Connecting ESSA to School Libraries

School Section of South Dakota Library Association

(SDLA)

Table of Contents

Power Point Presentation

Section 1 ESSA Overview

- ESSA Federal Legislation Timeline
- ESSA State Timing, Rules and Implementation
- Opportunities for School Librarians
    - Title IV, Part A Fact Sheet

Section 2 South Dakota Department of Education

- Overview of ESSA Requirements for LEAs (2017)
- Participant List for Title IV Stakeholder Group

Section 3 Identifying Stakeholders & Building Coalitions

- Coalition Development Plan

Section 4 Connecting Messages to Stakeholders

- ESSA Key Messages, "Ask Me How School Librarians Ensure Student Success"
- Elevator Speech Development
- Crafting Your ESSA Elevator Speech Example

Section 5 Additional Material

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

American Association of School Librarians

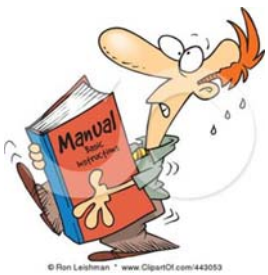
CONNECTING ESSA TO SCHOOL LIBRARIES

Thursday, February 9, 2017
School Section of South Dakota Library Association

Welcome

Sylvia Norton
AASL Executive Director

Handbook



© Ron Leishman * www.ClipartOf.com/443053

SHARE, SHARE, SHARE

Tag @aasl

#ESSAlibraries

Send photos to
jhabley@ala.org

ESSA Webpage

http://essa.aasl.org/

ALA Washington Office

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.

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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;

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

Effective School Library Program Cont.

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.

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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, and school climate/culture.

https://vimeo.com/183388920

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

Title II, Part A

Title II: Supporting effective instruction

Message: School librarians share their knowledge from conferences and workshops, applying the benefits of new techniques, strategies, and technologies across the district.

https://vimeo.com/183390785

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

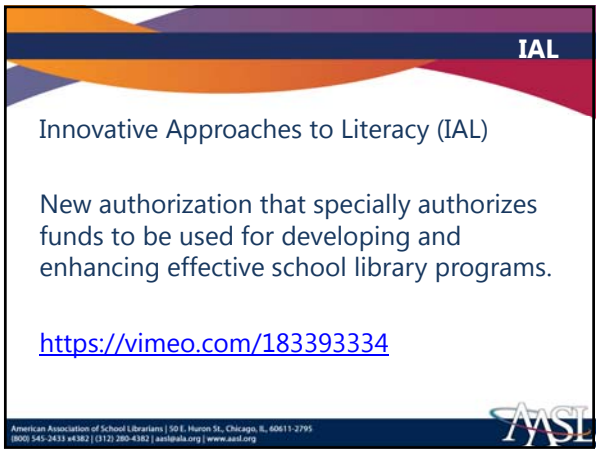
LEARN

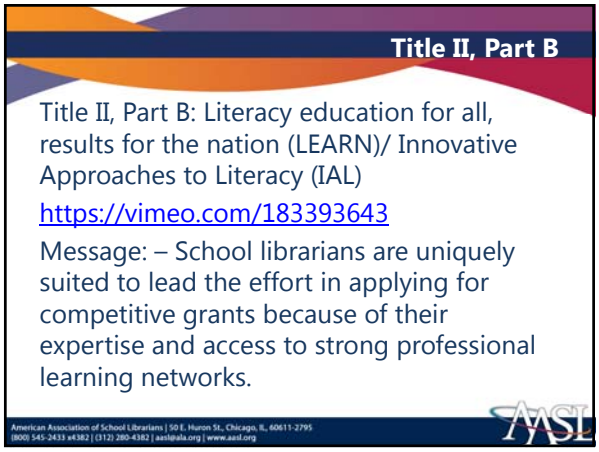
Literacy education for all, results for the nation (LEARN)

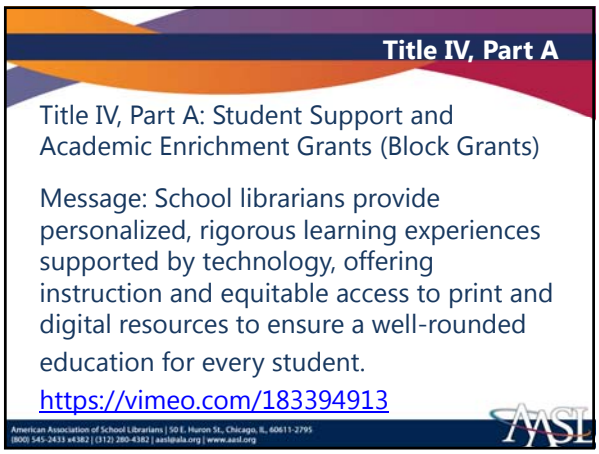
New literacy program that specifically authorized school librarians to participate in required activities.

https://vimeo.com/183392270

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org


IAL
Innovative Approaches to Literacy (IAL)
New authorization that specially authorizes funds to be used for developing and enhancing effective school library programs.
https://vimeo.com/183393334
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL


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.
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL


Title IV, Part A
Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)
Message: School librarians provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded education for every student.
https://vimeo.com/183394913
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL

South Dakota ESSA Update

South Dakota Department of Education ESSA webpage- http://doe.sd.gov/secretary/essa.aspx

ESSA Listserv- https://listserv.sd.gov/scripts/wa.exe?SUBED1=SDESSAIMPLEMENTATION&A=1

Working Group Members (http://doe.sd.gov/secretary/essa-TitleIV.aspx) – who do you know

South Dakota ESSA Updates

Included in handbook:

- Participant List for Title IV Stakeholder Group – who do you know
- Overview of ESSA Requirements for LEAs (January 2017)

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?

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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!

