

## FEDERAL EDUCATION FUNDING & POLICY

### MABE POSITIONS

The Maryland Association of Boards of Education, representing all local boards of education in Maryland:

- ✓ **Supports** federal regulations consistent with ESSA to provide more state and local board of education flexibility in crafting student, school and school system accountability systems.
- ✓ **Supports** increased federal funding to states and local school systems to support the costs of implementing federally mandated programs and services.
- ✓ **Supports** local boards of education in playing a prominent role in developing and monitoring Maryland's participation in federal education programs.
- ✗ **Opposes** unfunded federal mandates; and federal guidance, policies, regulations or laws proposed to establish reporting requirements, performance standards, assessments, sanctions or other conditions which do not adequately respect the governance role of local boards of education.

### BACKGROUND

The passage of the Every Student Succeeds Act (ESSA), signed by President Obama on December 10, 2015, represents a comprehensive revision of the Elementary and Secondary Education Act (ESEA), which since 2001 was known as the No Child Left Behind Act (NCLB). MABE believes that ESSA provides an historic opportunity for school boards across the country to help shape how this law will impact their schools, teachers and students. Unlike NCLB, ESSA reduces the specificity of federal requirements while increasing the ability of States and school systems to define how school boards and individual schools are held accountable for student achievement.

ESEA was first enacted in 1965 to provide federal funding to support the education of economically disadvantaged children. Within ESEA, Title I provides Maryland's local school systems with millions of dollars in grant funding based on the numbers of low-income students. In 2001, ESEA was reauthorized as NCLB; and this law included the mandate that each state define what constitutes "adequate yearly progress" (AYP) to increase student achievement in reading and mathematics toward the goal of all students reaching proficient levels on state tests in these subjects by 2014. NCLB also mandated that states develop new curriculum and assessments; increase the numbers of highly qualified teachers, principals, and paraprofessionals; and institute corrective actions in consistently low-performing schools.

In 2010 Maryland adopted the Common Core State Standards and enacted related legislation to reform the teacher and principal evaluation and tenure system. Maryland was awarded a \$250 million Race to the Top grant, and subsequently granted ESEA waivers with additional conditions. Today, ESSA includes provisions barring the federal government from conditioning funding in this way.

The first state accountability plan under ESSA was submitted to the U.S. Department of Education in the fall of 2017. This state plan includes the academic standards and assessment requirements adopted by the Maryland State Board of Education and aligned with the Protect Our Schools Act of 2017. MABE is participating in the development of state policy to ensure that state actions under ESSA adequately respect the governance role of local boards of education. ESSA requires comprehensive interventions and supports for the lowest performing schools, and targeted programs in schools with low-performing groups of students. These and other provisions will require substantial federal, state and local investments in the years ahead.

MABE will continue to advocate for federal legislation, regulations, and appropriations to support sound implementation and full funding for federal requirements under ESSA, the Individuals with Disabilities Education Act (IDEA), the Perkins Career & Technical Education Act, school-based Medicaid services, and other federal programs.

For additional information, see [MABE's Resolution on ESEA](#).