



Introduction to ESSA

Michael J. Coppotelli
Ellen McGahay



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ESSA Background

- **ESSA** is the reauthorization of the **Elementary and Secondary Education Act (ESEA)**
- ESEA is the largest federal program providing benefits to elementary and secondary students and part of President Johnson's War on Poverty
- The previous authorization of ESEA was the **No Child Left Behind Act (NCLB)**



General Rule

LEA must provide equitable services and benefits to eligible private school students, teachers, other educational personnel, and parents

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Services are Equitable when the LEA...

- Spends an equal amount of funds to serve similar public and private school students
- Provides services and benefits that are equitable in comparison to the services and benefits provided to public school students
- Assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel in the same manner;
- Provides equal opportunities to participate
- REF *page 7 of the ESSA Toolkit*

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Expenditures

The **LEA remains in control of the federal funds** and maintains ownership of materials, equipment and property purchased with such funds

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Characteristics of Services

Services, materials and equipment must be

1. Secular
 2. Non-ideological
 3. Neutral
- They must be supplemental in nature, not supplanting what the private school would otherwise provide absent the federal education services
 - Services are provided to students/teachers; this is not financial aid to schools

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Consultation is...

Consultation is the process through which the public-school district makes decisions with the input of private school officials. Consultation applies to all programs under ESSA providing “equitable participation.” (Funding for 2019-20 school year)

TIMELY, MEANINGFUL & ONGOING

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Consultation

- Required, ongoing process of communication between the Private & the Public School Officials (LEA)
 - **Title I:** Improving the Academic Achievement of the Disadvantaged (\$15.76 B)
 - **Title IIA:** Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other Leaders (\$2.06 B)
 - **Title III:** Language Instruction for English Learners and Immigrant Students (\$737.4 M)
 - **Title IVA and IVB:** 21st Century Schools (IVA: \$1.1 B; IVB: \$1.2 B)

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Consultation: Overview

- Assess & Address the specific needs of private school students and teachers
- Describe programs available & allowable activities
- Provide opportunity for meaningful dialogue on program design

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Key Elements of Consultation

- Be timely and meaningful
- Ensure equitable participation
- Reach agreement
- Occur before decisions are made
- Begin to ensure on-time start to program services and thorough consideration of all topics

TIMING IS EVERYTHING!

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Timely and Meaningful

Timely

- Provides advance notice of consultation meetings:
 - Begins in a timeframe that allows all topics to be covered and;
 - An equitable program to be designed that begins when the school year begins

Meaningful

- Covers all required topics,
- Provides genuine opportunity to private school officials to express their views,
- Works effectively to reach agreement,
- Is a vehicle for two-way communication, and
- Focuses on the needs of the private school students

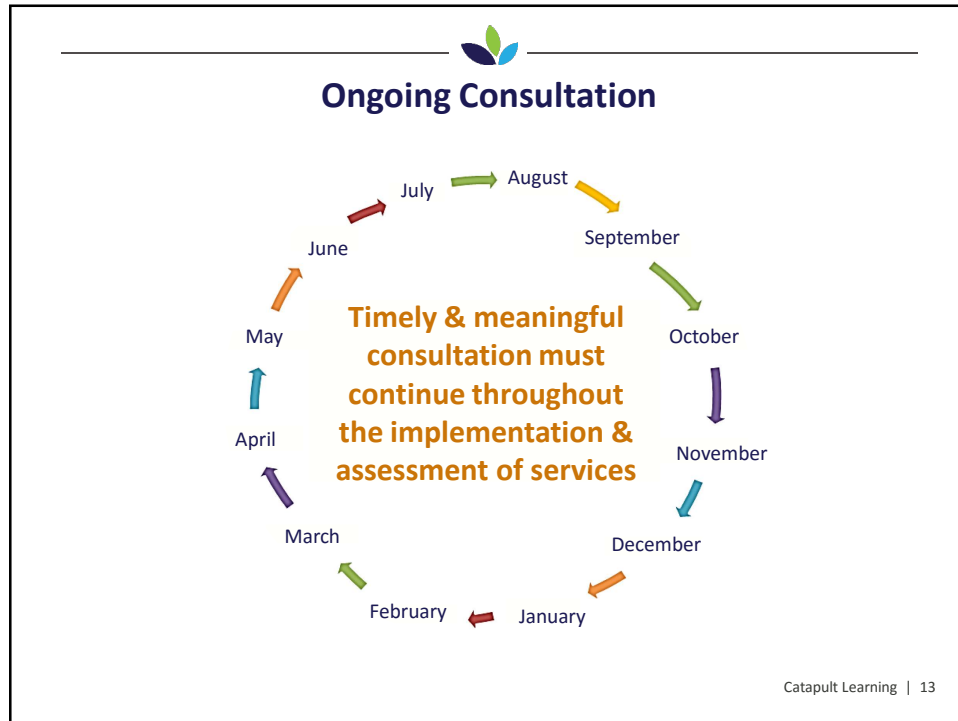
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Meaningful Consultation

- How will student and teacher needs be identified?
- What services will be offered?
- How, when, where and by whom will services be delivered?
- How will the services be academically assessed?
- What is the size and scope of the program?

