Building Literacy Rich Environments

table
OF CONTENTS

EXECUTIVE
summary

ABOUT THE SURVEY

Access to quality books and educational resources is limited in low-income communities, both in schools and in homes. With more than half of students in U.S. public schools living in low-income households,[1] this lack of access to quality resources is one of the greatest contributors to educational inequality in the United States. Existing research indicates that immersing children in book-oriented environments, including access to well-stocked classroom libraries, can improve educational outcomes.[2] So how do educators know if their classroom libraries are robust enough to further their students' academic success?

Recognizing that there is no existing tool that educators and education leaders can use to guide and assess the quality of their classroom libraries, First Book, a non-profit social enterprise, commissioned Susan Neuman, an early childhood literacy expert and researcher, to develop metrics to define literacy rich environments,

answering the question: What does a literacy rich environment look like? The resulting tool, the Literacy Rich Classroom Library Checklist, is meant to guide the development and evaluation of classroom libraries, identifying strengths and areas for improvement.

The goal of this research – which included a literature review, field research, and a quantitative nationally representative survey of educators in low-income communities – was to both field test the new tool with educators, identifying areas to refine the checklist, and to enable educators participating in the survey to evaluate their current classroom libraries in terms of being literacy rich.

While more than 1,200 educators replied to some of the questions, a total of 1,090 participants completed this First Book Research & Insights survey, which was conducted between August 19, 2021, and September

8, 2021. Survey participants were registered First Book members, who work in Title I or Title I eligible classrooms, or programs in which at least 70 percent of the children served come from low-income families. Additional demographic information on survey participants is on pages 35-37.

Note: To further literacy rich environments in classrooms and programs, especially for educators serving children in under-resourced communities, the updated Literacy Rich Classroom Library Checklist is available to download from First Book as part of a free resource that includes crowdsourced tips on how to build a classroom library with limited funding.

EDUCATORS REPORT ON CURRENT BOOK ACCESS FOR STUDENTS & RATE THEIR CLASSROOMS FOR LITERACY RICH ENVIRONMENTS

Of the more than 1,200 educators who replied to initial questions regarding where children at their school can access books for independent reading, 76 percent report that their school has a school library, 93 percent report having a classroom library, and 89 percent report that they personally manage a library/reading area for their classroom.

This stands in contrast to the number of books available in most public school classrooms. Forty-two percent of educators in this survey reported having 100-300 books in their classroom libraries, compared to 54 percent of public-school teachers who report having fewer than 150 books in their classroom libraries to serve students throughout the year, and 31 percent having fewer than 50 books.[3] The higher number of books reported by educators in this survey is likely due to the progress made by First Book in providing its network of educators with access to affordable books and funding opportunities as registered First Book members. These respondents are therefore more likely to have a broader classroom library than non-First Book members working in Title I classrooms across the country.

Pre-Checklist Evaluation: Prior to reviewing the Literacy Rich Classroom Library Checklist, when asked to self-evaluate the degree to which their classroom library/reading area is "literacy rich" (generally, one that "provides children with an adequate number and variety of books in an environment that is accessible, inviting, and encourages independent reading"), 17 percent rated their library/reading area a top score of 5 (extremely literacy rich), 72 percent rated their library/reading area as a 3 or 4, and 11 percent rated their library/reading area as a 1 or a 2, with 1 being "not at all literacy rich."

Post-Checklist Evaluation: Many educators changed their classroom library rating after reviewing the Literacy Rich Classroom Library Checklist: the percentage of educators rating their classroom library as a 3 or a 4 on the 5-point scale dropped from 72 percent to 67 percent, while educators ranking their classroom library with a 1 (not at all literacy rich) increased by 4 percent and educators ranking their classroom library with a top score of 5 decreased by 8 percent.

31% of public school teachers report having **fewer than 50 books** in their classroom libraries.

In addition, after reviewing the checklist, slightly more than half of the educators responding (an average of 51 percent across all checklist items) report that their classroom library/reading area would be considered literacy rich environments; an additional 18 percent report that their library/reading area does not currently meet the definition of a literacy rich environment but could if
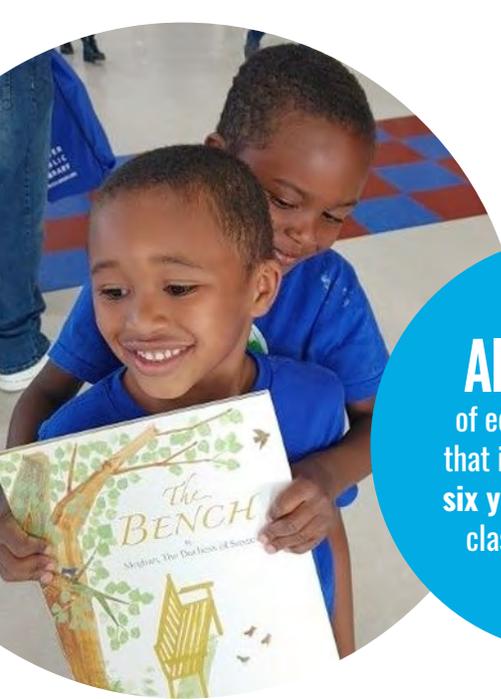
Almost half of educators reported that it took **more than six years** to build their classroom libraries.

ASSESSING THE CHECKLIST

Overall, 78 percent of educators found the checklist very or extremely useful in defining what makes a classroom library/reading area "literacy rich," and 72 percent felt the items cited on the checklist were somewhat or extremely reasonable for their current classroom library/reading area to meet "literacy rich" requirements.

Educator write-in comments underscored the value of the new checklist as tool. *"I didn't realize how much my library was lacking until taking this assessment." "This is very helpful and eye opening."*

Educators also recommended modifications to the checklist. Those insights contributed to the current updated version of the Literacy Rich Classroom Library Checklist.

given the funding and time to do so. However, a full 30 percent of educators report that their classroom library/reading area falls short of meeting the requirements, and there is currently no way, within their existing budget and available time, to meet the requirements to be considered a literacy rich environment.

CHALLENGES TO CREATING LITERACY RICH ENVIRONMENTS

The top three barriers educators cited to meeting the literacy rich thresholds were: 1) A lack of funding to acquire the items and space to store them; 2) A fear of discouraging independent reading or reading for pleasure by imposing rules, requirements, or standards for a reading area that may deter young readers and; 3) Practical restrictions related to individual items on the checklist, such as furnishings and decorations which are often restricted due to fire hazard concerns, limited classroom space, or health safety precautions.

In general, almost half of educators (47 percent) reported that it took more than six years to build their classroom libraries; 28 percent said it took more than 10 years to acquire books for their library. Nearly all of the educators (96 percent) paid for at least some of the books for their classroom library out of their personal money; 77 percent typically spend between $100 and $500 every year.

THE DETAILS: BOOK SELECTION

Where Classrooms Do Well: More than 85 percent of educators report that the books in their classroom library are generally in good condition and represent a variety of genres; 80 percent consider their book selection to have an adequate offering of books of varying difficulty levels and genres. Sixty-four percent of educators report that their books are in good or excellent condition.

Where Classrooms Fall Short: However, on average, educators estimate that less than half (40 percent) of their book selections represent diverse cultures; almost one-third of educators do not consider their book collection to have an adequate representation of diverse cultures. In addition, 54 percent of educators have 10 or fewer books per child, and 58 percent of educators do not have the recommended number of 44 books per child, and are unable to achieve this number on their own. Fifty-one percent reported that their libraries do not have a rotating selection of books, and 46 percent reported that their libraries do not have multiple copies of popular titles, thereby making it difficult for children to read and discuss the same book.

THE DETAILS: READING AREA

Where Classrooms Do Well: Sixty-six percent of educators report that they have an area that is dedicated to book reading; 74 percent of educators report that books are located in an area that is orderly, warm, and inviting. Seventy-five percent of educators consider their reading area furnishings to be in good or average condition.

Where Classrooms Fall Short: Thirty-nine percent of educators report that the reading area does not have adequate furnishings. In write-in comments, educators cited new restrictions caused by the pandemic as changing/hindering the furnishings and use of the reading area (e.g., cloth materials cannot be easily sanitized and it is difficult to provide for social distancing in reading areas when classroom seating is already spread out to accommodate social distancing).

FULL REPORT DETAILS

The full report, included in the following pages, provides additional data and comments from educators regarding the literacy resources and environments available to the students they serve.

ABOUT FIRST BOOK RESEARCH & INSIGHTS

First Book Research & Insights regularly gathers qualitative and quantitative data regarding the barriers to educational equity for children in need, by directly surveying educators working with children growing up in historically challenged and underserved communities. This research drives First Book's models, the resources it provides, and its partnerships. In addition, educator insights benefit the public, private, and social sectors, enabling input from educators to inform the design and refinement of programs, products, and strategies. This can increase resource effectiveness and adoption rates to better support both educators and children growing up in poverty, which disproportionately impacts children of color.

ABOUT SUSAN B. NEUMAN

Susan B. Neuman is a Professor of Teaching and Learning at New York University specializing in childhood education and early literacy development. Previously, she has been a Professor at the University of Michigan and has served as the U.S. Assistant Secretary for Elementary and Secondary Education. In her role as Assistant Secretary, she established the Early Reading First Program, the Early Childhood Educator Professional Development Program and was responsible for all activities in Title I of the Elementary and Secondary Act. She has served on the International Reading Association Board of Directors (2001-2003), and other numerous boards of nonprofit organizations, and served as Co-editor of *Reading Research Quarterly* (2011-2018), ILA's flagship research journal. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction, Pre-K-grade 3 for children who live in poverty. Neuman has received two lifetime achievement awards for research in literacy development, and is a member of the Reading Hall of Fame, and a Fellow of the American Educational Research Association. She has written over 100 articles, and authored and edited 12 books.

1 "A New Majority: Low Income Students Now a Majority in the Nation's Public Schools. Research Bulletin," *Southern Education Foundation*, 2015. https://eric.ed.gov/?id=ED555829

2 "Scholarly culture: How books in adolescence enhance adult literacy, numeracy and technology skills in 31 societies," *Social Science Research, Vol. 77, 2019.* DOI https://doi.org/10.1016/j.ssresearch.2018.10.003

3 "Teacher & Principal School Report: Focus on Literacy," *Scholastic, 2016.* www.scholastic.com/teacherprincipalreport

DEVELOPING ENGAGED READERS:

The Classroom Library

Susan B. Neuman | New York University

What might it take to turn every child into a reader? A fully engaged reader, someone who reads with pleasure, curiosity, and skill? A plethora of studies have attempted to address this central question, offering a host of different practices and rewards to support reading (Hattie, 2012). Yet in looking for solutions, what is sometimes overlooked may be the cornerstone for engaging readers of all ages: the classroom library. Books that intrigue, delight, and capture their attention may be the spark to encourage children who both can *and* do read.

But a quality classroom library is not simply a collection of books stacked in some far-off corner of the room. There is a science to creating a classroom library, a set of characteristics and design features that may strongly influence whether or not the classroom library will be used to its full potential. In this brief, we'll first take a look at the existing research on the importance of classroom libraries, then provide a glimpse into new research on how to build a strong classroom library even with little to no budget, and finally highlight the characteristics that support a library's central use in the classroom.

WHY CLASSROOM LIBRARIES MATTER

As many of us recognize, books are the gateway to literacy learning. Children learn to read through reading. And yet recent statistics paint a troubling picture of the differences in access to books across school districts and communities. Consider the following statistics, reported by the U.S. Department of Education (2019):

- 2.5 million children are enrolled in districts where there are no public libraries

- 13 million children are enrolled in districts where the children's materials' circulation is less than 10 books per child per year, including 3.4 million children in poverty and 6.6 million students of color.

- 80% of preschool and after-school programs serving low-income populations have no age-appropriate books for their children. In one recent study, 832 children would have to share one book in a Washington, D.C. community to be able to read (Neuman & Moland, 2019).

- Across the entire U.S., school libraries are disappearing. In a recent study, for example, the Michigan State Department of Education (2019) showed that only 8% of all Michigan schools had a library with a full-time librarian on staff.

Lack of access to books is a reality in many of our communities, and exerts a terrible cost on children's opportunity to become engaged readers. Without books, what are they to read? And how can they be expected to learn how to read without access to books?

MORE CONCERNING NEWS

Perhaps relatedly, recent statistics show yet more concerning news. According to the most recent National Assessment of Educational Progress (NAEP), the percentage of children who say they read for fun on an "almost daily basis" has dropped precipitously from nearly a decade ago. In fact, they are at the lowest levels since the mid-1980s.

Among 9- and 13-year-olds, the percentages who said in the 2019-20 school year that they "read for fun on [their] own time almost every day" were at their lowest points since the question was first asked in 1984. Whether or not the pandemic has changed any of these patterns is still open to question, but the initial news is not terribly hopeful.

Not surprisingly, better-performing students on the NAEP reported reading for fun more frequently. For example, half of 9-year-old students who scored at or above the **75th** percentile reported reading for fun on their own time almost every day, compared with **39%** of 9-year-old students who scored below the **25th** percentile. Bottom line: students who read more frequently are likely to become competent, fully engaged readers.

HOW MIGHT CLASSROOM LIBRARIES IMPROVE READING ENGAGEMENT?

