 3 Administrators Association
Regional Information Center Director Chair
Regional Special Education Technical Assistance Support Centers
Rochester City School District
Rural Schools Association
School Administrators Association of New York State
Science Teachers Association of New York State
Special Acts School District Association
Staff Curriculum Development Network (SCDN)
State University of New York
Superintendent Representatives, chosen by District Superintendents
 Syracuse Public Schools
Teachers of English to Speakers of Other Languages
The Business Council of New York State, Inc.
United Federation of Teachers
Yonkers Public Schools

District Superintendent’s will be asked to nominate one superintendent from each Joint Management Team.
Next Steps

The Department will:

- Continue to become familiar with the provisions of the legislation.
- Begin consulting with stakeholders about the development of NY State’s plan.
- Bring to the Regents proposed “guiding principles” for development of the State plan.
- With Regents approval, share the guiding principles with the field for public comment.
- Ask the Regents to approve the guiding principles, as the basis for Department staff with consultation with the field, to develop a draft state plan.
- Seek permission from the Regents to release the draft plan for formal public comment.
- Revise the draft plan based on public comment and submit to the Board of Regents for approval.
- Submit to United States Department of Education after approval by the Board of Regents.
“Ask Me How School Librarians Ensure Student Success”

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

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

Title II
Supporting effective instruction

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

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

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

Title IV, Part A
Student Support and Academic Enrichment Grants (Block Grants)

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

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

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Message Development

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

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

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

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

<table>
<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>
<th>What can they contribute to your plan?</th>
<th>What three things could you do today to strengthen a relationship with them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local public library</td>
<td>Summer reading programs, marketing regarding access to information and technology for community</td>
<td>School libraries create knowledgeable library users; school libraries fill a specific role in connection to curriculum and without would create a gap between services</td>
<td>General public awareness; engaging non-parents, but library friends in efforts</td>
<td>1. Meet with staff to provide information. 2. Ask to hold an information session at public library for general public 3. Ask to present to their friends group and in return offer time with school parents group</td>
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</tbody>
</table>

Key Message Development:

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

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

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

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

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**Key Message Development:**

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**Key Message Development:**

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Elevator Speech Development

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

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

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

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

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

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

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

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

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

**Collaboration:**

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

**Community Readiness:**

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

**Digital Learning:**

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

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

Effective School Library Program:

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

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

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

Information Literacy:

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

Information Technologies:

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

Learning Community:

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

Local Education Agencies (LEA):

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

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

State Education Agencies (SEA):

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

Virtual Resources:

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

POSITION:

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

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

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

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

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

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

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

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

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

DEFINITIONS:

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

- **Community Readiness:** The ability to be a productive, active, engaged member of a democratic society.

- **School Librarian Instructional Role:** [Instructional Role of School Librarians Position Statement](#)

REFERENCES:


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

APPROVAL/REVISION DATES: June 25, 2016
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.

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:**


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

POSITION:

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

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

BACKGROUND:

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

DEFINITIONS:

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

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

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

REFERENCES:


(accessed May 25, 2016).

(accessed May 13, 2016).

RECOMMENDED READING LIST:


www.ala.org/aasl/advocacy/legislation/essa.

(accessed May 13, 2016).

www.ala.org/acrl/standards/informationliteracycompetency
(accessed May 25, 2016).

www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_School_Librarians_as_Technology_Integration_Leaders_V15.pdf.

(accessed April 28, 2016).


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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:
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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:


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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
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American Library Association

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American Library Association
P.L. 114-95, The Every Student Succeeds Act (ESSA)

Student Support and Academic Enrichment Grants (ESSA Block Grant)

SUMMARY OF PROGRAM

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

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

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

- The Administration’s FY2017 budget request included $500 million for Student Support and Academic Enrichment Grants.

- Prior to the August 2016 recess, the Senate Appropriations Committee provided $300 million and the House Appropriations Committee provided $1 billion in their respective bills for Student Support and Academic Enrichment Grants.

- The funding level will be finalized as part of negotiations to fund the Federal government for FY2017.

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

- States reserve 5 percent of their allocation for State-level activities and 95 percent of funds are provided for local awards to LEAs.

- Each LEA that receives a formula allocation must conduct a “needs assessment” and then must use:
  - Not less than 20 percent of funds to support well-rounded educational opportunities;
  - Not less than 20 percent of funds to support safe and healthy students; and
  - A portion of funds (not defined under ESSA) to support the effective use of technology.

- Remaining funds at the local level can be used by the LEA to support any of the three aforementioned categories of activities.

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

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

• Supporting LEAs in providing programs and activities that:
  
  o Offer well-rounded educational experiences to all students, which may include:
    
    ✓ STEM courses;
    ✓ Music and arts education;
    ✓ Foreign languages;
    ✓ Accelerated learning programs that provide postsecondary level courses accepted for credit at institutions of higher education (such as Advanced Placement courses);
    ✓ American history, civics, economics, geography, social studies, or government education;
    ✓ Environmental education; and
    ✓ Other courses, activities, programs or experiences that contribute to a well-rounded education.
  
  o Foster safe, healthy, supportive, and drug-free environments, which may include:
    
    ✓ Reducing exclusionary discipline practices in schools;
    ✓ Mental health awareness training and school-based counseling;
    ✓ Integrating health and safety practices into school and athletic programs; and
    ✓ Disseminating best practices and evaluating program outcomes to promote student safety and violence prevention.
  
  o Increase access to personalized, rigorous learning experiences supported by technology, including:
    
    ✓ Providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries”;
    ✓ Supporting schools in rural and remote areas to expand access to digital learning opportunities;
    ✓ Supporting the delivery specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.
    ✓ Disseminating promising practices related to technology instruction, data security and the acquisition and implementation of technology tools and applications;
    ✓ Providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Blended learning projects;

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

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

SUMMARY OF LIBRARY PROVISIONS

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

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

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

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

NEXT STEPS – ADVOCATE FOR INCLUSION OF LIBRARY PROGRAMMING

State-Level Advocacy

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

Local Advocacy

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

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

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