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Reflection

Think about your school:

- What are the needs of your students and teachers?
- How would you communicate it to a school district?

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ESSA Review

- Goal of consultation is to reach consensus; have the goal of reaching agreement
- Must discuss how the proportionate share of funding was determined
- Discuss when, including the approximate time of day, services will be provided
- Discuss whether to pool and use funds within a school or among schools
- If the LEA disagrees with the private school on any topic the LEA must provide an analysis of its reasons in writing to private school officials

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ESSA Toolkit

- The consultation topics are listed on **pages 8-9**
- Two consultation checklists are available in **Tool #1**: A simple checklist of the topics in the order in which they are listed in the law, and a consultation checklist with topics grouped by issue (e.g. funding, student needs, services, and consultation) which include ESSA statutory references
- An example of the written affirmation is **Tool #2**

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ESSA Guidebook

- Consultation overview **page 2**
 - Remind yourself of the KEY issues while in consultation —
 - Needs of your students;
 - How, where, and by whom the services will be provided;
 - Proportional share of funds and how the funding was determined; and
 - Whether or not to pool funds
 - Are there other key issues for you? Write them into your guidebook prior to consultation

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ESSA Guidebook

- **Title I Services, pages 11-12, and Before You Go, page 15**

Before you go:

- What services will best meet the needs of your educationally needy children who reside in Title I attendance areas? PD services? Parent and family engagement services?

Why?

- Conducting a comprehensive needs assessment and bringing the data to the consultation meeting is an important first step

Be sure to ask:

- When will services begin?
- What about an RFP?
- Public school district staff?

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Safeguards

- The LEA makes all final decisions regarding the provision of equitable services to private school students, teachers, and families after timely and meaningful consultation
- There are safeguards to assist private school officials:
 - The goal of consultation is to reach agreement; **(See N-13, ESSA Toolkit page 8)**
 - Written affirmation: either yes, agreement was reached, or no, agreement was not reached; **(See Tool #2, ESSA Toolkit page 18)**
 - Ombudsman position; **(See Questions N1-3, ESSA Toolkit pages 11-12)**
 - Requirement for state monitoring; and
 - Complaint process **(See Tool #4, ESSA Toolkit page 21)**

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Reaching Agreement

Consultation now has as its goal reaching agreement between public and private school officials on all required consultation topics

N13 Guidance
(Guided Reading)

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Consultation Leads to Reaching Agreement

- Ensures ample time and a genuine opportunity for all parties to express their views and to have their views seriously considered;
- Provides an opportunity to discuss viable options for ensuring equitable participation;
- Assumes the LEA has not made any decisions that will impact equitable participation; and
- Established positive and productive working relationships;
- Continues through implementation of the equitable services; and
- Serves to ensure that the services provided meet the needs of eligible students and teachers

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Affirmation Requirements in ESSA

- LEAs must **maintain written affirmation** signed by private school officials that the required consultation has taken place
- The **written affirmation** formerly only for Title I is now applicable to **all programs**
- Affirmation must include a provision that allows the private school official to **indicate** a belief that timely and meaningful consultation has not occurred

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Ombudsman

- The ombudsman should:
 - Ensure private school officials know how to contact the ombudsman;
 - Provide technical assistance and answer questions for both private school officials and public-school district officials;
 - Serve as the primary point of contact to resolve any complaints regarding equitable services under ESSA.
 - To help ensure equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an 'OMBUDSMAN' to monitor and enforce the requirements of this part."

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Title IV

21st Century Schools



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General Info: Title IV

- Title IVA is a new title under ESSA
- Funds are generated to states and districts through the Title I count, although participants do not need to be in the Title I program—it is simply a method, through a formula, to drive more funds to poorer school districts
- Students attending private schools located within the district generate funds, regardless of where the children reside
- Funds can be used for a wide array of uses in the three focus areas of Title IVA:
 - **Well-rounded education opportunities**
 - **Safe and healthy students**
 - **Effective use of technology**

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Title IVA Funding

- Equitable services are provided to private school students, private school teachers, principals and other educational personnel in private schools located within the boundaries of the public-school district, regardless of where the students reside
- No maximum or minimum percentages apply to the private school program, except possibly the limitation on no more than 15% of the technology funds may be used for infrastructure

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Well-Rounded Education

Purpose: to support access to a well-rounded education, coordinate with other services, and promote partnerships with institutions of higher education, businesses, nonprofit institutions, community-based organizations, and others.

