

RECENT CHANGES TO THE FEDERAL TITLE I & IV PROGRAMS

Michael Griffith



EDUCATION COMMISSION
OF THE STATES

Your education policy team.

November 28, 2016



Developments in School Funding

- Overview of Federal Title Programs
- Changes to Title I program
- Changes to Title IV Program

Federal Title Programs

- Title I: Disadvantaged Students
- Title II: Teacher/principal training & recruitment
- Title III: Limited English proficient & immigrant students
- Title IV: School improvement & innovation
- Title V: *"Rural Education"*
- Title VI: Native American Education
- Title VII: Impact Aid

Federal Title Programs

- U.S. Department of Education Programs that Are Not Title Programs:
 - ◆ Individuals with Disabilities Education Act (\$13 billion)
 - ◆ Vocational/Rehabilitation Services (\$3.3 billion)
- Education Funding Outside of the Department of Education:
 - ◆ Head Start & Early Head Start (Health/Human Services)
 - ◆ National School Lunch Program (Dept. of Agriculture)

Education Revenue – FY 2014

	United States
Local Sources	44.7%
State Sources	46.7%
Federal Sources	8.6%

Source: U.S. Census 2016

Federal Funding – FY 2016

Program	Funding	Percentage of Total Ed. Revenue
Title I	\$16.0 billion	2.5%
Title IV	\$1.9 billion	0.3%

Sources: U.S. Census & US DOE

Every Student Succeeds Act

- ESSA changes to Title I:
 - ◆ Amends the “*supplement not supplant*” provision of the law.
 - ◆ Requires districts to account for expenditures at the school level.
 - ◆ New rules could force districts to change how they budget funding for Title I schools.

Title I – Supplement not Supplant

- Districts and states are required to continue to financially support at-risk programs (with annual decreases of no more than 10%) to qualify for federal Title I funding.
- Under ESEA:
 - ◆ Districts needed to provide proof that they were continuing to fund the same programs (after-school, summer school, reading programs) to qualify for Title I.
- Changes under ESSA:
 - ◆ Districts will no longer be required to prove expenditures on specific programs.
 - ◆ They will now be allowed to provide expenditure information on all programs targeting at-risk students.

Title IV

- ESSA has made some major changes to the Title IV program which were designed to provide districts with greater flexibility.
- ESSA has consolidated some programs and eliminated others to streamline Title IV funding.

Title IV

- The following programs have been eliminated and/or consolidated:
 - ◆ Promise neighborhoods (IV-F-2)
 - ◆ Full-Service Community Schools (IV-F-2)
 - ◆ Assistance for Arts in Education (IV-F-4)
 - ◆ Ready-to-Learn Programming (IV-F-4)
 - ◆ Gifted & Talented – Javits Program (IV-F-4)

Title IV

- New programs have been created that consolidate many of the older programs:
 - ◆ Student Support & Academic Enrichment (IV-A)
 - ◆ Family Engagement in Ed Programs (IV-E)
 - ◆ Community Support for Schools (IV-F-2)
 - ◆ Academic Enrichment (IV-F-4)

Title IV

- ESSA proposed increasing Title IV funding from \$1.9 billion to \$3.2 billion a \$1.3 billion (66.1%) increase.
- Even with the proposed increase Title IV funding would only equate to about 1/2 of 1% of education spending in the United States.

ESSA and STEM

- State uses of ESSA funds:
 - ◆ Establish, expand, improve *alt. cert. routes* for STEM teachers.
 - ◆ Developing, providing PD *and other comprehensive support systems* for teachers, principals, other school leaders to *support HQ instruction and leadership* in STEM, incl. computer science.

ESSA and STEM

State activities may be implemented with state higher education agency, and carried out via grant, contract with for-profit or nonprofit entity. Implications for:

- Teacher externships
- Work-based learning
- Early college STEM programs

ESSA, STEM and Dual Enrollment

- More females in dual enrollment.
- Underrepresented minorities in dual enrollment see greater PS outcomes.
- More males, non-underrepresented minorities in STEM degree programs.

STEM dual enrollment – potential solution to increase female, minority STEM degree completion?

Recommendations for State STEM Action

- Statewide coordination
- Adequate, reliable funding stream
- Program evaluation, quality assurance



EDUCATION COMMISSION
OF THE STATES
Your education policy team.

SEPT 2016

PROMISING PRACTICES

REACH IN.
Gain meaningful insight
on these impactful
education policies.