Classroom libraries may provide the linchpin for turning this equation around. For one, classroom libraries offer a physical proximity to books, and this immediacy appears to make a difference in whether or not children are likely to pick up a book to read. Studies have shown that children are likely to read 50%-60% more in classrooms with libraries than without them (Neuman, 1999). John Guthrie and his colleagues (Guthrie, 2004), for example, surveyed 545 teachers to identify characteristics of schools associated with

U.S. 9- and 13-year-olds read for fun less often than they used to

% of U.S. students of each age who say they read for fun _____, by year
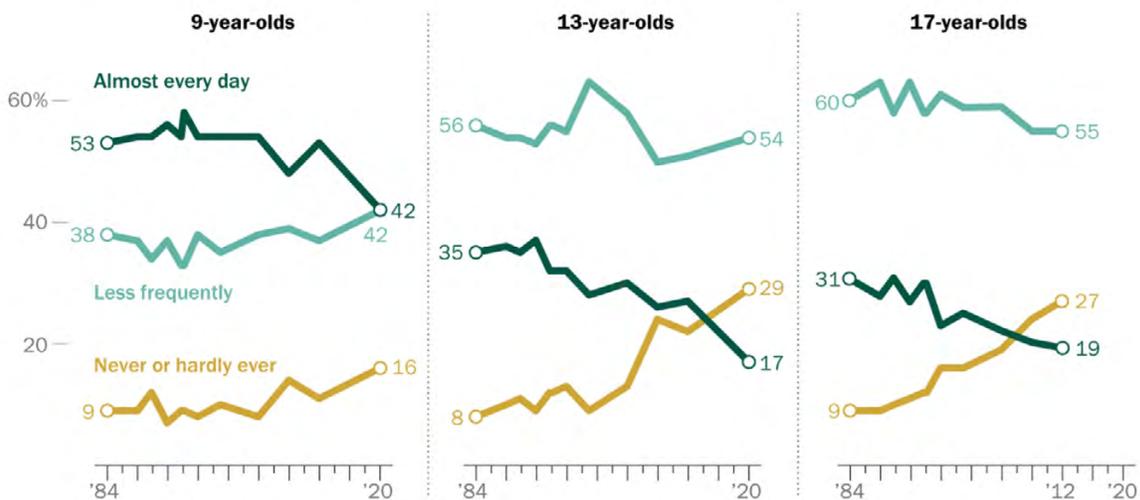
Note: 2020 assessment was not fielded to 17-year-olds. Totals may not sum to 100% due to rounding. "Less frequently" combines responses of "once or twice a week," "once or twice a month" and "a few times a year."
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 Long-Term Trend Reading Assessment.

PEW RESEARCH CENTER

reading improvements. They found that classrooms with libraries predicted gains in statewide reading, writing and science assessments.

Yet no one had put this thesis to an experimental test as extensively as Hongmei Yi and her colleagues (Yi et al., 2018). In a randomized controlled trial—the gold standard in reading research, these researchers installed classroom libraries in 40 schools in rural China affecting over 11,000 children, and compared reading habits and interests of children in schools without classroom libraries. Classrooms with libraries significantly improved children's reading habits and interests in reading, narrowing the gap between low- and high-performing students. Even more telling, classroom libraries enhanced student communication about reading (33%), with students talking about readings with their friends, and borrowing books that their friends had read (16%). Classroom libraries, in short, created a "scholarly culture of reading," with daily reading becoming an integral part of the way of life in the classroom.

Often overlooked is the impact of the physical features of the classroom library. It needs to look inviting, a place where students might want to hang out. A friendly, quiet spot, where you might find time to read on your own or with a friend. Lesley Morrow and Carol Weinstein (Morrow & Weinstein, 1982), for example, found that the physically-accessible space needed to contain some element of "softness," such as pillows, beanbag chairs, a couch, warmed with greenery, fish tanks or pictures. A space large enough to accommodate at least four people with open-faced bookshelves displaying titles that may rotate every month attract children's attention. Some teachers may even create a lending library with pockets for their books, and a pocket chart, mimicking what it is like to take a book out at the public library.

Signage is important in signaling its special place in the classroom. Bold colored letters with rebus pictures for young children indicating the Classroom Library, with

guidance on how to select the very best book at the moment, sends the message that the library is a visual and vital part of the classroom ecology.

WHAT GOES IN THE CLASSROOM LIBRARY?

Of course, what goes in the classroom library is the transformational ingredient, changing what might be merely a place to hold books into one that becomes the center for literacy activity in your classroom. And here, as well, there are certain characteristics and design features that strongly influence whether or not classroom libraries will be used to their full potential to enhance reading engagement and frequency.

A LARGE SUPPLY OF GOOD BOOKS

Notice the focus is on good books. Not just castaways, or books donated by some good-hearted individual or organization, but books that will intrigue children, and engage them in good stories and informational texts. Although the recommended number of books in a classroom library varies according to different sources, at the very **minimum,** there should be 10-20 books per child, with single and multiple copies for those who would like to read together as part of a permanent

At the very minimum, there should be

10-20 books

per child in a classroom library.

collection (Ford, 2019). In addition, the International Literacy Association recommends replenishing your library with two additional new books per child each year, at the same time you weed out the old or tattered (ILA). Ultimately, each classroom collection should contain a minimum of 500 titles, which may be partially drawn from a library media center if one is available (Kids and Family Reading Report, 2019).

But if you're just getting started, or if you work in a school that is underfunded, it might be hard to reach these benchmarks. You might be in under-resourced schools where there may be little to no budget for books to support classroom libraries. Start by focusing on a "core" collection of much-loved titles, books in a series like "Captain Underpants" with characters that children might have seen or known before. Lots of stories are often available across multiple platforms (e.g., games, TV, ebooks), which can draw children's interest and help motivate them to read (Neuman & Knapczyk, 2020). Make sure the books span a range of difficulty. Just like adults, sometimes it's fun to have an 'easy' read, while other times, it's important to be challenged.

A VARIETY OF GENRES

To pique their interest, classroom libraries should include a wide variety of genres, reaching the interests of even the most reluctant readers. Children need books that reflect the diverse, multicultural nature of our society, books where children can learn about themselves and others (Henderson et al., 2020). In addition to the typical storybooks, consider some of these genres:

- Comic books and graphic novels
- Information books on a range of topics
- Biographies of famous people
- Fantasy-stories of superheroes that spark children's imaginations

Also, think about revolving your collection, featuring some topical books each month. You might highlight a particular theme, like the "mysteries of space," and include books of different genres and difficulty levels

> Children need books that reflect the diverse, multicultural nature of our society, books where children can learn about themselves and others.

on the topic. It can encourage children to develop deeper knowledge in other domains, integrating the language arts throughout your curriculum.

A NOTE ABOUT LEVELING

There is an age-old premise that children should read on their 'instructional' level, books that are not too hard, or not too easy, but at the 'just-right' level to enjoy reading. Based on a work by Emmett Betts (Betts, 1946), it is thought that children learn the most when they can read about 95% of a text, and comprehend up to 80% of what they read. If you think about it, the idea of matching readers to books on their level makes good common sense, a kind of goldilocks principle, so that children are challenged in a way that's achievable.

Yet, ideally a classroom library should be a place for children to develop a reading habit, supporting those children to become voracious readers who experience an average of 44 books per year because they enjoy, and look forward to reading. Therefore, basing your classroom library on the goldilocks principle may unnecessarily narrow the scope of opportunity for children, reducing their exposure to books as an activity to build stamina, not joy. When we match children with their 'level' of book, we may dampen their enthusiasm

96%
of educators personally
funded all or some of
the books in their
classroom libraries.

and make changes to ensure that the goals, and the action plans, were clear and achievable. Thanks to their efforts, the Checklist is now ready for wide distribution.

Along with evaluating the Checklist, educators responded to a series of questions about the state of their classroom libraries and the challenges they face in trying to build stronger classroom libraries. Key takeaways from this research highlighted that 96% of educators, all of whom serve low-income communities, personally funded all or some of the books in their classroom libraries, and 77% personally funded furnishings. It also brought to light the fact that having 44 books per child in a classroom (a previous ideal books-per-child number published by Scholastic) was too lofty a goal for educators to reach – specifically those educators working in low-income communities. Findings from this survey also indicated that educators are eager to use a checklist like this one as a self empowerment tool that supports them in building an effective literacy rich environment within their own classroom walls.

The Checklist, which has been revised to incorporate insights provided by educators, is designed to serve as a road map. This will enable educators to assess their classroom libraries and identify important next steps toward transforming what might be a book collection into a vibrant literacy environment that draws children's interest and involvement in book reading.

to choose what they're interested in reading, and prevent them from developing their interests to progress to po- tentially more difficult books. Reading books on the basis of levels might become a chore rather than a delight.

A SYSTEMS-CHANGING MODEL:
WORKING IN COLLABORATION WITH FIRST BOOK

Classroom libraries can build equitable access to print for millions of children who would otherwise lack the resources, and offer the opportunity to become engaged and skillful readers. Yet if we are to maximize these opportunities, we need to first understand where we are: the state of the library a teacher might now have in the classroom. Currently, there is no existing tool that educators and education leaders can use to guide and assess the quality of their classroom libraries. To address this, the nonprofit First Book commissioned me to develop just such a tool, with metrics to define literacy rich environments, answering the question: What does a literacy rich environment look like?

In collaboration with First Book, we developed a simple checklist designed to be used as a self-assessment tool, translating the substantial research literature on access to print into actionable guidance. The Checklist was then given to over one thousand teachers in the First Book Network to carefully review, comment on,

USING YOUR LIBRARY

Even the most ideal classroom library will not be sufficient unless it is used and on a fairly regular basis. Children need time to read and enjoy the relaxing 'down time' to get lost in reading a book of their choice. Some teachers may prefer to schedule a regular independent reading time each day, while others might give children an open invitation to browse through books, or read with classmates throughout the day. Encouraging books with buddies provides a special enticement to read.

Signs and various helpful guidelines for selecting books within your classroom library are likely to be useful for making a book selection. For example, some teachers place covers of favorite titles around their library, or prop up particular books on their shelves to make children aware of favorite titles. Other teachers may place colorful signs for guiding book selections. Posters with helpful tips on what to look for in searching for a topic in an information book may alert children to the text features of the genre.

Creating 'top ten' lists of favorites is a fun way to spark reading for pleasure. Just like adults, book clubs or book chats tend to create a scholarly community, generating interest in reading the same title. During these book chats, children can share an interesting event or fact from their book and why others might like to read it. In the course of the retelling, children will develop deeper knowledge about the book as well as gains in comprehension.

CONCLUSION

"Every child, a reader" is a national goal. However, to reach such an ambitious goal, we need to ensure that children have the opportunity to become readers, individuals who have both the skills and the motivation to read. Educators are on the front lines to play a pivotal role in reaching this national goal, and according to the most recent research discussed in this report, they are eager to have access to a checklist that helps them identify what is needed in order to build a literacy-rich classroom library. The classroom library should be the centerpiece of reading activities with an abundance of books that cater to a wide variety of interests, and culturally relevant topics. They should range from 'just fun' reads to those which might engage children in unfamiliar and challenging areas of interest. In doing so, teachers are helping to build a reading habit, not only improving children's reading skill but their will to read throughout their lifetime.

REFERENCES

Betts, E. (1946). *Foundations of reading instruction*. NY: American Book Company.

Ford, A. (2019). Front-loading literacy. *American Library Magazine(May 1)*.

Guthrie, J. (2004). Teaching for engagement. *Journal of Literacy Research, 36*, 1-30. doi:10.1207/s15548430jlr3601_2

Hattie, J. (2012). *Visible learning for teachers*. NY: Routledge.

Henderson, J., Warren, K., Whitmore, K., Flint, A., Laman, T., & Jaggers, W. (2020). Take a close look: Inventorying your classroom library for diverse books. *The Reading Teacher, 73*, 747-755. doi:10.1002/trtr.1886

Morrow, L. M., & Weinstein, C. (1982). Increasing Children's Use of Literature Through Program and Physical Design Changes. *Elementary School Journal, 83*, 81-87.

Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*, 286-312. doi:10.1598/rrq.34.3.3

Neuman, S. B., & Knapczyk, J. (2020). Reaching families where they are : Examining an Innovative Book Distribution Program. *Urban Education, 55*, 542-569. doi:10.1177/0042085918770722

Neuman, S. B., & Moland, N. (2019). Book deserts: The consequences of income segregation on children's access to books. *Urban Education, 54*, 126-147. doi:DOI: 10.1177/0042085916654525

Yi, H., Mo, D., Wang, H., Gao, Q., Shi, Y., Wu, P., . . . Rozelle, S. (2018). Do resources matter? Effects of an in-class library project on student independent reading habits in primary schools in rural China. *Reading Research Quarterly, 54*(3), 383-411. doi:10.1002/rrq.238

Finding Their Story: *Kids & Family Reading Report 7th Edition* https://www.scholastic.com/content/dam/KFRR/Downloads/KFRReport_Finding%20Their%20Story.pdf

Key Findings Overview

This research was conducted prior to the naming of The Checklist.
You will see it referred to as the Literacy Rich Environments Checklist throughout this report.

A HELPFUL AND THOUGHT-PROVOKING CHECKLIST

Overall, educators found the questionnaire very useful and the items on the checklist reasonable to attain. We saw a higher rate of educators already hitting most checklist thresholds than we anticipated. (This could be a result of the fact that all educators who participated in this survey were registered members of the First Book Network, meaning they have access to brand new, low-cost resources through First Book. Further research could be done on educators outside of the First Book Network to verify this assumption.) Respondents consider the checklist to be a helpful guide that enlightened them to many ways they could improve their own classroom libraries.

CHALLENGING CERTAIN CHECKLIST ITEMS

Many respondents challenged certain items on the checklist, wondering if and why they were required to create a literacy rich environment. Major concerns about the checklist include:

- Having a checkout/return system — this process can serve as a barrier to children accessing books.
- Displaying rules, keeping reading journals, and taking assessments to track student progress — requirements like these may inhibit enthusiasm for reading.

PRACTICAL LIMITATIONS

Space — educators have very little space in their classrooms for a reading area.
Furnishings — furnishings are difficult to acquire due to limitations on fabric materials, potential fire hazards, and COVID precautions.

