

SUPERINTENDENTS' ESSA WEBINAR SERIES



WEBINAR 3:

TITLE I UNDER ESSA: IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

THURSDAY, OCTOBER 20, 2016

2:00 – 2:45 P.M. EST

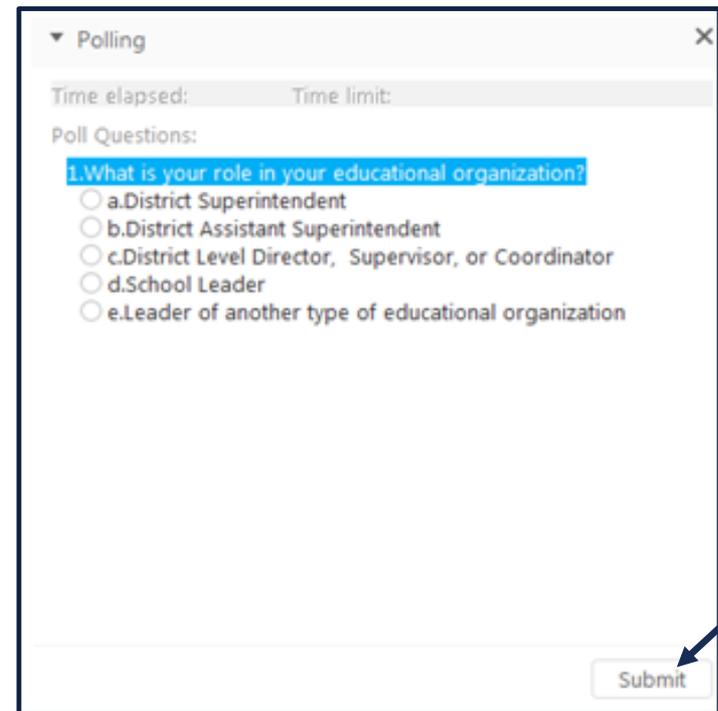
LOGISTICS...THINGS TO KNOW

from webinar producer: Jennifer Webb, Education Consultant

- How to communicate via WebEx



- How to use the Polling feature



CSDE HOSTS



Ellen E. Cohn
Deputy Commissioner



Ajit Gopalakrishnan
Chief Performance Officer

POLL

What is your role in your organization?

- a) Superintendent
- b) Assistant Superintendent
- c) District Leader (Director, Supervisor, or Coordinator)
- d) School Leader
- e) Leader of another type of educational organization



UPDATE ON ESSA STAKEHOLDER ENGAGEMENT & TIMELINE

1. Commissioner Roundtables - SBE Five Year Comprehensive Plan and ESSA CT State Plan
2. Partnership with RESCs & SERC engaging stakeholder groups
 - Focus Groups with over 80 Stakeholder Groups
 - Responses will be coded and data compiled by end of 2016
3. CSDE Leaders & staff engaging groups around ESSA at all routine meetings
4. ESSA Stakeholder Survey will be reposted
5. Monthly updates to State Board of Education
6. CGA Education Committee Forum – Nov. 16, 2016



CONNECTICUT'S ESSA IMPLEMENTATION TIMELINE



Activity	Date
Stakeholder engagement	Sept. 2016–Dec. 2016
CSDE drafts CT State ESSA Plan	Dec. 2016–Feb. 2017
CSDE posts CT State ESSA Plan	March 2, 2017 <i>(estimated)</i>
Public comment period	March 2 – 31, 2017
Plan submitted to USED	On or before July 1, 2017

REQUIRED COORDINATION ACROSS OTHER FEDERAL PROGRAMS



Is coordinated in a timely manner with other programs in ESSA, as well as programs funded under:

IDEA *	Education Technical Assistance Act of 2002
The Rehab Act of 1973	NAEP Authorization Act
Carl D. Perkins Act *	McKinney-Vento Homeless Assistance Act (contained in ESSA)
WIOA**	Adult Education and Family Literacy Act
Head Start Act	Education Sciences Reform Act of 2002
Child Care and Development Block Grant Act of 1990	

* Expected to be reauthorized soon

** Recently reauthorized

AGENDA

TITLE I: IMPROVING BASIC PROGRAMS

(CONTINUED TOPIC FROM WEBINAR #2)

1. General Overview of Title I Programs and Funding
2. Overview of Title I requirements for LEAs
3. School improvement
 - Identification of schools
 - Improvement Activities
 - School Improvement Funding



TITLE I PROGRAMS “BIG IDEAS”



- Previously, schools with a 40% poverty level could combine federal, state, and local funds to upgrade the entire educational program
- ESSA allows states to approve the school-wide program approach to LEAs with a poverty level below the 40% threshold
 - *must record how Title I funds are spent*
 - *must provide additional services to students failing or at-risk*
- States must develop a process and criteria for granting approval of the school-wide approach for schools below the 40% poverty threshold

