



Alaska's Every Student Succeeds Act (ESSA) Application Development Plan Toolkit

Engaging Alaska's Stakeholders

Invitation to Engage

Alaska's Every Student Succeeds Act (ESSA)

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The Alaska Department of Education & Early Development (DEED) values what stakeholders have to say!

You are invited to join DEED staff in the exciting work of developing Alaska's Every Student Succeeds Act (ESSA) application. DEED has developed a process to ensure stakeholder engagement and identified milestones and timelines for completion of Alaska's application to the U.S. Department of Education (ED). This process includes feedback from Alaska's parents, educators, tribal leaders and members, community members, the State Board of Education, the Legislature, and the Governor's office.

Alaska's Vision for Public Education

Alaska's ESSA application will support the mission of public education to provide an excellent education for every student every day. DEED is committed to supporting a public education system that ensures all students can succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Given Alaska's diversity, maintaining that focus and improving student learning requires a support for locally relevant and informed solutions that encourage innovation. To ensure that Alaska's State Application is aligned with what Alaskan's value, DEED has designed a stakeholder engagement process that invites participation from diverse audiences, including parents, tribes, practitioners, community partners, and leaders.

Learn About ESSA

DEED has created this informational document that provides stakeholders a way to quickly learn about ESSA and the process for developing Alaska's ESSA Application. Additionally, we have created a dedicated ESSA page on [DEED's website](#) that will serve as an online toolkit for supporting stakeholder engagement.

Engage in the Conversation

DEED hopes this informational document and the online toolkit will encourage all stakeholders to add their voices to the conversation about Alaska's ESSA Application. Meaningful input from all stakeholders is essential. Like you, DEED wants every student to receive an excellent education every day.

Thanks in advance for joining the conversation!

For more information about ESSA:

<https://education.alaska.gov/akessa/>

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Stakeholder Engagement Opportunities

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What is the process for providing feedback to each of the drafts?

The Department of Education and Early Development (DEED) invites you to get engaged and stay engaged throughout the drafting process of Alaska's State Application.

DEED will be making each draft of the state's application available for public comment. DEED will provide the following for each draft:

- Webinars to present the draft;
- Online survey to collect public comment; and
- DEED's online toolkit that will provide resources and suggestions for how local districts and organizations can conduct stakeholder engagement activities.

In addition to the webinars and online toolkit, DEED, in collaboration with Alaska Staff Development Network (ASDN), invites stakeholders to attend the April 21, 2017 Spring Leadership Conference in Anchorage. At the conference participants can provide feedback on the initial draft. For conference details visit: <http://www.asdn.org/2017-spring-leadership-working-conference>.

When will a draft be released by DEED?

First Draft	Second Draft	Final Draft
<ul style="list-style-type: none">• April 21: ASDN Spring Leadership Conference• April 25: DEED-sponsored webinar	<ul style="list-style-type: none">• May 24: DEED-sponsored webinar	<ul style="list-style-type: none">• July 26: DEED-sponsored webinar

***NOTE: DEED is happy to support you or your district in order to hold a local event.**

What will the online toolkit include?

DEED's online toolkit, which is located on the department's webpage at <https://education.alaska.gov/akessa/>, will have additional resources for those seeking more information about ESSA and Alaska's application development process. The toolkit is also a collection of tools that DEED invites schools, districts, and organizations to use to engage their local stakeholders in the state and local ESSA application development process.

The online format of the toolkit allows DEED to add resources as they come out, and update the drafts, stakeholder surveys, and webinars for each. This format also provides a common place for all Alaskans to get informed and engaged!

