ESSA at the Local Level

December 5, 2017
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NAfME Public Policy Staff

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**ESSA - Well-Rounded Funding**

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The Federal Budget

Despite non-binding and not law, the federal budget still plays an important role by setting spending level caps for appropriators to draft their respective appropriations bills.

Earlier in 2017, Congress started the process “backwards” by drafting appropriations bills for FY 2018 without agreeing on a budget resolution.

However, because Congressional Republicans are eager to tackle tax reform, Congress must agree on a budget to pursue a legislative process called “reconciliation,” which allows Congress to expedite the process of certain budget provisions, like tax reform, by simple majority in both houses.

How Does This Affect Education Funding?
By adopting a budget, the proposed appropriations bills from the House and the Senate may be benign, as spending caps could change drastically.

If the discretionary spending caps are raised from a budget deal, there is potential for Congress to invest more in education funding.
FY 18 Approps - What Next? (update as needed)

➢ House leaders have yet to negotiate a politically feasible compromise with the Senate and — in particular — with Senate Democrats who can block spending bills on procedural votes.

➢ Congress has cleared a spending patch (CR) that will continue federal funding at current levels through **Dec. 8**, when leaders hope to have reached a bicameral deal.

➢ This needs to get done by Dec. 8 — but tax reform also needs to move quickly.
  ➢ Likely to see a new CR to forestall having to finish the budget until sometime in early spring
Tax Reform

529 Savings Account Expansion to K-12 Schools
Sen. Ted Cruz (R-Tex.) introduced an amendment that would allow parents to use tax-free 529 college savings accounts (currently can only be used for higher education expenses) to pay for public school expenses, as well as tuition for private K-12 schools.
• Parents could spend up to $10,000 a year from those accounts.
• The House has the same provision.
• This will likely stay in the final bill.

Teacher School Supply Deductions
• **House**: Eliminates a $250 tax deduction for teachers who spend their own money on classroom supplies
• **Senate**: Saves the deduction, it doubles it, to $500.

It is unclear what will happen to the provision as the bills move to reconciliation.
Questions
### ESSA State Plans - First Submissions

**From First Round:**

1. Advocacy works
2. Majority of states = including music/arts education within the accountability system or school report cards.
3. Strong music/arts plans accepted by the ED: Louisiana, Massachusetts, District of Columbia

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ESSA State Plans – 2\textsuperscript{nd} Round

- Advocacy is clearly evident
  - Support for music/arts from stakeholders acknowledged in almost all plans
- A wider variety of places where music/arts/well-rounded show up in the plans

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ESSA State Plans – 2nd Round

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- School Improvement
- Homeless C&Y
- 21st Century Community Learning Centers

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ESSA State Plans: What Next?

• State Work isn’t done
  • Low expectation of guidance from ED
  • Therefore, guidance from states will matter more now than ever
    • Role of states in “enforcing” ESSA
    • Important advocacy work continues here – ongoing relationship building

• What will the accountability models look like?
  • NAfME working with states that have included music/arts access and participation data within their state accountability systems
  • Looking to share models and learn from one another
Questions
How do federal funds get to my school?

• Federal allocations based on funding formulas in the law
• Allocations go to the states
• State education agencies (SEAs) allocate funds to districts
  • Based on the law’s funding formula
  • Based on state law
• Districts apply for the funds
  • Allocate across schools (or not!) based on program law, rules and guidance
  • Can be via a state level competition – e.g. some states with Title IV Part A
• Funds are distributed via the state education agency
"(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 I-A Funding Overview: $15+ Billion annually

- **Focus**: providing supplemental funds to schools in poverty to support the needs of their students. Focus now on Basic Programs offered by the LEA/district (title change)
- **What it funds**: Historically reading/math interventions; whole school reform. Now open to well-rounded education opportunities for both Schoolwide and Targeted Assistance structures
- **How funds are distributed**: Annually by each state to each district meeting poverty criteria through complicated funding formula based on U.S. Census Poverty with greater weights for certain categories. Districts then allocate funds to eligible schools after determining district level set asides in rank order of poverty (free/reduced lunch counts)
Title I-A Funding: Schoolwide Schools

