Monique Chism

Deputy Assistant Secretary
Office of Elementary and Secondary Education
A NEW ERA FOR ESEA

THE EVERY STUDENT SUCCEEDS ACT
The Every Student Succeeds Act, signed on December 10, 2015, builds on our progress and solidifies many of the reforms the Department has championed for the last seven years.
EVERY STUDENT SUCCEEDS ACT

THE BIG PICTURE

The Every Student Succeeds Act ensures opportunity for all of America’s students:

- Holds all students to high college- and career-ready academic standards
- Provides more kids access to high-quality preschool
- Guarantees steps are taken to help students, and their schools, improve
- Reduces the burden of testing while maintaining annual information for parents and students
- Promotes local innovation and invests in what works
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STANDARDS AND ASSESSMENTS

- Requires, for the first time in law, that all students be taught to college- and career-ready standards
- Maintains annual assessments while supporting efforts to reduce the burden of unnecessary or ineffective testing
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ACCOUNTABILITY AND SCHOOL IMPROVEMENT

- Empowers State and local leaders to continue refining their own systems for school improvement
- Encourages multiple measures, such as AP access and completion, in measuring a school’s success, but maintains a strong focus on academic achievement
- Maintains the expectation for accountability and action in any school where students are struggling:
  - the lowest-performing 5% of Title I schools,
  - high schools where a third of students fail to graduate
  - schools where subgroups are consistently low-performing
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TEACHERS AND SCHOOL LEADERS

- Ensures that low-income and minority students are not being taught at disproportionate rates by ineffective teachers

- Supports improved teaching and learning through the implementation of human capital management systems that include sustainable performance-based compensation (like ED’s TIF program)

- Supports innovative and evidence-based approaches to teacher and leader recruitment, preparation, and development
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EQUITY AND STUDENT SUPPORT

Maintains dedicated **funding and protections** for groups of **vulnerable students** by:

- increasing the role of poverty in allocating Title II professional learning funds
- supporting States to provide high-quality educational and support programs for migratory children
- ensuring educational continuity for children and youth in state-operated institutions, including institutions for delinquent youth or adult correctional facilities
- ensuring that homeless children have access to free and appropriate education
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EQUITY AND STUDENT SUPPORT

- Increases transparency for critical equity data, such as:
  - reporting on actual per-pupil school-level spending
  - reporting on equity measures including rates of student discipline, chronic absenteeism, and access to preschool and advanced coursework

- Authorizes flexible funding to all States to increase access to a well-rounded education, improve conditions for learning, and improve the use of technology in the classroom

- Maintains 21st Century Community Learning Centers, focused on students in high-poverty and low-performing schools
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COMPETITIVE GRANT PROGRAMS

- Includes **competitive grants** similar to many of ED’s signature programs to promote local innovation and invest in what works
- These include grants to provide **continued support** for:
  - high-performing charter schools for high-need students
  - comprehensive, place-based wraparound interventions, similar to the Promise Neighborhoods program
  - identification, replication and scaling of local innovation and evidence-based strategies to improve outcomes for high-need students, similar to the Investing In Innovation (i3) program
  - magnet schools that eliminate racial isolation and improve academic achievement under the Magnet Schools Assistance Program
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EARLY LEARNING

- Gives more kids access to high-quality preschool through the authorization of Preschool Development Grants
- Requires States to include, in their annual state report card, information from the state and districts on the number and percent of students enrolled in preschool programs
- Requires districts receiving Title I funds to develop agreements with Head Start and other early learning programs to provide for smoother transitions from preschool to elementary school.
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TRANSITION AND IMPLEMENTATION

- ESSA provides time and authority for ED to work with our State and local partners to ensure a **smooth and orderly transition** from NCLB and ESEA Flexibility
- States and districts should *continue to implement* the activities and programs they have in place now through the end of the 2015-2016 school year
- The majority of funds in 2016-2017 school year will be administered in accordance with NCLB
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GUIDANCE

- ED has already issued guidance answering some of the most pressing questions regarding the transition to the new law, such as whether states need to submit consolidated state plans this summer (*No plans due this summer!*)

