Connecting ESSA to School Libraries

Tuesday, November 28, 2016

Iowa Association of School Librarians

(IASL)
This program is made possible through the matching funds provided by Follett School Solutions. Follett advocates for, and understands, the expertise and dynamic role school librarians play in making a difference in their district’s success.
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  “Appropriate Staffing for School Libraries”
  “Instructional Role of the School Librarian”
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- Rule Marking & Guidance, Comments submitted to proposed rulemaking on ESSA (7/26/16)
- Student Support and Academic Achievement Enrichment Grants (ESSA Block Grants)
## Schedule

### November 29, 2016

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<th>Time</th>
<th>Session</th>
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<tr>
<td>4:00 pm</td>
<td>Welcome Remarks</td>
<td>Steven Yates, AASL President Elect</td>
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| 4:00-4:30 pm | ESSA Overview                                 | Emily Sheketoff, Executive Director of Washington Office of American Library Association;
|              | - Federal and State Timeline                 | Steven Yates, AASL President Elect                                        |
|              | - Review of titles that include School Librarians |                                                                            |
|              | - Call to action                             |                                                                            |
| 4:30-4:45 pm | Review of Iowa DOE                           |                                                                            |
| 4:45-5:00 pm | Identifying Stakeholders and Coalitions       | Steven Yates, AASL President Elect                                        |
| 5:00-5:15 pm | Coalition Development Plan                    | Small group work                                                          |
| 5:15-5:30 pm | Report/Share Out                              |                                                                            |
| 5:30-6:00 pm | Review of Key Messages                        | Steven Yates, AASL President Elect                                        |
|              | Elevator Speech Development                   |                                                                            |
|              | Sample Elevator Speech                        |                                                                            |
| 6:00-6:15 pm | Elevator Speech Development                   |                                                                            |
| 6:15-6:30 pm | Elevator Speech Practice/Refinement           | Small group work                                                          |
| 6:30-6:45 pm | Report/Share Out                              |                                                                            |
| 6:45-7:00 pm | Review of supplemental handbook material       | Steven Yates, AASL President Elect                                        |
| 7:00 pm      | Closing Remarks/Questions                     |                                                                            |
Welcome

Steven Yates
AASL President- Elect, 2016-2017
University of Alabama
SHARE, SHARE, SHARE
Tag @aasl
#ESSAlibraries
Send photos to jhabley@ala.org

ESSA Webpage
http://essa.aasl.org/

ALA Washington Office
Emily Sheketoff
Executive Director of Washington Office of American Library Association
https://vimeo.com/183396897
Effective School Library Program

The American Association of School Librarians (AASL) supports the position that:

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

Effective School Library Program

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

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

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

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

Effective School Library Program Cont.
Title I
Title I – Improving basic programs operated by state and local educational agencies

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

https://vimeo.com/183388920

Title II, Part A
Title II: Supporting effective instruction

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

https://vimeo.com/183390785

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

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

https://vimeo.com/183392270
Innovative Approaches to Literacy (IAL)

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

https://vimeo.com/183393334

Title II, Part B

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

https://vimeo.com/183393643

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

Title IV, Part A

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

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

https://vimeo.com/183394913
Iowa ESSA Update

Iowa Department of Education ESSA webpage:
https://www.educateiowa.gov/pk-12/every-student-succeeds-act

Public Forum Presentation (Spring 2016)

Questions, comments and concerns on ESSA-related topics can be sent to the Department at essa@iowa.gov

Iowa ESSA Updates

Included in handbook:

- IA Advisory Committee Members
- IA ESSA Fact Sheet
- IA Transition Plan
- Summary of Comments from Public Forums

Identifying Stakeholders & Building Coalitions
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 Messages to Stakeholders

Connecting the dots

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

- School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.
- School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.
- School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.
- School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.

