



NEWSLINE

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UPDATE ON IMPLEMENTATION OF THE STATE'S APPROVED EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN, ADOPTION OF AMENDMENTS AND ADDITION OF A NEW SECTION TO THE COMMISSIONER'S REGULATIONS

During its April 2019 meeting, the Board of Regents adopted amendments and added a new section to the Commissioner's Regulations related to the implementation of the State's Approved Every Student Succeeds Act (ESSA) Plan.

The following amendments were adopted via emergency measure at the April 2019 Regents meeting and will become permanently adopted on April 24, 2019:

- Sections 100.2(ff)
- 100.2(m)(4)
- 100.18, 100.19, and Part 120
- New Sections to 100.2

The April 2019 Regents Item regarding the amendments and additions to Commissioner's Regulations relating to the implementation of the state's approved ESSA Plan may be found [here](#).

Additionally, a presentation entitled [Update on ESSA Implementation](#) was shared with the full Board at the April 2019 Board of Regents meeting.

Should you have any ESSA related questions, please send them to: ESSA@nysed.gov.

ESSA FINANCIAL TRANSPARENCY REQUIREMENT

During the April 2019 Board of Regents meeting, staff provided an overview of the implementation of the Every Student Succeeds Act Financial Transparency Requirement.

Over the past twelve months, the Department has undertaken a rigorous approach of outreach to stakeholders to develop a report template and uniform guidance in submitting expenditure data. Preliminary guidance will be published later this spring with a comment period in place for school districts to review and recommend amendments and improvements. Final guidance will be issued following that period, with all reporting expected to be completed by early 2020.

For more information, please view the April 2019 Regents Item regarding the [ESSA Financial Transparency Requirement](#).

Additionally, the Supplemental Presentation, "Every Student Succeeds Act - Financial Transparency Requirement," may be viewed [here](#).

THIS JUST IN...

The Board of Regents discussed the following during its last meeting in [April 2019](#):

- [Proposed Amendment to Section 104.3 of the Commissioner's Regulations Relating to Assessments and Student Official Transcripts and Permanent Records](#)
- [Overview of 2019-20 Enacted Budget – State Aid and Non-State Aid](#)

DID YOU KNOW...?

that the New York State Education Department provided new Demonstrable Improvement Indicators for Receivership Schools?

For more information, please visit "Selecting Demonstrable Improvement Indicators," on [the School Receivership Demonstrable Improvement Indicators website](#).

- [Supplemental Presentation: 2019-2020 Enacted Budget Overview - State Aid and Non-State Aid](#)
 - [State Education Department March 2019 Fiscal Report](#)
 - [Board of Regents Oversight of Financial Accountability](#)
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UPDATES FROM COMMISSIONER ELIA

- [Parent Update: Advancing Educational Equity](#)
 - [News and Notes: Happy National Assistant Principals Week and National Library Week!](#)
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FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



The Quality Should Go in Before the Teaching Begins

The Zenith Electronics Company for many years had an ad campaign with the tagline, “The quality goes in before the name goes on.” However, when it comes to teachers, I think there are few who believe that the training they received fully prepared them to be successful practitioners from the first day that they stood in front of their own class full of students. I know that if I were to characterize my very first “solo” classroom experiences, the adjectives “dazed” and “confused” come most readily to mind.

In developing New York’s Every Student Succeeds Act (ESSA) plan, one goal of the Board of Regents was to develop strategies to ensure that new teachers are ready to successfully provide instruction to students from the first day that they enter the classroom. Indeed, recent research shows that not only is the quality of the preparation that aspiring teachers receive a key factor in determining whether graduates of teacher preparation programs enter and remain in the profession, but also that there is an important relationship between educator preparation and positive effects on student outcomes.

Since my preparation experience more than forty years ago, one thing that we have learned is that clinical practice should serve as the central framework through which all teacher preparation programming is conceptualized and designed. Put simply, the more clinical experiences—intentionally constructed in partnership between P-12 and higher education, and with a focus on quality in addition to quantity— aspiring teachers receive, the better prepared they are to enter the classroom.

In recognition of these facts, the Board of Regents at its April meeting adopted amendments to Commissioner’s Regulations that are focused on improving the student teaching experience for prospective teachers. Among the changes that will go into effect for persons who first enter registered teacher preparation programs beginning in Fall 2022 are the following:

- Teacher preparation programs and their partner schools and districts must establish, maintain, and review Memoranda of Understanding, or similar collaborative agreements, to systematically improve teacher preparation experiences;
- Student teaching experience must be at least a full semester (at least 70 days, which would typically equal a 14-week semester), full time, and in alignment with the daily schedule and annual school calendar.
- Both school-based educators (cooperating teachers) and university-based teacher educators (supervisors) must participate in professional learning that focuses on the provision of effective clinical supervision. University-based teacher educators must have at least three years of full-time teaching or related experience in any grade, pre-kindergarten through 12. School-based teacher educators must be certified in the subject area of certification sought by the teacher candidate or in a related area, have at least three years of full-time teaching experience in the subject area of certification sought by the teacher candidate or in a related area, and be designated as a school-based teacher educator or be rated effective or highly effective in their most recent annual professional performance review.