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

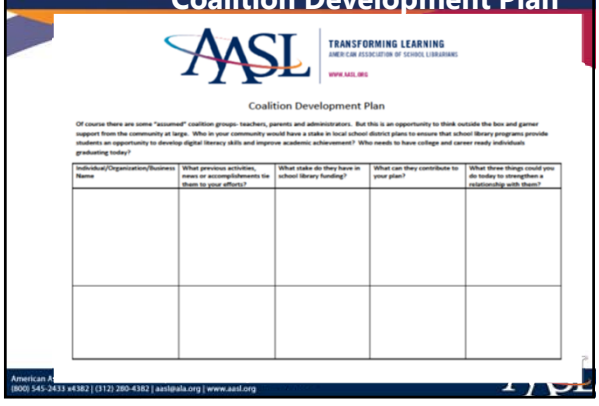
Parents as Stakeholder Partners

- 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



Coalition Development Plan

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

Connect Messages to Stakeholders

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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 in your handbook
- Connect the dots to your work

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

ESSA Key Messages

- School librarians and access to effective school library programs impact student achievement, digital literacy, and school climate/culture.
- School librarians share their knowledge from conferences and workshops, applying the benefits of new techniques, strategies, and technologies across the 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 provide personalized, rigorous learning experiences supported by technology, offering instruction and
- equitable access to print and digital resources to ensure a well-rounded education for every student.

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

ESSA Elevator Speech

https://vimeo.com/183395638

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

Meaningful Messaging

Elevator Speech- 4 pieces

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**.

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, 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?

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

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.

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org

Elevator Speech Development

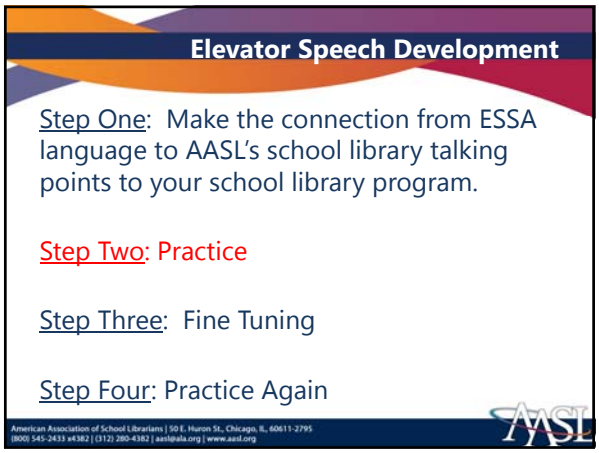
Step One: Make the connection from ESSA language to AASL's school library talking points to your school library program.

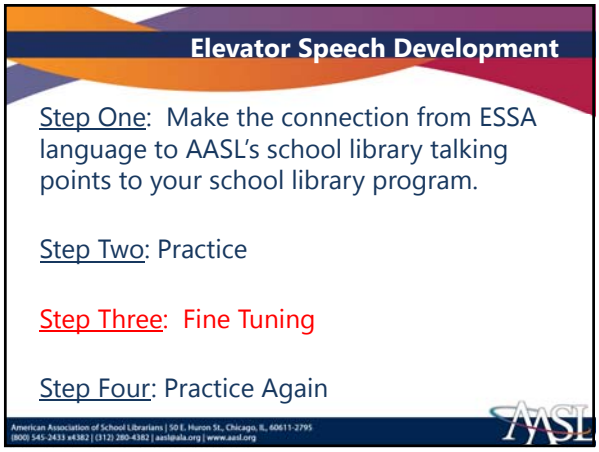
Step Two: Practice

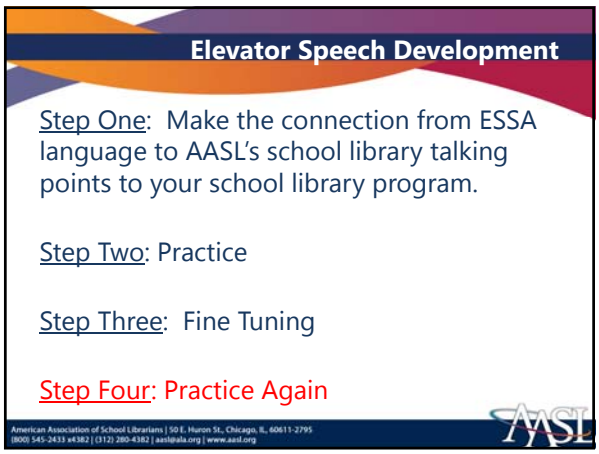
Step Three: Fine Tuning

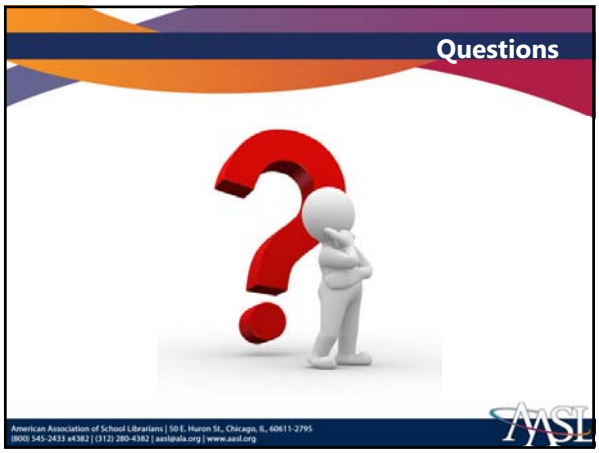
Step Four: Practice Again

American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org


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
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL


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
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL


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
American Association of School Librarians | 50 E. Huron St., Chicago, IL, 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL


Questions
American Association of School Librarians | 50 E. Huron St., Chicago, IL. 60611-2795
(800) 545-2433 x4382 | (312) 280-4382 | aasl@ala.org | www.aasl.org
AASL

ESSA Federal Legislation Timeline

1965 ESEA was enacted by Congress and signed into law.

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

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

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

2015 In December 2015, bipartisan support for the ESSA was high and the overdue reauthorization was finally signed into law.

ESSA State Timing, Rules and Implementation

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

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

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

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

Background

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

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

Library Provisions

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

Next Steps

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

- Contact and work with the superintendent's office in developing the local plan under Title I, Part A to ensure that the school district takes into consideration:

    - The importance of developing and maintaining effective school library programs; and

    - How effective school library programs can help with the development of digital literacy skills and improve academic achievement.

- Contact and work with State and school district officials regarding the ability of school librarians to participate in both the State and school district planning and application process (as part of "specialized instructional support personnel").

Title IV, Part A of ESSA: Student Support and Academic Enrichments Grants

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

1) Providing students with a well-rounded education (e.g. college and career counseling, STEM, arts, civics, IB/AP)
2) Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and
3) Supporting the effective use of technology (professional development, blended learning, devices).

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

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

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

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

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

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

- Evidence supports a direct correlation between physical and mental health and learning that is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens. Schools are uniquely positioned to help students acquire life-long knowledge and skills through comprehensive health education, physical education, nutrition, comprehensive school mental and behavioral health services, counseling, and integration among all education and health programs.
- In order to prepare students to succeed, they need access to a well-rounded curriculum. Funds through the block grant will help schools expand music, art, STEM, computer science, accelerated learning, history, and civics courses, as well as expand access to college and career guidance and counseling.