Key Words/Phrases

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

ESSA Elevator Speech

https://vimeo.com/183395638
Meaningful Messaging

Elevator Speech- 4 pieces

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

Example

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

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

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

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

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

ESSA Elevator Speech

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

Elevator Speech Development

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

Step Two: Practice

Step Three: Fine Tuning

Step Four: Practice Again
Elevator Speech Development

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

Step Two: Practice

Step Three: Fine Tuning

Step Four: Practice Again
# ESSA Federal Legislation Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>1965</td>
<td>ESEA was enacted by Congress and signed into law.</td>
</tr>
<tr>
<td>1968</td>
<td>Congress expanded ESEA to include new programs (and titles) that serve at-risk children (migrants and neglected children). The Bilingual Education Act was also passed.</td>
</tr>
<tr>
<td>1994</td>
<td>The renewal of the ESEA called for states to develop standards and standards-aligned assessments for all students. States and districts were obligated to identify schools that were not making “adequate yearly progress” as detailed in the Improving America’s Schools Act (IASA).</td>
</tr>
<tr>
<td>2002</td>
<td>ESEA became NCLB (No Child Left Behind Act). NCLB shifted much of the decision-making and resource allocation away from states. NCLB also significantly expanded testing requirements.</td>
</tr>
<tr>
<td>2015</td>
<td>In December 2015, bipartisan support for the ESSA was high and the overdue reauthorization was finally signed into law.</td>
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## ESSA State Timing, Rules and Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 10, 2015</td>
<td>President Obama signs the Every Student Succeeds Act (ESSA) into law</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>April 27, 2016</td>
<td>ED releases assessment regulations that were agreed to by the neg-reg committee</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>October 1, 2016</td>
<td>Effective date for competitive programs under ESSA, unless otherwise provided for in the statute</td>
</tr>
<tr>
<td>October/November, 2016</td>
<td>Final regulations published by ED</td>
</tr>
<tr>
<td>February/April, 2017</td>
<td>States submit plans for School Year 2017-2018</td>
</tr>
<tr>
<td>May/June, 2017</td>
<td>ED begins peer review and approves state plans</td>
</tr>
<tr>
<td>July 1, 2017</td>
<td>Effective date for formula grant programs under ESSA</td>
</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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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”).

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**P.L. 114-95, The Every Student Succeeds Act of 2015**

**Conference Agreement to Reauthorize the Elementary and Secondary Education Act**

**OPPORTUNITIES FOR SCHOOL LIBRARIANS**
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@jbersteinstrategy.com.
IOWA Department of Education

Every Student Succeeds Act Advisory Committee

Contact(s)
Ryan Wise  
515-281-3436  
ryan.wise@iowa.gov  
David Tilly  
515-281-3333  
david.tilly@iowa.gov

A state committee to provide input on the development of Iowa’s plan to meet the federal Every Student Succeeds Act.

Meeting Dates, Agendas and Notes

Meeting Location:  
10 a.m. - 3 p.m.  
Iowa Department of Education  
Grimes State Office Building  
Room B100 (located in the basement)  
Des Moines, IA 50319-0146  
August 18, 2016

- [2016-08-18 ESSA Advisory Committee Agenda](#)  
  October 19, 2016

- [2016-10-19 ESSA Advisory Committee Agenda](#)  
  December 7, 2016

February 17, 2017

Membership

- Tom Ahart, Superintendent, Des Moines Public Schools  
- Perla Alarcon-Flory, Sioux City School Board Member  
- Lisa Bartusek, Executive Director, Iowa Association of School Boards  
- Mike Beranek, teacher, West Des Moines Schools  
- Amber Boyd, Iowa City Community Schools  
- Tod Bowman, State Senator  
- Margaret Buckton, Iowa School Finance Information Services  
- Mary Jane Cobb, Executive Director, Iowa State Education Association  
- Bill Decker, Administrator, Mississippi Bend Area Education Agency  
- Sandy Dockendorff, School Board Member, Danville Community Schools  
- Mark Felderman, Deputy Director, Legislative Affairs, Professional Educators of Iowa  
- Kevin Fiene, Superintendent, Interstate 35 Community Schools  
- Jim Hawkins, Senior Director, Professional Educators of Iowa
• Jennykaye Hampton, Cedar Rapids Schools
• Roark Horn, Executive Director, School Administrators of Iowa
• Terri Lasswell, University of Northern Iowa
• Josie Lewis, Director of Policy and Legal Services, Iowa Association of School Boards
• Charles McNulty, Assoc. Supt., Educational Services, Waterloo Community Schools
• Sam Miller, Administrator, Area Education Agency 267
• Jill Morrill, School Board Member, Johnston Community Schools
• Tom Moore, State Representative
• Robert Nishimwe, Student State Board Member
• Bob Olson, Superintendent, Clarion-Goldfield-Dows Community Schools
• Melissa Peterson, Government Relations Specialist, Iowa State Education Association
• Jill Philby, teacher, Lynnville-Sully Community Schools
• Dan Ryan, Superintendent of Schools, Diocese of Sioux City
• Dana Schon, Professional Learning Director, School Administrators of Iowa
• Amy Sinclair, State Senator
• Scott Slechta, 2016 Iowa Teacher of the Year, Fairfield Community Schools
• Daniel Spikes, Professor, Iowa State University
• Bryan Steams, Assoc. Principal, West Des Moines Schools
• Dani Trimble, Superintendent, Alburnett Community Schools
• Tammy Wawro, President, Iowa State Education Association
• Justin Wagner, Superintendent, Harlan Community Schools
• Thatcher Williams, Iowa PTA
The Every Student Succeeds Act provides Iowa with some flexibility related to Title I requirements for school choice and supplemental education services (SES) during the 2016-17 school year. Iowa, through the Iowa Department of Education, has chosen that flexibility option and has developed this transition plan for ensuring that local education agencies provide alternative supports for students eligible for SES and school choice in buildings with the greatest need during the 2016-17 school year. Specific provisions of this transition plan tie to the four assurances required for committing to this plan, including:

1. **Iowa will engage in timely and meaningful consultation with relevant stakeholders, including parents, local educational agencies (LEAs), teachers, and principals, when developing the transition plan;**

   The Iowa Department of Education invited stakeholders to participate in one or more of four regional meetings to provide both written and oral input on providing alternative supports in the 2016-17 school year for SES-eligible students in schools with the greatest need. These meetings were strategically hosted in regional sites across the state to include Bettendorf, Cedar Rapids, Des Moines and Sioux City. These meetings were publicized widely, and 51 people attended, including staff from 25 school districts, school board members, representatives of education organizations, parents, and the general public. Iowans were invited to provide input in writing, as well as in person at the meetings. PowerPoint slides from the presentation at each meeting, along with the written and oral input received, were posted on the Iowa Department of Education’s webpage for the Every Student Succeeds Act: [https://www.educateiowa.gov/pk-12/every-student-succeeds-act](https://www.educateiowa.gov/pk-12/every-student-succeeds-act)

   Additionally, notice was sent to all public school districts of Iowa’s intent to create a transition plan on this issue. That notice invited school districts to communicate this issue widely. It also invited any stakeholder to email questions, concerns, or comments directly to the Iowa Department of Education using the ESSA@iowa.gov email address created for all ESSA purposes.

2. **The Iowa Department of Education will publicly post its transition plan no later than Friday, May 6, 2016 in the manner in which the State customarily provides such information to the public (e.g., by posting its transition plan on its website);**

   This transition plan will be placed on the Iowa Department of Education’s website, on the ESSA webpage, and notice of this posting will be actively provided to stakeholders.
Every Student Succeeds Act in Iowa

3. Iowa’s transition plan will explain how it will provide or ensure that LEAs provide students eligible for SES in schools with the greatest need (e.g., schools with large numbers or percentages of students eligible for SES, or as defined in the State’s transition plan) with alternative support and activities intended to improve student outcomes consistent with allowable uses of Title I funds and all applicable fiscal requirements;

As part of stakeholder engagement on the development of this plan, the Iowa Department of Education heard clearly from school district representatives that they value providing these types of supports for qualified students. Generally, representatives of school districts offering SES and school choice believed that they could continue to provide the same types of supports before or after school directly using some designated Title IA funds for this purpose and using existing staff members. As part of the Title IA application submitted for 2016-17, school districts with SES-eligible students will be required to describe what they will do to ensure they are maintaining these types of supports for qualified students.

Iowa will assure the United States Department of Education these requirements will be met through three specific actions:

A. The Iowa Department of Education will require the superintendent (or designee) of each LEA with at least one SINA 2 or above building to identify, using the same procedures and measures used in the 2015-16 school year, the students eligible for SES in the LEA during the 2016-17 school year;

B. The Iowa Department of Education will require the superintendent (or designee) of each LEA with at least one SINA 2 or above building to provide alternative support and improvement activities to each SES-eligible student, with the goal of improving student outcomes, in a manner consistent with allowable uses of Title I funds and all applicable fiscal requirements.

C. The Iowa Department of Education will require each LEA with at least one SINA 2 or above building to narratively describe the alternative supports that will be provided to SES-eligible students as part of the Title I application submission process for 2016-17. The Iowa Department of Education will review these narratives in conjunction with each LEA’s Title 1 Part A budget.

As part of the application process, the Iowa Department of Education will develop additional guidance that will include examples and non-examples of what these assurances by school districts will mean in actual practice.
4. Consistent with ESEA section 1116(b)(13), it will require LEAs to permit a student who previously transferred to another public school under the No Child Left Behind Act of 2001 (NCLB) to remain in that school until the child has completed the highest grade in that school.

The Iowa Department of Education will require the superintendent (or designee) of each LEA with at least one SINA 1 or above building to permit a child who transferred to another public school under NCLB to remain in that school until the child has completed the highest grade in that school.

The Iowa Department of Education will monitor this process through its Title IA application in the Iowa Education Portal. If an LEA is found to be in noncompliance with these requirements, the Iowa Department of Education will work with the school district to ensure compliance. Iowa is committed to ensuring that students who qualify for these supports continue to receive the programming they deserve.
Every Student Succeeds Act in Iowa

Iowa Department of Education Fact Sheet

What is ESSA?
The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act of 1965. This update, which received bipartisan support in Congress and was signed by the President in 2015, replaces the No Child Left Behind Act (NCLB). ESSA restores a more reasonable balance between the role of states and the federal government in accountability for the success of all children.

While the more prescriptive NCLB brought focus to equity for all students, transparency, and accountability in K-12 schools, ESSA maintains this focus while providing more state and local control. Under ESSA, the federal government sets expectations, and states determine how schools will reach them.

