STEM Education Opportunities and the Every Student Succeeds Act (ESSA)

Presented by: David Evans, James Brown, and Caroline King

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October 2016
STEM Education and the Every Student Succeeds Act
Introducing today’s presenters...

David L. Evans
Executive Director, NSTA

James Brown
STEM Education Coalition

Caroline King
Washington STEM
President Obama Signs the Every Student Succeeds Act on December 10, 2015
ESSA/STEM

- Reduces federal footprint in K-12 education. Decisions back to states/districts to meet the needs of all students.
- Math and Science Partnership eliminated
- Funds STEM activities throughout the law *(Title II and Title IV block grants for STEM)*
- Eliminates Waivers/Teacher Evaluations
- Science Testing Continues
## Overview of the New Law

### No Child Left Behind Act
- High stakes focus on math and reading, to the exclusion of other subjects.
- 20+ funding streams to states, with priorities set in federal law

### Every Student Succeeds Act
- Math and reading still tested (along with science), but accountability decisions made at state level
- Massive consolidation of federal funding into a few state and district block grants
State Time Lines for ESSA Implementation

Virginia’s State Plan Development Timeline
Every Student Succeeds Act of 2015 (ESSA)

- Stakeholder feedback: July 2016 through February 2017
- Public review of plan: January - February 2017
- Submission of plan: March 2017
- Implementation of plan: Fall 2017

2015:
- ESSA signed into law: December 2015

2016:
- Proposed Rules released: May 2016
- Final Regulations released: Fall 2016

2017:
- State plans accepted for review: March 2017
- All ESSA provisions go into effect: Fall 2017

2018 and beyond

Federal Requirements Timeline
Three Main Areas of Focus for ESSA and STEM

- Accountability (Title I)
- Teacher Quality Funding (Title II)
- Well-rounded Education (Title IV)
States may now develop their own methods for judging school quality, which allows states to consider more qualitative factors such as results from parent and student surveys.

Students will still have to be tested in math and reading every year between third and eighth grade, and once per grade band in science, however states now have significantly more control in deciding how these scores are utilized when building education reform programs.

States are still required by the federal government to intervene in schools performing in the bottom 5 percent, however it is up to local governments to decide how reforms will take shape.

Student data will still be separated into subgroups based on race, income and disability status to prevent gaps in education, however states are able to develop their own plans to ensure equality across various demographic groups. In addition, states will have the responsibility to design their own systems for judging schools.
Break for Questions

Let’s pause for three questions from the audience
Teacher Quality Funding in Title II

The Flow of Title II, Part A Funding

**Total State Allocation for Title II, Part A (100%)**

- **Not less than 95% for LEA Subgrants** (ESEA section 2101(c)(1))
  - **NEW:** SEA may reserve up to 3% of the amount for LEA subgrants for State-level principal and school leader support (including preparation academies) (ESEA section 2101(c)(3))
- **Remainder for LEA Subgrants** (ESEA section 2101(c)(3))
  - **NEW:** SEA may reserve up to 2% of total State funding for teacher, principal, or other school leader preparation academies [ESEA section 2101(c)(4)(B)(xii)]
- **Up to 5% for State Activities** (ESEA section 2102(c)(4))
  - **Up to 1% of total State funding for State Administration** (ESEA section 2101(c)(7))
- **Remainder for other State Activities** (ESEA section 2102(c)(4))

Source: Education Week

(NSTA Web Seminars)
Possible Uses of Title II Funding

Funds can be used for:

- Teacher evaluation systems
- Professional development
- Teacher recruitment and retention
- Class size reduction
- Differential pay (w/ priority for STEM)
- Support for STEM content/PD/activities
- Selecting and implementing formative assessments
- CTE
- Mentoring and induction
- Integrating technology into curricula/instruction
- Early childhood programs

Authorized at $2.3 billion
Well Rounded Education: Student Support and Academic Enrichment Grants

- New Title IV A Formula Grant Program
- $1.65 billion authorized.
  - House FY17 funding bill: $1 billion
  - Senate FY17 funding bill: $300 million
- Districts receiving more than $30k must conduct a needs analysis.
- They must also use at least 20% of their grant for activities to support a well-rounded education, and at least 20% for activities to support safe and healthy students, and funds to support the effective use of technology.
Title IV.A Uses of Funds

Can be used by districts for:

- Safe and drug free schools
- Mental health counselors
- Counseling
- Music education
- Civics
- IB/AP testing
- STEM

And . . .