- Federal investments in education technology ensure schools have technology-proficient educators, well equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers to all students—such as closing the opportunity and learning gaps and providing students with essential modern workforce skills.

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

For further information, or if any questions arise, please contact Sunil Mansukhani at The Raben Group, smansukhani@rabengroup.com or Jon Bernstein at Bernstein Strategy Group, jbernstein@jbernsteinstrategy.com.

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.

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

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

Background

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

Library Provisions

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

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

Next Steps

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

- Encourage/assist appropriate State, school district, and/or school personnel in developing and applying for grants or subgrants.

    - Note that subgrants awarded for local uses of funds must include professional development for school personnel that specifically includes school librarians. Therefore, any grants awarded at the school district level under this program must provide professional development for school librarians.

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

Background

- ESSA includes a new authorization of the Innovative Approaches to Literacy (IAL) program (previously funded through appropriations legislation) that provides dedicated funding to promote literacy programs in low income communities.

    - Note that while IAL activities have been funded over the past several years through appropriations bills, the "codification" (or explicit authorization) of this program in ESSA provides a specific "line item" to help better secure funding in future years.

Library Provisions

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

Next Steps

- Since IAL is a competitive grant program that has been funded in the past (through appropriations), but is newly authorized under ESSA, it will be important to focus advocacy efforts at the federal level to ensure enough funds are appropriated to continue and possibly expand the IAL program.

    - Note that while efforts to fund IAL in the past have been successful, the lack of an explicit authorization for these activities has hindered advocacy efforts related to expanding the program. The specific authorization of IAL under ESSA will help with future funding as Congress has expressed its support for these activities under the most recent authorization of the Elementary and Secondary Education Act.

TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (BLOCK GRANT)

Background

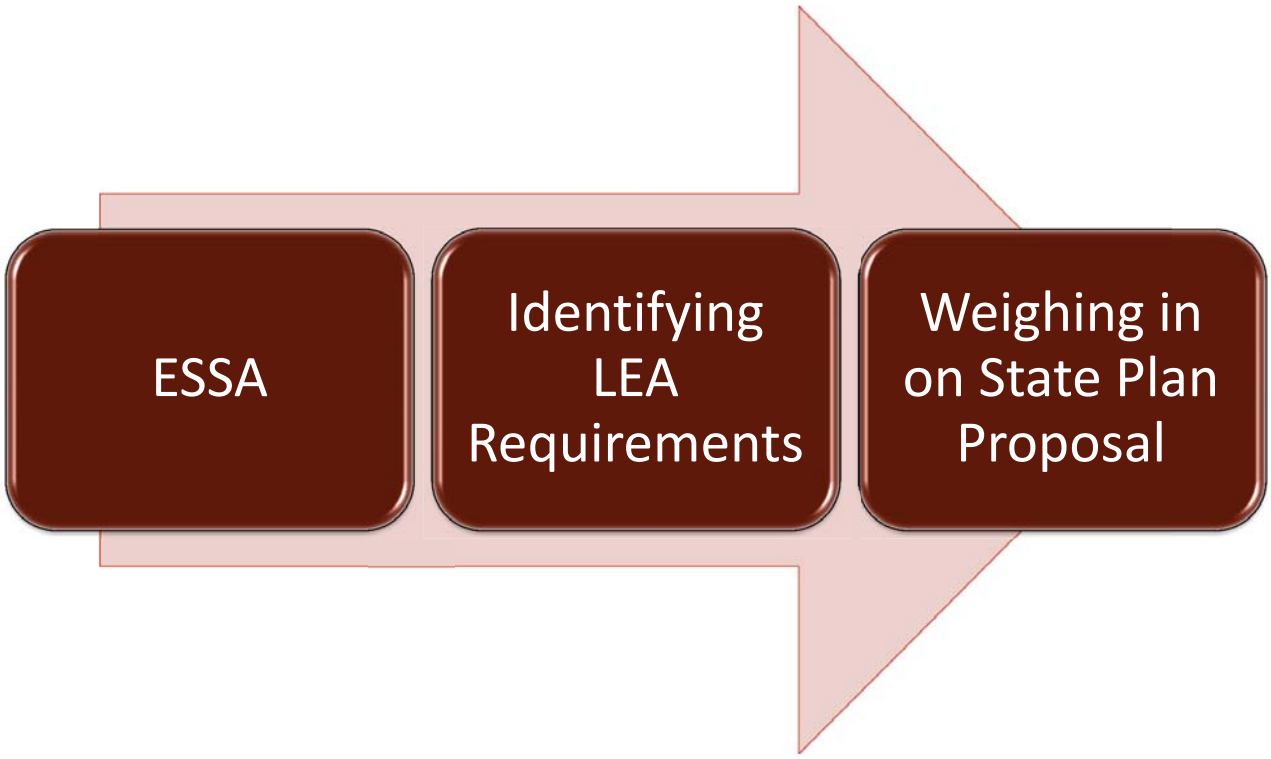
- ESSA authorizes a new program to provide Student Support and Academic Enrichment activities (commonly referred to as the "Block Grant" under ESSA) to help States and school districts target federal resources on locally-designed priorities.
    - Funds are allocated to States and then school districts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

Library Provisions

- ESSA authorizes (but does not require) States to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate "access to school libraries."
- ESSA also authorizes (but does not require) States to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.
- In developing their local applications, school districts must consult with teachers, principals and other stakeholders, including "specialized instructional support personnel" which is defined under ESSA as specifically including school librarians.
- In addition, ESSA requires that school districts conduct a "needs assessment" prior to receiving funds from the State (that must be conducted every 3 years). The needs assessment must include access to personalized learning experiences (which may include access to school libraries).

Next Steps

- Because States are authorized (and not required) to support school districts by providing programs and activities that increase access to personalized learning experiences (which may include professional development for school librarians and better access to school libraries for students), it will be important to contact and work with State Educational Agency officials to make them aware of their ability to use funds in support of personalized learning experiences.
- Since school districts are required to consult with stakeholders that may include school librarians on the development and implementation of their local activities, it is critical to work with technology leaders at the school and school district levels to ensure that school librarians can adequately participate in the planning process.