DEVELOPING DIFFERENTIATED CHECKLISTS

Respondents raised the point that many of these checklist items are not applicable across all ages and grade levels, or applicable for all educator roles. Younger students don't necessarily need posted rules or signs that they can't read. Math, science, and art teachers don't necessarily feel the need to have a fully stocked library when it isn't their focus.

LACK OF FUNDING

Funding will be the greatest barrier for educators when trying to build a literacy rich classroom environment. Most educators would be responsible for purchasing all items from this checklist using their own money.

Nearly all respondents (96 percent) have personally funded some or all of their classroom library books, and 77 percent personally paid for the furnishings in their reading area. In a typical year, educators spend an average of $346 of their own money on books and materials for their classrooms.

Most respondents report having 10 books per child. Having 44 books per child was the checklist goal that most educators cannot reach. For many educators, 44 books per child means acquiring thousands of books, often with their own personal money.

RAISING AWARENESS AMONG ADMINISTRATORS

There is significant interest in using this checklist to portray to administration the importance of funding classroom libraries.

EDUCATOR EMPOWERMENT

Educators love the idea of this checklist and are truly dedicated to building a literacy rich environment for their students but want to know how we can help them reach these thresholds given their current limitations. Through open ended feedback, many respondents wrote in to describe the creative, low-budget ways they build a great reading area, even if they aren't technically meeting these requirements.

Care should be taken when publishing this checklist to take into account and acknowledge the many limitations that educators in low-income communities face, as well as lift up the many creative ways in which teachers utilize the resources available to them to build the best classroom libraries they can.

Classroom Library Self-Evaluation

Defining the Audience

Over 1,200 educators initially responded to the survey. Of these respondents, 76% report that their school has a library available to students, 93% report having a personal classroom library, and 89% personally manage a classroom library.

1,090 educators from this segment make up our respondent base for the remainder of the survey.

Where can kids access books for independent reading in your school?
Select all that apply. n = 1,218

76%	93%	30%	13%	1%
A school library	Your personal classroom library	A colleague's classroom library	Other *	There is no designated place for kids to access books for personal reading in my school
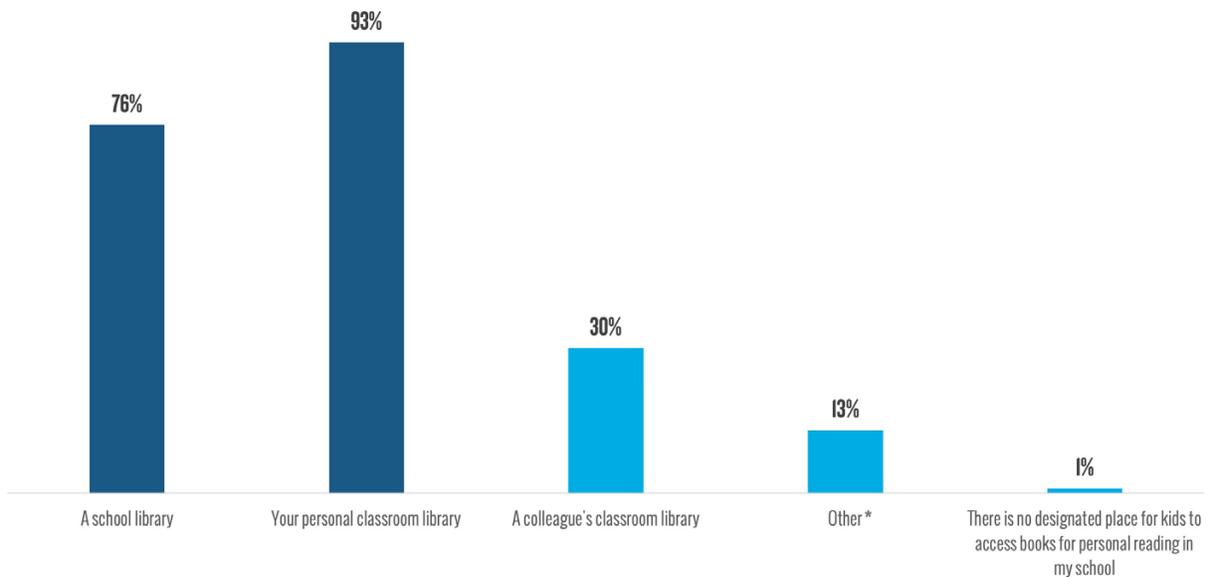
Other responses: eLibraries, Public Library, Lending Library/Little Free Library, Book Bins (often hallway books), Books gifted/sent home

Do you personally manage a classroom library/reading area? n = 1,218

NO 11%

YES* 89%
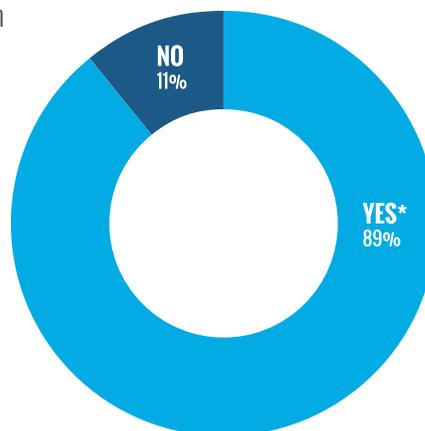
The 89% who answered Yes went on to complete the rest of the survey. The 11% who answered No were dismissed from the survey.

Later in this survey we will outline what makes a personal reading area 'literacy rich,' but for the purpose of this question 'literacy rich' can be defined as:

A classroom library/reading area that provides children with an adequate number and variety of books in an environment that is accessible, inviting, and encourages independent reading.

Take a moment to reflect on the classroom library/reading area that you personally manage for the kids you serve. On a scale of 1-5, how 'literacy rich' would you say your personal classroom library/reading area is?

1%	10%	37%	35%	17%
1 (not at all literacy rich)	2	3	4	5 (extremely literacy rich)
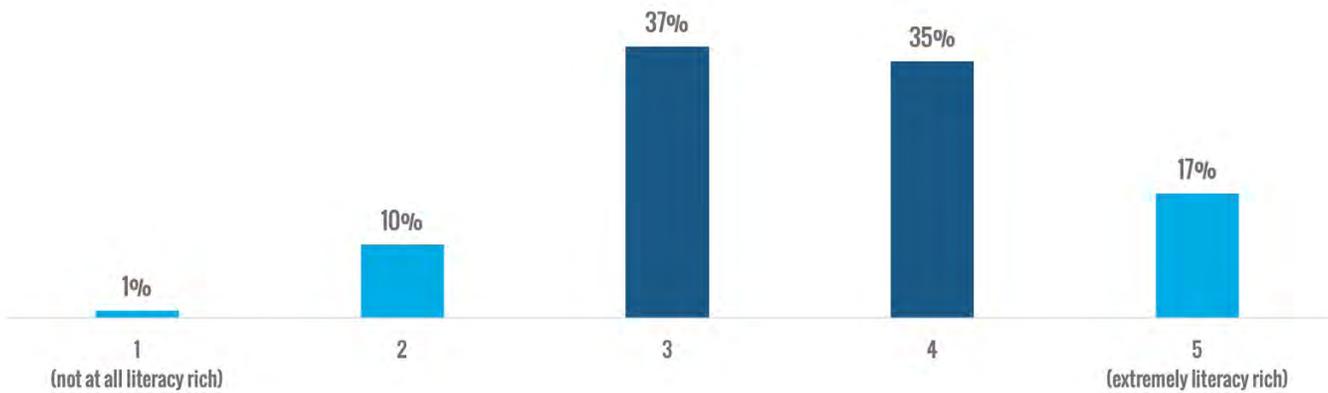
TAKEAWAY

Before reviewing the Literacy Rich Checklist, **72% of educators** rate their classroom library as a 3 or 4 on a five-point Literacy Rich Scale.

Literacy Rich
Environment Checklist

Book Area	Yes	No
Is an area set aside just for book reading (e.g., library)?	✗	
Is the area where books are located orderly, warm, and inviting?		✗
Does the area include comfortable furnishings (e.g., pillows, carpeting, cushions, bean bag chairs)?		✗
Is there signage indicating that it is a library?		✗
Are there any rules associated with the library (e.g., use quiet voices)?		✗
Are there displays and props that get students excited about reading (e.g., book posters, author's display, puppets)?		✗
Is there a technique for returning books to their correct place?	✗	
Is there a mechanism for checking books out?	✗	

Book Selection	Yes	No
Are there books of varying difficulty level that are easily identifiable (e.g., by number, letter)?	✗	
Are there books of different genres (e.g., mystery, poetry, sports, etc.)?	✗	
Is there a clearly designed lending library (e.g., books to take home)?		✗
Are there approximately 44 books per child?		✗
Are there multiple copies of popular titles so students can read these at the same time?	✗	
Are books generally in good condition?	✗	
Are there books that reflect diversity and different cultural perspectives?	✗	
Do books rotate on a regular basis?		✗

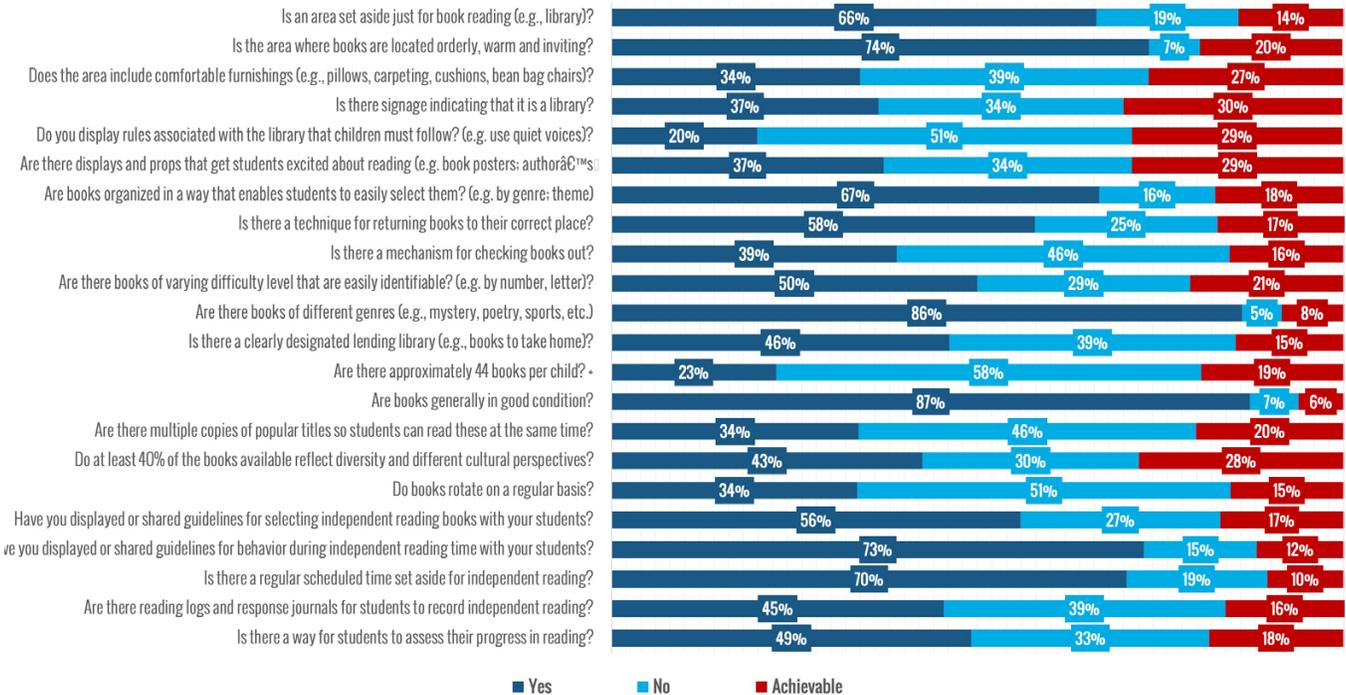| Instructional Displays	Yes	No
Are there guidelines for selecting independent reading books?	✗	
Are there guidelines for behavior during independent reading time?	✗	
Is there a regular scheduled time set aside for independent reading?	✗	
Are there reading logs and response journals for students to record independent reading?		✗
Is there a way for students to assess their progress in reading?		✗

Checklist Results

Please indicate whether the following is present in your classroom library/reading area, absent, or achievable, by selecting 'Yes' for present, 'No' for absent and 'Achievable' for items that are currently absent from your reading area but could be achieved given the funding and time available to you.

