

- 31: Intro: Hi, this is Jane, and I'm going to share a variety of ways you can advocate locally, both for ESSA funding and in general for school library support and funding.
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- 32: Elevator Speeches - Slide 1:
  - First, let's talk about elevator speeches. An elevator speech, if you haven't heard the term before, is a very quick statement that you could make in support of your cause -- i.e. school libraries -- to a chance encounter with a potential stakeholder, a response to a question or comment someone may make denigrating or questioning school libraries, or an "ask" for support. The "elevator" part is just to help you remember to keep your speech short, something that you could complete during a quick elevator ride. Get people's attention, and not lose them with anything too long.
  - Everyone needs to have one ready, so that you can take advantage of, and not "blow" a chance to win someone over to our cause. You probably, in fact, need several of them, depending on your audience.
  - A "must do" after this webinar, is to watch AASL's recorded webinar, "Use an Elevator Speech to Prove Your Value", by Kathy Dempsey on how to write effective elevator speeches and get them polished and ready for whenever there is an opportunity. Her handout has a lot of good tips as well. And, remember, you can create elevator speech opportunities for yourself -- standing in line at the market, visiting with friends, or anywhere you find yourself!
- 33: Elevator Speeches - Slide 2:
  - To help you get started writing elevator speeches, here's an example from Kathy Dempsey's resource handout, and another one I wrote in response to the same question of "Why do school librarians still matter when everything is online?" (read)
- 34: Elevator Speeches - Slide 3:

- And, I'm going to ask Katie to read the elevator speech she created to answer this same question:
  
- 35: LCAP:
  - Next is LCAP. One of the things that is unique to California, is that virtually all the funding for schools, and, therefore, school libraries is controlled locally. We have to all work with our Local Control Funding Formula (LCFF) and Local Control Accountability Plans.
  - But, you can have an impact on your LCAP. As a teacher librarian, you are one of your school and district's leaders: Ask to help draft your district's plan if you can. If that doesn't work, be sure to comment on it - all districts need to get input and comments on their plans before they are submitted, and get other stakeholders, such as parents, to comment on them. Remember, that while the LCAP targets special needs students and underserved populations, programs serving such students through the school library can also benefit ALL students, thus being a great way of giving equitable access to all. Keep reminding people of that!
  - You can get information about LCFF and LCAP from the link we have provided on the CDE website, and there is also a webinar recording done for us in 2014 by Art Davis, Director of the Regional System of District and School Support for Region 7 in California, that has lots of valuable information.
  
- 36: School Board Advocacy:
  - It's also really important to attend meetings of your local Board of Education and ask for budgeting to support effective school libraries for our students every time there is an opportunity. This can be as part of LCAP, or any other budget options. And, in between budgeting, remind your board of all your library

program does and can do for students. A few districts like SFUSD have implemented special taxes specifically to fund school libraries. If they can do it, so can other districts! Encourage your local school board to fund library staffing and resources based on the recommendations of the [Model School Library Standards for California Public Schools](http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf) (<http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>).

- 37: Model School Library Standards

- And, a bit more on the standards. The California Board of Education adopted its school library standards in 2010. Unfortunately, all too many people - even school administrators - aren't really aware of them as they should be. Also, unfortunately, the Model School Library Standards don't include mandates, BUT, they *do* offer a blueprint for what students should be learning at each grade level, and what staffing and resources should look like to serve students. Remind your board of education, administrators, teachers, and other stakeholders that providing our students with this instruction, staffing, and resources will prepare them to be college and career ready. And, fortunately as you heard from Sue, Tom Torlakson has recently referenced them in a letter going to districts concerning the annual library survey. And there are several potential bills in the works that reference them, thanks in good part to CSLA's advocacy. Stand by for information from CSLA about these.

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- 38: Standup4students:

- Next is Standup4students. CSLA recently launched a new advocacy campaign and website to inform our stakeholders of what school libraries provide and why our students need them. Please visit the [standup4students.org](http://standup4students.org) website to see what we

have added so far on the benefits of effective school library programs, characteristics of effective school library programs, talking points to support them, resource links, and more. The “What is an effective school library program,” page, for example, offers some questions you can point stakeholders to to ask and answer to assess whether your school district supports highly effective library program. The website is, frankly, a work in progress, and we would welcome input on additional resources, organization, and anything else. So, get in touch with me with your suggestions!

- 39: Standup4students - slide 2:
  - And a key reason for standup4students is to develop supporters we can count on to advocate for school libraries and whom we can call on when specific actions are needed. We are asking supporters to sign our pledge. So, please go and sign the pledge yourself right after this webinar!
- 40: Standup4students - slide 3:
  - And, then right after you do, encourage colleagues AND stakeholders AND friends to sign and participate by sharing it and the [standup4students.org](http://standup4students.org) website widely via word of mouth, email, and any social media you participate in.
- 41: Letter writing & social media sharing:
  - Another valuable way to advocate, is to write letters to the editor of your local newspapers stressing the importance of effective school libraries for our students. But, don't wait for your letters to be published. You can also share your letters on social media.
- 42: Be ready:
  - And, please be ready to act on alerts we will send out regarding state ESSA planning, legislation, and more. We will send alerts

to CSLA members and to everyone who signs the standup4students pledge.

- 43: Future Ready Schools Movement:

- Next is the Future Ready Schools movement: We could do a whole webinar on the Future Ready Schools program, and we don't have time to really begin to explain it here. Please, though, visit the site, sponsored by the Alliance for Excellent Education and other partners, to learn about this national effort to maximize digital learning opportunities and help all school districts quickly prepare students for success in college, a career, and citizenship through personalizing student learning. Another important advocacy effort is to introduce your district to Future Ready Schools Movement if they aren't already a part of it and to be a leader in helping your district implement it, using the future ready framework you see here. There is also a link on this site to see if your district has signed the Future Ready Pledge.

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- 44: Future Ready Librarians:

- And, the future ready movement has also created a framework specifically for school librarians. This slide shows that framework. You have the Future ready framework with its multiple gears or aspects inside, with the outside ring shows how librarians can support each gear. For example, for the personalized professional learning gear, the librarian's role is to facilitate that professional learning. For curriculum, instruction, and assessment, there are three ribbons, since librarians play three different roles.
- While the ideal is for you to help your district sign on to the future ready movement, you can still use the framework as a model for your own practice, whether they have or not. So,

make a commitment to spend some time on this site and align your goals with those of the movement.

- 45: Social media:

- And, one more way to advocate locally, and beyond, is to get more active in social media in highlighting library activities. The more you show evidence of what your library program does to make a difference the better! And, by doing it on social media, you can reach multiple types of stakeholders at once. You don't need to be on all the platforms you see in this slide, and you may use some I haven't displayed there, but the point is that it is important to reach your stakeholders in any way you can to let them know what your library program is doing. If you don't tell your story, they won't know it. And, take some time to figure out the best ways to reach them. In my personal opinion, maintaining a blog documenting all your teaching and other programs in your library is crucial, but, in my library, it was an uphill battle getting people to read my blog. One way I reached more people was by posting a link on my library Facebook page each time I did a blog post. A lot of my parents who wouldn't get to my blog did read it through Facebook. I would just suggest that you make it a goal to add one or two new social media platforms to your tools for communicating with stakeholders at a time. And, next year, add a couple more!

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