

# Every Student Succeeds Act (ESSA)

Federal Benefits for Catholic Schools

# Agenda

- Every Student Succeeds Act (ESSA)
- What has stayed the same?
- What are the significant new changes under ESSA?
- Timelines
- Consultation Process
- Applicable Titles

# Guiding Principles

- Services provided to students/teachers, not financial aid to schools.
- Services provided must address the needs of private school students and teachers.
- Public trusteeship:
- The local education agency (LEA) remains in control of federal
- funds.
- Services must be secular, neutral and non ideological.



# Operational Mandates

- Services provided must address the needs of private school students and teachers.
- Expenditures for services must be equal to those of public school students on a per pupil basis, taking into account the number and the education needs of children to be served.
- Services must be supplemental and not supplant ordinary school responsibilities.
- Consultation between public and private school officials must be timely and meaningful and occur prior to any decisions being made.

# Timelines

- 2015: Bi-partisan passage of ESSA
- 2016-2017: Development of Regulations and Guidance documents to implement ESSA
- 2016-2017 NCLB in effect with some modification of requirements
- 2016-2017: Consultation process for 2017 based on ESSA requirements
- 2017-2018: First year of ESSA implementation
- 2020-2021: ESSA in effect for 5 years or until reauthorized



# Funding

- The LEA retains control of the federal funds and maintains ownership of materials, equipment and property purchased
- Funding for Title I services is based on the number of private school students from low-income families residing in participating Title I public school attendance areas.
- Funding for all other programs is based on student enrollment in district of school location

# Consultation

- Consultation continues to include the previous required topics:
- Timely and meaningful consultation must occur during the design, development and implementation of the program.
- Consultation should discuss:
  - how the children's needs will be identified
  - what services will be offered
  - how, when and where services will be provided
  - how the services will be academically assessed
  - size and scope of the program
  - amount of funding allocated



# Eligibility

- Eligible school attendance areas are established by the LEA: designates schools, grades, etc. to be served
- For Title I eligible students must reside in an eligible attendance area
- If funds are insufficient to serve all eligible school attendance areas,
  - - rank annual those with 75% of higher low-income families, or may lower the threshold to 50% for high schools



# Data Collection

- Same measure of poverty as public schools: comparable data, using an equated measure of low-income that can be correlated with the measure of low-income used to count public school students
- Survey, allowing extrapolation from a representative sample of actual data
- Proportionality, applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area
- Consultation with LEA determines method used; advocate for measure that produces highest count
- Counts can be every two years

# Community Eligibility Provision

- New: Direct certification method:
- available if 40% or more of students in poverty
- school participates in school meal programs
- instead of household surveys, determine if students are in SNAP, TANF, etc. by case number or by matching lists of program enrollees and school lunch students
- directly certified number of students multiplied by 1.6 to determine final count for lunch reimbursement and for Title I funding allocations



# Federal Programs

# Title II-A

- Programs must be designed to meet the learning needs of private school students
- Schools should have a sustained and comprehensive professional development plan for the teachers
- Title II-A funds must supplement not supplant professional development budget; school must have a professional development budget line
- Funds may be used to attend conferences sponsored by a faith-based organization but only secular, neutral, non-ideological portions of programs can be funded
- Teachers may be individually reimbursed by the LEA; schools should not



# Title II- A

- Evidence-based professional development (if reasonably available) for teachers, instructional leadership teams, principals, and other leaders
- Supporting the learning needs of all students, including those with disabilities, ELLs, and gifted/talented
- Training to identify gifted/talented students and support their education
- Supporting and developing effective libraries
- STEM activities
- Help students be ready to learn and achieve academic success

# Activities to improve the knowledge of Professional Staff

- the core academic subjects
- effective instructional strategies, methods, and skills
- understanding and use of data and assessments to improve classroom practice
- teaching and addressing the needs of students with different learning styles
- methods of improving student behavior, identifying early interventions, and involving parents
- leadership development and management
- effectively integrating technology



# Title III-A:ESL

- Provides funds for teaching English to English learners (ELs) and helping them to meet same standards all children are expected to meet
- Funds must be used for increasing the English proficiency of ELs by providing high-quality language instruction and high-quality professional development for teachers of ELs students.
- LEA must provide equitable services to private school students and their teachers
- Service must be secular, neutral and non-ideological

# Eligibility and Identification of ELs

- Title III, A is a discretionary program
- Students must be enrolled in a nonprofit private elementary or secondary school in area served by LEA that receives funds
- LEA must establish objective criteria for identifying ELs
- LEA may administer and ELP assessment to identified students -or-
- LEA may provide training to private school officials and teachers for administering the assessment



# New Title IV: 21st Century Schools

- Several programs in this Title include private school participation
- Part A: Student Support and Academic Enrichment Grants
- Part B: 21st Century Community Learning Centers
- Part F: Supporting High-ability Learners and Learning

# Title IV-A: Student Support and Academic Enrichment Grants

- Purpose: to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:
  - (1) provide all students with access to a well-rounded education;
  - (2) improve school conditions for student learning;
  - (3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students.



# Uses of Title IV-A Funds

- digital learning
- drug and violence prevention:
- mental health services
- creation of a healthy and safe school environment
- access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

# Title IV-B: 21st Century Community Learning Centers

- Create or expand Community Learning Centers to provide:
  - 1) opportunities for academic enrichment to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards
  - 2) additional services, programs, and activities designed to reinforce and complement the regular academic program
  - 3) offer family literacy programs



# Eligible Entities - IV-Part B

- The following organizations may apply for the Title IV-B grant: •
  - LEAs
    - Community based organizations
    - Indian tribe or tribal organization
    - Consortium of such agencies
  - Equitable services for private school students applies
  - Ie: Service centers

# Title IV-Part F : Supporting High-ability Learners and Learning

- Promote and initiate a coordinated program nationwide to identify gifted and talented students and meet their special educational
- Establishing and operating programs and projects such as:
  - summer programs
  - mentoring programs
  - peer tutoring programs
  - service learning programs
  - cooperative learning programs involving business, industry and education



# Additional Resources

- NCEA Public Policy website: <http://www.ncea.org/data-information>
- US Department of Education -Office of Non-Public Education:  
[www.ed.gov/about/offices/list/oii/nonpublic](http://www.ed.gov/about/offices/list/oii/nonpublic) US Department of Education: [www.ed.gov](http://www.ed.gov)
- ESSA website: <http://www.ed.gov/essa?src=rn>