What does ESSA do?
• Maintains annual assessments
• Increases state and local flexibility to design school accountability systems, school interventions and student supports
• Removes federal mandates related to educator evaluation
• Increases state and local flexibility in the use of federal funds
• Limits authority of the U.S. Secretary of Education to issue mandates

What will ESSA mean for Iowa?
Iowa will maintain rigorous standards and assessments that measure how students are meeting the standards, and the state will be required to identify the lowest 5 percent of schools based on performance. However, the federal government no longer sets annual targets for schools to reach, prescribed labels for sanctions, or prescribed models for turning around schools.

The Iowa Department of Education will develop the state’s ESSA plan to create a cohesive system of accountability and support for the success of students. The Department will consider stakeholder input throughout the development of the plan.

Programs under NCLB remain in effect for the 2016-17 school year. For states such as Iowa that operate without a NCLB waiver, ESSA provides flexibility in school interventions and supports. Accordingly:
• Iowa has frozen the Adequate Yearly Progress status of all districts and schools, which will continue to implement the same interventions developed in the 2015-16 school year.
  • Iowa school districts are no longer required to offer parents the option of choosing a different school (school choice) or contracting with an external vendor for free tutoring/support (supplemental education services). Iowa developed a transition plan for ensuring alternative supports to students in high-need schools: www.educateiowa.gov/pk-12/every-student-succeeds-act
ESSA Timeline for Iowa

**August**
Convene state advisory committee.

**September-November**
Engage stakeholder groups and hold nine public input meetings across Iowa.

**November-January**
Develop plans for each component of ESSA. Complete initial draft of state ESSA plan for public feedback.

**February**
Vet ESSA draft plan with advisory committee and stakeholder groups and hold additional public input meetings.

**March-July**
Post revised draft plan publicly and submit it to the U.S. Department of Education.

What has Iowa done on education policy in recent years?

**2008:** Iowa Legislature adopted statewide standards for what students in kindergarten through 12th grade should know and be able to do in mathematics, English-language arts, science, social studies, and 21st century skills, such as financial literacy.

**2011:** Executive Order 74, issued by Governor Branstad, created a Governor’s STEM Advisory Council with the goal of increasing student interest and achievement in science, technology, engineering, and mathematics.

**2012:** Legislation created a comprehensive early literacy initiative that provides intervention to struggling readers in kindergarten through third grade and aims to make sure students reach reading proficiency by the end of third grade.

**2013:** An education reform package adopted by the Legislature and signed by Governor Branstad created a statewide teacher leadership system that taps into the expertise of teachers to improve classroom instruction and raise student achievement.

**2014:** Executive Order 83, issued by Governor Branstad, created an ongoing review process for Iowa’s academic standards, including public comment, to identify areas for improvement. Through this process, the State Board of Education adopted new science standards in 2015.

**2015:** The Branstad-Reynolds Administration launched the Future Ready Iowa initiative, designed to build Iowa’s talent pipeline by ensuring citizens have access to the education and training required for in-demand jobs in the state.

**2015:** The State Board of Education adopted administrative rules implementing a new state assessment, which Iowa students will take for the first time in the 2017-18 school year.

**2016:** Legislation was adopted to modernize career and technical education programs statewide and to provide Iowa students equitable access to high-quality programs.

How can Iowans stay involved in ESSA?

- For developments, go to the Iowa Department of Education’s ESSA webpage: www.educateiowa.gov/pk-12/every-student-succeeds-act
- Ask questions or submit comments in writing to ESSA@iowa.gov.
Summary of Comments from Public Forums on SES and Choice

March 29, 2016, 5:30-7:00 p.m.
Grant Wood AEA, Cedar Rapids

1. What does it look like locally to “maintain effort” with students who previously accessed SES and School Choice services? (e.g. Require districts to set aside some percentage of their Title I budget? If so, what percentage should that be? Other ideas?)

- No concerns about School Choice – we can maintain those with the current Choice. Could those districts that have waivers be allowed to continue to offer SES, just as a District provider? Can do more with less funding – then building of need could use more money – we would not need our current set aside – we would do for less.

- Allow districts option to spend the money during the regular school day to close the achievement gap. (Why is after school the best time as we’re required now?)

- Appropriate to allow them to remain in Choice school – less disruption to their educational plan.

- SES – Continue to offer supplemental services outside of the regular school day. (School Choice didn’t really apply to us.)

- Modify 20% set aside to 10%?

- Stay with current percentage so that interventions occur outside of school day. If we pull back on the percentage then the assurance that we reach the current SES students may not be as great.

2. What specific ideas do you have about providing students “alternative support and improvement activities?” (e.g. When should they be provided? By whom? How should they be structured? Other ideas?)

- Could we look at more staff in our higher needs school so more support/services can be provided within the school day – some families have through with access after school.

- Flexibility in determining certified teachers.
• Services should be provided during the day by certified teachers with expertise in reading. There should be flexibility of doing “push-in” and “pull out” based on student’s needs. For example, regular 90 minute block of reading may have regular classroom teacher and Title I teacher working with students. But all money to support more time with Title I teacher during another part of the day.