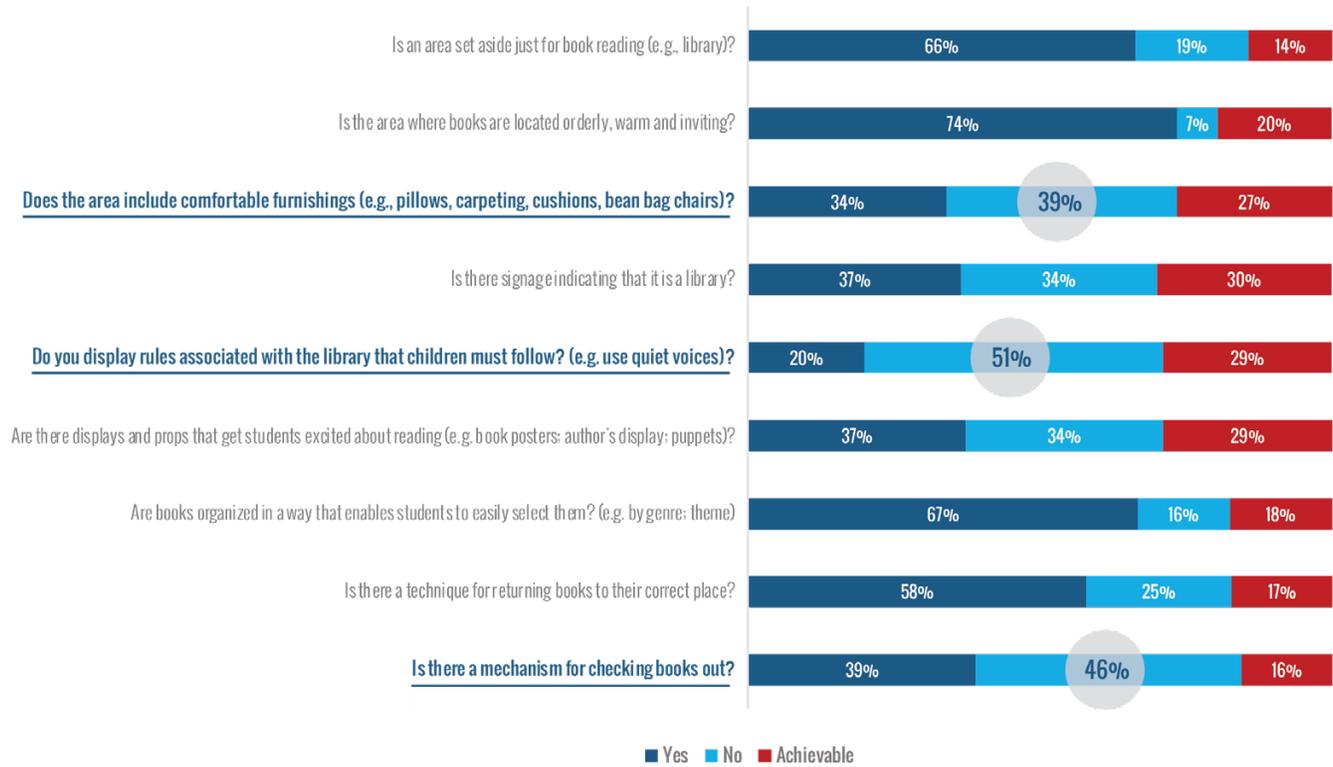| Question	Yes	No	Achievable
Is an area set aside just for book reading (e.g., library)?	66%	19%	14%
Is the area where books are located orderly, warm and inviting?	74%	7%	20%
Does the area include comfortable furnishings (e.g., pillows, carpeting, cushions, bean bag chairs)?	34%	39%	27%
Is there signage indicating that it is a library?	37%	34%	30%
Do you display rules associated with the library that children must follow? (e.g. use quiet voices)?	20%	51%	29%
Are there displays and props that get students excited about reading (e.g. book posters; author's	37%	34%	29%
Are books organized in a way that enables students to easily select them? (e.g. by genre; theme)	67%	16%	18%
Is there a technique for returning books to their correct place?	58%	25%	17%
Is there a mechanism for checking books out?	39%	46%	16%
Are there books of varying difficulty level that are easily identifiable? (e.g. by number, letter)?	50%	29%	21%
Are there books of different genres (e.g., mystery, poetry, sports, etc.)	86%	5%	8%
Is there a clearly designated lending library (e.g., books to take home)?	46%	39%	15%
Are there approximately 44 books per child? +	23%	58%	19%
Are books generally in good condition?	87%	7%	6%
Are there multiple copies of popular titles so students can read these at the same time?	34%	46%	20%
Do at least 40% of the books available reflect diversity and different cultural perspectives?	43%	30%	28%
Do books rotate on a regular basis?	34%	51%	15%
Have you displayed or shared guidelines for selecting independent reading books with your students?	56%	27%	17%
...ve you displayed or shared guidelines for behavior during independent reading time with your students?	73%	15%	12%
Is there a regular scheduled time set aside for independent reading?	70%	19%	10%
Are there reading logs and response journals for students to record independent reading?	45%	39%	16%
Is there a way for students to assess their progress in reading?	49%	33%	18%

■ Yes ■ No ■ Achievable

TAKEAWAY

On average, **51% of educators** report that their classroom libraries meet the Literacy Rich Environment requirements.

30% report that their libraries fall short of meeting the requirements, and there is no way to meet them currently.

18% report that their libraries do not meet the requirements yet but could.

Book Area Results

Most educators consider their book area to be warm and inviting with clearly organized books that can be easily checked out. **Where do educators fall short?**

Question	Yes	No	Achievable
Is an area set aside just for book reading (e.g., library)?	66%	19%	14%
Is the area where books are located orderly, warm and inviting?	74%	7%	20%
Does the area include comfortable furnishings (e.g., pillows, carpeting, cushions, bean bag chairs)?	34%	39%	27%
Is there signage indicating that it is a library?	37%	34%	30%
Do you display rules associated with the library that children must follow? (e.g. use quiet voices)?	20%	51%	29%
Are there displays and props that get students excited about reading (e.g. book posters; author's display; puppets)?	37%	34%	29%
Are books organized in a way that enables students to easily select them? (e.g. by genre; theme)	67%	16%	18%
Is there a technique for returning books to their correct place?	58%	25%	17%
Is there a mechanism for checking books out?	39%	46%	16%

■ Yes ■ No ■ Achievable

TAKEAWAY

The majority of educators already have a book area that is warm and inviting with a clearly organized book selection, but
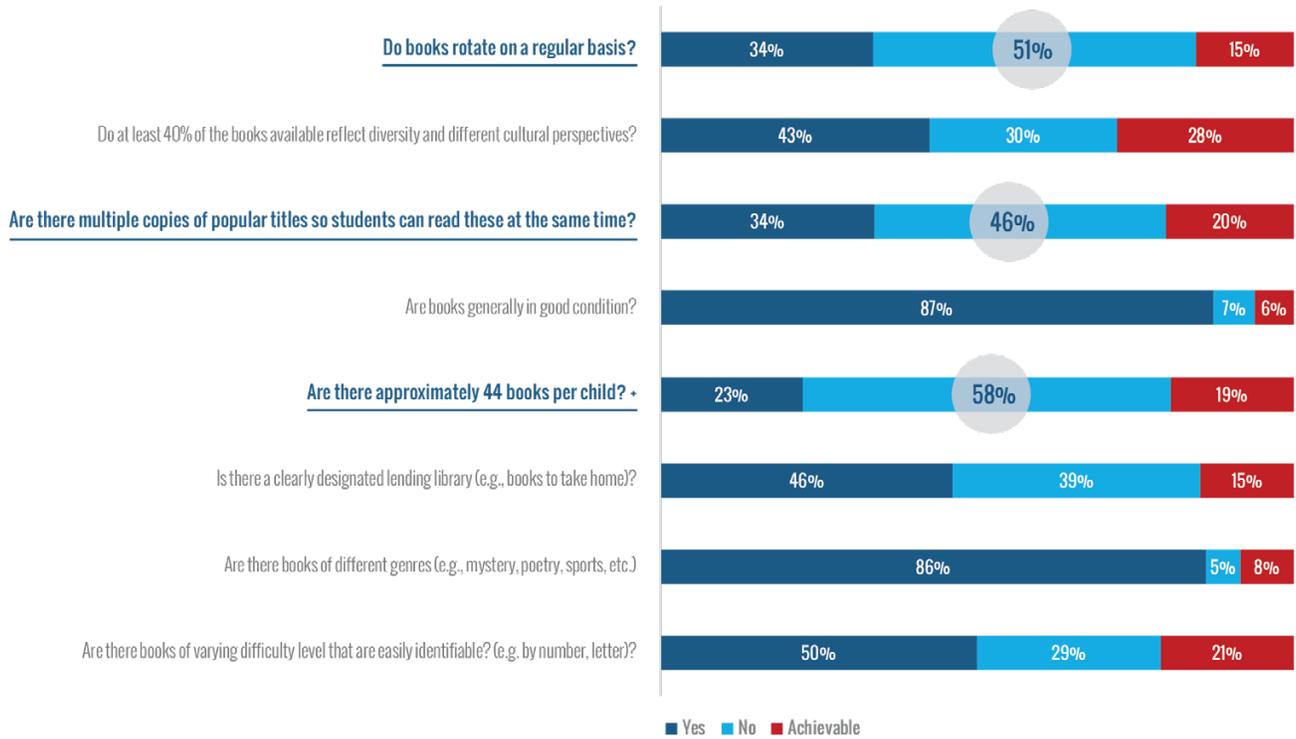
51% of educators reported that their classroom libraries do not display rules for children to follow.

46% indicated that their book areas do not have a mechanism for checking books out.

39% indicated that their book areas do not have adequate furnishings.

Book Selection Results

Most educators consider their book selection to be in good condition, with books of different genres and difficulty levels available. **Where do educators fall short?**

Question	Yes	No	Achievable
Do books rotate on a regular basis?	34%	51%	15%
Do at least 40% of the books available reflect diversity and different cultural perspectives?	43%	30%	28%
Are there multiple copies of popular titles so students can read these at the same time?	34%	46%	20%
Are books generally in good condition?	87%	7%	6%
Are there approximately 44 books per child? +	23%	58%	19%
Is there a clearly designated lending library (e.g., books to take home)?	46%	39%	15%
Are there books of different genres (e.g., mystery, poetry, sports, etc.)	86%	5%	8%
Are there books of varying difficulty level that are easily identifiable? (e.g. by number, letter)?	50%	29%	21%

■ Yes ■ No ■ Achievable

TAKEAWAY

Over 85% of educators report that the books in their selection are in good condition and represent a variety of genres, but
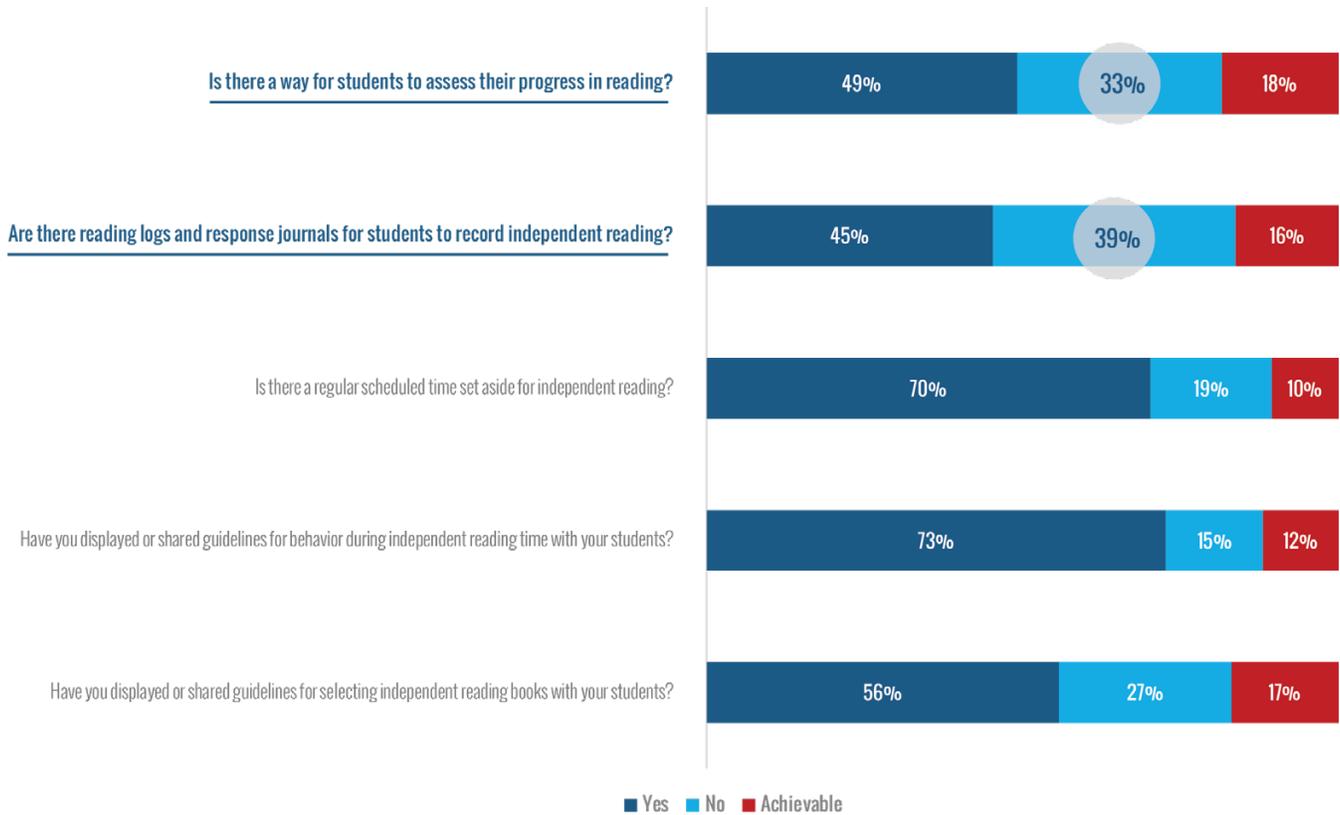
58% do not have 44 books per child and are unable to achieve this on their own.

51% reported that their libraries do not have a rotating selection of books.

46% reported that their libraries do not have multiple copies of popular titles.

Instructional Display Results

Most educators have instructional displays that sufficiently communicate classroom library guidelines. **Where do educators fall short?**

Is there a way for students to assess their progress in reading?
| 49% | 33% | 18% |

Are there reading logs and response journals for students to record independent reading?
| 45% | 39% | 16% |

Is there a regular scheduled time set aside for independent reading?
| 70% | 19% | 10% |

Have you displayed or shared guidelines for behavior during independent reading time with your students?
| 73% | 15% | 12% |

Have you displayed or shared guidelines for selecting independent reading books with your students?
| 56% | 27% | 17% |

■ Yes ■ No ■ Achievable

TAKEAWAY

Most educators are able to meet the requirements for instructional displays in their reading area, but fall short in tracking and assessing student reading progress.

