

Understanding ESSA: The New Federal Education Law and How To Access Federal Title IV Funds

Mark Despotakis
Director of Market Development, Progressive Music
Chair, PMEA Advocacy



2018 PMEA Summer Conference



Why do we care so
much about ESSA?



FEDERAL



STATE



LOCAL

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President Lyndon Johnson
And Miss Katie Deadrich
Johnson City, Texas
April 11, 1965

“By passing this bill, we bridge the gap between helplessness and hope for more than five million educationally deprived children.

We put into the hands of our youth more than 30 million new books, and into many of our schools their first libraries.

We reduce the terrible time lag in bringing new teaching techniques into the nation's classrooms.

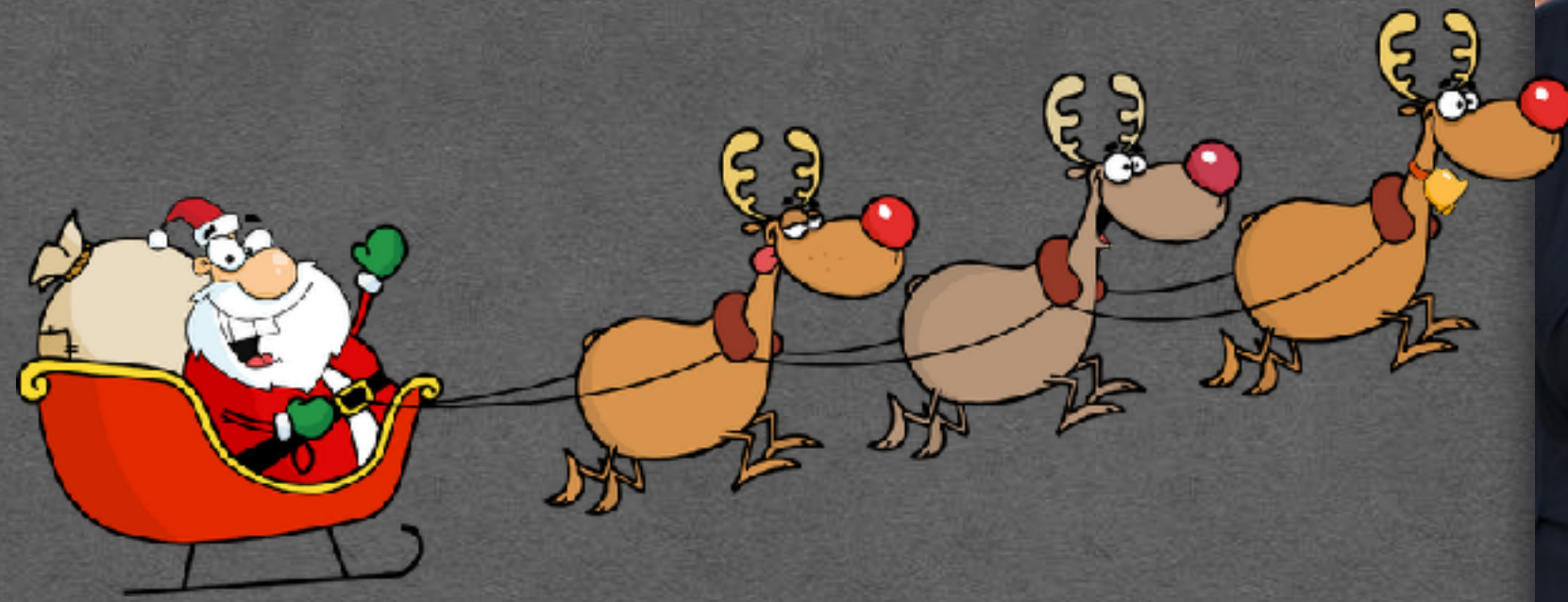
We strengthen state and local agencies which bear the burden and the challenge of better education.

And we rekindle the revolution--the revolution of the spirit against the tyranny of ignorance.

As a son of a tenant farmer, I know that education is the only valid passport from poverty.

As a former teacher--and, I hope, a future one--I have great expectations of what this law will mean for all of our young people.

As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America.”



President Barack Obama
December 10, 2015



- “[T]his bill upholds the core value that animated the original Elementary and Secondary Education Act ... the value that says education, the key to economic opportunity, is a civil right. With this bill, we reaffirm that fundamental American ideal that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make out of their lives what they will.”

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ESEA
1965

- The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing civil rights: **equal access to education for all children.**

NCLB
2001

- ESEA was last reauthorized in 2001 as the No Child Left Behind Act (NCLB), and had many **prescriptive federal requirements.**

ESSA
2015

- The 2015 reauthorization of ESEA, the Every Student Succeeds Act (ESSA), **shifts authority from federal government to states.**
 - ◆ State has authority over standards, assessments, accountability.
 - ◆ State is responsible for enforcing many requirements.
 - ◆ Authority shift is not absolute – some federal requirements remain.