Stakeholder Engagement Opportunities

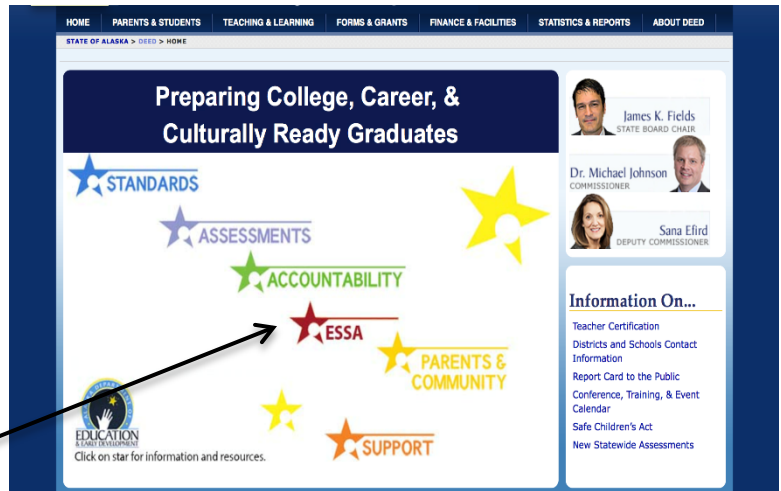
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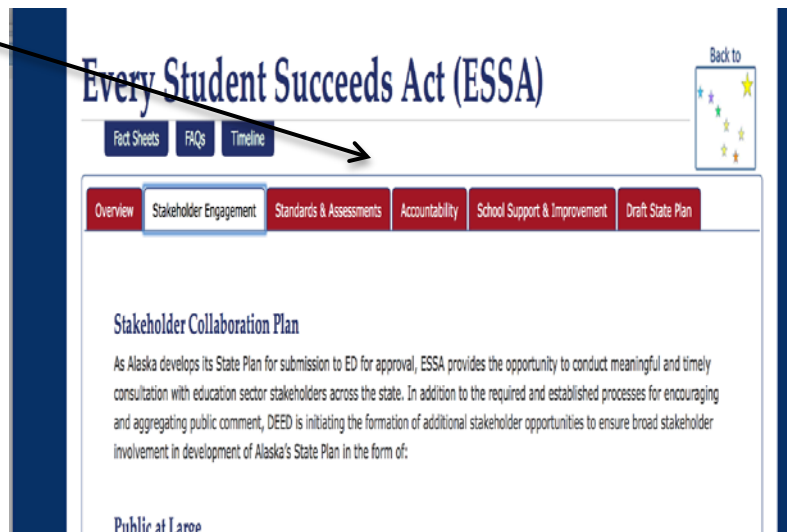
Where do I find the on-line toolkit?

You will start from DEED's main webpage: <https://education.alaska.gov>.



Then just click on the **RED** star labeled ESSA.

From there you will click on the **RED** tab at the top of the page entitled ESSA Toolkit.



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Stakeholder Engagement Activities

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What work has DEED done to date?

The table below outlines the various stakeholder meetings that DEED has engaged in, as well as meetings planned for this spring.