- We recently announced that we plan to issue guidance in late summer and early fall on the changes in the law that **impact some of our most vulnerable students:**
  - Students in foster care
  - Homeless students
  - English learners

- The Department does plan to release guidance in other areas where states, districts, and other stakeholders have requested support. Stay tuned!
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REGULATIONS

- ED has announced that we would regulate on the following this year (with no plans for additional regulations this year):
  - Title I-A assessments
  - The requirement that Title I, Part A funds be used to supplement, not supplant state and local funds
  - Title I, Part B innovative assessment demonstration authority
  - Accountability, including consolidated state plans and data reporting

- **Negotiated rulemaking**: Title I, Part A assessments and supplement not supplant went through the negotiated rulemaking process this spring
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REGULATIONS OVERVIEW: STATUS & NEXT STEPS

Title I, Part A assessments
- Negotiating committee reached consensus on all assessment topics
- Proposed regulations that the committee agreed upon will be out for public comment this summer

Title I, Part B assessments
- Proposed regulation is being drafted, expect to be out for public comment this summer

Supplement, not supplant
- Negotiating committee did not reach consensus
- The Department is taking the committee’s input into account and continues to seek input from other stakeholders as we move forward with the regulatory process

Accountability, State Plans, Data Reporting
- Proposed regulations out for public comment, comments due August 1
Accountability Proposed Regulations

- Move beyond a one-size-fits-all approach
- Give states flexibility and supports local solutions
- Guarantee a clear role for stakeholders
- Enhance equity and maintains civil rights protections
- Envision transitions to new systems by SY17-18
  - Responds to input from stakeholders that states and communities are eager to move to new holistic, multi-measure systems.
- Public comments for ED on the transition timeline and other provisions due August 1
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PROPOSED REGULATION, CONTINUED

State Plans Proposal

- Requires broad, robust, transparent engagement
- Reduces burden on each SEA
- Encourages States to think comprehensively and leverage funding
- Helps remove “silos” between programs and funds

Data Reporting Proposal

- Clarifies new reporting requirements for States and LEAs
- Implement these requirements by:
  - Clarifying definitions
  - Streamlining and simplifying reporting requirements
  - Ensuring report cards are accessible and clear for parents

Note: Comment period closes August 1, 2016!
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TECHNICAL ASSISTANCE

- $10 million in TA funds to help states and districts focus on low performing schools by creating a TA network
- The goal of the network is to build the capacity of States and districts by:
  - Scaling up effective systemic approaches and practices
  - Facilitating the building of sustainable learning communities
  - Identifying and sharing effective practices
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RESOURCES

Questions

- E-mail: ESSA.Questions@ed.gov
- Main ESSA Web Page: www.ED.gov/ESSA

Comments

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State Correctional Education Self-Assessment (SCES)

Introduction

In December 2014 the U.S. Department of Education (ED) released the Correctional Education Guidance Package to emphasize the importance of improving education programs in juvenile justice secure care settings. This guidance package included the Office of Special Education and Rehabilitative Services (OSERS) Dear Colleague Letter (Dec. 5, 2014) [referred to here as the OSERS DCL] regarding the obligations of States and their public agencies, including responsible nonteducational public agencies, to ensure the provision of a free appropriate public education to eligible students with disabilities in correctional facilities under the Individuals with Disabilities Education Act (IDEA). 1 The package also included a Dear Colleague letter, issued by ED’s Office for Civil Rights and the U.S. Department of Justice, regarding the civil rights protections for students in juvenile justice residential facilities, which also addressed requirements to provide a free appropriate public education to elementary and secondary students with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504). 2 Ensuring students with disabilities in correctional facilities receive appropriate special education and related services is a shared responsibility and is critical to improving future outcomes for this unique population of students. As OSERS emphasized in the DCL, absent a specific exception 3 all IDEA protections apply to students with disabilities in correctional facilities and their parents. Accordingly, OSERS explained further “Every agency at any level of government that is involved in the provision of special education and related services to students with disabilities in correctional settings must ensure the provision of FAPE, even if other agencies share that responsibility (34 CFR §300.2(b)(1)(iv)). Regardless of the structure in a State, the State, as the IDEA, Part B grantee, has ultimate responsibility for ensuring FAPE is made available to all eligible students with disabilities residing in the State and local juvenile and adult correctional facilities. This responsibility applies to correctional facilities with which the State contracts to provide