ESSA – Financial Reporting

- 200.35 Per Pupil Expenditures.
  - Current expenditures per pupil from Federal, State and local funds, for the preceding fiscal year, for each school district (LEA) and for each school served by the LEA
    - In the aggregate; and
    - Disaggregated by source of funds, including –
      (1) Federal funds, and
      (2) State and local combined plus federal funds intended to replace local tax revenues, which must not include private sources.
- *200.35(c) Uniform Procedures.* A State must develop a single statewide procedure to calculate district current expenditures per pupil and a single statewide procedure to calculate school-level expenditures per pupil.

ESSA – Financial Reporting

- Uniform Procedures
  (1) The numerator consists of current expenditures, which means actual personnel costs (including staff salaries) and nonpersonnel expenditures of Federal, State and local funds used for public education. Current expenditures would not include community services, capital outlay and debt services.
  (2) The denominator consists of aggregate number of students enrolled in the PK-12 to whom the State and LEA provide free public education on or about October 1.
- Timeline

  A State may delay inclusion of per-pupil expenditure data until not later than the following June 30 (for FY2018 the State report cards for the 2017-2018 school year must be disseminated by June 30, 2019). A State may request a one-time one year extension.

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

ESSA – Financial Reporting

- What are the plans to help DOE and districts accomplish this new reporting requirement?
  - Working with School Business Officials (ASBO) to bring together a workgroup to help us outline a “uniform procedure”.
  - Researching how student membership counts are determined; what other data collections may help us “jump start” the calculations of school level costs per pupil (PRF); monthly calls with school business officials to communicate our progress and reinforce the required tracking of federal expenditures in their financial accounting; and contacting Software Unlimited to see if there are options to assist us in this effort.
  - Currently we are also awaiting further guidance from the Federal government regarding clarification of “private source revenues”.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Transferability Authority

- LEAs may transfer funds they receive by formula under certain programs to other programs, to better address local needs.

ESSA Transferability Changes

- Additional programs from and to which an LEA may transfer funds.
- Removed the limits on the amount of funds that may be transferred.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Updated Programs from which an LEA <u>May</u> Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants

Updated Programs to which an LEA <u>May</u> Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Programs for neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – English language acquisition & enhancement
- Title IV, Part A – Student support and academic enrichment
- Title V, Part B – Rural and low income schools (RLIS)

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

What rules and requirements apply to transferred funds?

- Funds transferred are subject to the rules and requirements of the receiving program.

Transferability and Equitable Services

- Before an LEA may transfer funds, it must engage in timely and meaningful consultation with appropriate private school officials.
- The LEA must provide private school students and teachers equitable services under the program based on the total amount of funds available to each program after the transfer.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Transferability Versus REAP

- Should an LEA eligible for REAP-Flex use Transferability? No
  - REAP eligible LEAs already have more flexibility to use funds that Transferability provides.

Transferability Compared to REAP Flex

- REAP Flex allows the use of applicable program funds to carry out activities authorized under the other programs.
- REAP expands the allowable use of program funds, but the funds are not actually transferred from one program to another.
- Funds are not subject to all of the rules and requirements of the programs authorizing the activity.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title II Part A Formula Changes

- The previous law included a hold harmless base amount equal to the LEA's combined allocations in Federal FY 2001 (SY 2001-02)for:
  - Eisenhower Professional Development Program
  - Class-Size Reduction Program
  - The hold harmless amounts made up 92% of the amounts allocated to SD LEAs in SY 2016-17.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

New LEA Distribution Formula

- Hold Harmless was eliminated.
- 20 percent based on relative numbers of children ages 5 -17 who reside in the LEA based on the most recent Census data.
- 80 percent based on the relative numbers of children ages 5 -17 who reside in the LEA from families with incomes below the poverty line based on the most recent Census data.

Title II A & Census Data

- Hold Harmless amounts were established in SY 2001-02 based on student counts and 1997 Census Data.
- SY 2017-18 Title II A allocations will be based on 2015 Census Data.
- Significant Population Changes have occurred over this time period.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

When will we know Title II A amounts?

- Federal government is currently funded by a Continuing Resolution until late April.
- Assuming Appropriations bill is passed in April.
  - State allocations may not be known until May/June
  - LEA allocations may not be know until June/July

Title IIA Allowable Uses

DOE Website – Title IIA

http://doe.sd.gov/oess/ESSA-TITLEIIA.aspx

The purpose of Title II Funding is to provide grants to State educational agencies and subgrants to local educational agencies to:

- Increase student achievement consistent with the challenging State academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Acceptable Use of Funds				
Acceptable LEA Use of Fund Activities under ESSA shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students include the following areas: (please click each link for more detailed information)				
Evaluation and Support Systems and Working Conditions Feedback	Recruitment, hiring and retention, including recruitment from other fields	Assessment Development and Assessment Data Review	School Library Services, STEM and Computer Science	At-Risk Youth In-services and Child Abuse
Professional Development	Teaching Children with Disabilities	Teaching Early Learners	Gifted and Talented Learners	Class-Size Reduction

Non-Regulatory Guidance for Title II, Part A

Every Student Succeeds Act

Resources			
Grant Allocations	Grants Management System	Highly Qualified Teachers	DOE ESSA Webpage

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title I Part A Equitable Services

- Expenditures for equitable services to eligible private school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend private schools.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title I Change to Requirement

- An LEA must determine the amount of funds available for providing equitable services prior to any reservations previously taken **"off the top"** of an LEA's Title I allocation, including reservations for administration, parental involvement, and district-wide initiatives.

Title I Proportionate Share for Equitable Services

- Determine the total number of children from low-income families residing in each participating public school attendance are who attend public and private schools.
- Determine the overall proportion of these children who attend private schools.
- Based on this proportion, determine the amount of funds available for equitable services based on that proportion of the LEA's total Title I allocation.

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title I Proportionate Share Example $1,000,000 LEA Allocation

EXAMPLE OF DETERMING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES			
Public School Attendance Area	**Number of Public School Low-Income Children**	**Number of Private School Low-Income Children**	**Total Number of Low-Income Children**
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	**1,350**	**150**	**1,500**
PROPORTIONATE SHARE	90% $900,000	10% $100,000	

Title I Administrative Costs for Equitable Services

- From the proportionate share of Title I funds available to provide equitable services, an LEA may reserve an amount that is reasonable and necessary to administer equitable services.
- An LEA determines this amount separately from the funds needed to administer the Title I program for students in public schools.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Changes to Title I Equitable Services

- Ombudsman- monitors and enforces Title I equitable services requirements to ensure that private school children, teachers and other education personnel receive services equitable to those in public schools (ESEA section 1117(a)(3)(B))

south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.
Private School Consultation

Changes to Title I Equitable Services

- Consultation now includes:
  - How the proportionate share of funds is determined;
  - Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
  - Whether to provide equitable services on a school-by-school basis or pooling funds;
  - When, including the approximate time of day, services will be provided; and
  - Whether to consolidate and use Title I equitable services funds in coordination with funds available for services to private school children under other ESEA programs.

