

Every Student Succeeds Act Implementation

State and Local Opportunities for Action



Childhood Services

Thank you in advance!

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The Arkansas Out of School Network



Mission: To create safe, healthy and enriching learning experiences for children and youth ages 5-19 during the out-of-school time hours.

About the Network

AOSN is a sponsored initiative of Arkansas State University and is housed within the College of Education and Behavioral Sciences in the Dept. of Childhood Services. AOSN is one of 50 Statewide Afterschool Networks in the U.S. supported by the Charles Steward Mott Foundation to expand access to quality afterschool and summer learning programs.



Background of Law – What's New

- Passed in late 2015 – with large bipartisan support
- 2016-17 is transition year; waivers have expired.
- More state and local decision making
- Emphasizes collaboration and consultation, stakeholder engagement
- Accountability
 - States will choose indicator(s) of student success and/or school quality
- New flexible block grant for student support and enrichment



Background of Law –

What's Familiar

- 21st CCLC remains a designated funding stream – some updates
- Title I can still be used for afterschool and summer programming
- Struggling schools will still be identified for targeted improvement (formerly “Focus”) and comprehensive (formerly “priority” – the bottom 5%) improvement and support



An #AfterschoolVictory!



ESSA Timeline

- Summer/Fall 2016: Advisory committees and required stakeholder engagement on state plan
- Fall/Winter 2016: Draft ESSA plans posted for public feedback
- March 2017: First deadline for state ESSA plans
- July 2017: Second deadline for state ESSA plans
- Fall/Winter 2017: ESSA goes into effect and funds are made available to states



What's Been Done So Far?

- **Department of Education**

- Regional meetings, rulemaking, FAQs, guidance, question bank (essa.questions@ed.gov)