Date	ESSA Activity
January 2016	Formation of ESSA Advisory Committee
February 17 – April 6, 2016	ESSA Advisory Committee meetings (five weekly meetings via webinar and one face-to-face meeting in Anchorage)
March 19, 2016	Association of Alaska School Boards (AASB) Meeting
April 7-8, 2016	Alaska Staff Development Network (ASDN) Spring Leadership Conference
April 13, 2016	ESSA Briefing to the Senate and House Education Committees
April 18-20, 2016	Title I Coordinators and Title I Committee of Practitioners
April 22, 2016	Central Council of the Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Delegate Assembly
April 29, 2016	Alaska Parent Teacher Association (PTA) Annual Convention
May 11, 2016	Combined ESSA Advisory Committee Meeting and Post-Spring Leadership Conference follow-up webinar
May 25 – June 13, 2016	Public-at-large ESSA State Application presentations and discussions (five identical webinar presentations and online discussion forum)
May 24-27, 2016	Alaska School Leadership Institute (ASLI)
June 22, 2016	ESSA Advisory Committee meeting
August 1, 2016	Alaska Superintendents Association (ASA) Summer Fly-In
August 5 – 12, 2016	Public-at-large presentations and discussions on ESSA vision (four separate webinars)
August 5, 2016	Tanana Chiefs Conference (TCC) Meeting
August 11, 2016	Hispanic Affairs Council of Alaska
August 16, 2016	Introductory Letter to Alaska Tribal Government Leaders
August 31, 2016	ESSA Advisory Committee meeting
September 13-15, 2016	Alaska State Board of Education
September 15-16, 2016	Alaska Special Education (SPED) Directors Conference
September 21-24, 2016	Alaska Superintendents Association (ASA) Fall Meeting
September 22, 2016	Alaska Governor's Council on Disabilities & Special Education (GCDSE) Education Committee
September 28, 2016	ESSA Advisory Committee meeting
October 13-15, 2016	Alaska Association of Student Government (AASG)
October 14-16, 2016	National Education Association-Alaska (NEA-AK) Fall Event
October 19-20, 2016	Alaska Technical Advisory Committee
October 20-22, 2016	Alaska Federation of Natives (AFN) Annual Conference
October 22-25, 2016	Alaska Principals' Conference
October 26, 2016	ESSA Advisory Committee meeting
November 10-13, 2016	Association of Alaska School Boards (AASB) Fall Academy
November 30, 2016	ESSA Advisory Committee meeting
December 4-7, 2016	Alaska Association of School Business Officials (ALASBO)

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Date	ESSA Activity
December 7, 2016	ESSA Briefing to the Senate and House Education Committees
December 19, 2016	DEED's Early Childhood Monthly Webinar
January 26-27, 2017	Tanana Chiefs Conference (TCC) Education Summit
April 21-22, 2017	(Upcoming!) Alaska Staff Development Network (ASDN) Spring Leadership Conference

Since December 2015, DEED has...

- Collected nearly **4,000** stakeholder comments to date.
- Held or participated in over **40** meetings/conferences.
- Met with (via webinar and/or in face-to-face meetings) nearly **1,000** stakeholders.
- Formed an ESSA Advisory Committee consisting of over 40 members representing school districts, educational organizations, and educational partners, which has been meeting consistently since January 2016 to discuss the application contents and stakeholder feedback.

State Application Development Timeline: January – September 2017

DEED will be making available drafts for stakeholder feedback. During the next four months, the DEED ESSA planning team will be using stakeholder input to shape each draft. The first complete draft will be presented to stakeholders in three ways:

- On April 21 at the Spring Leadership Working Conference in Anchorage;
- On April 25 via webinar; and
- On April 25 via the internet (DEED's ESSA online toolkit for Stakeholder Engagement).

Time Period	Application Development Activities
January – April	<ul style="list-style-type: none"> • Ongoing consultation with stakeholders. • Use stakeholder feedback to complete the first draft.
April 21 – May 21	<ul style="list-style-type: none"> • Release initial draft to stakeholders for feedback via three methods noted above. • Subsequent drafts created by DEED's ESSA team based on stakeholder feedback.
May 21 – July 22	<ul style="list-style-type: none"> • Subsequent drafts released to stakeholders for feedback via two methods: <ul style="list-style-type: none"> ○ Webinar; and ○ DEED's ESSA online toolkit for Stakeholder Engagement and survey. • Final draft created by DEED's ESSA team based on stakeholder feedback.
July 22 - 31	<ul style="list-style-type: none"> • DEED finalizes the State Application based on stakeholder feedback.
August 1	<ul style="list-style-type: none"> • Final draft of State Application presented to the State Board of Education and Governor.
September 18	<ul style="list-style-type: none"> • State Application submitted to the U.S. Department of Education (ED).

Application Elements

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What are the specific sections of the ESSA State Application?

The U.S. Department of Education has identified six sections that must be included within each state's application. The State Application is required to give descriptions on implementation activities and rationale within each section. Below you will find a table that briefly outlines what states must describe within each section of the application. If you are interested in learning more, the DEED online toolkit contains more detailed information.