1 The definition of a correctional facility varies from State to State. For the purposes of this self-assessment, “correctional facility” refers to juvenile justice facilities, detention facilities, jails, and prisons where students with disabilities are, or may be, confined. Under 34 CFR §300.2(b)(1)(iv) and (2) the requirements in 34 CFR part 300 apply to State and local juvenile and adult correctional facilities and are binding on each public agency in the State that provides special education and related services to children with disabilities, regardless of whether that agency is receiving Part B funds.
Sean Addie

Director
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Office of Career, Technical, and Adult Education
Correctional Education and Juvenile Justice

2016 NDTAAC National Conference
June 23rd, 2016

Sean Addie
U.S. Department of Education, Office of Career, Technical, and Adult Education
Background

- **OCTAE**: Juvenile Justice Reentry, Adult Reentry Education, Federal Interagency Reentry Council, and WIOA Title II
- **Vera Institute of Justice**: Pathways from Prison to Postsecondary Education, Raise the Age Report in New York, Probation Study, and Solitary Confinement Reform
- **National Center for Juvenile Justice**: Juveniles Tried as Adults, Victims and Offenders, and MacArthur Foundation Models for Change
Juvenile Justice Reentry Education Grant Program

4 Current Grantees:
- Portland, Oregon
- St. Paul, Minnesota
- Shelby County, Tennessee
- Philadelphia, Pennsylvania
Juvenile Justice Reentry Education Grant Program

GOALS:
– Provide career and technical education (CTE) programs in juvenile justice facilities;
– Deliver intensive wrap around reentry supports and services;
– Provide post-release CTE and employment and training opportunities.

PRIORITIES:
– Develop strong collaborative partnerships and cross system linkages
– Provide robust education and reentry services

MEASURABLE PROGRAM OUTCOMES:
– Post-release educational attainment
– Credential or certificate attainment
– Employment
– Recidivism
Reentry Education Framework and Toolkit

Toolkit is available at: http://lincs.ed.gov/reentryed/
Reentry Education Toolkit

• Offers guidelines, tools, and resources to help implement reentry education
• Covers an education continuum from facility to community based reentry education
• 5 critical components: program infrastructure, strategic partnerships, education services, transition processes, and sustainability
Reentry Education Toolkit

- The toolkit also contains resources which may be of particular use to help with implementing a juvenile justice program

**Sample tools:**
- A checklist for connecting reentry education programs to career pathways
- Self-assessment
- Resource mapping tools
- Talking point guidelines
- An educational technology in corrections handout
- Sustainability assessments
Questions?

**Email:** Sean.Addie@ed.gov

**Call:** 202-245-7374

**Reentry Education Toolkit:**
http://lincs.ed.gov/reentryed/

**Juvenile Justice Reentry Education Program:**
http://cte.ed.gov/initiatives/juvenile-justice-reentry-education-program

**Correctional Education website:**
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education-education.html
Human Trafficking Resources

Department of Education Resources:

- Human Trafficking in America's Schools — The U.S. Department of Education's January 2015 Report

  https://www.dhs.gov/blue-campaign/awareness-training

- Human Trafficking of Children in the United States: A Fact Sheet for Schools — This resource provides an overview of human trafficking and how it affects schools
  http://www2.ed.gov/about/offices/list/oese/oshs/tipfactsheet91913.pdf
Human Trafficking Resources (cont.)

Department of Health and Human Services Resource:
• Bought and Sold: Recognizing and Assisting Youth Victims of Domestic Sex Trafficking — Administration for Children and Families, Administration on Children, Youth and Families, Family and Youth Services Bureau
  http://ncfy.acf.hhs.gov/sites/default/files/Bought and Sold%2C May 2016 Revision.pdf

Department of Justice Resource:
• Special Issues Facing Juvenile Victims of Human Trafficking in the U.S.
  http://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juv_fact_sheet-508.pdf
Questions and Answers