- **Focus**: Embracing whole school reform to benefit all students in a high-poverty school (at least 40% poverty).
- **Schoolwide plan**: Schoolwide schools must create a schoolwide plan outlining their chosen whole school reform model (which can include music/the arts) and a variety of specific plan pieces outlined in the law, including parental/community engagement, student supports, and scaffolding for students entering/leaving the school (think PreK – Post-Secondary pipeline).
  - Teachers must be included in the creation of the schoolwide plan.
- **In a Schoolwide school, ALL students are Title I students.** All teachers are Title I teachers. Intent is to **fund the schoolwide plan using ALL funds available** to the school (local, state, federal).
Title I-A Funding: Targeted Assistance Schools

- **Focus**: Providing focused interventions to help academically struggling students.
- **Ranked Order List**: All students in a targeted assistance school are ranked order in terms of academic achievement using multiple metrics but focused on state level achievement tests in reading and math. The students which rank the lowest in terms of achievement are served by the Targeted Assistance Title I funds.
  - A line is drawn indicating students receiving services, and those that are not.
- **Both NCLB and ESSA frown upon targeted assisted students being pulled from your class to receive remediation**
  - Emphasis is on expanding learning time – weekends, before/after school and summer
Title I Needs Assessment

- School by school
- District level, too

1. **Assess** LEA and School Needs for serving academically at risk students
2. **Plan** to address any areas needing support
3. **Apply** for Title I funds to provide support
4. **Implement** changes utilizing Title I funds
5. **Evaluate** if the needs were met and/or changes are needed for next year
Title I-A Funding: Opportunities for Music Education

Section 1008 – Schoolwide Title I Schools (Poverty > 40%)

- **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**

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**” which can include **music**
Title I-A Checklist: Opportunities for Music Education

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?
Title II-A Funding Overview: $2.4 billion annually

- **Focus**: Preparing, Training and Recruiting High Quality Teachers, Principals, or Other School Leaders
- **What it funds**: Traditionally focused on professional development; now a listing of 21 fundable activities at the state level; 16 at the district level. Professional development still an option and where most funding will go at district level
- **How funds are distributed**: Annually by each state to each district through funding formula with heavier weight given to districts with higher poverty; and that weighting grows over time. Funds traditionally spent at the district level, not school site level.
Title II-A Overview

- **No more Highly Qualified Teacher requirements**
  - Not part of ESSA, so no longer part of federal education law
  - Teachers teaching in Title I schools must still meet state certification/qualification requirements
- **Professional Development still fundable under Title II-A**
  - Most likely continued emphasis of funds at district level
- **States are no longer required to have a teacher evaluation system which includes measures of student growth**
  - Most states, however, now have this requirement written into state law/statute.
Title II Needs Assessment

- District level

Assess LEA and School Needs for developing district and school staff

Evaluate if the needs were met and/or changes are needed for next year

Implement changes utilizing Title II funds

Plan to address any areas needing support

Apply for Title II funds to provide support
Title II-A Checklist: Opportunities for Music Education

✓ Are you or other music educator leaders part of your district’s professional development planning team?
✓ Have you and your colleagues assessed your needs as music educators – to share with your district team?
✓ Do your school administrators understand the unique needs of music educators regarding professional development?
    Sometimes exactly the same isn’t equitable... e.g. school-site PD
✓ Are funds available for music educator professional development?
Title IV-A Funding Overview

• **Focus**: 21st Century Schools – Student Support and Academic Enrichment (SSAE) Grants

• **What it funds**: 3 areas: Educational Technology; Safe and Healthy Students; and **Well-Rounded Education**.
  - *First two must spend dollars on evidence-based programs; well-rounded education language is about access for all children; evidence-basis not required*

• **How funds are distributed**: Annually by each state to each district through funding formula based on funding allocations to districts from Title I, Part A, Subpart 2. Funds spent at the **district level**, not school site level.
Title IV Needs Assessment

Sec 4106. – Local Educational Agency Applications

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d)
Needs Assessment
Over/Under $30K

Over/Under $30,000 Rule:

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

• If a district receives an allocation below $30,000, the law DOES NOT require a needs assessment or set aside percentages for well-rounded and safe and healthy students programs. Under these circumstances, districts must spend money on activities in at least one of the three categories. The 15 percent technology purchase cap would continue to apply.
Title IV Needs Assessment

Assess LEA and School Needs for Well-Rounded Education including Music Education

Evaluate if the needs were met and/or changes are needed

Plan to address any areas needing support including Music Education

Implement changes utilizing Title IV funds

Apply for Title IV funds to provide support including for Music Education
ESSA, States and Title IV: Compete or Not Compete?