We hope that as you begin to see new teachers who have been prepared pursuant to these requirements, you will find that the quality has gone into them during their preparation, making them ready, willing, and able from Day 1 to provide their students a well-rounded, culturally responsive education that supports their academic and social-emotional development.

NEW YORK STATE EDUCATION DEPARTMENT AWARDS \$5.1 MILLION IN FEDERAL GRANTS TO PROGRAMS SUPPORTING HOMELESS STUDENTS

The New York State Education Department (NYSED) awarded more than \$5 million in grants authorized by the McKinney-Vento Homeless Education Act, a component of the Every Student Succeeds Act (ESSA). NYSED awarded grants to 48

districts across the state to promote school success for students in temporary housing with 12 of those districts to also receive an additional grant with an emphasis on trauma sensitivity.

The Baseline Grant Program award amounts are dependent upon the three-year average number of students in temporary housing identified for each Local Education Agency (LEA). The awards range from \$45,000 for districts serving 100-200 students in temporary housing to \$2.5 million for districts serving more than 50,000 students identified to be in temporary housing. Upon being awarded baseline grants, LEAs were invited to apply for an additional \$20,000 per year through the Enhanced Grant for Trauma Sensitive Schools program, intended to support LEAs in their efforts to take deliberate steps toward creating and implementing trauma-sensitive programs.

The grant period for both grants will be July 1, 2019 – June 30, 2022. Funding for Years 2 and 3 will be awarded at the same level as Year 1.

Each winning application demonstrated a well-developed project that may have included but was not limited to the following: mentoring or tutoring programs, coordination of counseling services, family support programming, professional development, transportation to and from extracurricular activities, preschool outreach, weekend food programs, and physical improvements to shelter or school space to create a safe and supportive educational environment.

Activities and services provided with McKinney-Vento funds must facilitate the improved attendance, engagement, and academic success of students in temporary housing. Applicants developed plans to address a student's social-emotional needs, academic needs, and physical and mental health needs in the proposals they submitted for their McKinney-Vento Homeless Education Program.

Click [here](#) to access a full list of McKinney-Vento grant awards.

LEAs may contact the Office of ESSA Funded Programs via phone at 518-473-0295 or via e-mail at conappta@nysed.gov.

2018-2019 HURRICANE EDUCATION RECOVERY FUNDS

The New York State Education Department (NYSED) will award 2018 – 19 Hurricane Education Recovery funds to provide over \$600,000 to 139 to Local Educational Agencies (LEAs) that reported by June 2018 eligible displaced homeless students on the Hurricane and Disaster Relief Funding surveys. LEAs will receive an allocation of \$283 per reported, eligible pupil. These funds are to be used to address the educational and related needs of homeless children and youth that districts previously reported to NYSED were displaced by Hurricanes Harvey, Irma and Maria or the 2017 California wildfires, in alignment with the McKinney-Vento Homeless Assistance Act. Funds can be used to pay for allowable activities between January 1, 2019 – June 30, 2020.

Eligible LEAs may access the application using the SED Monitoring and Vendor Performance System available in the NYSED Business Portal. Submissions are due by the close of business on Tuesday, April 30, 2019. To access the survey, complete the following steps:

1. Go to [Business Portal](#)
2. Click on the Log In button
3. Enter your username and password
4. Click on "SED Monitoring and Vendor Performance System" under My Applications
5. Select "View Surveys for Title 1 School and Community Services"
6. Find the survey titled "2018-19 Hurricane Education Recovery Assistance for Homeless Children"
7. Click on 'view' to begin/continue to input information

For more information about 2018-2019 Hurricane Education Recovery Funds, LEAs may contact the Office of ESSA Funded Programs via phone at 518-473-0295 or via e-mail at conappta@nysed.gov.

NYSED PROVIDES COMMENTS ON DRAFT GUIDANCE DOCUMENTS ISSUED BY USDE RELATED TO TITLE I, SUPPLEMENT NOT SUPPLANT AND TITLE I EQUITABLE SERVICES TO PARTICIPATING PRIVATE SCHOOLS

On February 28, 2019, the New York State Education Department (NYSED) commented on the United States Department of Education's (USDE) draft guidance called "Supplement not Supplant Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA)." The USDE guidance addresses the changes that ESSA made to the Title I, Part A Supplement not Supplant (SNS) requirement in the Elementary and

Secondary Education Act of 1965. This draft guidance provides important clarifications about the new SNS requirements and will be a valuable technical assistance resource for NYSED and the nearly 1,000 Local Educational Agencies (LEA) it serves.

NYSED's letter expresses support for the draft guidance which:

- Maintains discretion of LEA to determine which State and local funds they allocate to schools;
- Allows LEA to demonstrate compliance in a much less burdensome and restrictive way, while still making clear that federal dollars and should not be used to replace State and local dollars (i.e., supplement, not supplant); and
- Does not prohibit NYSED's discretion to choose monitoring formats and implement appropriate corrective actions in cases where an LEA does not demonstrate compliance.