NCLB vs. ESSA

ESSA preserves elements of No Child Left Behind...

- Standards

- Annual assessments

- Accountability

- Requirements to improve underperforming schools

... but allows states and districts more flexibility to use these tools to better leverage federal funds to target student needs

- School improvement

- Teacher support and evaluation

“Well-rounded” Subjects

Title VIII, Section 8002 - Definitions

“(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”

Title IV - Student Support and Academic Enrichment Grants

ESSA eliminated 49 programs

Most are consolidated into Title IV (SSAEG)

Providing students with a well-rounded education

Supporting safe and healthy students

Supporting the effective use of technology

Title IV - Student Support and Academic Enrichment Grants

Allocation

Any district that receives a Title I formula allocation above \$30,000 must conduct a needs assessment:

- 20 percent of its grant on safe and healthy school activities

- 20 percent to provide a well-rounded education

- 60 percent of the money can be spent on all three priorities, including technology. 15 percent technology spending cap for devices, equipment, software, and digital content.

If a district receives an allocation below \$30,000, the law does not require a needs assessment or specific allocations for safe and healthy students or well-rounded education. However, it must spend the money on activities in at least one of the three categories, and the 15 percent technology spending cap still applies.

Title I

Section 1008 – Schoolwide Title I Schools

Defined as Poverty Greater than 40%

Arts and Music as part of whole school reform, including not just academic achievement but school culture/climate

Each Schoolwide school is encouraged to include activities in support of a well-rounded education in its schoolwide plan, which includes music and the arts

Title I funds historically have gone to fund academic interventions to support the tested subject areas of reading and math.

ESSA, however, creates flexibility in terms of how Title I funds can be utilized in a school based on a school's plan

Schools are encouraged to include well-rounded educational activities in their schoolwide plan

Title I

Section 1009 – Targeted Assistance Title I Schools

Targeted programming for identified students at academic risk, which may include:

“using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education”

Traditionally, targeted schools identify students in academic need and funnel their Title I funds to support them in those areas – normally reading and math.

Under ESSA, those funds can support all aspects of a well-rounded education for those targeted students.

Title I

Title I Opportunities for Music and Arts Education

Schoolwide - Music as part of whole school reform, including not just academic achievement but school culture/climate

- Each Schoolwide school is encouraged to include activities in support of a well-rounded education in its schoolwide plan, which includes music

Targeted

- Targeted programming for identified students at academic risk, which may include:
- “using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education” which can include music

Title I

Do you teach at a Title I school?

✓ Schoolwide school:

✓ Can you serve on the schoolwide planning team and can you provide input on the needs assessment?

✓ Can you get music listed in your schoolwide plan?

✓ Is your school open to include music as part of your whole school reform?

✓ Targeted Assistance school:

✓ Do you currently teach the students identified for targeted assistance?

✓ If so, what supplemental offerings could you make available that would support them academically as well as musically?

✓ Who is making these decisions at your school – and can you be part of that team?

Notable Other Parts of ESSA

Titles I, II and IV allows for professional development.

“Well-rounded” means arts educators can be a part of this professional development

Include your voice in district level discussions when districts discuss how to spend federal dollars on PD

Come to the table knowing what support you need as PD

ESSA speaks to the need for strong content-knowledge for educators

Protection from Pull-Outs

Section 1009 (Targeted Assistance Programs) - (ii) “minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part”

Same as in NCLB - the law has frowned upon, and continues to frown upon, removing children from one subject to receive remedial instruction in another



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Pennsylvania ESSA Plan

Good News

Reduction in standardized testing

Could result in two days less of testing time

Reduce the amount of time students spend taking the test by an average of 20 percent to 25 percent depending on their age

Began in spring 2018



Pennsylvania ESSA Plan

Future Ready PA Index

Replaces SPP

Dashboard Approach

- Emphasizes student growth measures
- Eliminates the unequal weighting of content areas from previous school report cards;
- Measures chronic absenteeism;
- Includes indicators of student success after graduation;
- Adds measures for student access to well-rounded and advanced course offerings, such as Advanced Placement (AP), International Baccalaureate (IB), dual and concurrent enrollment, and career and technical education (CTE) programs of study;
 - Incentivizes schools to offer career pathways that culminate with high-value, industry-recognized credentials; and
- Recognizes schools for reducing the percent of students scoring at the Below Basic level.