• Allow more resources to early childhood and to students in poverty.

• Partnership help fill gaps (ex. Zach Johnson, Kids on Course) but we need an education system in Iowa that fully funds our public education system with public monies for “basic needs.” To support students, you must also support teachers, especially those who deal with disadvantaged populations. Mental Health Supports?

• Outside of the regular school day/school year – before/after. Could it tie into the new early literacy laws and summer reading programs?

• Create criteria with rigor for such programs to make sure they meet Iowa Core Standards. Outside providers – IN HOUSE? = No more “outside” support.

• Employee current Title 1 teachers and stagger their day in order to support the interventions during the school day with additional opportunities before or after the school day. Some buildings may need to hire additional FTE. These new hires should also be highly qualified with reading endorsements.

3. What concerns do you have about the proposed direction for Iowa and are there other considerations for us with this SES and School Choice transition plan?

• Concerns about using outside providers with SES.

• We’ve experienced fraudulent billing from four different companies. We’ve had people who have no educational background tutoring kids. We want the ability to provide tutoring ourselves with NO outside providers.

• Please don’t make SES set-aside funds. Please allow local districts flexibility in how to use the funds (although it’s OK to build in accountability). (What will happen to SINA specific dollars for 2016-17? Great News! Thanks.) How do we use funds to support teacher and administrator growth and learning? The last indicator for State is “other indicator of school quality or success” – consider using AASA’s work on Redefining Readiness and the indicators that predict career and college readiness.
• Expansion of evaluators of student success – (this will be more in final plan) but there is a short timeline for development.

• Current “turnaround” programs with DINA funds, should be maintained when possible, especially through transition – particularly if having positive impact. Let’s be growth mindset and not punitive – Equity will not be numerically equal!

• Please stop the “list of approve SES Providers (outside providers)” they are just out to make money and are not worried about our students. We can provide great learning opportunities for our kids in our own school setting. Having to provide the list of approved providers was very confusing for most of our families. We can do it cheaper than other companies and we are currently providing transportation.

• None. We believe this is a move in the right direction and will help with continuity/alignment and better meet student needs.

Comments Shared:

• Allow flexibility on how we use these funds for SES

• More rigorous standards for SES providers that are aligned with the Iowa Core

• Not enough rigor for SES providers. District teachers know their students and families best and it would be nice to offer their own. Choice kids should be allowed to follow through with their schools. There is only one building not on the SINA list, which is a problem because it is the only school parents can send their kids to.

• Some schools are able to provide SES because they are an approved provider. Would there be flexibility to offering SES within the school day because of transportation, more can participate. Choice- no longer a choice because all are SINA schools. Very concerned about the outside SES providers, the quality and rigor is questionable. They would like to expand their SES services offered by the districts.

• Outside SES providers offer a lot of confusion. Hope the outside provider is eliminated.

• Want to know if Iowa will use Iowa Assessments in the transition year.

• During the transition it should be straight forward, continue what we have done. Start looking at creative ways of looking at things like fine arts and PE in the ESSA. Look
at resources, equal is not fair. More resources for kids in poverty. Look at early childhood and brain research. Need these things in the transition and not just in 17-18.

- Need to offer support for teacher growth to help them deal effectively with the changing population.

- When the ombudsman is appointed to assist with private school issues, please put this person on the nonpublic advisory board and appoint this person sooner rather than later.

**Summary of Comments from Public Forums on SES and Choice**

March 30, 2016, 5:30-7:00 p.m.
Callahan Middle School, Des Moines

1. **What does it look like locally to “maintain effort” with students who previously accessed SES and School Choice services?** (e.g. Require districts to set aside some percentage of their Title 1A budget? If so, what percentage should that be? Other ideas?)
   - Students who have used student choice can remain; however no new students starting 2016-2017.
     - Continue to provide transportation
     - Continue to set aside funds (20% for SES)
     - Schools must use at least 10% of that for SES Services
   - No new School Choice for schools/students beginning 2016-2017. Continue to provide transportation to students currently placed three School Choice, three matriculation to the next level.
   - Continue to set aside 20% of Title I for alternative services (ex. after school tutoring by schools, etc.); transportation, meals/snacks for students/parents attending services. Allow money to be used for some personalized professional development.
   - As much as possible…full autonomy for districts
   - Let schoolwide programs determine the students eligible. School control – aligned with best practice that the district is developing currently with State guidance. Teacher/admin training. Communication with parents aligned with school practice. No new School Choice.
   - Carlisle routinely sets aside funds, offers SES to families and then amends the budget because there are unspent funds. Typically families do not take advantage of SES.
Carlisle does not have an optimal school for families to take advantage of School Choice. Jeff indicated $11,000,000 of set aside goes unspent. Clearly Carlisle is not unlike other districts. To that end, don’t require districts to set aside for SES and transportation but make it optional. Do require districts to be accountable on how the funds are spent to ensure students have access to high quality, impactful supplemental instruction within the district (through Title) if the money isn’t used for SES or Choice.

