



EVERY STUDENT SUCCEEDS ACT (ESSA)
IMPLEMENTING ESSA: FROM COMPLIANCE TO OPPORTUNITY
WEDNESDAY WEBINAR #4, MAY 2016

Agenda



Using Federal Funding to Support State Innovations

- Don't Forget About Titles I & II
- Direct Student Services
- Student Support & Academic Enrichment Grants
- Charter School Program
- Education Innovation & Research

Pilot Opportunities

- Innovative Assessments
- Weighted Student Funding

What States Can Do Now



Using Title I & II Funds to Support Innovation

Title I	Title II
<p>Schoolwide Programs:</p> <ul style="list-style-type: none">• Strengthen academic program (e.g., increasing learning time, accelerated curriculum).• Build awareness of and preparation for postsecondary and workforce opportunities – e.g., advanced courses.• Improve instruction and use of data.	<p>State Activities:</p> <ul style="list-style-type: none">• Training teachers and leaders to effectively integrate technology (e.g., blended learning).• Support efforts to train teachers on appropriate data use and privacy protection.
<p>Targeted Assistance Programs:</p> <ul style="list-style-type: none">• Strengthening academic program for served students - including before/after school, summer programs.• Dual enrollment programs.	<p>Local Activities:</p> <ul style="list-style-type: none">• Training to effectively integrate technology into curricula and instruction.• Training to protect student privacy.



New ESSA Provision: Direct Student Services

Supports state innovations such as course access and public school choice.

Optional 3% Title I Set Aside

- Begins in 2017-18 and 99% of the set aside is to be sub-granted to districts.
- 1% of funds to be used for state activities, which could include setting up catalog and provider approval processes.
- Examples of Direct Student Services include credit recovery, AP/IB, dual credit courses, career and technical education courses not otherwise available, personalized learning, course access, tutoring & transportation for transfer to higher-performing public schools.

Process

- State establishes priorities then runs competition for districts.
- Awards must go to districts serving the highest percent of schools targeted for comprehensive and then targeted support and improvement.
- States monitor quality of providers and maintain list of state-approved providers.



What is Course Access?

Course Access is a state-level program that provides students with **expanded course offerings** across learning environments from **diverse, accountable providers**.

Providers can be...

- Districts or Charters
- Community Groups
- Virtual Course Providers
- Higher Education Institutions
- Trade Associations & Employers

Courses can be...

- Online
- Blended
- Face-to-Face



Examples of How Course Access Can Be Used

Student

I take accounting at my local **community college**



Superintendent

Our district has **expanded** course offerings in a cost efficient manner



Teacher

I teach **welding** at an industry training center where students can earn a **certification**



Student

I take **Computer Science**, which is only offered at my school when I have band practice



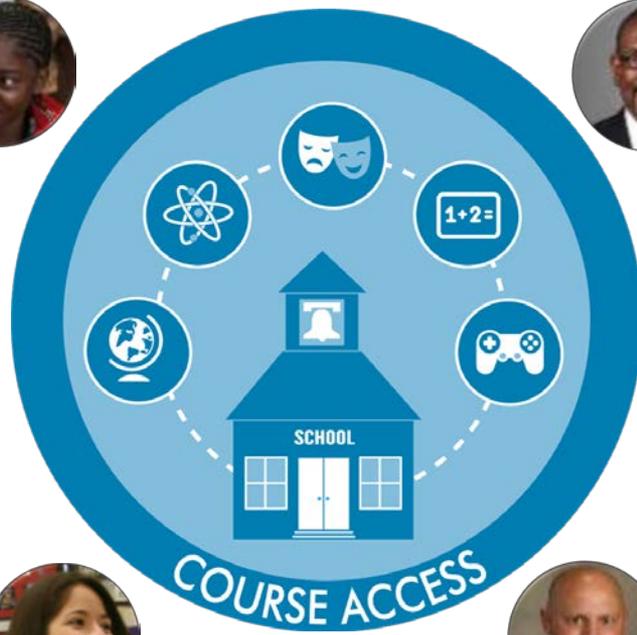
Student

I take **AP Physics** which isn't offered at my school



Principal

We offer **Spanish 3 and 4** because it is difficult to hire World Language teachers in our rural community



