ESSA’s First Year in Action
What to Know & What Has Changed?

May 24, 2017 7:00 p.m. EDT
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Introductions

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ESSA at the Federal Level
December 2015-present: U.S. Department of Education begins the regulatory process to implement ESSA; NAfME engages with DOE on priority areas for music education via both regulation and non-regulatory guidance

2016-2017 School Year: Congress appropriates ESSA funds for the first time in FY17

2017-2018 School Year: ESSA is implemented for the first time in the nation’s schools

December 10, 2015: President Obama signs ESSA into law

Spring-Fall, 2016: US Department of Education begins work on regulations, rules and guidance related to the new law

Summer, 2017: Congress works on FY18 appropriations for ESSA; ED reviews state level ESSA plans; ED provides webinars/other guidance
Federal Rules, Regulations, and Guidance

• New administration = new day regarding federal oversight
  o Secretary of Education Betsy DeVos has signaled that ESSA moves decision-making to the state level
• Congress has been supportive of this via Congressional Review Act
• No standing rules/regulations for ESSA
  o May see some for alternative assessments for special learners
• Limited guidance from the Department continues to be expected moving forward
The Congressional Review Act (CRA) is an oversight tool for Congress that offers a check on federal agencies:

- If exercised, the law allows Congress a **60 day period** to conduct a review of major any rules or regulations issued by Executive Branch agencies that have yet to be implemented.
- If agreed upon by a majority, members of Congress may **overturn** a rule or regulation.
- Once overturned, that **rule can not be revised or recreated** without consent of Congress or new authorization of the underlying law.
The Congressional Review Act
What Does This Mean for Music Ed?

Teacher Preparation
Although NAfME and our members from higher education institutions believe in accountability for educator preparation programs, these rules are overly standardized, overly prescriptive, and will be too costly to implement.

- NAfME formulated a legislative request that strongly supported Congress exercising the CRA to remove these regulations.

ESSA Accountability
In August 2016, NAfME submitted comments to the Dept. of Education, which expressed concern on the narrow definition of accountability indicators, which may unintentionally reduce student access to music and arts due to being heavily weighted on tested subjects.

- NAfME suggested to broaden the definition and include measures “likely to increase student access to and participation in well-rounded education subject areas.”
- Unfortunately, this suggestion was not included in the final version of the rules.
On Thursday, May 4th, President Trump signed the FY17 omnibus Appropriations bills from Congress

What Does This Mean?

• The federal government is now funded through September 30, 2017
• The National Endowment for the Arts and the National Endowment for the Humanities WERE funded – and even saw slight increases ($2 million for the NEA)
• Congress (overall) ignored President Trump’s additional requests for FY17
Overall, the Department of Education will receive $68.2 billion in funding, which is a $1.7 billion cut from FY16.

ESSA funds will begin going to the states with the start of the 2017-2018 school year now that the appropriations process is completed.

Title IV, Part A
- While NAfME and the Roundtable worked to fully fund Title IV, Part A at $1.65 billion, Congress only funded Title IV, Part A at $400 million for FY17.

<table>
<thead>
<tr>
<th>Federal Education Programs</th>
<th>FY17 Omnibus Appropriations</th>
<th>FY16 Enacted</th>
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<tbody>
<tr>
<td>Title I, Part A</td>
<td>$15.460 billion</td>
<td>$14.910 billion</td>
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<td>Title II, Part A</td>
<td>$2.056 billion</td>
<td>$2.350 billion</td>
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<td>Title IV, Part A</td>
<td>$400 million</td>
<td>$1.65 billion (authorized)</td>
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<td>Arts in Education</td>
<td>$27 million</td>
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NAfME expresses deep concern and disappointment with Title IV’s funding level of $400 million

- SSAE is one of the new opportunities created within ESSA that may used to provide states and school districts supplemental funding to three broad areas:
  1. Providing students access to a well-rounded education (e.g. music and arts),
  2. Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and
  3. Supporting the effective use of technology (professional development, blended learning, devices).

Such a low level of funding prevents schools from making meaningful investments in critical areas of need, such as providing a “Well-Rounded Education.”

States now have the option to allocate their Title IV funds through a state-level competitive grant, opposed to formula.