Underfunding Leads to Optional Language...
Despite being authorized at $1.65 billion, the block grant only received an allocation of $400 million in FY 2017.

Because of its low appropriations level, Congress included language that allowed states to allocate money to districts on a competitive basis so that they could receive larger allocations and make meaningful investments.

Of the 50 states, nine have chosen to utilize the competitive option: IN, NE, NV, NH, NM, NY, OK, UT, and MN.
Competition Requirements

Congress also issued several requirements for States choosing to issue by competition:

1. State competitions must preserve the “20-20-60” integrity of the “buckets”
   • Example: A state receiving $1 million would have spend at least $200,000 in safe and healthy, $200,000 in well-rounded, and $600,000 for any or all three of the buckets.

2. States have discretion in deciding what to do with the 60% “bucket,” and what districts apply for. States can be extremely specific or vague for this category.

3. A school districts can apply for one, two, or all three of the buckets and must complete a needs assessment prior to applying to receive funds from the state.

4. States must give priority to high-need districts and ensure geographic diversity among subgrant recipients representing rural, suburban, and urban areas.

5. States can increase the technology infrastructure cap by 10 points to 25%. (A 15% cap on infrastructure spending remains if states allocate the dollars by formula).

6. The minimum competitive grant award is $10,000 and the award duration is one year.
Hybrid Competition Models

**Massachusetts** is planning to allocate the money by formula, but any unclaimed funds could be awarded through a competition.

**Rhode Island** will distribute the money out by formula, but would like to direct as much towards two standing priorities: *early literacy and advanced coursework*.

**Hawaii**, a state that has only one school district, is planning to roll the money into *Title II*, the main federal program dealing with teacher quality.
Distribution Timing for Title IV

Already Distributed (7): AK, GA, KS, ND, PA, MO, VT

In Progress Now (8): LA, ME, MA, MD, OH, SD, TX, WA (2/3 districts received)

Process by Year's End (9): CT, DE, FL, IN, MI, MS, NM, NE, NH

January-June 2018 (4): OK, SC, UT, NV

July-September 2018 (1): AR

No Data (4): CO, NY, MN, RI

No Distribution Date Yet (16): AL, AZ, CA, IL, IA, ID, KY, MT, NJ, NC, OR, TN, VA, WV, WI, WY

Transferring Funds (1): HI
Title IV, Eligible Use of Funds

- The **Opportunity-to-Learn (OTL) standards**
- Each category provides OTL standards or indicators describing “**basic**” or “**quality**” music education programs.
- **Title IV, OTLs & You Webinar Archive!**

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All Federal Funding Requests: A Reality Check

- Limited amount of funds
- Supplemental funding – can’t replace funds already available
- Large list of requests – not just music education requests

- Be Polite, Be Accurate in your Needs Assessment, Be Collaborative
Questions
Grassroots Action
Raise the Caps - Thunderclap

What is Thunderclap?
Thunderclap is a grassroots advocacy tool used to amplify messages on social media at a set specific time.

- You can sign up your Facebook, Twitter, and Tumblr for Thunderclap Campaigns!
Your Next Steps
What can you do next?

Federal Level
• Keep an eye on the federal appropriations
• NAfME will send out an alert if we need grassroots support – especially for Title IV, Part A!

State Level
• Know your ALF member: nafme.org/advocacy/advocacy-leadership-force/
• Continue to engage with your state – encourage music-friendly guidance for ESSA
What can you do next?

Local Level
• Identify who in your district is in charge of ESSA Funds
• Get involved in the planning process for ESSA funds
  • District level (work with music supervisor?)
  • School Level
• Review the Federal Funding Fact Sheets created by NAfME
  • [https://nafme.org/advocacy/ESSA/](https://nafme.org/advocacy/ESSA/)
• Consider doing an OTL Needs Assessment review for music education in your school district
  • [https://nafme.org/my-classroom/standards/](https://nafme.org/my-classroom/standards/)
• Ask questions - and bring ideas to the table
Questions
As always, music educators can complete a short quiz after the webinar to receive recognition for professional development valued at one contact hour.

bit.ly/LocalESSA

**Bit.ly links are CASE SENSITIVE**