  (ESEA section 1117(b)(1)).

Private School Consultation

Consultation

- LEAs and private school officials must have the goal of reaching agreement on how to provide equitable services, the results of which must be transmitted to the SEA ombudsman. (ESEA section 1117(b)(1))
- If an LEA disagrees with the view of the private school officials regarding any of the issues subject to consultation, it must provide private school officials written reason why it disagrees. (ESEA section 1117(b)(2))
- An LEA must maintain a written affirmation of meaningful consultation, signed by the private school officials. The affirmation must provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is no equitable. (ESEA section 1117(b)(4))

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Private School Consultation

An SEA must provide Title I equitable services directly or through contract if appropriate private school officials have:

- Requested the SEA to provide such services; and
- Demonstrated that the LEA has not met the Title I equitable services requirements in accordance with the procedures for making such a request, as prescribed by the SEA.

Tribal Consultation

Requirements

- Consultation
- Documentation
- Affected Local Education Agencies
- Appropriate Officials

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Tribal Consultation

Consultation

- The LEA is required to consult with appropriate officials from Indian Tribes or Tribal Organizations located within the LEA Sec 8538(a)

Documentation

- The LEA shall maintain agencies records and provide to the SEA an affirmation signed by the appropriate Tribal Officials.

Tribal Consultation

Affected Local Education Agencies

- Any LEA that has an enrollment that is not less than 50% Alaska Native or American Indian students.
- Received a Title VII grant in the previous year that exceeded $40,000

Appropriate Officials

- Tribal officials that are elected or
- Appointed Tribal leaders or officials designated in writing by an Indian Tribe for the specific consultation purpose.

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Changes to the GMS

(1) Consolidated Application

- Title IV, Part A
- Title I, Part A School Selection Step 4
- Title II, Part A
- REAP

(2) Other Application Changes

- IDEA
- Title III
- Perkins

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Changes in Title Requirements

Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act – 2015 (ESSA)

Targeted Assistance Program Definition

A program designed to support and supplement a school's educational program in order to help eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.

Section 1115 (b) (1)(A)
ESSA

Schoolwide Program Definition

An upgraded, comprehensive educational program in a school with at least a 40% poverty rate, designed to serve all students so they can meet the challenging State academic standards and developed with the involvement of parents, other members of the community and individuals who will carry out the plan.

Exception: 2017-18 waiver for running a SW program with less than 40%. (More information is available for TA programs interested in moving to a SW program.)

Section 1114 (a)(1)(A)
ESSA

All Title I schools MUST review and update programs and any applicable plans to reflect changes in the law as amended under ESSA.

Foster Care

- Reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA)
- Requires States to report on achievement and graduation rates for children in foster care

Best Interest Determination

- Children in foster care enroll or remain in the school of origin unless there is a determination that it is not in his or her best interest to attend the school of origin

Transportation

- LEAs must provide assurances that they will collaborate with State or local CWAs to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care

Point of Contact

- **SEAs** must provide an assurance that they will designate a POC for CWAs
  -POC cannot be the McKinney-Vento coordinator for homeless youth

- **LEAs** must provide an assurance that they will designate a POC for the corresponding CWA, if the CWA notifies the LEA, in writing, that it has designated a POC

Title I Part A

- State report cards must include disaggregated information on the graduation rates and academic achievement.
- Ensure that school personnel providing McKinney-Vento services receive professional development and other support.

School Districts must provide School Stability

- Consider student-centered factors related to best interest, including factors related to the impact of mobility on the achievement, education, health, and safety of children and youth, giving priority to the wishes of the parent or guardian, or the unaccompanied youth.
- Provide a written explanation including the right to appeal the decision, if after conducting the best interest determination, the LEA determines that it is not in the best interest to attend the school of origin or the school requested. The explanation must be in a manner and form understandable to the parent, guardian or youth.

School Districts must ensure Enrollment and Full Participation

- Homeless children and youth must be enrolled in school immediately, even if they have missed application or enrollment deadlines during any period of homelessness. In the case of a dispute, written explanations must be provided of decisions related to school selection or enrollment made by the school, LEA or SEA, including the right to appeal.

Credit Accrual and College Readiness

- States must have procedures to identify and remove barriers that prevent students from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.
- Local liaisons must ensure that unaccompanied homeless youth are informed of their status as independent students for college financial aid and may obtain assistance to receive verification for the FAFSA.

Preschool Children

- The definition of school of origin includes preschools.

Access to HUD Homeless Assistance

- Local liaisons are authorized to affirm whether children and youth meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness, to qualify them for HUD homeless assistance programs.
- Liaisons must refer homeless families and students to housing services, in addition to other services.

Title III & ESSA What is new?

ESEA:

A. LEP
B. ELP Standards
C. Title III Accountability
D. Parent Notification

ESSA:

A. English Learner
B. ELP Standards required under Title I
C. EL Accountability moved to Title I
D. Parent Notification is required under Title I

Title IV, Part A

- New block grant-type program
- Formula granted to States based on share of Title IA
- *State may reserve up to 1% for administration, 4% for State activities*
- Subgranted to LEAs based on share of Title IA

–*LEA may spend up to 2% on administration*

Title IV, Part A

Intended to increase capacity of state education agencies (SEAs), local educational agencies (LEAs), and local communities to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title IV, Part A

LEAs receiving at least $30,000 must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas and must use:

- At least 20% of funds on at least one "**well-rounded educational opportunities"** activity
- At least 20% on at least one "**safe and healthy students**" activity
- Some portion funds to support **effective use of technology** (no more than 15% on technology infrastructure)

Title IV, Part A

Allocations

- The SEA allocates funds to LEAs by formula in the same proportion as the LEAs prior year's Title I, Part A allocations.
- Minimum allocation: $10,000 (ratable reduction).