39% of educators reported that their classroom libraries do not include journals for tracking independent reading.

33% reported that their libraries do not have a way to assess students' progress in reading.

Classroom Library Post-Self-Evaluation

Now take a moment to reflect on this checklist of items needed to make a classroom library/reading area literacy rich.

On a scale of 1-5, how 'literacy rich' would you say your personal classroom library/reading area is, now that you've completed the checklist?
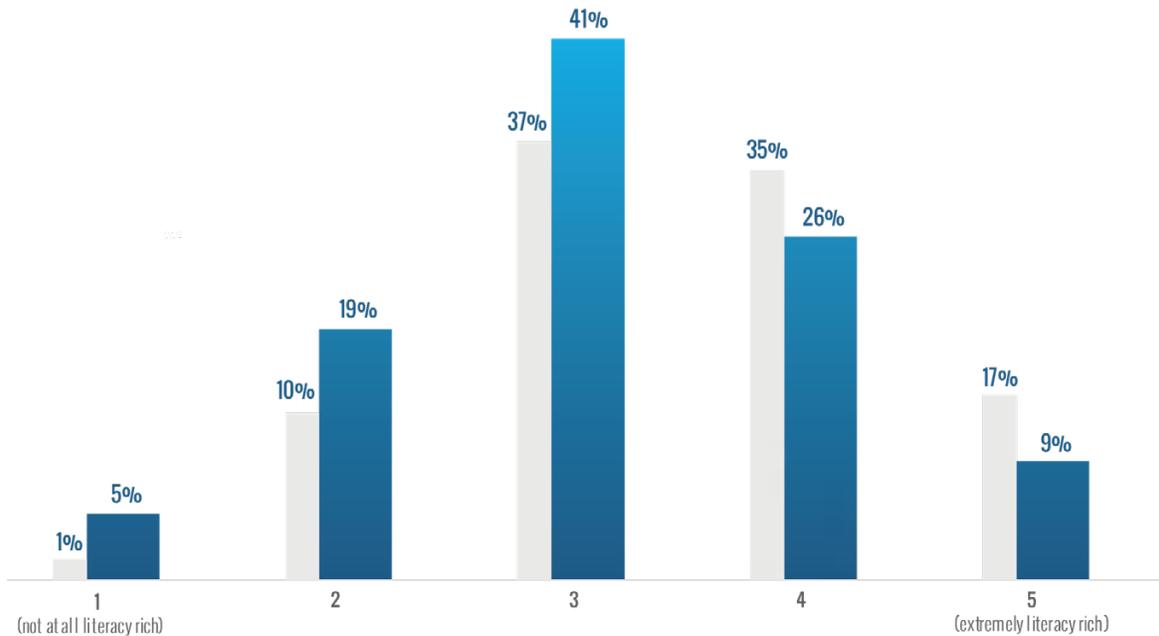
*Grey bars represent pre-checklist evaluation.*

Rating	Pre (grey)	Post (blue)
1 (not at all literacy rich)	1%	5%
2	10%	19%
3	37%	41%
4	35%	26%
5 (extremely literacy rich)	17%	9%

TAKEAWAY

After reviewing the Literacy Rich Environment Checklist, **the majority of educators still rate their libraries as a 3 or 4**. However, ratings of 5 went down by 8%, ratings of 2 went up by 9%, and ratings of 1 went up by 4%.

Evaluation of Questionnaire

How useful do you find this checklist in terms of helping you understand what's required of a 'literacy rich environment'?

SLIGHTLY USEFUL
5%

MODERATELY USEFUL
17%

EXTREMELY USEFUL
31%
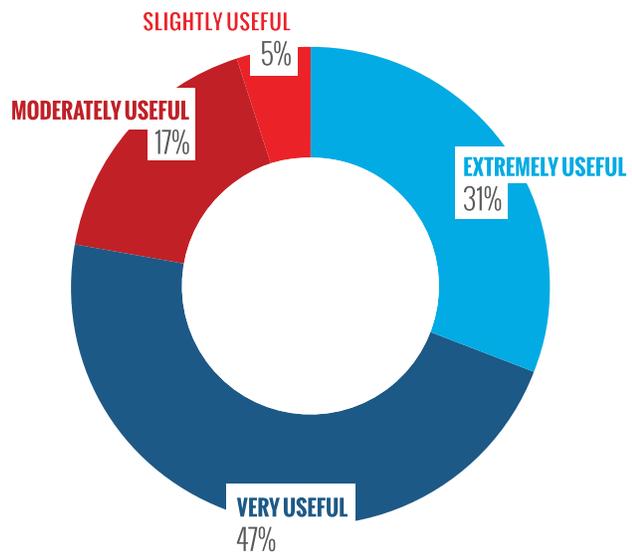
VERY USEFUL
47%

In general, did the items on the checklist feel reasonable to attain in your current position?

EXTREMELY UNREASONABLE
3%

SOMEWHAT UNREASONABLE
17%

NEITHER REASONABLE
NOR UNREASONABLE
8%

EXTREMELY REASONABLE
19%

SOMEWHAT REASONABLE
53%
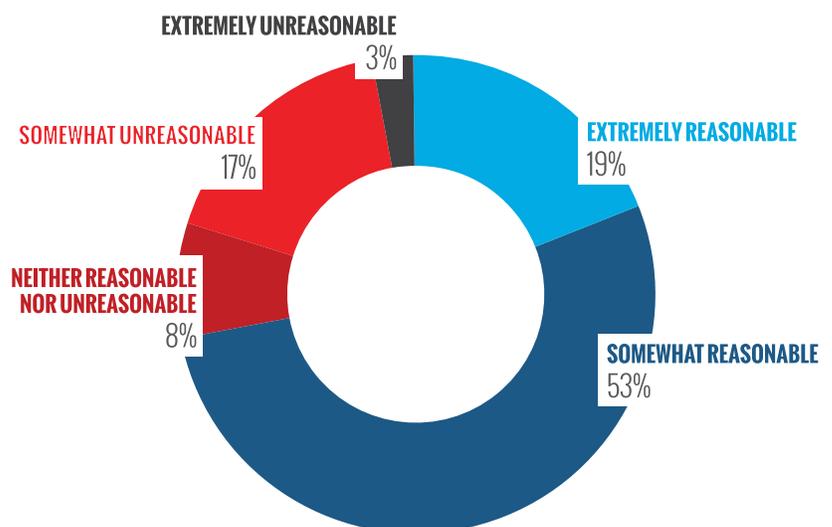
TAKEAWAY

Overall, educators found the questionnaire very useful and the items on the checklist reasonable to attain.

78% of educators found the questionnaire very or extremely useful in terms of helping them understand what makes a library or reading area "literacy rich."

72% of educators found the checklist items at least somewhat reasonable to attain.

You indicated that the following items were absent and not attainable for you in your current role. Can you provide any details as to what makes these items difficult to achieve?

Items Marked as Absent

BOOK AREA

DISPLAYING RULES: 51% MARKED NO/ABSENT
- **Posting rules can serve as a barrier to students enjoying reading**
- Reading area rules are the same as classroom rules
- Educators review rules verbally with students
- Space is an issue
- Posted rules are not always age-appropriate (younger and older students don't need written rules)
- It's simply not necessary/They don't want to

BOOK CHECKOUT SYSTEM: 46% MARKED NO/ABSENT
- It's on the honor system
- Books stay in class at all times
- **Educators don't want to add any barriers to students accessing books**
- It's too much additional work to manage a checkout system
- It's simply not necessary/They don't want to

ADEQUATE FURNISHINGS: 39% MARKED NO/ABSENT
- Limited space
- Lack of Funding
- **Restrictions on fabric/soft materials** (COVID, sanitization rules, lice, bed bugs, fire hazards, etc.)

BOOK SELECTION

44+ BOOKS PER CHILD: 58% MARKED NO/ABSENT
- **Cost/Lack of funding**
- Lack of space to store them
- Many educators reminded us that this would result in them having to buy and store hundreds to thousands of books.

ROTATING SELECTION OF BOOKS: 51% MARKED NO/ABSENT
- All books are on display and available at once
- **Cost/Lack of funding**
- Lack of space to store them

MULTIPLE COPIES OF POPULAR TITLES: 46% MARKED NO/ABSENT
- **Cost/Lack of funding**
- Lack of space to store them
- Many educators report having multiple copies for some but not all popular titles

INSTRUCTIONAL DISPLAY

JOURNALS FOR TRACKING READING: 39% MARKED NO/ABSENT
- **Educators don't want to make reading a chore for students**
- Many don't find journals effective tools
- Journals aren't age appropriate for students
- Journals are part of homework, but that's it

ASSESSING STUDENTS PROGRESS: 39% MARKED NO/ABSENT
- **Educators don't want to make independent reading feel like work for students**
- Formal assessments are done throughout the year but not specifically for classroom reading
- Assessments aren't age appropriate (too young)

TAKEAWAY

The biggest barriers to hitting these literacy rich thresholds include:

1. Lack of funding to acquire these items and space to store them.
2. A fear of discouraging independent reading or reading for pleasure.
3. Practical restrictions around certain items.

Feedback to Guide Development

After reviewing and completing the checklist, respondents provided several key pieces of feedback to guide the development of the checklist:

1. Consider budget limitations.
2. Explore developing differentiated checklists.
3. Provide reason for or flexibility around certain checklist items that may not represent what educators feel is best practice.

BUDGET LIMITATIONS

" "

It is still all of my own money that I must spend to create this space for my students. (As I am sure is the case with many other educators.) It shouldn't be expected or normalized for educators to keep using their own money to purchase all of these things. **This checklist honestly made me feel like I need to go buy rugs and seating and spend even more of my own money. It is just a frustrating situation.**

" "

The biggest problem is that I have no budget for books other than my personal spending money and that I similarly have to procure all of my own bookshelves, the couch, the rug, the lights, the diffuser, all the decorations... I have no funding for any of that.

" "

Keep in mind that money can impede (some of these) things. **Try to think of ideas where money is not involved or how we can make a literacy rich classroom without having to fundraise thousands of dollars.**

DIFFERENTIATED CHECKLISTS

" "

The checklist seems to be **aimed towards elementary school grades**, and it does not seem to take into consideration the vast difference between an elementary classroom library and a high school classroom library.

" "

Should be a separate checklist for educators in different programs.

" "

I think this is probably specific to reading instructors.

" "

Some of these questions are specific to elementary classrooms. **Perhaps a bit of a modified survey for secondary classrooms might help.**

" "

Did not accurately reflect the current situation of education due to pandemic.

CHALLENGING CERTAIN ITEMS

Items that may add barriers to reading:

> I do not want students to check out books, but rather to just take books that they want to read **(less barriers to stop them from wanting to read).**

> I have never displayed rules for my classroom library. **I want kids to read books they are interested in, not worry about behavior.**

> I want them to be excited about reading so they can take a book anywhere and talk about it with a friend...**and rules governing the class library might be restrictive to that.**

> We don't have a library, so it's an honor system. If the student returns the book, great. **We also advocate for bringing books home and sharing with family.**

> I believe in giving my students access, more than trying to track who has what book.

After reviewing and completing the checklist, respondents also had feedback on how helpful the checklist currently is and how helpful it potentially could be.

1. **Helpful, enlightening, and informative**
2. **Elevates administrator awareness**
3. **Empowers educators**

HELPFUL

> **Filling out this checklist has allowed me to see the improvements that I will need to make this year.**

> **I appreciate that there are several easy things to do that would improve my classroom library** (like adding signage) that had not occurred to me before, and that I can do ASAP with few resources needed.

> This is very helpful and eye opening.

> I think this is a great list for new and experienced teachers to focus on what a literary rich classroom library should look like.

HELPFUL, CONTINUED.

> The list of requirements does **make me more aware of some things I could work toward.**

> I didn't realize how much my library was lacking until taking this assessment.

> I would love this checklist to be available as a pdf to share with my colleagues.

> This was a great checklist and should be shared with coaches at school sites.

ADMINISTRATOR AWARENESS

> **I would love to see a research-based article that I could use to convince my administrators that I should be allowed to bring more furniture and decorations in.** When you have a concrete floored classroom, the room is very cold, echoey, and no one wants to read on the floor. I want to have rugs and more books in my room, but I'm not allowed.

> **I hope surveys, such as yours, help the administration redefine learning spaces.**

> I appreciate the empowerment, and certainly do what I can to build a rich library for my students, but **it should be noted that school districts have stipulations on some of the components** that make it more difficult to achieve.

> **Administrators need to realize the importance of a classroom library** and give ELA teachers an ongoing budget.

