UNPACKING ESSA FOR THE SCHOOL LIBRARIAN

Friday, June 24th, 10:00- 11:30 am OCCC W206C

Welcome



Leslie Preddy

AASL President, 2015-2016

School Librarian
Perry Meridian Middle School (IN)



Our Library Colleagues



Julie Todaro, PhD

ALA President-Elect, 2015-2016

Dean of Library Service at Austin (TX) Community

College



ALA Washington Office



ALA WASHINGTON OFFICE

Emily Sheketoff

Executive Director of Washington Office of American Library Association



Background

- 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.



Timing, Rules and Implementation – 2016

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



Timing, Rules and Implementation – 2017

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



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?



Connecting the Dots





Connecting the Dots



Jay Bansbach

Program Specialist, School Libraries - Division of Curriculum, Assessment and Accountability Maryland State Department of Education



Title I

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

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



Title II, Part A

Title II: Supporting effective instruction

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



Title II, Part B

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

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

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



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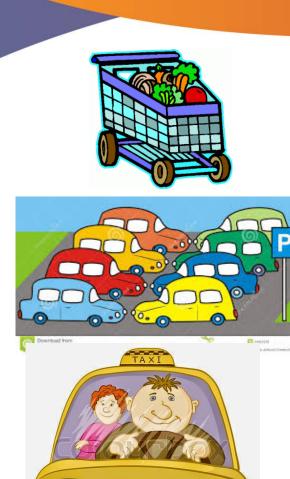


Marci Merola

Director, Office for Library Advocacy
American Library Association



ESSA Elevator Speech





Connecting the dots

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



Example

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

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

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



ESSA Elevator Speech

Reminders:

- The intention is to educate not humiliate.
- What you do is important, so sound important.
- Practice
- You can <u>start</u> the conversation.



Sharing

Did anyone hear a great response that they want to share?





Questions