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Title IV A Ratable Reduction

- If the SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of $10,000, it must ratably reduce all LEA allocations above $10,000, until no LEA is below $10,000.
- Current interpretation from US ED guidance. US ED has indicated they may provide more clarification.

Title IV Part A Funding

- The federal government is operating under a continuing resolution through April 2017.
- There has not been a final appropriation for Federal Fiscal Year 2017 (covers SY 2017-18).
- It is uncertain what level of funding may be available under the program.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

New Report Card Elements

Starting with the 2017-18 Report Card:

- New subgroups: Foster Care, Military Connected, Homeless students
- Preschool, post-secondary going rates
- School and district financial information by funding source
- Federal OCR reporting: behavior, discipline, chronic absenteeism, etc.
- Teachers: out of field and inexperienced, broken down by poverty

Assessment Requirements

Starting in 2017-18 school year, district and school websites must provide the following state and local assessment information:

- Subject matter assessed;
- Purpose for which the assessment is designed and used;
- Source of the requirement for the assessment; and
- Where such information is available:
  - Amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - Time and format for disseminating results

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Assessment Requirements

Required Assessments & Test Windows

Test	Grades	Test Window
ACCESS 2.0 Screener	All grades	Within 30 days of student enrollment
ACCESS 2.0	All ELL students grades K-12	Last Monday in January through first Friday in March
Smarter Balanced (ELA & Math)	Grades 3 – 8 & 11	First Wednesday in March through first Friday in May
MSAA (alternate ELA & Math)	Grades 3-8 & 11	Same as for Smarter Balanced
South Dakota Science Assessment & Alt Science	Grades 5, 8, 11	First Wednesday in April through first Friday in May

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Reporting Results

Families must receive student results as soon as practicably possible.

- ACCESS 2.0 reports are sent to districts in early May. Reports can be printed in home languages as needed through WIDA AMS.
- Smarter Balanced reports are posted within 3 weeks of test submission. Reports can be provided with final report cards.
- MSAA reports are provided to districts in mid-August for download.
- SDSA & SDSA Alt reports will be provided in late fall 2017 due to the field test. In subsequent years, reports will be provided within 3 weeks of test submission.

Testing Transparency

- TESTING TRANSPARENCY.—
- (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

- At the present time, South Dakota law requires all students participate in required assessments .

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

District Edition Data

Text BECKYNELSON416 to 37607 once to join

What is driving this discussion?

1) Proactive Admissions
2) Proposal to Expand College and Career Readiness
3) CTE Data Collection

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

District Edition Data

What district data elements could be included?

Proactive Admissions	College & Career Readiness
Courses & Grades	Courses & Grades (proposal)
GPA	GPA (proposal)
Class Rank	

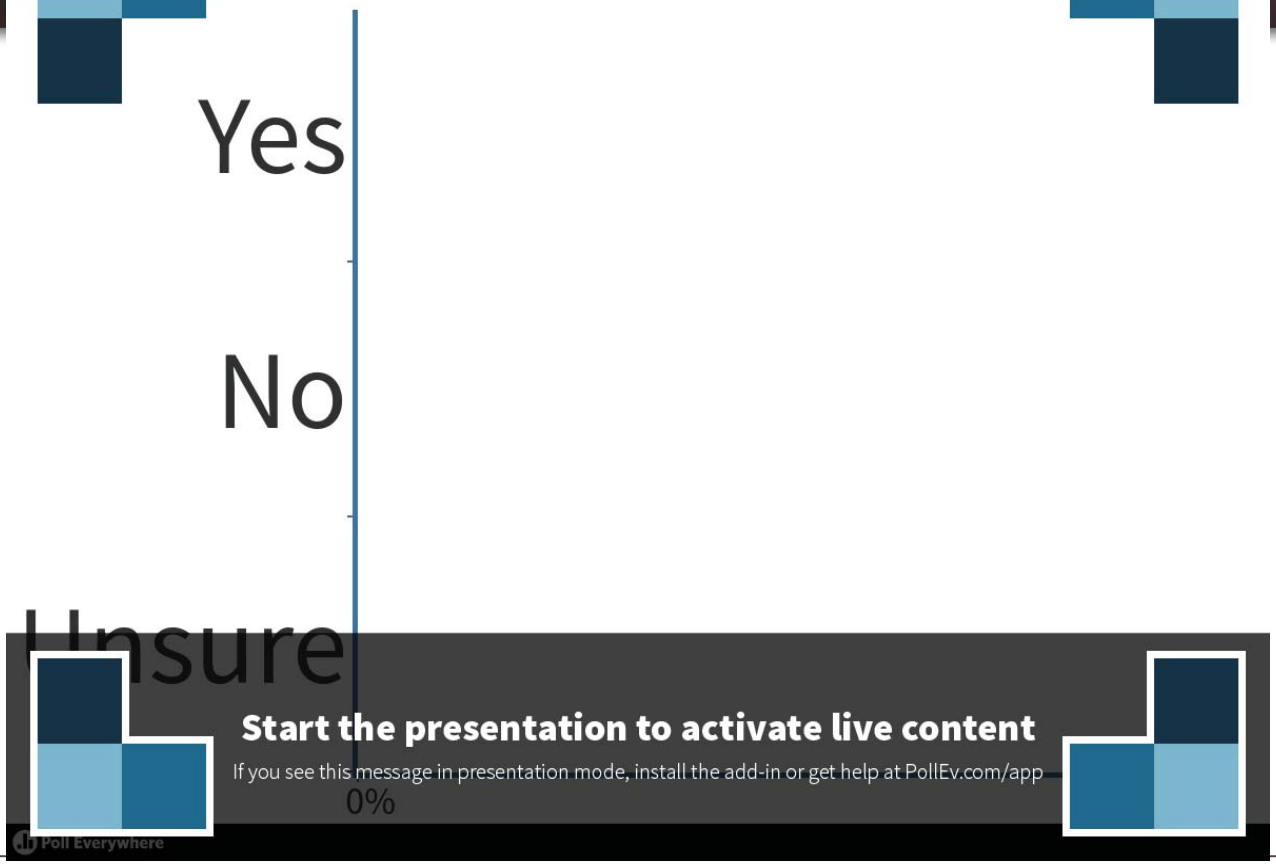
District Edition Data

Benefits & Implications

1) Proactive Admissions – increase likelihood of transition to college (2 & 4 year)
2) Proposed CCR indicator – provides more comprehensive view of student success
3) Need for accurate data
4) Aggregate data – subject to public records request

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Do you support using district edition data?



south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

What topic would you like additional information on that could be delivered in a webinar?