EDUCATOR EMPOWERMENT

> Self-assessment is excellent, but the bottom line is, **does this help educators obtain the support needed to be an equitable and effective teacher?**

> **I would love links that offer creative options to fund and format these good concepts.**

> It's important we bring books and libraries into as many schools as possible. I think this checklist will help **give teachers direction** on what they need to do. **I think a nice follow up would be sources to help teachers do this.**

> **It will be good to have information on how to successfully build a classroom library and how to obtain the funding to do so.**

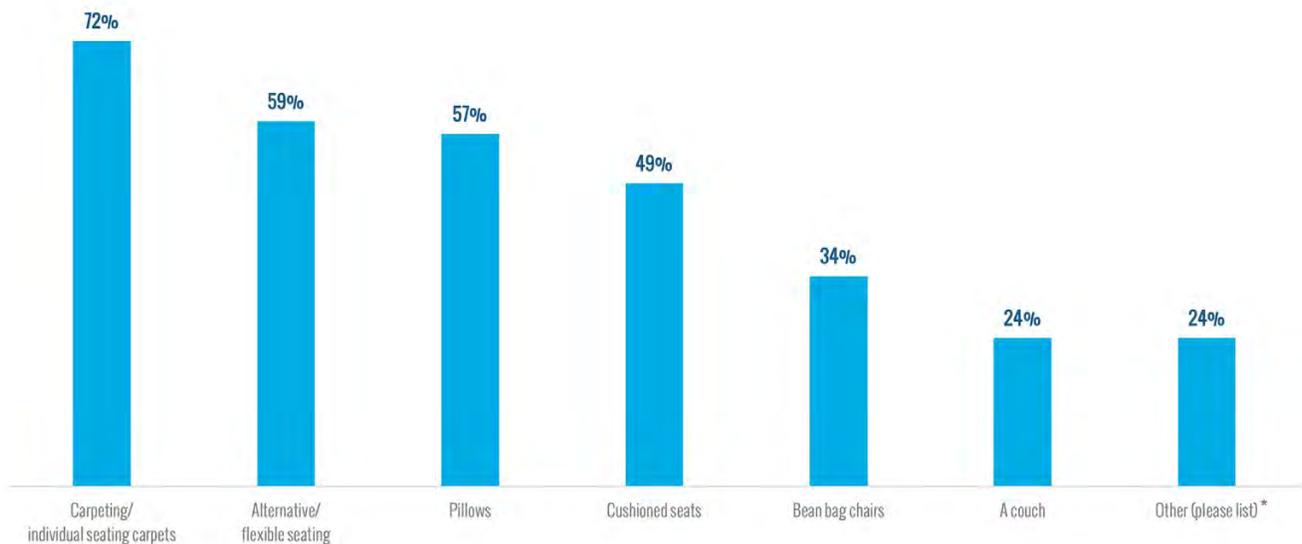# Crowdsourcing Tips for Building a Literacy Rich Environment

? How have educators built their own classroom libraries?

Building the Reading Area
MOST COMMON READING AREA FURNISHINGS

Carpeting, alternative seating, and pillows are the most popular furnishings in educator reading areas. COVID-19 restrictions bring added difficulty to furnishing reading areas:

1. Cloth materials that cannot be easily sanitized are often not allowed.
2. It's difficult to allow for 6 feet of distance in reading areas.

Bar chart:

Furnishing	Percentage
Carpeting/individual seating carpets	72%
Alternative/flexible seating	59%
Pillows	57%
Cushioned seats	49%
Bean bag chairs	34%
A couch	24%
Other (please list) *	24%

Other responses: Other types of seating (rocking chairs, yoga balls, video gaming chairs), "Reading Buddies" (stuffed animals or finger puppets), tables/desks, lamps, dog beds

Educators describe the furnishings in their reading areas:

Furnishing on a budget

"dog beds (but I don't tell the kids that's what they are...)"

"a small couch that is meant for students half their size"

"one deflated bean bag and one padded corner"

"cushioned milk crates and 5-gallon buckets. Asked grocery store for a few milk crates and cleaned out 5-gallon buckets from used school floor wax; made cushions to fit the crates and bucket lids."

Impact of COVID-19 on reading area furnishings

"I had all of the above before COVID. They won't allow cloth items."

"My classroom doesn't have space for extras with the current COVID seating in rows."

"COVID restrictions have limited cloth materials that can't be wiped down. Space is an issue also."

"In my classroom I don't have any seating besides desks. I used to, but with COVID protocols it's all gone. Desks need to be spaced too far apart, and there's no room."
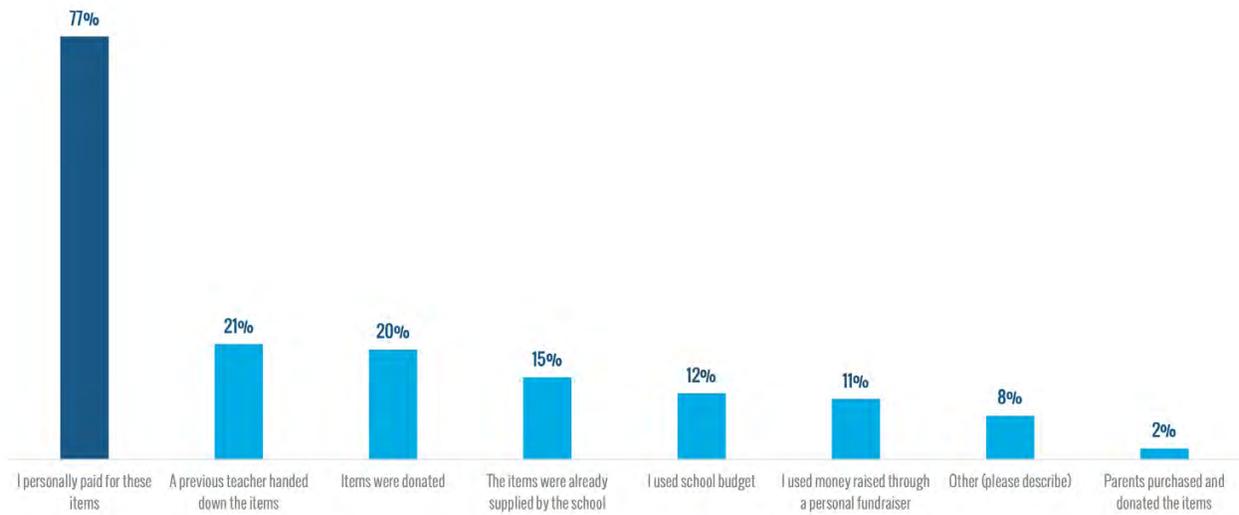
CONDITION OF FURNISHINGS IN READING AREA

TERRIBLE 1%
POOR 4%
EXCELLENT 20%
AVERAGE 39%
GOOD 36%
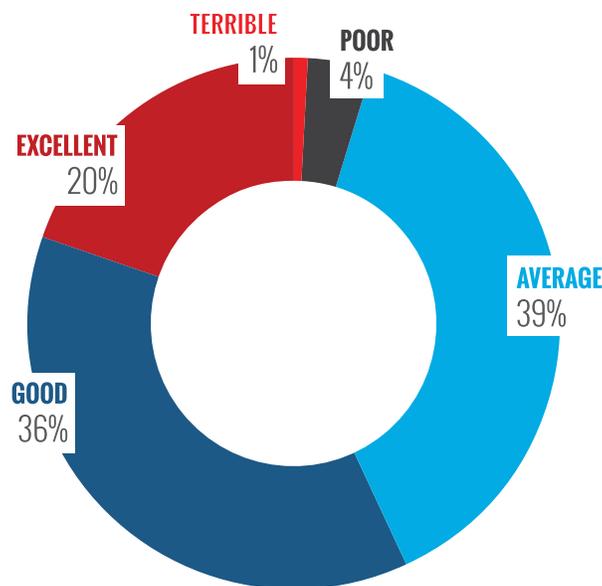
TAKEAWAY

75% of educators consider their reading area furnishings to be in good or average condition.

HOW FURNISHINGS WERE ACQUIRED

77% — I personally paid for these items

21% — A previous teacher handed down the items

20% — Items were donated

15% — The items were already supplied by the school

12% — I used school budget

11% — I used money raised through a personal fundraiser

8% — Other (please describe)

2% — Parents purchased and donated the items

TAKEAWAY

77% personally paid for the furnishings in their reading area.

MOST COMMON READING AREA DISPLAYS & PROPS

73% — Posters

70% — Signs (self-made or other)

42% — Stuffed animals

37% — Decorative lamp/lights

33% — Author's display

26% — Cubbies

21% — Puppets

18% — Other (please describe)

16% — Manipulatives
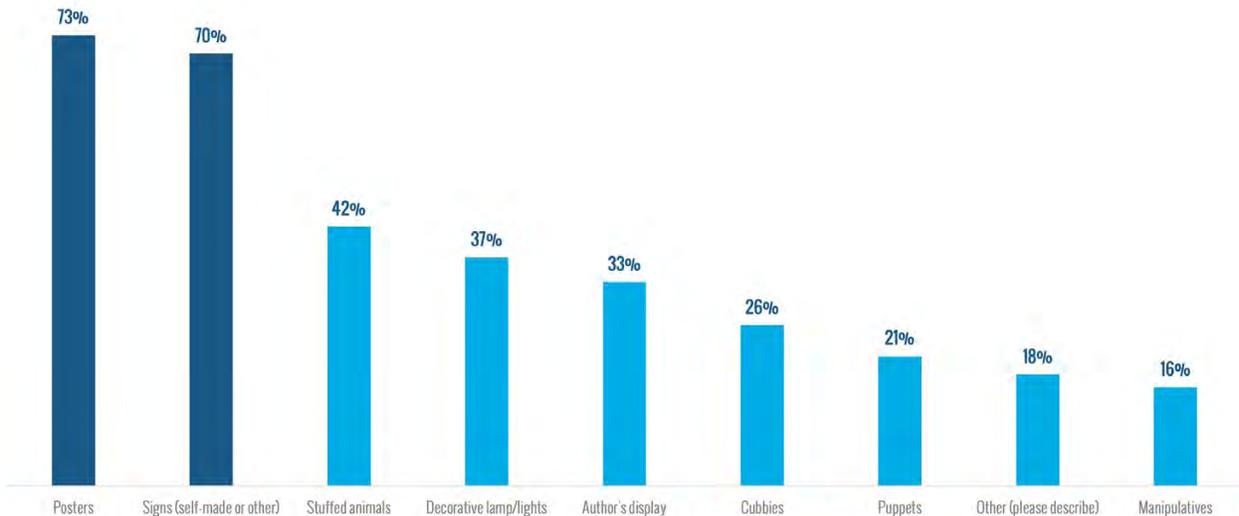
TAKEAWAY

At least **70%** of reading areas contain posters and/or signs.

DISPLAY & PROP EFFECTIVENESS IN ENCOURAGING READING ENTHUSIASM

NOT EFFECTIVE AT ALL
2%

EXTREMELY EFFECTIVE
8%

SLIGHTLY EFFECTIVE
13%
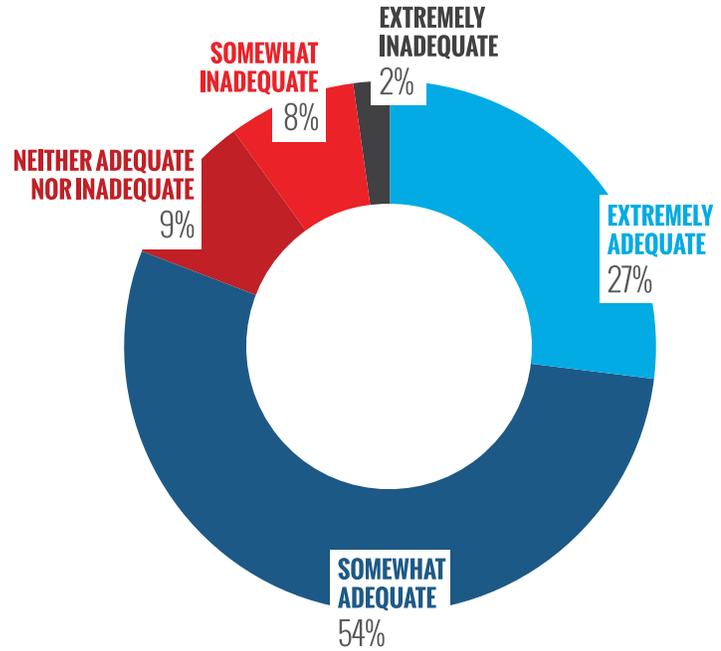
VERY EFFECTIVE
31%

MODERATELY EFFECTIVE
45%
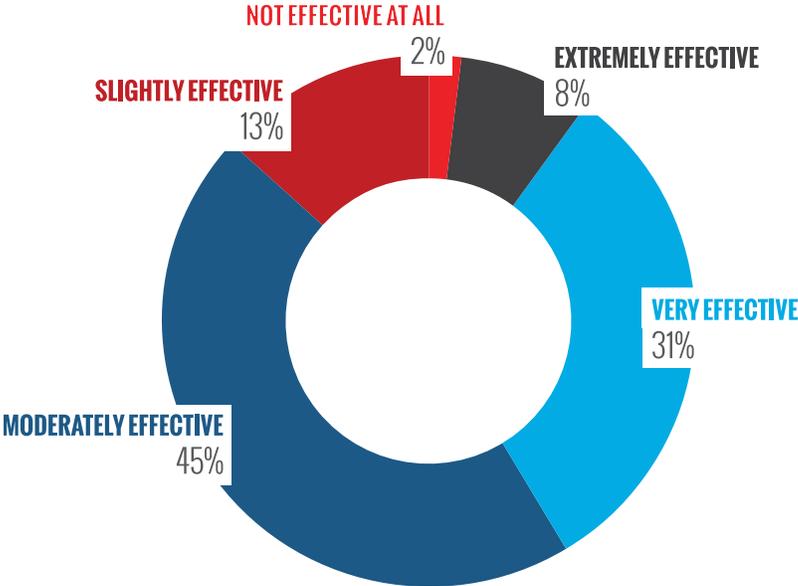
TAKEAWAY
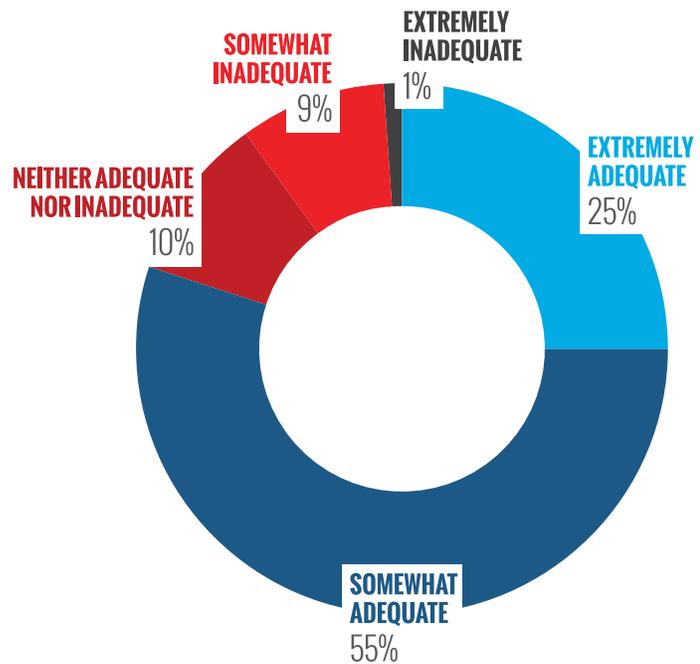
Only **39%** consider their props to be very or extremely effective.

