



Every Student Succeeds Act

The Every Student Succeeds Act [ESSA] and Higher Education

Education Policy and Practice Department

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ESSA and Higher Education

- Opportunities and Challenges for Higher Education presented by Every Student Succeeds Act (ESSA.)
- Specific Areas requiring faculty and staff input.
- Implications for Faculty Governance.
- Opportunities for Organizing.
- Implications for upcoming Reauthorization of the Higher Education Act.

ESSA and Higher Education

- Major accomplishment of ESSA is that it takes much of the control of educational policy away from Washington, DC and the Department of Education, and devolves it back to the states.
- Instead of one central decision-maker, there are now 50 +.
- In theory this takes control closer to grassroots, but also leaves room for much political mischief.

ESSA and Higher Education

ESSA requires consultation with *organizations representing educators* in multiple places, ensuring that teachers and their local unions have a say in decision-making.

The same principle of inclusion of faculty and staff in higher education decision-making bodies must apply in the areas where the statute touches on college and university instruction.



ESSA and Higher Education

There are three particular required sections of the law where college and university faculty must be involved:

1. Teacher Preparation Programs
2. College and Career Readiness Standards
3. Dual Enrollment and Early College High School Programs

Teacher Preparation

Teacher preparation should expand opportunities for teacher candidates to access rigorous, comprehensive teacher preparation programs.

Programs must include:

- extensive clinical practice as well as theory
- in-depth test of subject and pedagogical knowledge
- comprehensive pre-service teacher performance assessment.

Teacher Preparation

College and University faculty and staff must be part of decision-making processes as changes to higher education programs are made to implement ESSA, and where appropriate, elementary and secondary teachers as well to ensure the strengthening of teacher education programs.



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College and Career Readiness Standards

- Each state must have **college- and career-ready standards**, as well as goals and targets for progress within student subgroups on some measures.
- College and university faculty and staff must be part of the decision-making process. NEA affiliates should work to ensure that NEA Higher Education members are appointed to decision-making bodies on these issues.

Dual Enrollment and Early College High School

- ESSA includes grants for state and local districts to fund dual- or concurrent-enrollment programs and early college programs.
- Please see attached Backgrounder on ESSA and Higher Education for complete definitions.

Dual Enrollment

The term ‘dual or concurrent enrollment program’ means a program offered by a partnership between a high school and a college so a high school student can enroll in postsecondary courses and earn postsecondary credit that—

- is transferable to the institutions of higher education in the partnership; and
- applies toward completion of a degree or recognized college educational credential

Early College High School

The term ‘early college high school’ means a partnership between a high school and a college that allows students to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the college as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.



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Articulation Agreements

- The formal arrangement that allows colleges to accept transfer credits from a high school or another college is an “articulation agreement.”
- These can be negotiated by institutions directly or imposed by legislative bodies.
- NEA does not support the imposition of articulation agreements, but does support negotiated agreements to improve student achievement.

NEA Policy on Articulation Agreements

NEA's Legislative Program states:

- ***NEA supports:*** the promotion of articulation agreements between secondary and post-secondary institutions (as well as between different post-secondary institutions) when the content of those agreements has been determined by educators from both sectors;

NEA Policy on Articulation Agreements

- College and university faculty and staff from the higher education institution accepting the credit must participate along with k-12 teachers or other higher education faculty and staff providing the coursework to determine that the educational content of the courses actually does qualify as college credit work from the lens of the institution accepting the credit.

How To Implement ESSA

- Higher Education Faculty and Staff must participate in the discussions setting the new policies and standards called for by the new law.
- NEA members need to work with their state affiliates and join Affiliate and Local Implementation Teams.
- State Affiliates need to assist in placing NEA Higher Education Members on Appropriate Decision Making Bodies



NEA Policy on Governance in Higher Education

NEA's Resolution on Faculty-Staff Governance in Higher Education includes the following points:

- Faculty and staff in higher education should participate in the governance of their educational institutions.
- Higher education faculty should have primary responsibility for ... establishing requirements for earning degrees and certificates;

[see attached Resolution for complete text.]

NEA Policy on Governance in Higher Education

- As with most recognized systems of shared governance, the faculty have primary responsibility for all academic policies. The responsibility for establishing “requirements for earning degrees and certificates” includes admission standards and determination if coursework is deemed worthy of college credits.
- The Legislative Program position on articulation is a direct outgrowth of the Association’s governance policy.

Organizing Opportunities

- On campuses with functioning governance systems.
- Faculty and Staff need to work through established governance structures to ensure that academic and educational decisions concerning teacher preparation programs, college readiness standards, and dual enrollment programs are designed for the benefit of the students' learning experiences.

Organizing Opportunities

- In communities with both secondary school and college locals.
- Work together with community partners to present a united front to ensure that the transition between secondary and postsecondary institutions provides the best possible educational opportunities for the students.

Organizing Opportunities

- In communities with K-12 schools, student program chapters, and higher ed locals.
- Use the opportunities for all three entities to partner together to improve student learning and reach out to community at large to increase family and community involvement in educational process and accountability plans.

Organizing Opportunities

- In unorganized colleges.
- Use the opportunities to improve student learning during the transition from secondary to postsecondary education to build support among faculty and staff at institution to be organized.

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Higher Education Act

- See Joint NEA-AFT-AAUP Statement on the Reauthorization of the Higher Education Act to see the Association position.
- Ensure that Dual Enrollment and Early College High School programs are designed for the educational benefit of the students, and not simply imposed as a cost cutting procedure.

Higher Education Act

- Reach out to broader community partners to build support for a seamless web of education from pre-kindergarten through graduate school.
- Conduct communications campaign to make clear to public at large as well as policymakers that NEA represents faculty and staff from early education through graduate school, and is dedicated to the success of all students, no matter what zip code they come from.

In Closing

- NEA resources on ESSA
 - <http://getessaright.org/>
- NEA EPP Higher Education Policy Desk
 - Mark F. Smith, Senior Policy Analyst – Higher Education
marksmith@nea.org
- NEA Higher Education Website
<http://nea.org/he>

Additional Webinar Resources

- Backgrounder on Higher Education and ESSA
- NEA Resolution on Faculty-Staff Governance in Higher Education
- NEA – AFT– AAUP Joint Statement on Reauthorization of the Higher Education Act.