What have you heard that you would like clarification on?

Reminder: DOE Table Talks on ESSA @ 2:00

TRANSFORMING LEARNING
AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
WWW.AASL.ORG

Coalition Development Plan

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

Individual/Organization/Business Name	What previous activities, news or accomplishments 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?

Individual/Organization/Business Name	What previous activities, news or accomplishments 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?

TRANSFORMING LEARNING
AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
WWW.AASL.ORG

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, and school climate/culture.

Title II Supporting effective instruction

Message

School librarians share their knowledge from conferences and workshops, applying the benefits of new techniques, strategies, and technologies across the 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 provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded education for every students.

TRANSFORMING LEARNING
AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
WWW.AASL.ORG

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.

ESSA KEY MESSAGES	STORY AND KEY DATA	THE ASK (What's the need? Who are you talking to?)	PULLING IT ALL TOGETHER
School librarians and access to effective school library programs impact student achievement, digital literacy, and school climate/culture. (Title I)	INSERT STORY		

ESSA KEY MESSAGES	STORY AND KEY DATA	THE ASK (What's the need? Who are you talking to?)	PULLING IT ALL TOGETHER
School librarians share their knowledge from conferences and workshops, applying the benefits of new techniques, strategies, and technologies across the district. (Title II)			
ESSA KEY MESSAGES	STORY AND KEY DATA	THE ASK (What's the need? Who are you talking to?)	PULLING IT ALL TOGETHER
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 II, Part B)			

ESSA KEY MESSAGES	STORY AND KEY DATA	THE ASK (What's the need? Who are you talking to?)	PULLING IT ALL TOGETHER
School librarians provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded education for every students. (Title IV, Part A)			

CRAFTING YOUR ESSA ELEVATOR SPEECH

The MESSAGE:

What do you need your audience to know?

Example

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

The STORY & KEY DATA:

Connect the message specifically to your work, with a quick fact/data and story.

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

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.

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

The ELEVATOR SPEECH

Packages the above in a way that is **short, personal and memorable**.

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

ALA Office for Library Advocacy

http://www.ala.org/advocacy/advocacy-university/school-library-resources/elevator-speech

Elevator Speech Examples

ESSA KEY Messages	Story and Fact/Data	The Ask	Pulling It All Together
[Title I] School librarians and access to effective school library programs impact student achievement, digital literacy, and school climate/culture.	Nearly 60 percent of first year college students require some remediation.[1] The critical thinking and research skills developed in an effective school library program are essential components of college readiness.	Ensure that students have access to school library programs throughout k-12 schooling.	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.)
[Title II, Part A] School librarians share their knowledge from conferences and workshops, applying the benefits of new techniques, strategies, and technologies across the district.	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.)

[1] National Center for Public Policy and Higher Education, "Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy,"

[Title II, Part B] School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning.	I have written more than $25,000 in grants, and my literacy action research project provided the data and supporting documentation for our district's successful IAL grant last year.	Appoint a librarian to the district's Title II grant team.	Through successful grant writing, I have secured more than $25,000 in library resources that are shared by teachers and students throughout the school. In addition, my literacy action research was incorporated into the district's IAL grant. Please appoint me to the district's Title II grant team. (Speaker: Librarian. Audience: District Administrator.)
[Title IV, Part A] School librarians provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded education for every students.	I work with the 5th grade science teacher to provide supplementary materials to the textbook for struggling and advanced readers. This allows all students to understand the core principals of topics such as electricity, and to scaffold to texts of higher reading levels.	Allocate block grant funds for library resources.	Our school library offers digital and print materials that are accessible to every student in the building and this is critically important to our diverse population. When our 5th graders do their science unit on electricity, the library is able to supplement the text with materials from our shared databases, which even include audio support for struggling readers and English language learners. We also offer supplemental reading materials for kids performing above grade level. It is critical to have these resources in a place where all students and teachers can access them; please ensure that [state's] implementation plan includes school libraries in its programs eligible for Title IV funds. [Speaker: Librarian. Audience: State Board Official.]

Glossary

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

Appropriate Staffing (for school libraries):

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

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

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

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

Collaboration:

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

Community Readiness:

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

Digital Learning:

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

Digital Literacy:

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

Effective School Library Program:

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

Information Literacy:

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

Information Technologies:

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

Learning Community:

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

Local Education Agencies (LEA):

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

Specialized Instructional Support Personnel (school librarians)**:**

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

State Education Agencies (SEA):

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

Virtual Resources:

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

Definition for Effective School Library Program

POSITION:

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

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

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

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

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

In an effective school library program, the school librarian serves as an instructional leader, program administrator, teacher, collaborative partner, and information specialist (AASL 2009). Working with classroom teachers, the school librarian develops information literacy and digital literacy instruction for all students. Serving as an instructional leader, the school librarian contributes to curricular decisions and facilitates professional learning. Additionally, as the library program administrator, the school librarian oversees and manages the program and works with school and community partners. These partnerships result in expanded and improved resources and services for all students.

An effective school library program plays a crucial role in bridging digital and socioeconomic divides. School library programs staffed with state-certified professionals provide an approachable, equitable, personalized learning environment necessary for every student's well-rounded education.

BACKGROUND:

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

DEFINITIONS:

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

REFERENCES:

American Association of School Librarians. 2012. 2012 School Libraries Count! National Longitudinal Survey of School Library Programs. www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/slcsurvey/2012/AASL-SLC-2012-WEB.pdf (accessed May 20, 2016).

American Association of School Librarians. 2009. Empowering Learners: Guidelines for School Library Programs. Chicago, IL. http://www.ala.org/aasl/standards/guidelines (accessed July 7, 2016).

Gretes, Frances. 2013. School Library Impact Studies: A Review of Findings and Guide to Sources. Harry & Jeanette Weinberg Foundation. www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf (accessed May 25, 2016).

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:

American Association of School Librarians. 2012. *2012 School Libraries Count! National Longitudinal Survey of School Library Programs.*

www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/slcsurvey/2012/AASL-SLC-2012-WEB.pdf (accessed May 20, 2016).

American Association of School Librarians. 2009. *Empowering Learners: Guidelines for School Library Programs*. Chicago, IL. http://www.ala.org/aasl/standards/guidelines (accessed July 7, 2016).