Evaluating Book Selections

How would you describe your reading area's availability of books with varying difficulty levels?

EXTREMELY INADEQUATE
2%

SOMEWHAT INADEQUATE
8%

NEITHER ADEQUATE NOR INADEQUATE
9%

EXTREMELY ADEQUATE
27%

SOMEWHAT ADEQUATE
54%

How would you describe your reading area's availability of books from a variety of genres?

EXTREMELY INADEQUATE
1%

SOMEWHAT INADEQUATE
9%

NEITHER ADEQUATE NOR INADEQUATE
10%

EXTREMELY ADEQUATE
25%

SOMEWHAT ADEQUATE
55%

TAKEAWAY

The majority of educators **(80%)** consider their book selection to have an adequate offering of books of varying difficulty levels and genres.

Approximately what percent of the books in your classroom library/reading area represent diverse cultures?
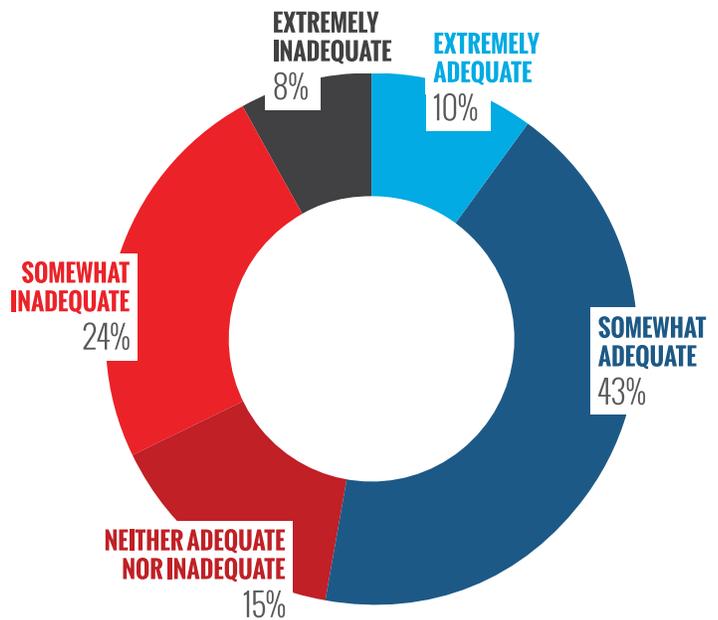
40%
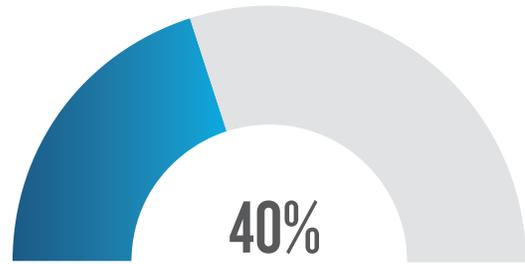
40% was the minimum threshold listed in the questionnaire as being an adequate number of diverse books within a library.

TAKEAWAY

On average, educators estimate that **40%** of their book selections represent diverse cultures.

How would you describe your books in terms of representation of diverse cultures?

EXTREMELY INADEQUATE
8%

EXTREMELY ADEQUATE
10%

SOMEWHAT INADEQUATE
24%

SOMEWHAT ADEQUATE
43%

NEITHER ADEQUATE NOR INADEQUATE
15%

TAKEAWAY

Almost 1/3 of educators don't consider their book collection to have an adequate representation of diverse cultures.

Approximately how many total books do you currently have in your classroom library?

Under 100	100-300	301-500	501-999	1000+
15%	42%	16%	9%	18%
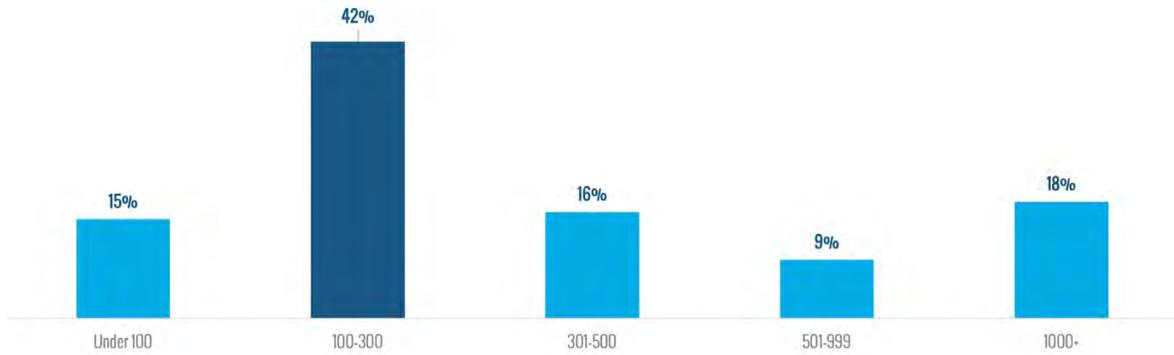
Approximately how many books per child do you currently have in your classroom library?

10 or fewer	11 to 20	21 to 30	31-40	41-50	51-100	Over 100
54%	18%	10%	5%	6%	5%	2%
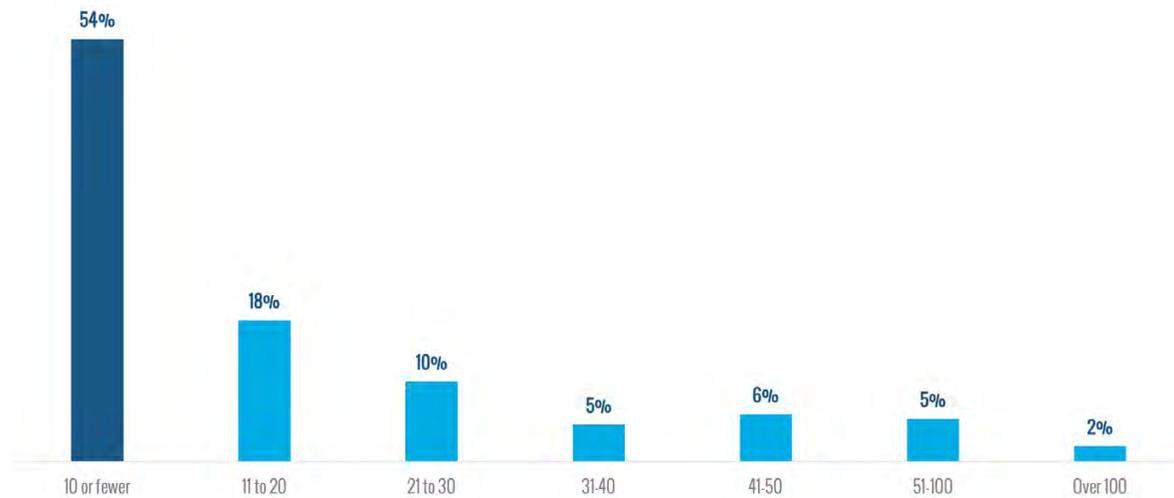
TAKEAWAY

While a significant number of educators have up to 300 books in their classroom libraries, that results in only 10 or fewer books per child.

What is the condition of the books
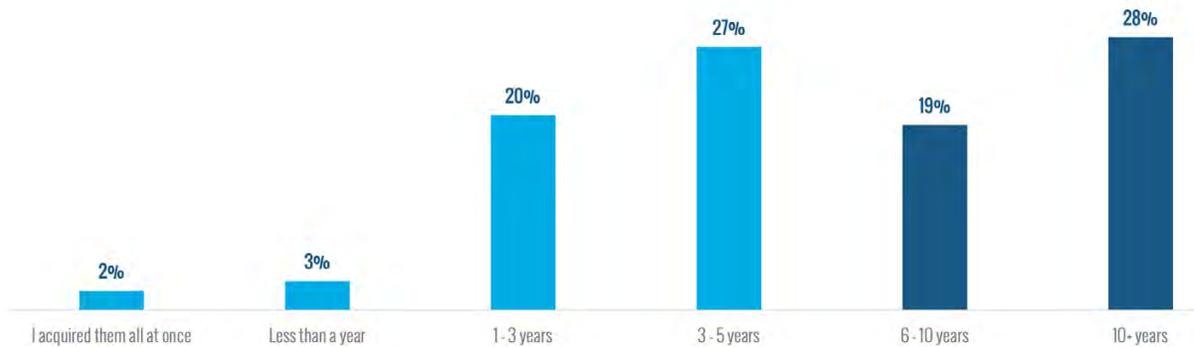in the reading area?

POOR
3%

EXCELLENT
11%

AVERAGE
33%
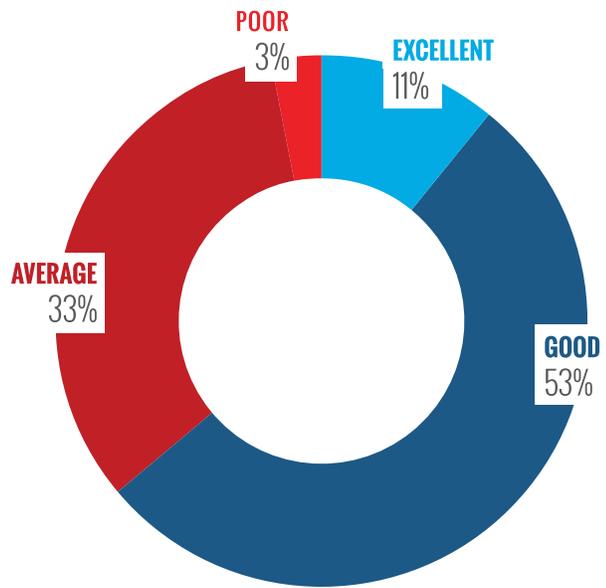
GOOD
53%

TAKEAWAY

64% of educators report that their books are in good or excellent condition.

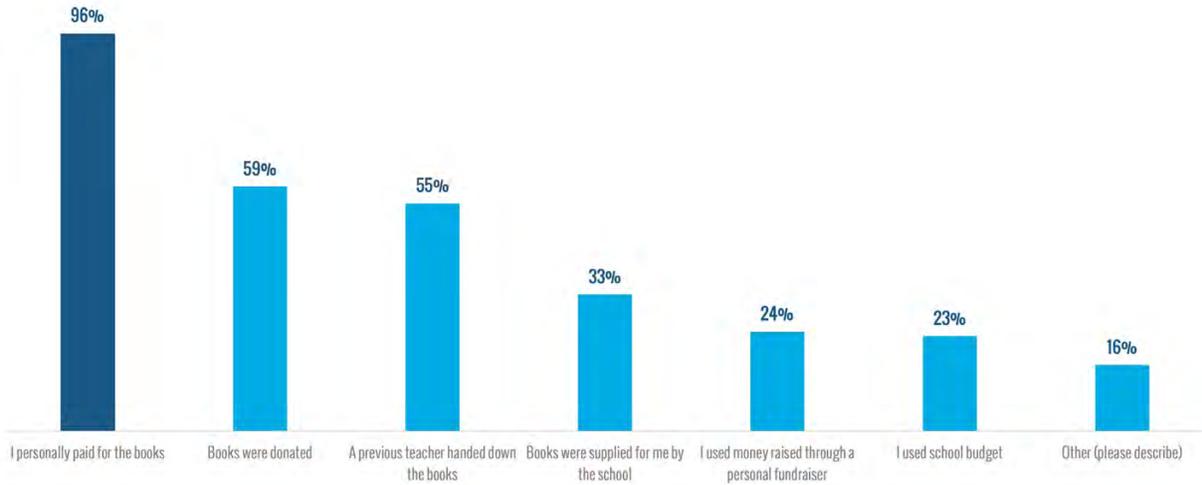How long did it take you to acquire the
number of books you have available?

2%   3%   20%   27%   19%   28%

I acquired them all at once   Less than a year   1 - 3 years   3 - 5 years   6 - 10 years   10+ years

TAKEAWAY

For almost half of educators **(47%)**, it took over 6 years to build their classroom libraries. It
took nearly 1/3 **(28%)** over 10 years to acquire the books for their library.

In a typical year, how much of your own personal money do you spend on books or materials to build a literacy rich environment for your classroom?

96%	59%	55%	33%	24%	23%	16%
I personally paid for the books	Books were donated	A previous teacher handed down the books	Books were supplied for me by the school	I used money raised through a personal fundraiser	I used school budget	Other (please describe)

TAKEAWAY

In a typical year, educators are spending an average of **$346** on books and materials for their classrooms.

- **11%** spend under **$100**
- **77%** spend between **$100-$500**
- **12%** spend over **$500**

Nearly all **(96%)** personally paid for at least some of their books.