- This undermines the flexibility that Congress had originally intended for states and districts.
IF a state chooses to allocate their Title IV funds via a competitive grant, it must be done under the given circumstances:

- The grant is awarded in a manner than ensures geographic diversity by distributing to rural, suburban, and urban areas.
- At least 20% of funds are distributed to districts for well-rounded programs, 20% for safe and healthy programs, and the remaining 60% for any or all three of the programs (safe and healthy, well-rounded, technology).
- A school district can apply for one, two, or three of the set-aside “buckets” of funding, and must complete a needs assessment as part of the application process, in order to receive funds from the state.
- The minimum grant award is $10,000 and the duration is only for one year.
- There is a 25% cap on technology infrastructure purchases; if a state chooses to distribute the grant by formula, the original 15% cap on technology remains.
2018 Budget: Title I and School Choice

• **Title I, Part A** – $15.9 billion ($1.0 billion increase)
  It is important to note that the funding increase would strictly be dedicated towards *portability*, where the funds would follow a low income student to a public school of his or her choice, which may not necessarily be a school that currently receives Title I funding. See School Choice section below.

• **School Choice** – $1.4 billion
  The proposal provides a $1.4 billion increase for school choice programs, with plans to ramp up to $20 billion over time. This funding is comprised of several funding increases, including:
  • **Title I** – An additional $1.0 billion dedicated to portability
  • **Private School Choice Program** – $250 million
  • **Charter Schools** – $168 million
2018 Budget

- **Individuals with Disabilities Education Act (IDEA)** – $13.0 billion (level funding)
- **21st Century Community Learning Centers** – Eliminated ($1.2 billion for after school programs)
- **Pell Grants** – $22.5 billion ($3.9 billion surplus rescinded)
- **Title II, Part A** – $0
- **Title IV, Part A** – $0
- **Arts In Education** – $0
Elimination of the NEA and NEH
The President’s budget also proposes to eliminate funding for both the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH).

The National Association for Music Education (NAfME) whole heartedly supports the NEA and NEH, and advocates for their continued funding as they provide significant attention and support for the broader music and arts community. See more in our statement here.

Take action on NEA and NEH? Visit https://www.votervoice.net/ARTSUSA/Campaigns/47344/Respond
• Budget proposal would hold funding flat for HBCUs compared to spending levels over the first half of fiscal 2017.

• Maintains funding for Pell Grants for students in financial need, but it would eliminate more than $700 million in Perkins loans for disadvantaged students.

• Nearly halves the work-study program that helps students work their way through school, cutting $490 million.

• Ends loan forgiveness for public servants. Enacted in 2007, was designed to encourage college graduates to pursue careers as social workers, teachers, public defenders or doctors in areas of need.
Will continue to support fully funding:
- Title I-A
- Title II-A
- Title IV-A – the new block funding grant

Focus of Hill Day 2017 (June 29, 2017)
Annual NAfME Hill Day: June 29
Questions?
ESSA at the State Level
December 2015-present: State Departments of Education begin reading the law and determining who will be in charge of what pieces.

2016-2017 School Year: States begin to finalize their ESSA plans using feedback from their stakeholder convening; work may begin again with newly elected leaders in the state legislative and executive branches.

2017-2018 School Year: States submit plans and begin fully implementing ESSA, including requiring ESSA plans and fiscal applications from school districts.

December 10, 2015: President Obama signs ESSA into law.

Spring-Fall, 2016: States begin holding stakeholder meetings and drafting ESSA state plans for consideration by the public, state lawmakers and the Governor.

Summer, 2017: First ESSA plans are sent to the federal ED for review; 70% of states continue to work on plans for September Submission.
Your state is creating its ESSA State Plan now!

Is music education included in your state plan?

Match your state’s draft to NAfME’s template found on NAfME’s Everything ESSA (bit.ly/EverythingESSA)

Music and Arts Education Opportunities within ESSA State Planning
On Monday, April 3, states began to submit their plans for how they will use their ESSA funding within their state boundaries.

- NAfME has reviewed the first 13 submitted plans
- You can find our analysis on the Advocacy Bulletin.
60% of state plans include music/arts education within the accountability or state reporting systems.

Connecticut, District of Columbia, Illinois, Louisiana, Michigan and Massachusetts as part of the accountability system for ESSA.

- Under the “5th Additional Indicator”
- Focus is on music/arts access and participation rates – part of state data systems
- NAfME and state level music education advocates have focused on this area since ESSA was signed into law

New Jersey and Nevada include access and participation rate data for music/arts education within the state report card system under ESSA.

- NJ is veteran player here; NV basing their system off of NJ
70% of states talk about the importance of music and arts education within their state plans for Title IV, Part A.