TITLE I FUNDING IN CONNECTICUT



- There is at least one Title I school in all but one LEA in CT
- LEA funding formula is based on census poverty data
- 2016-17 LEA allocations range from \$7,569 to \$10,425,192
- 2016-17 total allocations to CT Title I Schools = \$116,567,683

POLL

Select the response that best matches your experience

I have the following experience working with federal Title Grants at the local level:

- a) I have previous experience with Title grants, but they are not part of my current responsibilities.
- b) I directly manage/oversee Title grants.
- c) I review/approve Title grant applications, budgets, and spending.
- d) I do not have experience with Title grants at the local level.



TITLE I SCHOOL IMPROVEMENT “BIG IDEAS”



- Greater federal flexibility in spending allowances
- Evidence-based interventions
- LEA improvement plans for schools following a needs assessment and identification of resource inequities
- District monitoring and support of low performing schools
- State monitoring and support



TITLE I SCHOOL IMPROVEMENT FUNDING



Section 1003 is amended

- 2018, and after, States are required to reserve 7% of Title I funds for school improvement, only if it does not create for LEAs a fall below the maintenance of effort amount (*preceding year's amount*)
- States may offer competitive or entitlement grants to low performing schools (*similar as in 1003(g) in the past*)
- States report annually on all LEAs that receive 1003 funds

SIG 1003(a) - Direct Student Services

- States may reserve up to 3% for competitive grants to geographically diverse LEAs
- Prioritized for LEAs with highest percentage of schools needing comprehensive or targeted support



IDENTIFICATION OF SCHOOLS FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT

In 2015-16, CT identified schools in need of **comprehensive support and improvement**. This will occur every three years.

1. Lowest performing 5% of all Title I schools due to:
 - A) overall performance, or
 - B) consistently underperforming student groups
2. High schools failing to graduate one third of students ($\leq 66.6\%$ graduation rate)
3. Title I schools that have not improved within a state-determined timeframe - not greater than 4 years.



ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES *for States*

State Support and Improvement for Low-Performing Schools

- Allocation of school improvement resources
- Evidence based interventions
- More rigorous state interventions
- Periodic resource allocation equity review
- Other state identified strategies

ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES *for LEAs*

Schools with Overall Low Performance

1. District must develop a ***Comprehensive Support and Improvement Plan***
 - a) Plan must include “evidence-based” interventions
 - b) Plan should be developed after:
 - a needs assessment of the low performing school
 - identification of resource inequities at the low performing school
2. SEAs must approve the school plan, monitor and take more rigorous action after state’s designated number of years (≤ 4 years).