Element	What states must describe in their application
1. Long-Term Goals	<ul style="list-style-type: none"> Accountability goals - both a big, or long-term goal, and, smaller, interim goals. These goals must address proficiency on tests, English-language proficiency for English Learners, and graduation rates. Goals have to set an expectation that all groups that are furthest behind close gaps in achievement and graduation rates.
2. Consultation & Performance Management	<ul style="list-style-type: none"> How has the state engaged various stakeholders in the development of the state plans? How will the state review, approve, and monitor district plans? How will the state create a system to continuously improve both state and district plans? How will the state collect data and information for district report cards? How will the state provide technical assistance to schools to ensure effective implementation?
3. Academic Assessments	<ul style="list-style-type: none"> Identify the assessments the state will use to assess students in math, reading or language arts, and science. Describe the state's plan for assessing students whose language is other than English.
4. Accountability, Support & Improvement for Schools & Districts	<ul style="list-style-type: none"> Describe the accountability, support, and improvement system. Describe each measure that will be used for each indicator of the accountability system. List all subgroups of students used in the accountability system. Identify minimum <i>n</i>-size, the minimum number of students that must be in a group for that group to be included. Describe how the state's system will meaningfully differentiate schools that are meeting performance expectations and those that are not. Describe how the state is considering the 95 percent student participation requirement. Describe how the state will use a uniform procedure for data use (across schools years, across grades, etc.). Describe how the state will include all public schools in the accountability system. Describe how the state will identify schools for comprehensive and targeted support. Describe the state's system of support and improvement for low-performing schools.

Application Elements

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Element	What states must describe in their application
5. Supporting Excellent Educators	<ul style="list-style-type: none"> • Describe how the state applications to use Title II, Part A funds and any other program funds to support state-level activities to increase student achievement, improve educator quality, increase teacher retention, and greater access to effective teachers who teach low-income and minority students. • If the state decides to use funds for one or more of the programs funded by ESSA, for certification and licensure systems, educator preparation program strategies and/or educator growth and development systems, it must describe how it will do that. • Indicate how the state will address educator equity.
6. Support All Students (Well-Rounded)	<ul style="list-style-type: none"> • Describe how Title IV Part A funds and other programs, will be used to conduct state and district level activities.

For more information, see the online toolkit at <https://education.alaska.gov/akessa>.

Application Elements

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In addition, there are seven Title programs that states must include in the application. Below is a table that outlines the requirements for each program.

Title Program	Brief Description of requirements
1. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies	<ul style="list-style-type: none"> Describe the process and criteria the state will use to waive the 40 percent school-wide poverty threshold within districts for schools, and how it will ensure that the school-wide program(s) within a district will best serve the needs of the lowest-achieving students in the school.
2. Title I, Part C: Education of Migratory Children	<ul style="list-style-type: none"> Describe the system and implementation plan for how the state will identify and recruit eligible migratory children on a state-wide basis. Describe the state’s identification and recruitment process for pre-school migratory students and students who have dropped out of school, and how the state will verify and document the number of eligible migratory children aged 3-12 residing in Alaska on an annual basis.
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	<ul style="list-style-type: none"> Describe the plan for assisting in the transition of children and youth between correctional facilities and locally operated programs, as well as describe the program outcomes and objectives. The outcomes must include plan to assess effectiveness.
4. Title III, Part A: Language Instruction for English Learners and Immigrant Students	<ul style="list-style-type: none"> Describe the standardized entrance and exit procedures for English learners – using evidence based practice.
5. Title IV, Part B: 21st Century Community Learning Centers	<ul style="list-style-type: none"> Describe how the state will support the state-level strategies. Describe the processes, strategies and priorities for awarding sub-grants.
6. Title V, Part B, Subpart 2: Rural and Low-Income School Program	<ul style="list-style-type: none"> Describe, if applicable, the state’s objectives and outcomes related to activities under the Rural and Low-Income Program.
7. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act)	<ul style="list-style-type: none"> Describe the procedures the state will use to identify homeless students and assess their needs. Describe the state’s plan to help school personnel understand and recognized the needs of homeless and runaway students.

