

Report from Washington

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ESSA History

ESEA reauthorization started in 2007, lasted eight years

ESSA passed with huge margins

- House – 359-64
- Senate – 85-12

December 10, 2015 –
President Obama signed it into law



ESSA Overview

ESSA is a huge step forward

Maintains a Federal role in education

Control swings from Federal to state/local level

Removes AYP, AMO, HQT

Keeps testing schedule

- Math/ELA in 3-8, once in high school
- Grade span in science
- Can use nationally recognized exam for high school (ACT, SAT) with state permission
- Innovative assessment pilot

Maintains REAP

Accountability under ESSA

States must have standards

- Must be aligned with work/postsecondary institutions

Must report out sub-group information

- Expanded slightly from NCLB

Must establish sub-group targets

Must identify and intervene in bottom 5% of schools, any high school graduating less than 67%

Must use at least one nonacademic indicator

- Can be up to 49% of accountability

No Federally mandated interventions, no required action if targets not met

Title IV - Student Support and Academic Enrichments Grants

Title IV was a group of small programs

- Mentoring, afterschool, safe and drug free, etc.

Under ESSA, Title IV is block granted – now Student Support and Academic Enrichments Grants

Formula grant for districts to do any nonacademic work

- Especially important with the provision of nonacademic indicator in accountability system

Regulations

Accountability

Assessments

Supplement not Supplant

Accountability Regulations

95% participation – ESSA maintains 95% requirement, and regulations leave it up to the state in how to respond to schools not reaching the threshold

Summative indicator – while ESSA explicitly requires schools to be judged on a range of indicators, the regulations require the state plan to include one single summative indicator for each school

Timeline – the regulation proposes that states identify LEAs in need of intervention at the *beginning* of SY 2017-18, meaning they would have to use NCLB data for ESSA interventions, and will force states to rush their accountability plans

Foster child transportation – ESSA makes it clear that transporting a foster child to the school of his/her origin is the joint responsibility of the child welfare department and the school district. The regulations say that if an agreement is not met, the school district must pay, thus discouraging actual negotiations.

Assessment Regulations

Agreed to as part of “neg reg” – the negotiated rulemaking

Alternate assessment – 1% cap – as written, it is at the state level and states are explicitly barred from passing the cap down to district level

Advanced math – allows students taking high school-level math classes in 8th grade to take assessments for their current math level

Computer adaptive tests – allowed to be used, as long as the questions are still at the student’s grade level

Supplement not Supplant regulations

Three tests of accurate use of Title I funds

- Maintenance of effort – districts must spend 90% of what they spent the previous year
- Supplement not supplant – districts cannot use Title I funds in place of what they would have spent without those funds
- Comparability – equitable distribution of state and locally funded resources among Title I and non-Title I schools

This regulation confuses supplement not supplant with comparability

Allows four methodologies to prove compliance with SNS

- Weighted per-pupil formula
- Average personnel and non-personnel costs
- State-established compliance test
- USED's special rule

Appropriations

Authorization vs. appropriation

Where are we now?

- Continuing Resolution (CR) funds the government at the last appropriations level through December
- Omnibus would mean passing all 12 appropriations bills in concert
- Minibus would mean passing bills in smaller pieces

Level funding would be a win

- Education is in the “Labor, Health and Human Services, Education, and Others” appropriations committee
 - Increase in Zika, veteran health care combined with level budget caps could mean a cut for education

Appropriations: Title I

School Improvement Grants terminated, \$450 million enveloped by Title I

ESSA changes the way funding is passed from the state to the local

- Under NCLB, states could take up to 4%, but after hold harmless
- Under ESSA, states must take 7%, before hold harmless
 - Can take up to 10%
- This could lead to \$200 million shortfall for districts

We are asking for \$450 million above the President's request

- This would allow for the 10% state set aside and would leave districts level funded

Appropriations: Title IV

Title IV is a block grant, designed to be formula to state, formula to local

Authorized at \$1.65 billion dollars – a huge increase from the current \$353 million – shows the commitment to this programming

- President Obama asked for \$500 million
- The House proposed \$1 billion
- The Senate proposed \$300 million

Anything under \$750 million would require the funds to be switched to competitive

- Means some districts would receive \$0 in funding for all nonacademic programming

Appropriations: IDEA

IDEA was authorized to be funded at 40% of the cost to educate this population

Level funding of IDEA puts the federal share at 16%

- Below the 2005 level, when federal share was 18%

School Nutrition

Senate passed a bill – AASA opposed

- Increases the required verification of students in free/reduced lunch from 3% to a range between 3% and 10%
- Provides almost no flexibility from 2010 nutrition standards

House passed a bill – AASA supported (grudgingly)

- Increases the required verification
- Changes the qualification for Community Eligibility Provision from 40% to 60%
- Introduces a three state block grant pilot
- Requires a study of any regulations (i.e. the nutrition standards) taking into account cost, participation, and nutrition

Senate hotlines – July, September, lame duck?

Perkins CTE: House

The House passed a bipartisan bill almost unanimously

Loosens the Federal Reins

Addresses the paperwork burden by allowing districts to fill out a simple, easy-to-complete local application that contains 4 elements.

- 1) Results of needs-assessment
- 2) Description of what programs of study are being offered and how they relate to results of needs-assessment
- 3) Description of how the LEA is providing career exploration activities, career information or career counseling to students
- 4) Description of how LEA will provide activities to prepare students with disabilities and other special populations with skills for high skill, high wage, or in-demand occupations

Accountability system:

- Districts must report on the following measures for all students who are CTE Concentrators
 - Students who have taken at least 2 courses in a single program of study
 - Students who have taken 3 distinct CTE courses
- CTE concentrator graduation rates, CTE concentrator academic attainment, CTE Concentrator post-secondary placement, % of CTE students in non-traditional programs of study
- And states pick one of the following:
 - Rate of an industry recognized credential
 - Rate of dual-enrollment
 - Rate of students participating in work-based learning

Perkins CTE: Senate

The Senate had a very similar bipartisan bill to the House's bill

Instead of introducing that bill, Republicans introduced a very Republican bill, withdrew it

AASA is still encouraging the Senate to pick up and pass the House bill

Other topics

Higher Education Act

IDEA

EPA Regulations

- PCBs in Florescent Light Ballasts

Lead in School Water Testing

Vouchers

FERPA/Student Privacy

Background Checks

Others?

AASA Policy/Advocacy Resources

AASA Website: www.aasa.org

AASA Policy Blog: <http://www.aasa.org/policy-blogs.aspx>

AASA Advocacy on Twitter (next slide!)

Annual AASA Advocacy Conference

Weekly Update: *Legislative Corps*

Monthly Update: *Advocacy Alert*

Policy Insider

Legislative Trends

Toolkits (E-Rate, ALEC, etc...)

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