RECOMMENDED READING LIST:

Davis, Denise M. 2009. "The Condition of U.S. Libraries: School Library Trends, 1999-2009." American Library Association. http://www.ala.org/research/sites/ala.org.research/files/content/librarystats/librarymediacenter/Condition_of_Libraries_1999.20.pdf (accessed July 7, 2016).

Library Research Service. n.d. "School Libraries Impact Studies." https://www.lrs.org/data-tools/school-libraries/impact-studies

Scholastic Library Publishing. 2016. *School Libraries Work!: A Compendium of Research Supporting the Effectiveness of School Libraries*. www.scholastic.com/slw2016.

DISCLAIMER:

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

APPROVAL/REVISION DATES: June 25, 2016

Instructional Role of the School Librarian

POSITION:

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

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

BACKGROUND:

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

DEFINITIONS:

- **Digital Learning:** Learning materials and resources displayed on a digital device and shared electronically with other users. Digital learning content can be both open and/or commercial content (U.S. Dept. of Education 2016).
- **Digital Literacy:** The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (ALA 2013).
- **Information Literacy:** A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL 2000).

REFERENCES:

American Association of School Librarians. 2007. "Standards for the 21st Century Learner." www.ala.org/aasl/standards/learning (accessed April 28, 2016).

American Library Association. January 2013. "Digital Literacy, Libraries, and Public Policy: Report of the Office for Information Technology Policy's Digital Literacy Task Force."

http://www.districtdispatch.org/wp-content/uploads/2013/01/2012_OITP_digilitreport_1_22_13.pdf (accessed August 15, 2016).

Association of College and Research Libraries. 2000. "Information Literacy Competency Standards for Higher Education." www.ala.org/acrl/standards/informationliteracycompetency (accessed May 25, 2016).

U.S. Department of Education. "Definitions." http://www.ed.gov/race-top/district-competition/definitions (accessed May 13, 2016).

RECOMMENDED READING LIST:

American Association of School Librarians. 2010. ALA/AASL Standards for Initial Preparation of School Librarians. www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf.

American Association of School Librarians. "School Librarians and the Every Student Succeeds Act (ESSA)." www.ala.org/aasl/advocacy/legislation/essa.

American Library Association. June 18, 2013. "ALA Task Force Releases Digital Literacy Recommendations." www.ala.org/news/press-releases/2013/06/ala-task-force-releases-digital-literacy-recommendations (accessed May 13, 2016).

Association of College and Research Libraries. 2000. "Information Literacy Competency Standards for Higher Education." www.ala.org/acrl/standards/informationliteracycompetency (accessed May 25, 2016).

Johnston, Melissa. 2011. "School Librarians as Technology Integration Leaders: Enablers and Barriers to Leadership Enactment." *School Library Research* 15. www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_School_Librarians_as_Technology_Integration_Leaders_V15.pdf.

U.S. Department of Education. "Every Student Succeeds Act." www.ed.gov/essa (accessed April 28, 2016).

Wine, Lois. 2016. "School Librarians as Technology Leaders: An Evolution in Practice." *Journal of Education for Library & Information Science* 57 (2): 207–20.

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

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:

Harvey, II, Carl A. 2010. "The Teacher's Take, Part 2: The Instructional Role of the School Librarian." *School Library Monthly* 26 (5): 45–47.

Heindel, Maegan Coffin., et al. 2014. "Demonstrating the Essential Role of the School Librarian." *Knowledge Quest* 42 (3): 74.

Young, Robyn. 2012. "Digital Learning: The Role of the School Librarian." *School Library Monthly* 29 (1): 33.

DISCLAIMER:

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

APPROVAL/REVISION DATES: June 25, 2016

Preparation of School Librarians

POSITION:

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

BACKGROUND:

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

DEFINITIONS:

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

REFERENCES:

American Association of School Librarians. 2010. ALA/AASL Standards for Initial Preparation of School Librarians. www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf (accessed May 20, 2016).

American Library Association. February 2, 2015. Standards for Accreditation of Master's Programs in Library and Information Studies. www.ala.org/accreditedprograms/sites/ala.org.accreditedprograms/files/content/standards/Standards_2015_adopted_02-02-15.pdf (accessed May 20, 2016).

Council for the Accreditation of Educator Preparation. June 12, 2015. CAEP Accreditation Standards. www.caepnet.org/~/media/Files/caep/standards/final-board-amended-20150612.pdf?la=en (accessed May 20, 2016).

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

1615 New Hampshire Avenue NW
First Floor
Washington, DC 20009-2520
USA

Telephone 202 628 8410
Fax 202 628 8419

Washington Office

ALA American Library Association

July 26, 2016

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

Dear Ms. Miller:

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

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

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

ALA has been disheartened by the lack of support for effective school library programs and comprehensive literacy instruction at the Federal, State, and local levels over the years. Data[2] 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.

<u>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</u>.

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

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

Therefore, as the Department considers recommendations on the proposed regulations governing accountability and State plans under ESSA, we respectfully ask that the final regulations specifically include school librarians and school libraries under §299.15

(Consultation and Coordination) and §299.19 (Supporting All Students) to ensure that implementation of ESSA includes adequate consultation and an appropriate focus on the role of school libraries in using technology to improve academic achievement and digital literacy of all students.

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

Sincerely,

Emily Sheketoff

Executive Director
Washington Office
American Library Association

Sylvia K. Norton

Executive Director
American Association of School Librarians
American Library Association

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

Student Support and Academic Enrichment Grants (ESSA Block Grant)

SUMMARY OF PROGRAM

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

1. Provide all students with access to a well-rounded education;

2. Support safe and healthy students; and

3. Support the effective use of technology.

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

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

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

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

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

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

- Each LEA that receives a formula allocation must conduct a "needs assessment" and then must use:

    - Not less than 20 percent of funds to support well-rounded educational opportunities;

    - Not less than 20 percent of funds to support safe and healthy students; and

    - A portion of funds (not defined under ESSA) to support the effective use of technology.

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

State-Level Activities – States are authorized to use their share of funding (5 percent) for State-level activities and programming designed to meet the purposes of the program, including:

- Monitoring, training, technical assistance and capacity building for LEAs;

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

- Supporting LEAs in providing programs and activities that:

    - 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.

    - 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.

    - 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[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

[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:

  - o Are coordinated with other schools and community-based services and programs;

  - o Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;

  - o Promote the involvement of parents;

  - o May be conducted through partnerships; and

  - o 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:

  - o 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[2] strategies;

[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.