- Districts calculate 3 years average of number of students accessing SES – calculate average expenditure and spend at least that amount by:
  - Using teachers to provide MTSS interventions outside the school day (afterschool, Saturdays, summer).
  - Using paid or volunteers from community for “study table” or “homework help”
  - Using vendors AS NEEDED and as PARENTS REQUEST (if parent does not want teacher doing this) but districts decide this not parents.

- Maintain letter for SD and At Risk levels to parents and this includes compact. Set aside 5% - 10% for SES for 15-16 SINA Schools. Not provide SES, Trans School Choice for new students to the district. The current plan/application to provide SES services written by a district carry-over to 16-17. No new application process. Use SES money towards PD for all staff. Maybe 5%-10% of Title allocation.

- Students who previously accessed SES and School Choice should be monitored to show “maintained effort.” However, school choice services could be maintained for the remainder of time within the building, yet no new School Choice should be done. Can maintain effort be a building wide initiative with data collection or does it have to be district wide?

2. **What specific ideas do you have about providing students “alternative support and improvement activities?” (e.g., when should they be provided? By whom? How should they be structured? Other ideas?)**

- SES services are provided to the bottom 10% of students (not related to free and reduced lunch) based on academic criteria. SES provided by district personnel, district approved personnel, district selected providers. State provides data at year end on provider effectiveness. State does not provide approved list. Providers cannot market until chosen by the district. Be able to use the money to hire tutor during the school day. Money can be used for transportation to and from tutoring.

- In schoolwide programs:
• Before/after school tutoring program – district developed
• No SES provided as currently offered
• Identify students for services based on academic need, not only low income status.

• After school tutoring, extended school year, summer school provided by school with mandatory attendance for students. Parent classes/education be part of services provided.

• Having local service providers/supports for these activities.

• Before/After School with transportation. Improve application on process to be a provider. Disagree with retention of 3rd grade but – summer program with summer experiences - student/parent activities.

• Alternative support and improvement activities can be purposeful and impactful. They should be provided at the early grade levels (K-3) first and intermediate (4-5) as a second option. I believe they are most effective when they support the work in the building – offer in building, taught by highly-qualified teacher. Summer extended day, and parent engagement.

• I see SES and MTSS interventions as an overlap of sorts. Best approach is to have child’s teacher or interventions from child’s school providing this. Open to after school, Saturdays, summer. Make the application process for Districts to be own provider simpler; but evaluations more rigorous.

• Maybe looking at time spent in non-core activities and build in time and allocate to literacy. This really seems to tie into Q #1 maintaining service we are transitioning.

• When after school, before school, ordering the school day – depending on the schools day – targeted groups based on learning style. The schools should decide who the provider is. The schools know the students and their needs the best, as well as the curriculum spirals. Alternative support should be targeted and data driven based on school needs. Teacher PD to improve instruction.

• Can parents support – e.g. Parent/English classes be considered alternative support?
• Can it be used for transportation for after school activities? An extensions after school?
3. **What concerns do you have about the proposed direction for Iowa and are there other considerations for us with this SES and School Choice transition plan?**

- There should be a connection to ELI requirements and 3rd grade retention (i.e. a portion of funding can be used for summer school.)
  - What are the other waiver states doing?

- Plan language needs to be concise and direct so schools/districts can use it as a communication tool with the public to provide clarity that the general plan is a State plan – not a decision that can be negotiated with the district. District will allocate Title I funds to schools to operate school before/after school programming. 5% minimum set aside with latitude for districts to increase to meet their specific needs.

- I would like to see more parent’s engagement opportunities within the SES services. Based on academic need also, not just SES.

- Many current teachers and principals have never operated in a pre-NCLB world. Therefore, a major concern is how do we operate in a much more non-prescriptive world? That teachers, school administrators, etc. won’t be heavily involved in crafting the State plan.

- Continue to use choice within the new system. Not one size fits all. Analyze how money is spent - realign. Work smarter then harder.

- No concerns. I am excited about the opportunity for what the changes can bring for students. As this plan moves forward I hope we (Iowa educators) stay focused on best-practices, the used of multiple data points to make decisions about instruction. One assessment or measure should not drive the decision making process about programs. Focus on teacher quality.

- None – I am very glad this is the direction the State is going! I feel there is a “disconnect” between school and student learning when 3rd party is involved.

- I think it gives the district more freedom to build plans to impact students learning. I do feel that we need to maintain SES/School Choice/Transportation, but they should be done at the district level – how they budget for those. Districts should be able to be the provider and not pay parents to go somewhere else.

- Whatever data is used should also take into count the language acquisition process. Our State is increasing in EL and if a district or state focuses on fluency the date will be
skewed. EL cannot be measured by standardized statewide tests. Movement within the ELPA21 is more of an indicator than Iowa Assessments to show growth. A concern is that gains for EL will be lost under Title I management. How will the State track “maintain effort” without creating more paperwork?