Visit excelined.org/course-access for videos & district profiles



New ESSA Provision: Student Support & Academic Enrichment Grants

This block grant is authorized at *\$1.6 billion*. However, the grant programs that were rolled into this block grant only received appropriations of *\$400 million* in fiscal year 2016.

Required Activities	May Include:
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Well- Rounded Educational Opportunities
(at least 20%)

- Increasing access to accelerated learning (AP and IB)
- Expanding access to STEM courses
- Strengthening the teaching of American history/civics
- Improving foreign language instruction
- Promoting volunteerism

Safe and Healthy Students
(at least 20%)

- School-based mental health services
- Anti-bullying campaigns
- School-wide positive behavioral interventions
- Drug and violence prevention programs

Effective Use of Technology
(infrastructure costs cannot exceed 15%)

- Improving technology infrastructure
- Providing professional development on using technology
- Expanding personalized/blended learning (resources, devices, or content)
- Delivering rigorous academic courses and curriculum through technology
- Providing students in rural/remote/underserved areas with digital resources



Student Support & Academic Enrichment Grants: Innovation Opportunities

State Activities	Local Activities
<ul style="list-style-type: none">• Encourage use of supplemental courses (e.g., course access) to increase access to foreign languages, STEM, and accelerated learning (e.g. AP/IB).• Increase access to personalized, rigorous learning experiences by:<ul style="list-style-type: none">○ Providing technical assistance to identify technology readiness needs.○ Using technology consistent with universal design for learning.○ Supporting rural schools to expand access to digital learning.○ Making content widely available through open educational resources.	<ul style="list-style-type: none">• Increasing access to high-quality STEM courses, especially for underrepresented students.• Increasing the availability of accelerated learning courses and reimbursing exam fees for low income students.• Providing professional learning for teachers on how to effectively use technology.• Building technological capacity and infrastructure.• Carrying out blended learning projects.• Providing students in rural areas with resources to take advantage of digital learning experiences.



ESSA Provision: Updated Charter School Program (CSP)

The Charter School Program is authorized at \$270M in FY17 and \$300M in years 2018-20.

State Competitive Grants: **65%**

National Activities: **22.5%**

Facilities: **12.5%**

Technical Assistance 3%	Quality authorizing activities 7%	State subgrants to CMO's 55%	CMO replication and expansion 18%	Technical Assistance 2.5%	Grants to Charter Schools 2%	Facilities financing assistance 12.5%
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Summary: State Competitive Grants

ESSA expands eligibility to include governors, charter boards and charter support organizations.

The Secretary must prioritize states that:

- Offer a high degree of flexibility;
- Have an ambitious plan for their charter sector;
- Allow for at least one other authorizer beside districts;
- Provide equitable funding and facilities support; and
- Have taken steps to ensure best practices in charter authorizing.

Recommendations

Strengthen charter school laws and policies to improve the chances of winning a CSP grant.

- States can increase the likelihood that they will win a CSP grant by providing facility support, moving towards per-pupil funding equity, and strengthening state charter authorizers.

Employ high-quality charter schools as a turnaround strategy.

- States can use up to 7% of Title I funds for school turnaround and have tremendous freedom to determine their own “turnaround toolboxes,” including restarting an identified school as a charter school.