For more information, see the online toolkit at <https://education.alaska.gov/akessa>.

Overview of ESSA

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The Every Student Succeeds Act (ESSA) was signed into law in December 2015 to replace the No Child Left Behind Act (NCLB). This set of charts provides a breakdown of the differences between the two laws for key provisions that State Educational Agencies (SEAs) are required to address in their State Applications.

STANDARDS	
No Child Left Behind	Every Student Succeeds Act
Requires state standards in English Language Arts (ELA), math, and science at all grade levels.	<p>Requires assurances that states adopt challenging academic content standards in reading, math, and science with three levels of achievement that are aligned with entrance requirements for credit-bearing coursework in the state's higher education system as well as the state's career and technical education standards.</p> <p>Also requires states to adopt English language proficiency standards.</p> <p>Prohibits the ED from having an authority over states' academic standards.</p>

ASSESSMENT	
No Child Left Behind	Every Student Succeeds Act
Requires state testing in ELA and math annually in grades 3-8 and once in high school.	<p>Same as NCLB but with the following changes:</p> <ul style="list-style-type: none"> • Allows states to use a single annual summative assessment or multiple statewide assessments throughout the year that result in one summative score. • Allows districts to use other tests for high school with state permission. Other tests must measure state standards. • Allows states to limit the aggregate amount of time spent on state assessment for each grade. • Prohibits the ED from specifying any aspect of the assessments. • Requires districts to publically post information, including the amount of time students spend taking the assessments. • Must meet technical requirements for valid and reliable assessments through peer review.
Requires state testing in science annually grade spans 3-5, 6-8, and 10-12.	Same as NCLB.
Allows states to develop assessments in other subjects.	Same as NCLB.

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ASSESSMENT	
No Child Left Behind	Every Student Succeeds Act
Requires states to provide reasonable adaptations and accommodations for all students with disabilities; however, these alternate tests may be used by no more than 1% of the total number of students being assessed.	<p>Requires states to provide reasonable accommodations for all students with disabilities.</p> <p>Allows states to administer alternate tests for students with the most significant cognitive disabilities; however, these alternate tests may be used by not more than 1% of the total number of students being assessed.</p>
Requires states to administer assessments to at least 95% of all students and 95% of each subgroup.	Maintains requirement that assessments be administered to at least 95% all students. Allows states to establish their own laws governing 'opt-outs' and requires parents to be notified regarding their children's participation rights in assessments. States and districts determine consequences for schools that miss this 95% threshold.
Requires districts to annually assess all students with limited English language proficiency.	Shifts accountability for English language learners into Title I.
Requires states and districts receiving Title I-A to annually administer National Assessment of Education Progress (NAEP) tests in grades 4 and 8 in reading and math.	Same as NCLB.

Overview of ESSA

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ACCOUNTABILITY	
No Child Left Behind	Every Student Succeeds Act
<p>Required that 100% of students be proficient in reading and math by the end of the 2013-14 school year. Required that schools make adequate yearly progress (AYP) for all students and for subgroups for which data are disaggregated.</p>	<p>Eliminates AYP and the 100% proficiency requirement.</p> <p>Prohibits ED from prescribing any aspect of the accountability system, including indicators, weighting, and differentiation methodology.</p> <p>Requires state-developed accountability systems that;</p> <ul style="list-style-type: none"> • Include long-term performance goals for all students and each subgroup, • Annually measure student performance based on state assessments, • For high schools, annually measure graduation rates, • For elementary and middle school, annually measure student growth (or another valid and reliable statewide academic indicator), • Include one or more indicator of school quality or student success that allows for meaningful differentiation, such as student or educator engagement, or school climate and safety, • For all English language learners, measure English language proficiency, • Annually identify and differentiate schools based on all indicators, and • Differentiate schools in which any subgroup is consistently underperforming. <p>Allows states to decide how much weight to give tests in their accountability systems and determine what consequences, if any, should attach to poor performance. Requires states to give more weight to academic factors than other factors.</p>
<p>Establishes student subgroups for accountability and data disaggregation, including students who are economically disadvantaged, have limited English language proficiency, have disabilities, and belong to major racial and ethnic groups as determined by the state.</p>	<p>Same as NCLB with three additional subgroups for data reporting only: homeless status (if statistically significant), students with parents in the military, and students in foster care.</p>

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ACCOUNTABILITY	
No Child Left Behind	Every Student Succeeds Act
Requires publicly available annual state report card that includes data on student achievement at each grade level disaggregated by subgroup,	Same as NCLB.