NYSED does however, believe that there are several areas where the draft guidance requires more detail to better inform its work. NYSED is seeking additional clarification regarding the manner in which LEA demonstrate compliance with the SNS requirements related to:

- Equitable services provided to participating private schools;
- Services provided under Title I, Part C – Migrant Education; and
- Services provided under Title I, Part D Subpart 2—Local Agency Programs for students in Neglected and/or Delinquent Facilities.

In addition, NYSED is seeking additional information about allowable exemptions to SNS requirements.

On April 9, 2019, NYSED also commented on the draft guidance called "*Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers and Families – Updated Non-Regulatory Guidance (2019)*." The USDE guidance is intended to support State educational agencies, local educational agencies (LEA), and private school officials in the implementation of the equitable services requirements under Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA).

NYSED's letter expresses support for the draft guidance which:

- Consolidates and updates information previously included in multiple non-regulatory guidance documents;
- Includes responses to several questions recently raised by NYSED staff to USDE program staff regarding Title I, Part A equitable services requirements; and
- Provides an appropriate level of detail regarding key components of compliance with equitable services requirements including, consultation processes; allocation of funds; program planning and design; implementation of services; and program evaluation.

NYSED does, however, believe that there are several areas where the draft guidance requires more detail to better inform our work. We are seeking additional clarification regarding:

- Reasonable and Necessary Administrative Costs
- Terminology Regarding Hiring Private School Teachers
- Coordination of Services Among Multiple LEAs
- Obligations in Cases of a Single Private School Student

For more information about Comments on Draft Guidance Documents Issued by USDE related to Title I Supplement Not Supplant and Title I Equitable Services to Participating Private Schools, LEA may contact the Office of ESSA Funded Programs via phone at 518-473-0295 or via e-mail at conappta@nysed.gov.

EVIDENCE-BASED INTERVENTIONS

All Comprehensive Support and Intervention or Targeted Support and Intervention schools must identify an evidence-based intervention in their annual improvement plans. The New York State Education Department's website has been updated to include resources for schools and districts in the process of identifying an evidence-based intervention. For more information, visit [Evidence-Based-Interventions](#).

For more information regarding Evidence Based Interventions, please contact Field Support Services, via e-mail at fieldsupport@nysed.gov.

STATE-SUPPORTED EVIDENCE-BASED INTERVENTIONS

The New York State Education Department has updated its list of State-Supported Evidence-Based Interventions. Any Comprehensive Support and Intervention school or Targeted Support and Intervention school selecting one of the listed strategies will automatically fulfill the evidence-based intervention requirement (provided the strategy is implemented according to the parameters outlined). For more information and for the updated list please visit [State-Supported Evidence-Based Strategies](#).

For more information regarding State-Supported Evidence-Based Interventions, please contact Field Support Services, via e-mail at fieldsupport@nysed.gov.

NEW EMAIL ADDRESSES FOR SCEP AND DCIP COMMUNICATION

The New York State Education Department has updated the email addresses it will use for communication regarding the School Comprehensive Education Plan (SCEP) and District Comprehensive Improvement Plan (DCIP). Please note that the previously used fdip@nysed.gov is no longer active.

Moving forward, questions regarding the SCEP should be directed to scep@nysed.gov and questions regarding the DCIP should be directed to dcip@nysed.gov. Extension requests for improvement plans can also be sent to the respective e-mail addresses listed above.

For more information regarding updated the e-mail addresses for SCEP and DCIP, please contact Field Support Services, via e-mail at fieldsupport@nysed.gov.

REGISTRATION OF PUBLIC SCHOOLS

In accordance with section 100.21(c) of Commissioner's Regulations, the New York State Education Department requires that school districts making changes to the registration of schools and creating new schools for the 2019-20 school year, submit the appropriate forms for [Public School Registration](#). The deadline for the 2019-20 school year was **Friday, March 1, 2019**. However, extensions for submitting School Registration forms can be granted based on a written request from the district. The written request can be sent to accountinfo@nysed.gov.

Public School Registration changes include:

- opening a new public school,
- closing an existing public school,
- modifying the grade organization of an existing public school, and/or
- changing the location of a school.

In addition to the submission of forms, regulations also require districts to submit a signed copy of the Board of Education resolution explicitly approving all changes that have been requested for each school.

After a district's submission is received, NYSED staff will review the submission and the Commissioner will make recommendations to the Board of Regents regarding the approval of petitions for new schools. The district must satisfactorily demonstrate that the school will operate in an educationally sound manner; follow applicable statutes, rules and regulations relating to public schools; and adhere to applicable building codes pursuant to a certificate of occupancy.

School Registration submissions and inquiries regarding the process may be sent to accountinfo@nysed.gov.

THINGS TO NOTE

Press Release: [State Education Department Proposes Changes to Enhance Teacher Preparation Programs to Better Serve English Language Learners](#)

Press Release: [New York State Education Department Awards \\$5.1 Million in Federal Grants to Programs Supporting Homeless Students](#)

Press Release: [Statement from Board of Regents Chancellor Betty A. Rosa and State Education Department Commissioner MaryEllen Elia on the Enacted State Budget](#)