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Pennsylvania ESSA Plan

▶ Future Ready and Federal Accountability

- Pennsylvania, like most states, has historically had multiple accountability and data reporting systems, for different purposes.
- Beginning in Fall 2018, proposed components of the various systems
 - Public Facing Report Card – Future Ready PA Index
 - Federal Accountability – Select indicators from the Future Ready PA Index used to identify CSI and TSI schools as required by ESSA
(Comprehensive and Targeted)
 - Educator Evaluation – Building level score as required by Act 82 using current formulas and weightings identified in regulations; not part of Future Ready PA Index



Pennsylvania ESSA Plan

Accountability Metrics

Areas required under ESSA

Reading/math proficiency (Percent proficient or advanced ELA & Math)

Graduation rate

Growth (PVAAS)

English language proficiency

"Fifth measure"

PA has proposed chronic absenteeism and college/career readiness

Career planning benchmarks at 5th, 8th and 11th grades

Language in the plan points very much using CTE as the benchmark

We have asked PDE to clarify how these indicators can be used for all subject areas

We already KNOW how the arts fit into these areas!

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Pennsylvania ESSA Plan

Pennsylvania Title I Consolidated Application

- Notes “Well-Rounded” As Use for Title I funds in first sentence
- Specifically asks if the LEA will minimize students being pulled from classes
- Music teachers may find ways to get PD to maximize Title I funds



Pennsylvania ESSA Plan

Title IV: SSAE: Student Support and Academic Enrichment Grants

Possibly the area where we can be most successful for arts education

Federal level funding issue

\$1.65 billion

\$400 million FY17

\$1.1 billion FY18

~\$1.2 billion FY19 proposal

SUPPLEMENTAL FUNDS



Pennsylvania ESSA Plan

Title IV: SSAE: Student Support and Academic Enrichment Grants

Money is to be spent in three areas:

- Well-rounded education - emphasis on supporting access
- Safe and healthy schools (Evidence Based By Law)
- Effective use of technology (Evidence Based By Law)

Title IV - Student Support and Academic Enrichment Grants

Allocation

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Pennsylvania ESSA Plan

Title IV: SSAE: Student Support and Academic Enrichment Grants

PDE Plan Priority:

1. Ensuring Well-Rounded, Rigorous, and Personalized Learning Experiences for All Students
 - a. Increasing Participation in Advanced Coursework for All Students
 - b. Promoting Equitable Access to STEM Education
 - c. Supporting Meaningful College and Career Pathways



Pennsylvania ESSA Plan

“The Department will support LEAs’ in their efforts to ensure that all students have access to opportunities to participate in the arts and music, and other disciplines that spark joy and creativity, and connect students’ talents and interests with opportunities to serve the needs of their communities. The Department will also continue to work with stakeholders to identify opportunities to meet this goal through the implementation of ESSA.”



Pennsylvania ESSA Plan

Title IV: SSAE: Student Support and Academic Enrichment Grants

- PDE encouraging LEA's to find ways to consolidate use of funds due to high interest in funds and small amount
- Many districts don't know what funds are for
- Ask your administration about the funds (you can see what your district receives on PDE website)



Pennsylvania ESSA Plan

Federal Consolidated Application

Detailed Analysis at pmea.net

Districts are required to submit this each spring for the next school year

Needs Assessment (Won't always know a dollar amount)

AREAS TO EXPLORE IN YOUR NEEDS ASSESSMENT

Musical Instruments

Sheet Music

General Music Supplies/Text Books

Performance Space Upgrades

Music Technology (Computers, tablets, software)

Curriculum Materials

Content Area Specific Professional Development

Additional Music Courses (Adding a piano or guitar class)

Music Related Field Trips

Conference





Pennsylvania ESSA Plan

Start asking now!



Pennsylvania ESSA Plan

Use NAFME's Opportunity To Learn Standards

Other Subject Areas Want The Money Too!

School Safety - new pot of money in PA

Since Money Can Be Combined, It's Important to Make A
Compelling Argument

Consolidated Application Lists "Music and Arts Programs"

PDE Awards Funds During The School Year

PDE Monitors Use Of Funds

Keep Asking As Long As ESSA Is The Law Of The Land

Key Takeaways

- Reduction in testing time
- Future Ready Index
- Title IV Funds
- Find OTL standards nafme.org
- Title I Funds
- Ask Your Admin about when apps are due and how you can participate

Scenario #1

Shanna - Assistant Superintendent - in charge of grant writing and federal/state funds administration

Tina - Music Booster Parent

Mark - Music Booster Parent

Scenario #2

Shanna - Elementary General Music Teacher

Tina - Middle School Instrumental Music Teacher

Mark - Elementary School Principal

Scenario #3

Tina - General Music Teacher

Shanna - General Music Teacher

Mark - Community Member with a music business

Questions or comments?

Mark Despotakis
Progressive Music

Director of Market Development
mark.despotakis@progrmusic.com