SCHOOL SUPPORT & IMPROVEMENT	
No Child Left Behind	Every Student Succeeds Act
<p>Triggers corrective action for schools that fail to meet AYP in consecutive years, with annually escalating interventions.</p> <p>Requires states to reserve up to 4% of Title I-A funds to be available to support schools in improvement. Additional funds available through the School Improvement Grant (SIG) program.</p>	<p>Requires states, once every three years to identify a category of schools for comprehensive support and improvement, including at least the lowest-performing 5% of Title I schools, high schools with a graduation rate of 67% or less, and schools where one or more subgroups of students are underperforming.</p> <p>Allows districts to provide students in underperforming schools with the opportunity to transfer to another public school in the district, if permitted by the state.</p> <p>Requires districts to develop evidenced-based strategies for school improvement – in partnership with parents and school staff that include all accountability indicators; requires district to identify resource inequities.</p> <p>Eliminates the School Improvement Grant (SIG) program but requires states to reserve 7% of Title I-A funds to support comprehensive and targeted support schools.</p> <p>Requires states to implement more rigorous actions for schools identified as being in need of improvement for four years.</p> <p>Prohibits the ED from prescribing any specific school supports or improvement strategies.</p>

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CONSULTATION	
No Child Left Behind	Every Student Succeeds Act
Required but not as specific as ESSA.	<p>Application must be developed by the SEA with meaningful consultation with the Governor, members of the State legislature, the State board of education, districts, representatives of tribal governments, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.</p> <p>Prior to the DEED submitting Alaska's application, the governor must be provided 30 days to review and sign the application. If the governor has not signed the application within 30 days of delivery, the DEED must submit the application to the Secretary of Education without the governor's signature.</p> <p>Consultation with the above members may not interfere with the timely submission of the application.</p>

SUPPORTING EXCELLENT EDUCATORS	
No Child Left Behind	Every Student Succeeds Act
<p>Requires 100% of teachers in core academic subjects to be "highly qualified" as follows:</p> <ul style="list-style-type: none"> • Existing teachers must have a bachelor's degree, demonstrate subject-matter knowledge in the areas they teach, and hold a certification or license in the subject they teach. • New teachers must have a bachelor's degree and pass subject-matter tests. 	<p>Eliminates highly qualified teacher requirements.</p> <p>Requires state applications to provide assurance that teachers meet state certification and licensure requirements.</p>
Requires state applications to provide assurance that all teachers and paraprofessionals working in programs supported by Title I-A funds meet state certification and licensure requirements.	<p>Same as NCLB.</p> <p>Requires state applications to provide assurance that paraprofessionals working in the programs supported by Title I-A funds meet requirements under NCLB.</p>

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SUPPORTING EXCELLENT EDUCATORS	
No Child Left Behind	Every Student Succeeds Act
Requires schools receiving Title I-A funds to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.	Maintains the equitable distribution requirement but replaces “unqualified” with “ineffective.”
Defines professional development as activities that improve teachers’ knowledge in the subjects they teach, enable them to become highly qualified, are aligned with content standards, and advance understanding of instructional strategies, etc.	<p>Updates the definition of professional development to ensure personalized, ongoing, job-embedded activities that are:</p> <ul style="list-style-type: none"> • Available to all school staff, including paraprofessionals; • Part of broader school improvement plans; • Collaborative and data driven; • Developed with educator input; and • Regularly evaluated. <p>Allows for new teacher, principal, and school leader academies to meet the need for effective educators in high-need schools.</p> <p>Allows new teacher residency programs to enhance clinical training opportunities for teachers.</p>
Requires districts to provide scientifically-based professional development for teachers of core academic subjects.	Expands access to professional development under Title II to include teachers of all subjects, not just core subjects, as well as school leaders, administrators, and other school staff.
Does not require teacher evaluations; however, requires states that received NCLB waivers to create or improve their teacher evaluation systems.	<p>Does not require teacher evaluation systems, but if Title II funds are used to create or change school district evaluation systems, they must be based “in part” on student achievement and must be based on multiple measures.</p> <p>Precludes the Secretary from prescribing any aspect of educator evaluation systems or measures of effectiveness.</p>