Comments Shared:

- More parent engagement/training for parents as well as the students

- Provide extra support to non-proficient kids by the district teacher outside the school day (after, before, summer, Saturday)

- In schoolwide programs, not solely based on FRL, but on need

- Focus in on teacher quality, and build skill set

- Extend professional learning to administrators also

- No more school choice

- Approved SES provider application – there is a lot of paperwork involved to become an approved SES provider for schools. Do not ask for an application to be an approved provider as a district

- Schools should be forced to use money for student services

- Could alternative support for students be used for student and family education or for Saturday school? Could money be used for activity buses so transportation was provided?

- Work smarter rather than harder at the state and local level

Summary of Comments from Public Forums on SES and Choice

March 31, 2016, 5:30-7:00 p.m.
1. What does it look like locally to “maintain effort” with students who previously accessed SES and School Choice services? (e.g. require districts to set aside some percentage of their Title I budget? If so, what percentage should that be? Other ideas?)

- NO – maintain control over our own funds (20%).
- District set percentages based on how the program would look – LEA discretion. LEA creates criteria for student who will receive SES services.
- Rather than setting it aside as is and not use it, we can put it where we know we can use it to impact student learning and teacher development.
- Set aside not so restrictive – have “set aside” plan written within the Title I plan and budget accordingly.
- Allow districts to “maintain effort” in house, to determine what interventional supports should be used, developed and/or included, instructional staff and or program that we purchase. Currently NO students are receiving SES. SES Should NOT be made to be requirement!
- Identify Students through Districts MTSS/PLL process. Provide additional opportunities for those students “in-house.” May need to designate (prior) set-aside funds for this to occur – NOT 20%. No (current) students previously assessed and utilizing services.

2. What specific ideas do you have about providing students “alternative support and improvement activities?” (e.g., when should they be provided? By whom? How should they be structured? Other ideas?)

- Best practices like CIM to meet needs of student to supplement core curriculum. Interventions, MTSS, summer school.
- Need assessment based on student behavior, transportation home for after school services, exposure to opportunities not usually accessed by low poverty students. When – before, after or during the school day.
- Why not make it a program similar to required summer school for 3rd graders? Intensive summer school that would include any student that needs it.
• Why can’t we decide how to allocate money in Title I; will this be a possibility in the future?

• Summer school, after school – certified staff plan written to show length/duration/what happening/data to be looked at.

• Should be tied to MTSS; focus on kids who are struggling. Should be/district discretion to determine what “alternative supports and improvement activities” are needed, selected, developed, provided and by whom.

• Provide interventions and subsequent resources as necessary: extended day, summer school.

3. What concerns do you have about the proposed direction for Iowa and are there other considerations for us with this SES and School Choice transition plan?

• Any law changes that take away control over what is best for our students. Looking at one data point to make BIG decisions for our kids.

• Tried to address with our feedback.

• The loss of local control in education. Lack of funding.

• For smaller schools with no other choice option, don’t restrict us to set aside funds for transportation or budget for this when it can never happen.

• The State will step in and tell local districts what they will have to do. If it isn’t broke, our system is successful, why should we have to change it?

• Losing the opportunity to maintain local control. Current SES is not working, so let’s do something that actually helps students attain proficiency via MTSS/PLL

Comments Shared:

• School choice is totally different for large and small districts.

• It could be a game changer if local districts were able to offer their own after school SES programing

• No suggestion for the required % set aside
• One district would like to continue to do what it is already doing because it is seeing success.

• One district reported finding success with MTSS.

• They do not want any specific required set aside if there isn’t a choice and parents are not requesting SES services.

• Coaching and TLC are successful and they want to continue to develop a system that works for their kids. Local control. Tie this with the C4K work with the approved interventions. They do not like looking at one data point (low-income) to determine what is needed for their kids. They believe we all need to look at multiple data points.

**Summary of Comments from Public Forums on SES and Choice**

April 7, 2016, 5:30-7:00 p.m.

Northwest AEA, Sioux City

1. **What does it look like locally to “maintain effort” with students who previously accessed SES and School Choice services?** (e.g. require districts to set aside some percentage of their Title I budget? If so, what percentage should that be? Other ideas?)
   - To maintain effort the school can provide similar tutoring services for students at identified schools with the Title I appropriation. I believe the services will actually improve with the eliminations of SES vendors. The issue of school choice and transportation effects a very small number of student. Our transfer policy allows these students that are currently being bused to continue on a district transfer. These students would be allowed to continue at their current school under the existing transfer.
   - We would like to deliver after school tutoring to our own students. If we are not paying outside providers we would be able to afford busing the student’s home after their tutoring session.

2. **What specific ideas do you have about providing students “alternative support and improvement activities?”** (e.g., when should they be provided? By whom? How should they be structured? Other ideas?)
• The school will offer tutoring for students after school to ensure students at Title I schools are getting the support they need in compliance with maintenance of effort.
• Our district would consider using 10-15% of our Title I allocation to provide their own SES services.