Several states call out that Title IV funds can be used to right inequities in access to music and arts education (Michigan); others call out the need to support districts and schools in making local decisions based on their local needs (New Mexico).

Four states specifically list music and arts education as part of what their 21st Century Community Learning Center programs fund and support. These are after-school or out-of-school programs, and were first funded under No Child Left Behind.
States also included mention of music and arts education in other areas of the ESSA plans, including:

- Music/Arts included in the review of supports needed for schools identified for improvement
- Supports for Homeless Children and Youth
- Supports for professional development for all educators, including those teaching in the well-rounded education subjects
What we know:
1. Advocacy works
2. Majority of states = including music/arts education within the accountability system or school report cards.

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ESSA Advocacy Work: State Plans

State has a submitted plan?

• Look to see if music/arts education is included in the plan (see NAfME analysis)
• Thank your state if music/arts is included
• Determine next steps to support state in their work
State hasn’t submitted yet?

- Review the NAfME analysis – any great quotes, language or ideas from other states that have already submitted?
- Make certain you know what your state is doing to gather feedback. You can find your state’s ESSA webpage here.
- Share those ideas as a stakeholder
ESSA Advocacy Work: State Title IV Decisions

State determines to fund as block funds or competitively

1. Determine who is in charge of Title IV, Part A for your state
2. Inquire as to what the state plans to do re: competitive or block funding?
   • Ask how music education will be included if in a competitive system?

NAfME will share what we learn regarding state plans.
• Watch for updates from us for this important information
• And share what you learn!
Questions?
Timeline: Implementation of ESSA – Local Level

2016-2017 School Year: Districts and district leadership begin to examine the new law to determine what they need to do for implementation in School Year 17-18. Districts participate in the stakeholder conversations with the state.

Summer, 2017: Districts begin to build their ESSA plans, and do their needs assessments for Titles I, II and IV.

December 10, 2015: President Obama signs ESSA into law.

Spring-Fall, 2016: States begin holding stakeholder meetings and drafting ESSA state plans for consideration by the public, state lawmakers and the Governor.

2017-2018 School Year: Districts submit their plans and funding requests to the state. Districts implement ESSA for the first time.
ESSA at the Local Level

Summertime = Needs Assessment and Planning

• Districts will determine where to place emphasis in their ESSA plans and fiscal applications
  • Will music education be included?
• Music can be part of a school level Title I plan, or district level Titles II and IV plans
  • You can learn more about the different funds in our Federal Funding Facts webinar, archived here.
Title IV: 21st Century Schools – Student Support and Academic Enrichment (SSAEG) Block Grant

New flexible block grant titled Student Support and Academic Enrichment Grants (SSAEG), which was created under Title IV, Part A.

SSAEG may be used to provide states and school districts supplemental funding in three broad areas:

1) Providing students access to a well-rounded education (e.g. music and the arts),
2) Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education)
3) Supporting the effective use of technology (professional development, blended learning, devices).

4) NEW: COMPETITIVE FOR NEXT SCHOOL YEAR – CHECK WITH YOUR STATE
The **2015 Opportunity-to-Learn standards** provide guidance for several key areas that are necessary for providing a proper music education to American students.

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<th>Areas Addressed</th>
<th>Each category provides OTL standards or indicators describing “basic” or “quality” music education programs.</th>
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GET INVOLVED!

• Now is the time to ask questions about what your district is doing with ESSA
  • How will music education be included?
  • What can you do to help make this happen?
    • Volunteer to be part of the plan writing team, or needs assessment committee
• Share what you know – and share NAfME resources with your administrators
  • They may still be learning about the law themselves!
Advocacy Resources
Public Policy Hub

http://www.nafme.org/advocacy/public-policy/

"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, P.E.R.C., 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.

EVERYTHING ESSA
LEARN WHAT THE NEW FEDERAL EDUCATION LAW MEANS FOR MUSIC TEACHERS AND STUDENTS
#MusicStandsAlone

RULES AND REGS
LEARN ABOUT RULES AND REGULATIONS FROM THE U.S. DEPARTMENT OF EDUCATION THAT IMPACT MUSIC EDUCATION

PUBLIC POLICY HUB
LEARN ABOUT THE PUBLIC POLICY ISSUES THAT NAFME ADVOCATES FOR!
Here you will find different ways on how YOU can:

- Support Music Education in Federal Education Policy!
- Be Involved With the Legislative Process!
- Engage Your Members in Congress!

bit.ly/NAfMEgrassroots
Questions?
The NAfME Policy Shop

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Thank you!