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SUPPORTING ALL STUDENTS (WELL ROUNDED)	
No Child Left Behind	Every Student Succeeds Act
<p>Includes a variety of programs and funding authority to support a well-rounded education, including Arts in Education, Elementary and Secondary School Counseling, the Physical Education Program, and 21st Century Community Learning Centers.</p>	<p>Eliminates 50 individual programs, including those that support physical education, STEM programs, and school counseling.</p> <p>Creates a new block grant that provides funding to states by formula and then districts by formula and must fund at least one academic activity (see description of well-rounded education in the following box), one nonacademic activity (see description of safe and healthy students in the following box), and at least one activity expanding the use of technology.</p> <p>Additional activities may be funded based on a district's needs assessment.</p> <p>Allows for a new early childhood education program aimed at increasing access to child care.</p> <p>Maintains 21st Century Community Learning Centers to support after-school activities.</p> <p>Requires state applications to show how they are improving conditions for learning, including reducing bullying and harassment and addressing adverse behavioral interventions that compromise student health and safety.</p>
<p>Defines core academic subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p>	<p>Eliminates the definition of core academic subjects.</p> <p>Requires districts to allocate 20% of Title IV funds to programs that support a well-rounded education, which could include counseling, music and arts, accelerated learning, foreign languages, history, and environmental education, among other activities.</p> <p>Requires districts to allocate 20% of Title IV funds to programs that support safe and healthy students, which could include school-based mental health services, nutrition and physical education, bullying and harassment prevention, and school personnel crisis management training, among other activities. Allows districts to allocate the remaining 60% of Title IV funds based on assessed needs.</p>

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FEDERAL EDUCATION FUNDING	
No Child Left Behind	Every Student Succeeds Act
<p>Provides Title I-A funding to states through four separate funding formulas: Basic, Concentration, Targeted, and Education Finance Incentive Grants. Total Title I-A FY15 funding \$14.5 billion.</p> <p>Requires each state to make specific adjustments to grant amounts, including administrative and reserved allocations, before providing funds to districts.</p>	<p>Same Title I-A funding formula.</p> <p>Authorizes (but does not appropriate) Title I-A funding at gradually higher levels for four years.</p> <p>Allows 100% transferability between Title II (educator supports) and Title IV and from Titles II and IV into Title I.</p> <p>Authorizes the Institute of Education Sciences to study a Title I formula change that would reallocate funds based more heavily on poverty than population.</p> <p>Creates a pilot program for 50 districts that may aggregate their state and local funds with their federal dollars and design their own allocation to better target funds to the neediest schools.</p>
<p>Requires districts to show maintenance of effort; that is, districts may not reduce state and local funding to schools by more than 10% from the previous year. If they do, the federal government reduces the federal education funding proportionally.</p>	<p>Same as NCLB, except there is no penalty for a district that fails to meet its maintenance of effort requirement for one year if it met the requirement for the five previous years.</p>
<p>Supplement not supplant: states and districts are prohibited from using federal funds to provide services or support activities for which state and/or local funds are currently used.</p>	<p>Allows districts to use federal Title I-A funds for non- school-wide programs if they can demonstrate that the method used to allocate funds ensures the school receives all of the state and local funds it would have received absent Title I-A funds.</p>