3. **What concerns do you have about the proposed direction for Iowa and are there other considerations for us with this SES and School Choice transition plan?**
   • SES tutors at best provide minimal services and often fleece taxpayer dollars with limited services for very high fee and often have very little evidence to show student progress.
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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<tr>
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ESSA Key Messages
“Ask Me How School Librarians Ensure Student Success”

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

**Message**

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

**Title II**
Supporting effective instruction

**Message**

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

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

**Message**

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

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

**Message**

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

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

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

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<th>ESSA KEY MESSAGES</th>
<th>STORY AND KEY DATA</th>
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<th>PULLING IT ALL TOGETHER</th>
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CRAFTING YOUR ESSA ELEVATOR SPEECH

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

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

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

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

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

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

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

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

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<th>ESSA KEY Messages</th>
<th>Story and Fact/Data</th>
<th>The Ask</th>
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<tr>
<td><strong>[Title I]</strong> School librarians and access to effective school library programs impact student achievement, digital literacy skills, and school climate/culture.</td>
<td>Nearly 60 percent of first year college students require some remediation. The critical thinking and research skills developed in an effective school library program are essential components of college readiness.</td>
<td>Ensure that students have access to school library programs throughout k-12 schooling.</td>
<td>We are seeing a disparity in preparedness among our incoming students. We count on students having digital literacy and information literacy skills that will allow them to do college level work and, all too often, those skills must be remediated. That deficit negatively impacts student engagement, retention, and academic performance. Please use Title I funds to help close that gap and ensure that all students in [state] have access to effective K-12 school library programs. (Speaker: College Administrator. Audience: State Legislator or Board of Ed Official.)</td>
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| **[Title II, Part A]** School librarians are teacher leaders, providing professional development, building capacities around technology integration, and collaborating with colleagues for instruction and assessment. | Librarians lead professional development and committees. In this district, librarians trained teachers so that students can maintain digital portfolios across content areas. | Include school librarians in Title II funding plans for the state. | My librarians are integral to staff development and, in addition to leading committees throughout our district, they deliver quarterly professional development workshops for our teachers. Because of the librarians, our middle school students now have cross content digital portfolios. I urge you to specifically identify school librarians in state plans for use of Title II funds. (Speaker: District Administrator. Audience: State Board Official.) |

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

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

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

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

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

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

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

**Collaboration:**

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

**Community Readiness:**

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

**Digital Learning:**

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

**Digital Literacy:**

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

**Effective School Library Program:**

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

2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and
3. provides regular professional development and collaboration between classroom teachers and school librarians.

Information Literacy:

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

Information Technologies:

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

Learning Community:

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

Local Education Agencies (LEA):

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

Specialized Instructional Support Personnel (school librarians):

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

State Education Agencies (SEA):

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

Virtual Resources:

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

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

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

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

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

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

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

BACKGROUND:

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

DEFINITIONS:

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

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

- **School Librarian Instructional Role:** [Instructional Role of School Librarians Position Statement](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/slcsurvey/2012/AASL-SLC-2012-WEB.pdf)

REFERENCES:


DISCLAIMER:

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

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

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

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

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

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

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

REFERENCES:

**RECOMMENDED READING LIST:**


**DISCLAIMER:**

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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:


RECOMMENDED READING LIST:


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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:


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
Dear Ms. Miller:

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

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

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

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

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

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

§299.15 – Consultation and Coordination

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

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

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

§299.19 – Supporting All Students

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Emily Sheketoff
Executive Director
Washington Office
American Library Association

Sylvia K. Norton
Executive Director
American Association of School Librarians
American Library Association
SUMMARY OF PROGRAM

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

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

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

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

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

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

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

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

• Supporting LEAs in providing programs and activities that:

  o Offer well-rounded educational experiences to all students, which may include:

    ✓ STEM courses;
    ✓ Music and arts education;
    ✓ Foreign languages;
    ✓ Accelerated learning programs that provide postsecondary level courses accepted for credit at institutions of higher education (such as Advanced Placement courses);
    ✓ American history, civics, economics, geography, social studies, or government education;
    ✓ Environmental education; and
    ✓ Other courses, activities, programs or experiences that contribute to a well-rounded education.

  o Foster safe, healthy, supportive, and drug-free environments, which may include:

    ✓ Reducing exclusionary discipline practices in schools;
    ✓ Mental health awareness training and school-based counseling;
    ✓ Integrating health and safety practices into school and athletic programs; and
    ✓ Disseminating best practices and evaluating program outcomes to promote student safety and violence prevention.

  o Increase access to personalized, rigorous learning experiences supported by technology, including:

    ✓ Providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries”;
    ✓ Supporting schools in rural and remote areas to expand access to digital learning\textsuperscript{1} 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

\textsuperscript{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.