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6. Closing – Next Webinar
Introductions

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What are major federal education funds?

• Role of federal funds in public education
  • 50 years old

• To provide supplemental support for high needs areas
  • ESEA – poverty-stricken communities
  • IDEA – special-needs communities
  • Perkins – high-cost vocational programs
How do these funds get to my school?

- Federal authorization of program
  - Reauthorization of ESEA as ESSA – December 10, 2015
- Federal appropriations for the program
  - Currently ongoing for ESSA
- 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
- Funds are distributed via the state education agency
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: States and districts begin needs assessments required under ESSA. States create and submit their ESSA plans for federal approval.

2017-2018 School Year: States approve district plans for ESSA and begin funding Titles I, II and IV-A.

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

Spring-Fall, 2016: States begin process of gathering feedback on ESSA from stakeholders. Many states hold meetings to hear from the public.

Summer, 2017: Districts finalize needs assessments and write plans for Titles I, II and IV-A, including funding requests.
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 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
  • Under ESSA, School Improvement Grants (SIGs) have been lumped into Title I–A and includes a 4%-7% set-aside to fund SIGs from each state’s Title I allocation.

• **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 Assessments”

- School by school
- District level, too

**Assess** LEA and School Needs for serving academically at risk students

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

**Plan** to address any areas needing support

**Implement** changes utilizing Title I funds

**Apply** for Title I funds to provide support
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**
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 I-A Funding Scenarios

• Music program at a Title I schoolwide school where RTI (Response to Intervention) is the school reform model. Music educator is interested in adapting curricular materials from 2nd and 3rd grade classrooms into songs the students write and perform. Would the technology and paper supplies be fundable under Title I for this project?

• Music program at a Title I targeted assistance high school would like to hire an additional music coach for the marching band. Would this be fundable under Title I?
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.
• 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. Unclear how many will change this
  • ... but NY and others are in process of doing so!
• District level

**Title II “Needs Assessments”**

- **Assess** LEA and School Needs for developing district and school staff
- **Plan** to address any areas needing support
- **Evaluate** if the needs were met and/or changes are needed for next year
- **Implement** changes utilizing Title II funds
- **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?
• Music teachers are interested in learning more about an “El Sistema” program available in a nearby state. Could the teachers go and visit the program to learn more and possibly implementing it in their district?

• Music teachers in a medium sized district (10 schools) want to meet as a team during PLC sessions instead of stay at their own schools. Doing so would cost transportation funds. Could Title II-A pay for the transportation?
Title IV-A Funding Overview

• **Title IV-A**
  • **Focus**: 21st Century Schools – Student Support and Academic Enrichment 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.
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)
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 Assessments”

1. **Assess** LEA and School Needs for Well-Rounded Education including Music Education.
2. **Apply** for Title IV funds to provide support including Music Education.
3. **Plan** to address any areas needing support including Music Education.
4. **Implement** changes utilizing Title IV funds.
5. **Evaluate** if the needs were met and/or changes are needed.
Title IV, Eligible Use of Funds

Areas Addressed

- Curriculum & Scheduling
- Staffing
- Materials & Equipment
- Facilities

• 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!
  • bit.ly/NCLBends (Under, NAfME Advocacy Webinar Series)
Title IV, Part A is authorized at a $1.65 billion level, the 3rd largest funding level in ESSA:
- President Obama’s Budget Proposal - $500 Million
- The Senate - $300 Million
- The House - $1 Billion

Title IV, Sec. 4105 of ESSA indicates that no allocation made to a school district under Title IV, Part A may be less than $10,000.
- If underfunded, certain districts would see severe reductions in their Title IV allocations due to other districts being prorated to meet the minimum $10,000 award threshold.
Call to Action! – [bit.ly/NAfMEgrassroots](bit.ly/NAfMEgrassroots)

Visit our Grassroots Action Center and use our tool to write a letter to your members in Congress about the importance music education and fully funding SSAEG!

Underfunding SSAEG prevents districts and schools from receiving sufficient SSAEG funds to meaningfully invest in critical areas, like school music programs.

School districts would be forced to make difficult and unconscionable trade-offs between programs and would fail to create a fully “Well-Rounded” course of study.
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
Post Webinar

- Emailed Federal Funding Sheets—sent to all participants
- Link for 1 hour professional development recognition—following a brief quiz—sent to all participants
- Archive of the Webinar to be available on the Everything ESSA web-page, including FAQs

www.bit.ly/NCLBends
Upcoming Advocacy Webinars

February 8 – U.S. Federal Appropriations Update, State of the Union Analysis

May 3 – To be determined
2016 NATIONAL IN-SERVICE CONFERENCE
NOVEMBER 10-13
GRAPESVINE, TX
REGISTER NOW!
Early Bird Rate Ends September 6
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