- **Congress:**

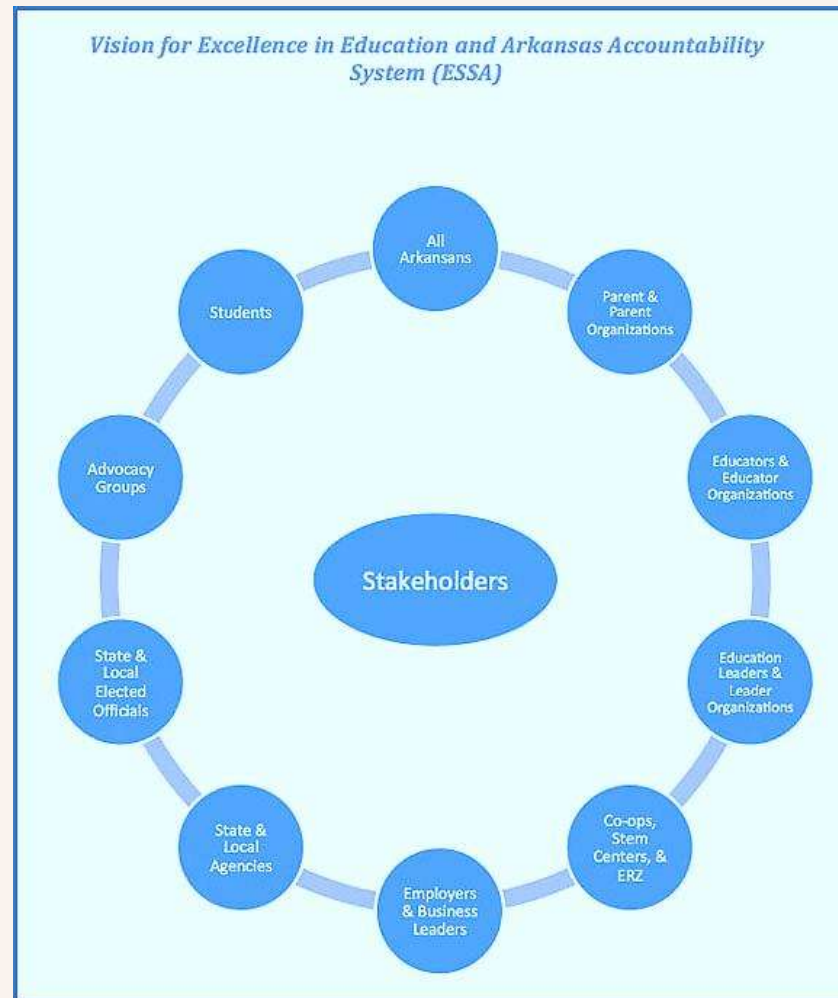
- Multiple hearings

- **States**

- Listening sessions, work groups, beginning draft plans



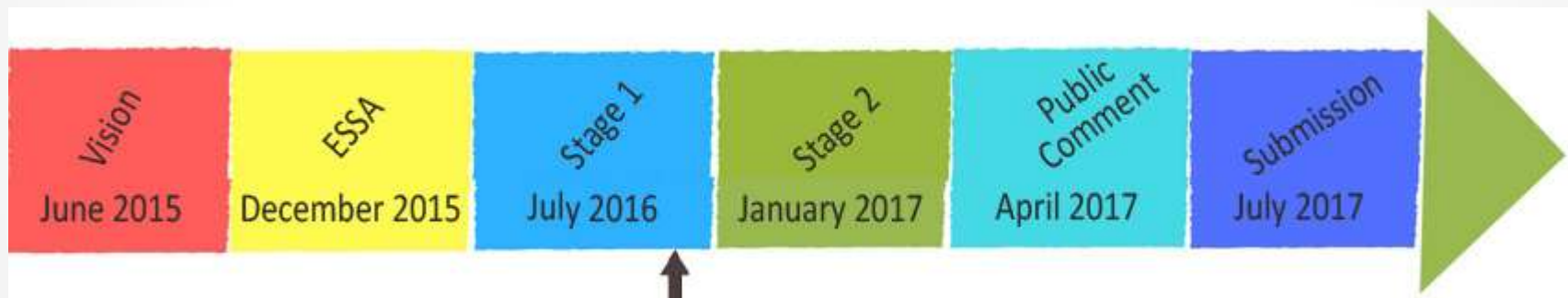
Arkansas Accountability System (ESSA)



<http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>

The Arkansas Timeline

Arkansas Accountability System (ESSA)
Timeline



http://www.arkansased.gov/public/userfiles/ESEA/ESSA_Timeline_Final_rv_10_13_16.pdf

Role for State Network/Advocates

1. **Figure out state timeline for planning:** Find where, when, and how to raise our voices
2. **Be the voice of afterschool:** Write/meet SEA, attend listening sessions, join a workgroup, identify partners on a workgroup, help with the draft, comment on the draft plans
3. **Mobilize:** provide resources for providers, communities, allies to influence plan and implementation at local level, keep legislators informed

Local Role

- Participate in listening sessions, workgroups, etc. as appropriate – stay tuned for info & requests from your afterschool network
- Keep legislators informed
- Reach out to school district leaders to make sure they know opportunities for afterschool to help support student success
- Educate parents about ESSA opportunities

Title IV, Part B - 21st CCLC

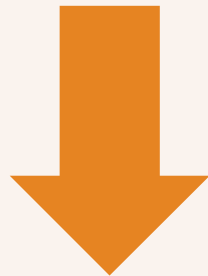
- Meaningful consultation in state plan and state RFP
- Being part of the process gives us opportunity to weigh in on
 - Eligibility Criteria
 - Competitive Priorities
 - Quality
 - Professional Development
 - Support for training and TA

Opportunities: Title I Accountability

States will measure students on academic achievement (test scores, academic growth, graduation)

States are also tasked with picking one additional student success or school quality indicator –

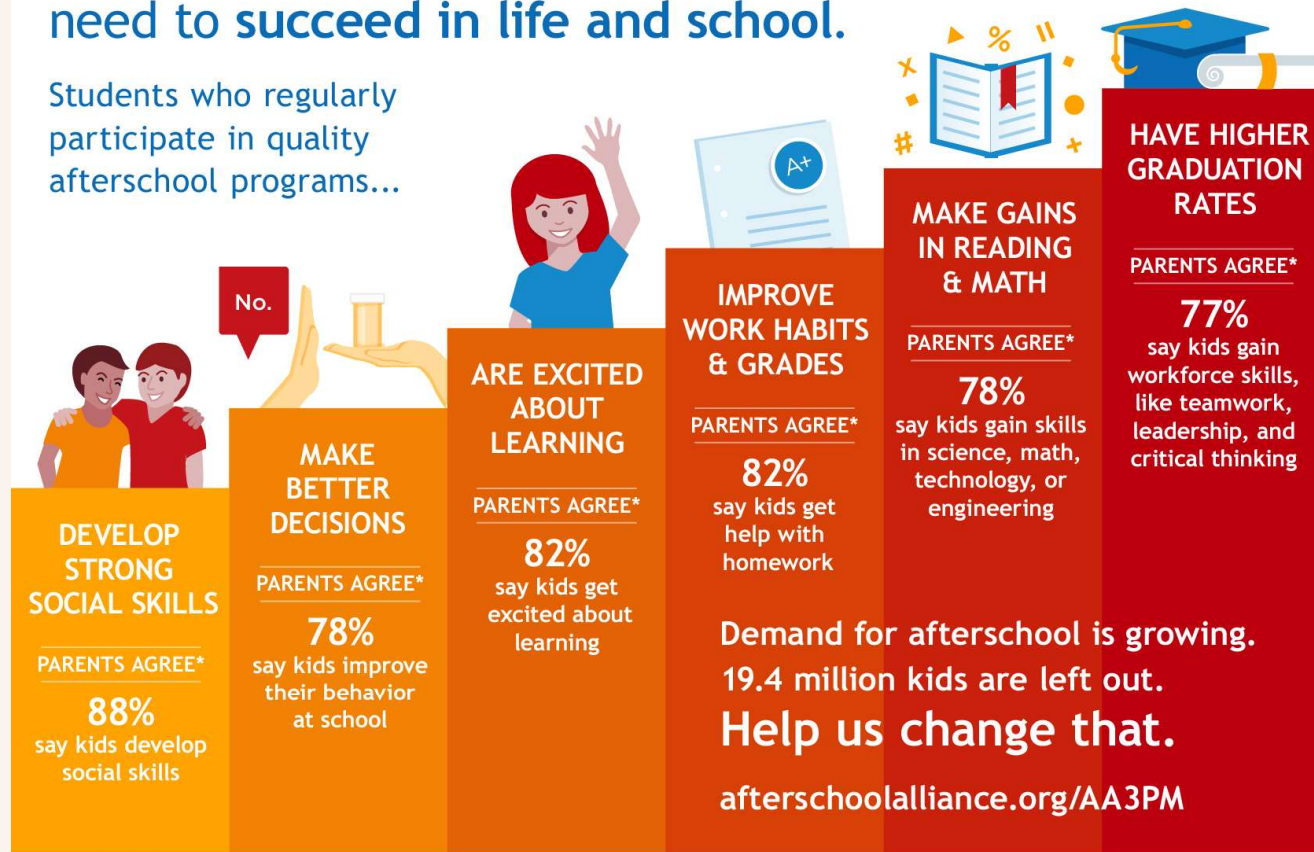
- possible examples: chronic absenteeism, School engagement, parent involvement, access to afterschool and summer programs