- Funding for college and career guidance and counseling programs
- Using music and the arts as tools to support student success
- Improving instruction and student engagement in STEM
- Increasing the availability of accelerated learning courses, dual or concurrent enrollment, or early college high school courses
- Promoting programs to teach traditional American history, civics, economics, geography or government education
- Providing foreign language instruction
- Teaching environmental education

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Safe and Healthy Students

Purpose: to develop, implement, and evaluate comprehensive programs and activities that are coordinated with other schools and community-based programs; foster safe, healthy, supportive and drug-free environments; promote the involvement of parents; and establishing or enhancing drug prevention and violence prevention activities.

- Integrating health and safety practices into school or athletic programs
- Promoting healthy, active lifestyles
- Preventing bullying and harassment
- Providing mentoring and school counseling services
- Establishing dropout and re-entry programs

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Effective Use of Technology

Purpose: to support the effective use of technology to improve academic achievement, academic growth, and digital literacy. The funds can be used for:

- Providing educators with tools, devices, content and resources to personalize learning
- Using technology effectively in the classroom to inform instruction, supporting teacher collaboration, and personalizing learning
- Building technical capacity and infrastructure—procuring content and ensuring content quality; and purchasing devices, equipment, and software applications to address readiness shortfalls
- Delivering specialized academic courses and curricula
- Carrying out blended learning projects
- Providing ongoing professional development designed to support the projects and using technology to increase student achievement in STEM

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Title II

Preparing, Training, and Recruiting High Quality Teachers,
Principals, or Other School Leaders



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Title II: General Guidance

Title IIA provides professional development services to public and private school teachers

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Consultation for Title IIA

- Identify student needs and how those needs can be met with teacher professional development
- Prioritize and price out professional development opportunities that meet the needs identified

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Title II: General Guidance (cont.)

- Professional development for private school teachers must be designed through the consultation process (described under Title I) **and** must meet the specific needs of the private school students.

An offer by the public-school district to participate in their professional development program is not a sufficient offer of equitable services



Supporting Effective Instruction

Programs must be designed to meet the learning needs of private school students



Supporting Effective Instruction (cont.)

Provide professional development activities should be designed to improve the knowledge of teachers, principals, Instructional Leadership Teams, other leaders, in these areas:

- The core academic subjects
- Effective instructional strategies, methods, and skills
- Understanding the 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

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Title I

Improving the Academic Achievement of the Disadvantaged



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Purpose of Title I

To provide all children a significant opportunity to receive a:

- Fair, equitable, and high-quality education, and to close educational achievement gaps

Title I accomplishes this by:

- Providing effective, supplemental, high quality instruction for eligible students
- Professional development for their teachers, and
- Parent and family engagement activities for the families of eligible children

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Purpose of Title I (cont.)

- Equitable services are provided to eligible private school students, teachers, and families
- Residency of the child determines which public-school district provides services, so private school officials may work with multiple school districts to obtain services for their students
- This residency requirement is unique to Title I

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Generating Title I Funds

- Educationally-needy students residing in Title I attendance areas are eligible for Title I services
- Students are selected based on multiple, educationally-related, developmentally-appropriate criteria
- The criteria to define “educationally needy” is determined through the consultation process. Students do not also have to be low income to be counted as educationally needy. BUT, only the educationally needy students who reside in Title I attendance areas are eligible for services
- The per pupil allocation for public and private school students must be the same amount of money
 - See **Tool #15 in ESSA Toolkit, pages 48-52**

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Funds used for- Review

- The count of low-income students attending private schools and residing in Title I attendance areas multiplied by the per pupil allocation = funds available for the private school students’ Title I program
- These funds are used to benefit educationally-needy private school students who reside in Title I attendance areas
- The most educationally-needy children residing in Title I attendance areas are served first if there are insufficient funds to serve all educationally-needy children residing in Title I attendance areas. This is true if the funds are being used for an individual school or if the funds are pooled among many private schools

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Title III

Language Instruction for English Learners and
Immigrant Students



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Title III-A:

English Language Acquisition, Enhancement & Academic Achievement

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 EL students

- Direct instruction can be provided, but funds can also be used for:
 - Professional development
 - Materials
 - Translation services
 - Parent and family services, and other appropriate activities



Goal of Title III

- Ensure LEP (limited English proficient) students, including immigrant children, develop English proficiency and meet same high standards as peers
- Use funds to implement language instruction educational programs designed to help LEP students achieve these standards

Goal: Increase English proficiency and core academic content knowledge



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Questions and Answers

MCoppotelli@gmail.com

**Thank you for having us.
Thank you for your participation.**

Have a wonderful day!

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