- Drug and violence prevention
- Training on trauma-informed practices,
- Health and physical education
- Effective use of technology
STEM-specific Uses of Funding Under Title IV.A

Supports activities to provide students with a well-rounded education. These funds can be used to:

- Expand high-quality STEM courses;
- Increase access to STEM for underserved and at-risk student populations;
- Support student participation in STEM nonprofit competitions;
- Provide hands-on learning opportunities in STEM;
- Integrate other academic subjects, including the arts, into STEM subject programs;
- Create or enhance STEM specialty schools – new definition created;
- Integrate classroom based and afterschool and informal STEM instruction; and
- Expand environmental education.
What do you think will be the top three ways your district will use Title IV funds?

(Use your clip art to answer)

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<th>Training on Trauma informed practices</th>
<th>Mental health counselors</th>
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Implications and Advocacy

- The Every Student Succeeds Act vastly expands the resources available to states and district that can support STEM education and will broaden the focus of learning beyond math and reading, creating a myriad of new STEM learning opportunities, **BUT**...

- With increased local autonomy, there are no guarantees that states and districts will use funds for these purposes, **AND**...

- Many state and district officials are not yet aware of the opportunities to use federal funding to support activities that are not tied to math or reading, **SO**...

- Advocates need to get out the message that ESSA CAN be used to advance STEM education – if we get states/districts to use the law for that purpose
Our State Policy Goals

- States (and districts) should use **Title IV.A funding** to support STEM purposes.

- …should utilize science assessments as part of accountability systems to **make science count**.

- …use Title I funds to **create or improve science assessments for states**, especially states implementing new science standards.

- …use Title II funding for **professional development for teachers on STEM content** and develop STEM leaders and mentors.

- …use Title II funding to expand alternative certification of STEM teachers and **differentiated pay and other incentives** for STEM educators.
What Can Advocates Do?

- Find your state’s ESSA plans and review them.
- Attend town hall meetings and other public forum’s on ESSA.
- Write to your state and district leaders and urge them to make STEM education a priority.
- Reach out to other state partner organizations that share your STEM goals.
- Contact us for assistance and further materials and to share what you are seeing.
Break for Questions

Let’s pause for three questions from the audience
FUTURE READY WASHINGTON

Young Washingtonians have the technical and critical skills needed to thrive in today’s jobs and create and excel in the unknown jobs of tomorrow as well as exemplify opportunity and create shared prosperity for our communities.

Washington STEM and our regional Networks and partners aspire to a Future Ready Washington.

Together, here’s what we plan to achieve by 2025.

Our work is organized in four priority initiatives:

- Computer Science
- Career Connected Learning
- Early Math
- Science & Engineering

We advance this work by building partnerships, leveraging policy, and expanding innovation.

In all our work we focus on:

- Equity
  All students deserve the opportunities that come with being STEM ready. We focus our work and encourage networks to target gaps in gender, race, income, and geography.

- Teaching Quality
  Quality instruction can unlock so much student potential. We support professional development, standards implementation, resource dissemination in service of these objectives.

Increase STEM access, interest, and success for all students

Contribute to the state’s attainment goal of 70% of Washingtonians earning a postsecondary degree or credential

Increase attainment of high-demand STEM degrees and credentials (especially among students of color and women)

- All K-12 students have access to Computer Science learning opportunities
- All high school graduates are aware of and prepared to succeed in a STEM degree or job pathway
- All of Washington’s children enter kindergarten and reach 3rd grade on-track in math
- All students demonstrate proficiency in science & engineering practices
State Supt. Dorn leading ESSA Consolidated Plan

- **Timeline:** Draft mid-November; intent to submit December

- **Process:** Leadership team, workgroups, public forums and comment

- **Priorities:** Student outcomes, equity, professional learning, teacher shortage and aligned accountability

- **Context:** November Elections, Supt. Dorn retiring, K-12 funding lawsuit

- [http://www.k12.wa.us/ESEA/ESSA/default.aspx](http://www.k12.wa.us/ESEA/ESSA/default.aspx)
Opportunities: State and district levels

- Prioritize STEM as a lever for closing opportunity gaps and improving readiness for postsecondary, training and great jobs
- Affirm college and career-ready standards: Math, Science, CTE, Computer Science
- Pursue Innovative Assessment Competition and reimagine accountability system
- Provide districts and communities with best practices for STEM professional learning, student supports, and out of school programs
Break for Questions

Let’s pause for three questions from the audience
Thank you to today’s presenters...

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