77% typically spend between **$100-$500** of their own personal money to acquire books for their collection.
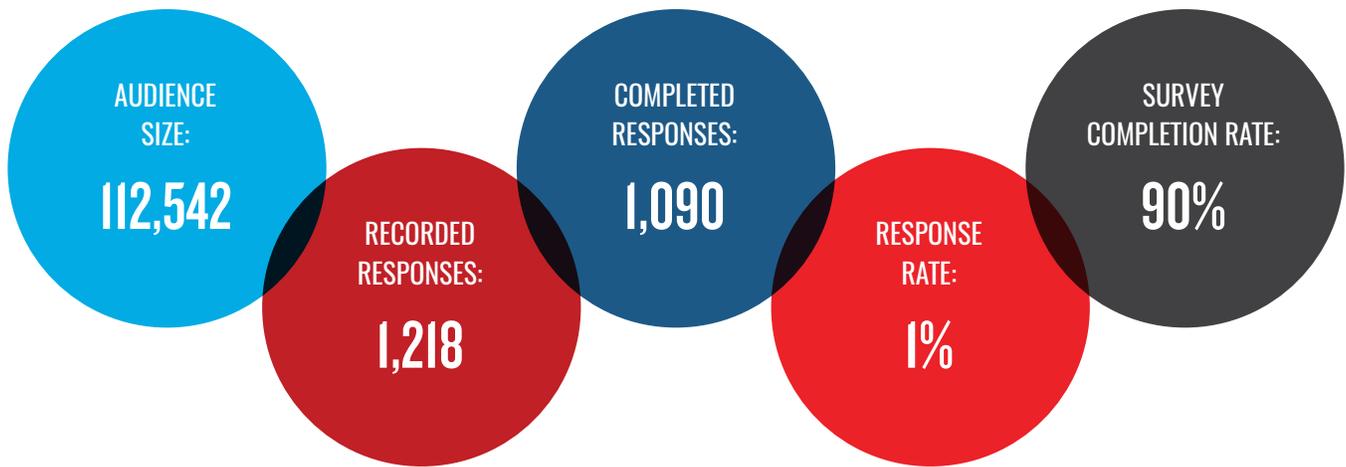
Survey Methodology

SURVEY

Building Literacy Rich Environments

SURVEY TYPE

Cross-sectional online questionnaire

AUDIENCE SIZE:

112,542

RECORDED RESPONSES:

1,218

COMPLETED RESPONSES:

1,090

RESPONSE RATE:

1%

SURVEY COMPLETION RATE:

90%

Participants from this study were registered First Book members, who work in classrooms or programs in which **at least 70 percent of the children** served come from low-income families.
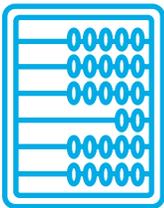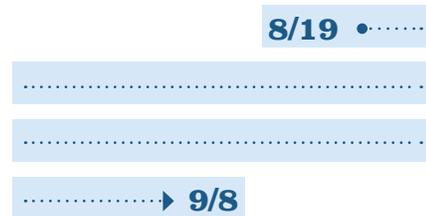
N = 1,090
PARTICIPANTS

8/19

9/8

The survey administration period opened on August 19, 2021, and closed on September 8, 2021. The First Book team programmed this electronic survey in the QualtricsXM platform and distributed it via email.

This study was designed by First Book Research & Insights.

Respondent Demographics

ORGANIZATION TYPE	%	COUNT
■ SCHOOL	95.5%	1,041
■ EARLY CHILDHOOD PROGRAM	3.0%	34
■ NONPROFIT ORGANIZATION	0.5%	5
■ FAITH-BASED ORGANIZATION	0.3%	3
■ CIVIC/COMMUNITY ORGANIZATION	0.2%	2
■ OTHER*	0.5%	5
TOTAL	**100%**	**1,090**

ORGANIZATION TYPE
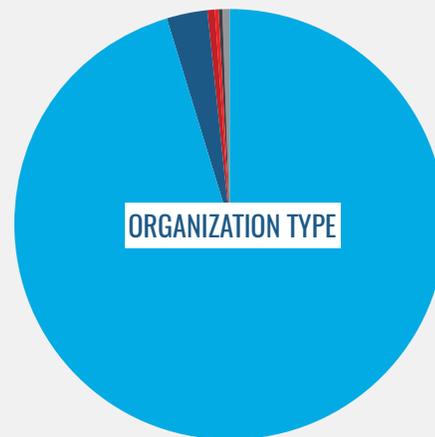
Other: Homeschool, Gifted resource teacher in a pull-out program, Special Education/ Mental Health Facility, A court-ordered school with at-risk students from schools all over our county, Leon County Regional Juvenile Detention Center (Transition)
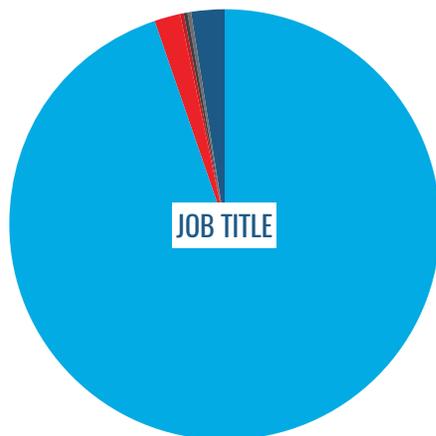

JOB TITLE

JOB TITLE	%	COUNT
■ TEACHER/TEACHER AIDE	94.95%	1035
■ READING SPECIALIST	1.74%	19
■ LIBRARIAN/MEDIA SPECIALIST	0.28%	3
■ PROGRAM DIRECTOR/ADMINISTRATOR	0.28%	3
■ FAMILY ENGAGEMENT SPECIALIST	0.18%	2
■ SCHOOL SUPPORT PERSONNEL	0.18%	2
■ PRINCIPAL/VICE PRINCIPAL	0.09%	1
■ OTHER*	2.3%	25
TOTAL	**100%**	**1,090**

- *Curriculum/Instructional Coach*
- *ELL Teacher*
- *Gifted Coach/Teacher*
- *Head Start Supervisor*
- *Interventionist*
- *Math Specialist*
- *Music Teacher*
- *Parent Educator*
- *Reading Specialist*
- *Special Education Teacher*
- *Teacher Mentor/Staff Development*

RACE/ETHNICITY Select All that Apply	%	COUNT
■ WHITE	71%	769
■ BLACK OR AFRICAN AMERICAN	14%	153
■ AMERICAN INDIAN OR ALASKA NATIVE	2%	23
■ ASIAN	5%	59
■ NATIVE HAWAIIAN OR PACIFIC ISLANDER	1%	9
■ LATINE OR HISPANIC	18%	191
■ MIDDLE EASTERN OR NORTH AFRICAN	2%	20
■ SOUTH ASIAN	1%	13
■ ANOTHER RACE, ETHNICITY, OR ORIGIN	8%	90
■ I PREFER NOT TO ANSWER	5%	57

RACE/ETHNICITY

GRADE LEVELS SERVED
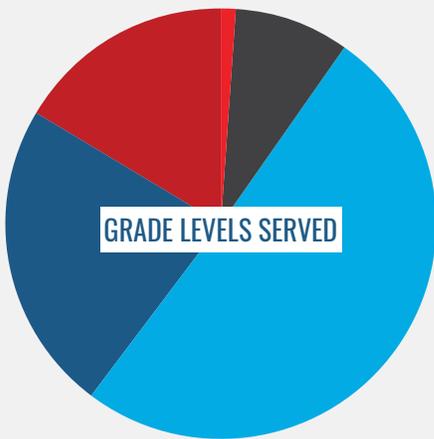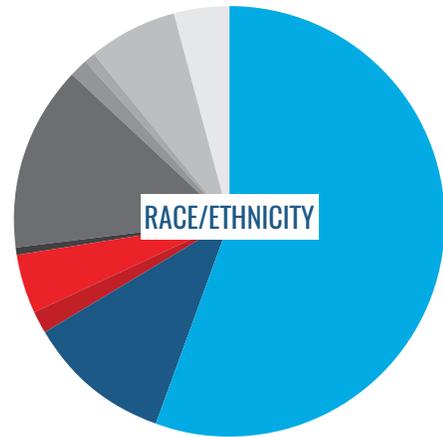
GRADE LEVELS OF CHILDREN SERVED	%	COUNT
■ EARLY CHILDHOOD (AGES: 0-2)	1%	14
■ PRESCHOOL (AGES: 3-4)	10%	110
■ ELEMENTARY SCHOOL (AGES: 5-10)	58%	636
■ MIDDLE SCHOOL (AGES: 11-13)	27%	292
■ HIGH SCHOOL (AGES: 14-18)	19%	205
TOTAL	**100%**	**1090**

GEOGRAPHIC SETTING	%	COUNT
■ URBAN	44.86%	489
■ SUBURBAN	29.82%	325
■ RURAL	24.40%	266
■ INDIAN RESERVATION/TRIBAL NATION	0.55%	6
■ MILITARY BASE	0.37%	4
TOTAL	**100%**	**1090**

GEOGRAPHIC SETTING
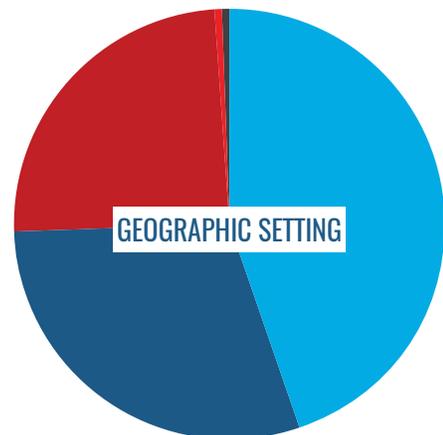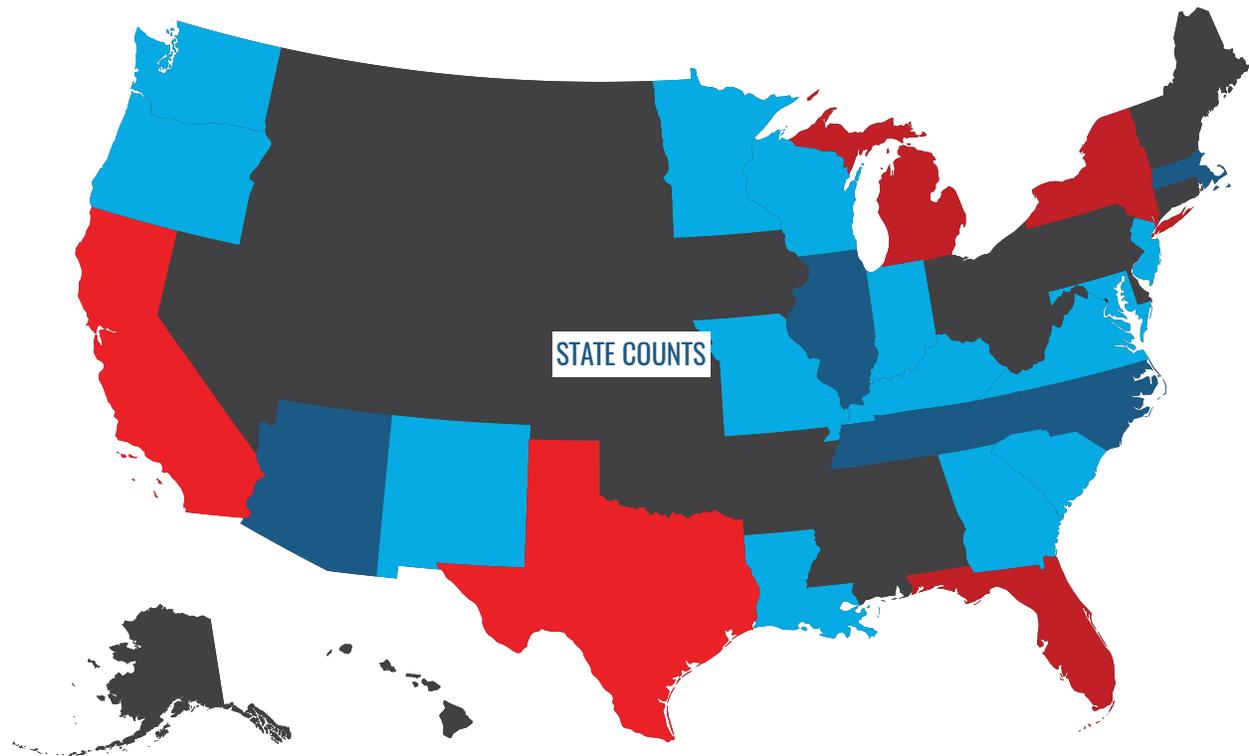
STATE COUNTS

0-10 ■ **11-24** ■ **25-49** ■ **50-99** ■ **100+**

STATE	COUNT
ALABAMA	6
ALASKA	3
ARIZONA	42
ARKANSAS	8
CALIFORNIA	136
COLORADO	7
CONNECTICUT	8
D.C.	1
DELAWARE	2
FLORIDA	58
GEORGIA	24
HAWAII	5
IDAHO	4

STATE	COUNT
ILLINOIS	46
INDIANA	17
IOWA	5
KANSAS	22
KENTUCKY	12
LOUISIANA	11
MAINE	5
MARYLAND	17
MASSACHUSETTS	43
MICHIGAN	53
MINNESOTA	20
MISSISSIPPI	6
MISSOURI	19

STATE	COUNT
MONTANA	1
NEBRASKA	6
NEVADA	4
NEW HAMPSHIRE	3
NEW JERSEY	17
NEW MEXICO	11
NEW YORK	65
NORTH CAROLINA	37
NORTH DAKOTA	3
OHIO	41
OKLAHOMA	6
OREGON	15
PENNSYLVANIA	42

STATE	COUNT
PUERTO RICO	1
RHODE ISLAND	2
SOUTH CAROLINA	19
SOUTH DAKOTA	3
TENNESSEE	25
TEXAS	139
UTAH	6
VERMONT	1
VIRGINIA	24
WASHINGTON	20
WEST VIRGINIA	4
WISCONSIN	14
WYOMING	1