New ESSA Provision: Education Innovation & Research

Program Summary	Recommendations for States
<p>Education Innovation and Research program continues the framework of the Investing in Innovation (i3) grants originally created by the Recovery Act:</p> <ul style="list-style-type: none">• Competitive grants for districts, states or consortia to fund innovative programs designed to improve student achievement.• More and better evidence of effectiveness will qualify applicants for larger awards.• Each grant must include a plan for independent evaluation of effectiveness.• Authorized for \$72 million in FY 2017 and 2018; and for \$92 million in FY 2019 and 2020.	<p>Consider Education Innovation and Research grants to promote promising state programs.</p> <ul style="list-style-type: none">• Identify promising programs within the state where rigorous evidence of effectiveness exists but funding has not been available to expand statewide.• Facilitate partnerships between entities (such as institutions of higher education, nonprofits, or companies) and consortia of districts to implement or replicate and evaluate programs across the state.



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What States Can Do Now



Innovative Assessment and Accountability Demonstration Authority

Summary

- Up to 7 states (including those in consortia) to participate.
- States must demonstrate validity, reliability, comparability, and accessibility of new system and plan to scale statewide.
- States may choose to no longer continue the use of the statewide academic assessments otherwise required if not used in proposed accountability system.
- Examples: Competency-based assessments; interim assessments; cumulative year-end assessment; or performance-based assessments that combine into an annual summative determination for a student.

States to Watch



The ESEA waiver for NH's Performance Assessment of Competency Education (PACE) system helped to inspire this pilot.



OH state law established Innovation Lab Network assessment waivers as well as a competency-based education pilot program.

CCSSO Innovation Lab Network: [The Innovation Lab Network \(ILN\)](#) is a group of states taking action to identify, test, and implement student-centered approaches to learning. **Current states in the ILN include CA, CO, IA, KY, ME, NH, OH, OR, VA, VT, WV and WI.**

Recommendations

Understand the far-reaching commitment.

- Developing and validating new assessments will require substantial time and costs as well as input from key stakeholders.

Begin by authorizing an Innovation Schools program.

- Interested states should pilot new models or identify districts that have begun the transition to competency-based education.



Weighted Student Funding Pilot

Summary

- The Secretary is authorized to enter into three-year agreements with up to 50 districts to create a weighted student funding formula for disadvantaged students.
- In 2019-20, the Secretary may expand to an unlimited number of districts.

Recommendations

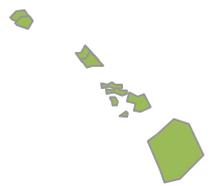
Encourage districts to apply for the pilot.

- Helping districts use weighted funding effectively, paves the way for full state portability (i.e., where all funds follow the student from district to district).

Understand the intensive requirements.

- Districts will need technical support.
- The formula must cover a “significant” portion of federal, state and local funds and provide “substantially” more funding to disadvantaged students.
- Districts must demonstrate that no high-poverty school received less funding per disadvantaged student when compared with the previous year.

States to Watch



Hawaii Department of Education,
[Informational Briefing Department of Education Weighted Student Funding](#)

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What States Can Do Now



What do states need to do right now?

1

Identify priorities and sources of federal support: Which innovations are going to help your state better serve all of its students? What federal funds/pilots are available to support those innovations?

2

Coalition building: Begin building a support system for those priority innovations.

3

Start asking questions:

- Does your state have paths to make supplemental courses widely available to students (e.g., through course access)?
- Are there districts, regional service centers, or harbormasters working to develop or scale blended or personalized learning programs?
- Are there districts in your state interested in and prepared to pursue (or lead) the state's early efforts to pursue pilot opportunities?



How ExcelinEd Can Help

ExcelinEd is available to help state policymakers deepen their understanding of ESSA, set the stage for new opportunities and prepare to tackle new challenges.

- Provide technical assistance related to accountability system design.
- Identify ways new federal funds can support state reforms in areas including digital learning, K-3 reading, and college and career readiness.
- Support state efforts to participate in the U.S. Department of Education’s rulemaking
- Provide advocacy support for states to preserve rigorous standards and assessments and strong accountability systems during the transition to the new law.



Contact Us:

 neilc@excelined.org

 claire@excelined.org