A State Policymaker's STEM Playbook

JENNIFER ZINTH, EDUCATION COMMISSION OF THE STATES
AND TAMI GOETZ, UTAH STEM ACTION CENTER

Science, technology, engineering and mathematics (STEM) has captured the attention of state policymakers who are concerned about equitable

on investment because programs are missing one or more of **three essential elements**:

In many states, STEM policymaking efforts have not achieved their intended return on investment because programs lack one or more of

3 essential elements

STATEWIDE COORDINATION, ADEQUATE FUNDING and EVALUATION.

access to high-quality educational experiences and preparing and inspiring students to pursue STEM careers. Yet in many states, STEM policymaking efforts have not achieved their intended return

- **Statewide coordination or consolidation within a single statewide entity.**

- **Adequate, reliable funding from year to year.**

- **Quality assurance or program evaluation.**

This Promising Practices in Education report highlights Utah as a case study for successfully enacting and implementing legislation that assures the presence of all three of the above components. The report also identifies other elements that contributed to the passage and implementation of Utah's efforts.

In 2013, Utah passed legislation that **established the Utah STEM Action Center**. This legislation, and subsequent implementation processes, **assure the presence of these three essential elements**.

Additional components critical to the Utah STEM Action Center's success are **communications, marketing and positioning; partnerships/liasons; and funding**, including the establishment of a public 501(c)(3) in May 2016 - a game-changer for the Center.



ESSA Highlights for the Arts in Education

- New and clear intent to support the Arts replacing “Core Academic Subject” language from NCLB to “Well-Rounded.”
- Flexibility for Arts in: Title I, Title II, and Title IV.
- Encouragement for arts integration across subjects.
- Protection from “Pull-Outs.”

ESSA: A New Era for the Arts in Education

- The Arts Education Partnership (AEP) is a new center within Education Commission of the States and is generating resources for stakeholders interested in the role arts play in a well-rounded education.
- AEP's report **ESSA: Mapping opportunities for the arts** will be continuously updated to reflect the most up-to-date information on the state of implementation.
- Partner Resource Page: www.aep-arts.org/essa/



Mapping Opportunities for the Arts in ESSA:

- ▶ Title I, Part A
- ▶ Accountability
- ▶ Assessments
- ▶ State Plans

ESSA and the Arts:
Frequently asked questions

About AEP and the ESSA/
Well Rounded Working Group

www.AEP-Arts.org | @AEP_Arts

A New Era for the Arts in Education

In December 2015, the U.S. Congress passed the Every Student Succeeds Act (ESSA) and, with it, ushered in a new era of education policy in America. Leaving behind many of the most criticized aspects of its predecessor, No Child Left Behind (NCLB), this newest incarnation of the primary federal legislation guiding K-12 education provides state and district leaders with increased flexibility to best meet the needs of all students. This increased flexibility allows these leaders to look beyond the traditional methods of approaching student achievement and find innovative solutions for ensuring that all students have the opportunity to experience a well-rounded education - one that pushes beyond the subjects of reading, writing and mathematics, and includes the arts, sciences and humanities as essential components.

www.ecs.org | @EdCommission

Arts in Education – State Actions

New Jersey and Title 1 Arts Integration Pilot Program

- \$1,000,000 one-time funding to NJDOE.
- Schools establish programs that employ promising practices and programs using arts-integration as a student achievement (targeted assistance Title I programs and schoolwide Title I programs) and school improvement strategy (schoolwide programs only).
- The goal of the pilot is to generate a wide variety of evidence-based pedagogic strategies, supported by school-level student data that substantiates the efficacy of arts-integration as a lever to increased student achievement and school improvement.

Recommendations for Arts Integration

- Find out who is in charge of federal education funds at the district and state level.
- Make sure everyone is on the same page in a state, school and district regarding what “art” means.
- Look to state exemplars, but understand that some states already had provisions for the arts written into waivers.

ESSA Provisions for Civics

- Title II
 - ◆ Two competitive grant programs for nonprofit organizations (both in II-B-3)
- Title IV
 - ◆ Well-Rounded Education Opportunities (IV-A-1)
 - ◆ Education Innovation and Research (IV-F-1)

Civic Learning Competencies

- Knowledge
- Skills
 - ◆ Participatory
 - ◆ Intellectual
- Dispositions

Six Proven Practices for Civic Education

- Classroom instruction
- Discussion of current events and controversial issues
- Service-learning
- Extracurricular activities
- School governance
- Simulations of democratic processes

State Examples

- Florida: Course requirement & high-stakes test
- Tennessee: Course requirement & high-stakes portfolio
- Hawaii: “We Vote Hawaii” program included on state report cards
- Illinois: Democracy Schools

Contact Us

- Michael Griffith
 - ◆ School Finance Strategist, mgriffith@ecs.org
- Jennifer Zinth
 - ◆ Director, STEM and High School, jzinth@ecs.org
- Jane Best
 - ◆ Director, AEP, jbest@ecs.org
- Paul Baumann
 - ◆ Director, NCLCE, pbaumann@ecs.org