Together these will identify the schools in need of improvement

Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



*Among parents with kids in afterschool programs

Sources:

<http://afterschoolalliance.org/AA3PM>

http://researchgate.net/publication/42346373_A_Meta-Analysis_of_After-School_Programs_That_Seek_to_Promote_Personal_and_Social_Skills_in_Children_and_Adolescents

http://educarefoundation.com/wp-edument/uploads/EduCare-Foundation_HS_2010-2011.pdf

www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/21stCCLCs/RI21stCCLC-Impact-Report-2011-12.pdf

www.policystudies.com/studies/?id=32

http://expandinglearning.org/research/vandell/resources/AERA_Promising_Programs_FINAL.pdf

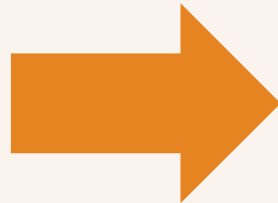
www.tea.state.tx.us/index2.aspx?id=3546&menu_id=814

www.k12.wa.us/21stCenturyLearning/pubdocs/14-1167WA21CCLCFinalYear2Report-ed.pdf

Opportunities: Title I Interventions

Title I Interventions
include school-wide
and
targeted support:

**Afterschool
is explicitly
mentioned**



Targeted Assistance: Schools should be “using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education by “(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—“(i) **expanded learning time, before- and afterschool programs, and summer programs and opportunities;** (2) (b)(B)(i)

Title I: The Asks



- Make sure afterschool partners are explicitly mentioned among those who will be consulted by SEA in development of state plans
- At state level, consider access to afterschool and summer as a new indicator of school quality and student success
- At state level, list afterschool and summer programs among the Title I interventions in the state plan
- Make sure access to afterschool and summer opportunities is included in any local needs assessments.

Opportunities: Title IV, Part A

Student Support & Academic Enrichment

- Currently waiting to see what appropriations will be
- Districts getting over \$30,000 must have a needs assessment – make sure afterschool is included



Title IV, Part A: The Asks

Student Support & Academic Enrichment

- Explicitly state that afterschool and summer programs are evidence based supports that districts can choose to offer using Title IV, Part A funds
- Promote afterschool STEM programs as a means to provide students the hands-on engagement that develops their interests, confidence and experience in career building pathways.

Tools to help you with ESSA

Opportunities for Afterschool Advocates to Engage in ESSA Implementation

Title I: Provide input on the state plan

- Ask your state education agency if your network or a provider can be formally included in the development of the state plan. Some states are forming advisory councils and are including afterschool representation as part of the council.
- Participate in any listening tours your state education agency is having and share stories, facts and any materials you have to show how afterschool and summer programs are critical to academic success.
- Make sure the state agency knows that afterschool is an allowable use of Title I funding.
- Sign up for any email lists that provide updates on how the state is moving forward with its plan and understand the timeline in your state.
- Meet with superintendents and other education officials to provide input on state plan.
- Submit model language which can be included in state plan.

<http://essa.afterschoolalliance.org/>

Other Resources:

Below are five resources to get informed, get involved and make your voice heard.

- [**Alliance for a Healthier Generation ESSA Blog and Podcast**](#)
- [**ESSA Overview**](#) (Afterschool Alliance)
- [**Frequently Asked Questions on 21st CCLC and ESSA**](#) (Afterschool Alliance)
- [**Analysis of Key STEM Provisions in ESSA**](#) (STEM Education Coalition)
- [**New Law Provides New Opportunities for Camps**](#) (American Camp Association)

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