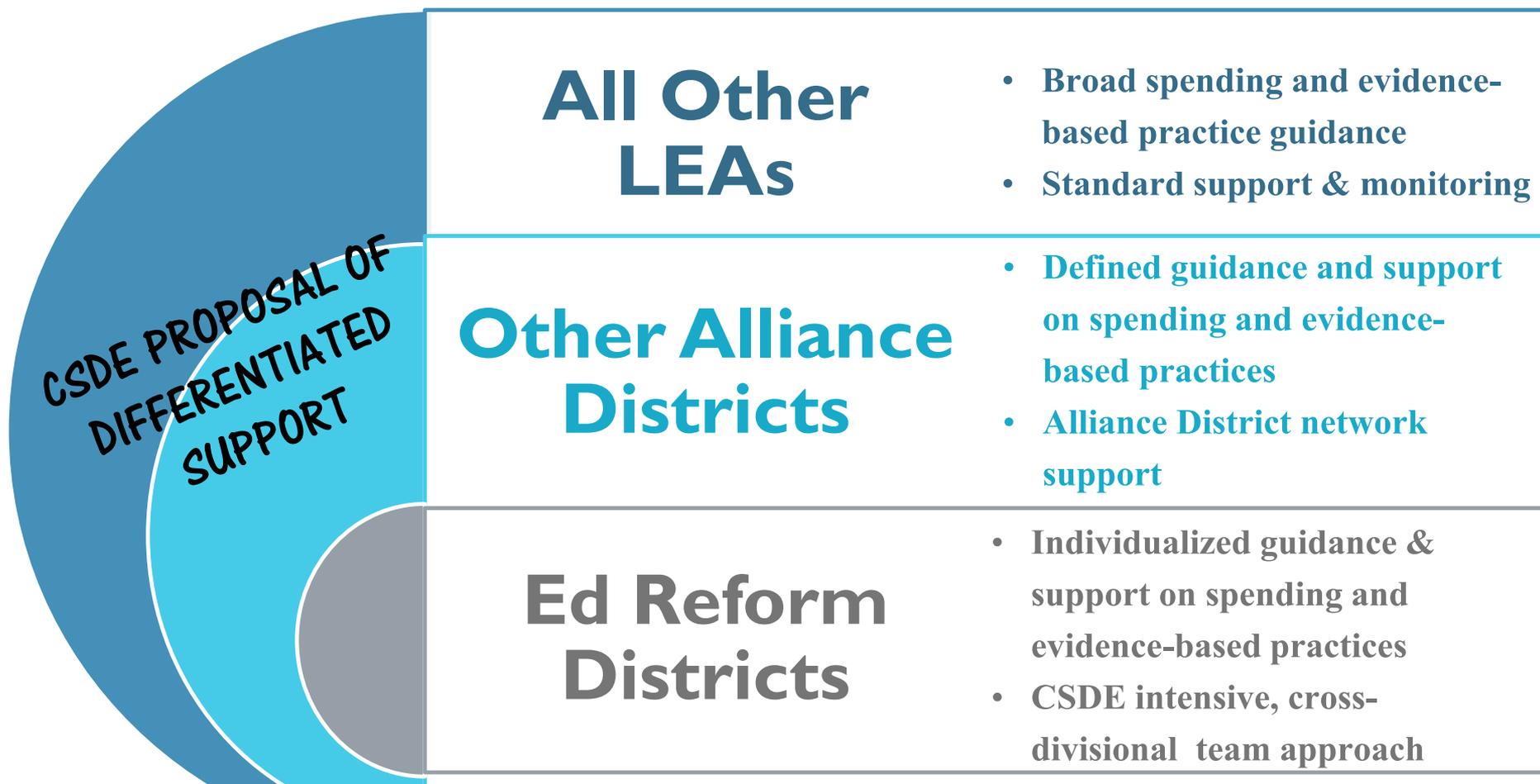
ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES *for LEAs*

Schools with Low “Student Group” Performance

- Districts must develop a ***targeted support and improvement plan***; and monitor and support these schools
- Plan must include “evidence-based” interventions
- Plan should be developed after a needs assessment and identification of resource inequities in each low student group performance school
- SEAs must approve the school plan, monitor and take more rigorous action after state’s designated number of years (≤ 4 years).



DIFFERENTIATED SUPPORT TO LOW PERFORMING SCHOOLS AND DISTRICTS



**** Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter**

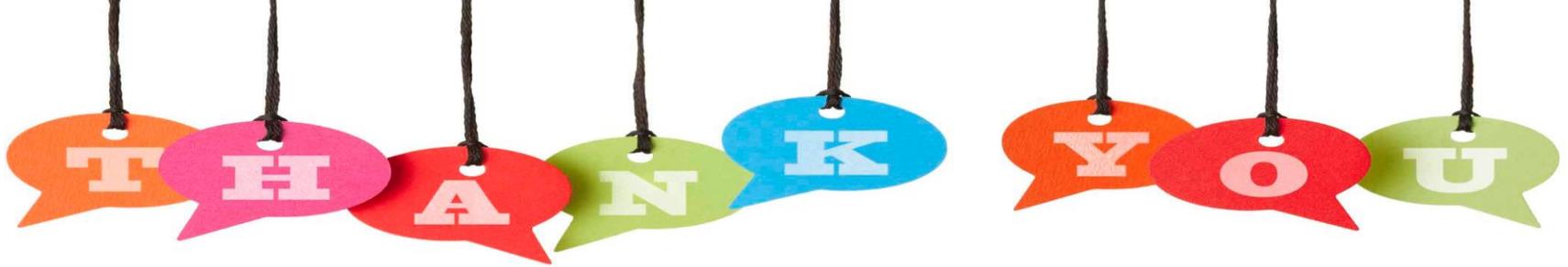
QUESTIONS



UPCOMING WEBINARS



Session	Date & Time	Topic
Webinar # 4	Tuesday, November 15 2:00 – 2:45 p.m.	ESSA Title II: Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders; and Title III: Language Instruction for English Learners and Immigrant Students
Webinar # 5	Tuesday, January 17 2:00 – 2:45 p.m.	ESSA Title IV: <i>Student Supports / Academic Enrichment and Twenty First Century Schools</i> Connecticut State Plan, Long term Goals and Progress Monitoring



Thank you for participating in today's webinar

This recorded webinar will be posted within one week in three locations:

1. Superintendent's Digest on the CSDE Homepage
2. **ESSA Resources** on the CSDE Homepage
3. CT Core Standards website under Professional Development

If you have additional questions, please contact:

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