ESSA and Opportunities for Summer Learning
June 27, 2016
@SummerLearning
• The webinar recording will be posted on the NSLA web site
• We will email the presentation slides to all participants after the webinar
• We will email the NSLA ESSA stakeholder guide to all participants at the end of the webinar, and it will also be posted on the NSLA website
• Please ask questions in the chat box!
NSLA seeks to:

- Recognize and disseminate what works in summer learning.
- Offer expertise and support for programs and communities to strengthen and expand summer learning opportunities.
- Convene leaders and advocates for summer learning as a solution for equity and excellence in education.
What is ESSA?

- Every Student Succeeds Act (ESSA)
  - 2015 – 2020
- No Child Left Behind (NCLB)
  - 2001 – 2015
- Elementary and Secondary Education Act (ESEA)
  - 1965 – present
  - Civil Rights Era legislation to boost funding for school serving disadvantaged students
- More on ESSA from Education Week: https://www.youtube.com/watch?v=zWQGmU-J80Q
ESSA signed into law (2015)

Dept. of Ed regulation and guidance
States develop implementation plans
NCLB waivers expire (2016)

Transition year for states, districts, and schools (2016-2017)

ESSA in effect (2017-2018)

?
Explicit References to Summer Learning
Explicit references in Titles I and II

• Targeted Assistance Schools (Title I Part A)
  • ...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

• Education of Migratory Children (Title I Part C)
  • supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods

• Literacy Education for All, Results for the Nation (LEARN) (Title II Part B)
  • Activities that are augmented by after-school and out-of-school time instruction
  • An allowable use of local sub-grants: Connecting out-of-school time opportunities to in-school learning in order to improve children’s literacy achievement
Explicit references in Title IV

- 21st Century Community Learning Centers (Part B)
  - *...during non-school hours or periods when school is not in session (such as before and after school or during summer recess)*
  - More detailed list of activities
  - Collaboration with schools
  - Alignment with state standards
  - Addition of expanded learning time

- Promise Neighborhoods (Part F, Subpart 2)

- Full-Service Community Schools (Part F, Subpart 2)

- Jacob K. Javits Gifted and Talented Students Education Program (Part F, Subpart 4)
Terminology

Code names for summer learning!

- “summer recess”
- “out-of-school time”
- “non-school hours”
- “periods when school is not in session”
- “afterschool”
Opportunities Through Broader Strategies
1. Promoting flexibility of funding and allowance of program delivery during the summer months

2. Fostering collaboration and coordination between schools, partners, and programs

3. Engaging a wide range of stakeholders
Promoting flexibility of funding and programming

• English language learners and immigrant students (Title III)
  • Intensive English language instruction
  • Students who are also classified as Migratory may overlap

• Direct student services (Title I Part A)
  • Focus on innovation
  • Credit recovery, academic acceleration, career/technical education, personalized learning

• Innovative Approaches to Literacy (Title II)
  • *provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency*
Fostering collaboration and coordination

• Nonacademic accountability measure (Title I Part B)
  • *measures of student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other indicator the State chooses…*
  • Potential changes in state academic standards

• Student Support and Academic Enrichment grants (Title IV Part A)
  • *Well-rounded education…school conditions for student learning…use of technology*
  • *student access to and improving student engagement and achievement in… STEM… computer science…music…arts… foreign languages… environmental education, and other experiences that contribute to a well-rounded education*

• School improvement (Title I Part A)

• Teacher professional development (Title II Part A)
  • *effectively engage parents, families, and community partners, and coordinate services between school and community*
  • STEM, library, career/technical education, work-based learning
Engaging a wide range of stakeholders

• Student Support and Academic Enrichment grants (Title IV Part A)
  • Development of these plans by LEAs must include a needs assessment, and initial and ongoing consultation with a wide variety of stakeholders, including parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives…and others with relevant and demonstrated expertise in programs and activities.

• Students who are immigrants (Title III)
  • Development and implementation of local plans must include consultation with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education.
Tips and resources for stakeholders

Now is the time!

• Bring research!
• Bring evidence!
• Bring partners!
• Bring youth!
• ESSA stakeholder guide
• Federal Resource Guide
• Mayor’s Summer Learning Playbook

www.summerlearning.org
National Summer Learning Day is July 14, 2016!

Post your summer learning program or event at SummerLearningDay.com.

Follow the story with #KeepKidsLearning.
DARE TO DISRUPT!
THE PATHWAY TO EQUITY AND EXCELLENCE IN EDUCATION
NATIONAL CONFERENCE ON AFTERSCHOOL AND SUMMER LEARNING

OCTOBER 24-26, 2016
THE WESTIN SEATTLE
summerlearning.org/conference
Thank you

Rachel Gwaltney
Director of Policy and Partnerships
National Summer Learning Association
rgwaltney@summerlearning.org

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