Every Student Succeeds Act (ESSA) Hub Committee

November 7, 2016

Agenda

- **Welcome**

- **Deep Dive- Standards**

- **Deep Dive- Title Programs and Assurances**

- **Wrap-up**
  - Hub Member Updates
  - Review and Approval of Meeting Minutes
  - CDE Updates
    - Timeline
    - Confirmation of meeting dates/times

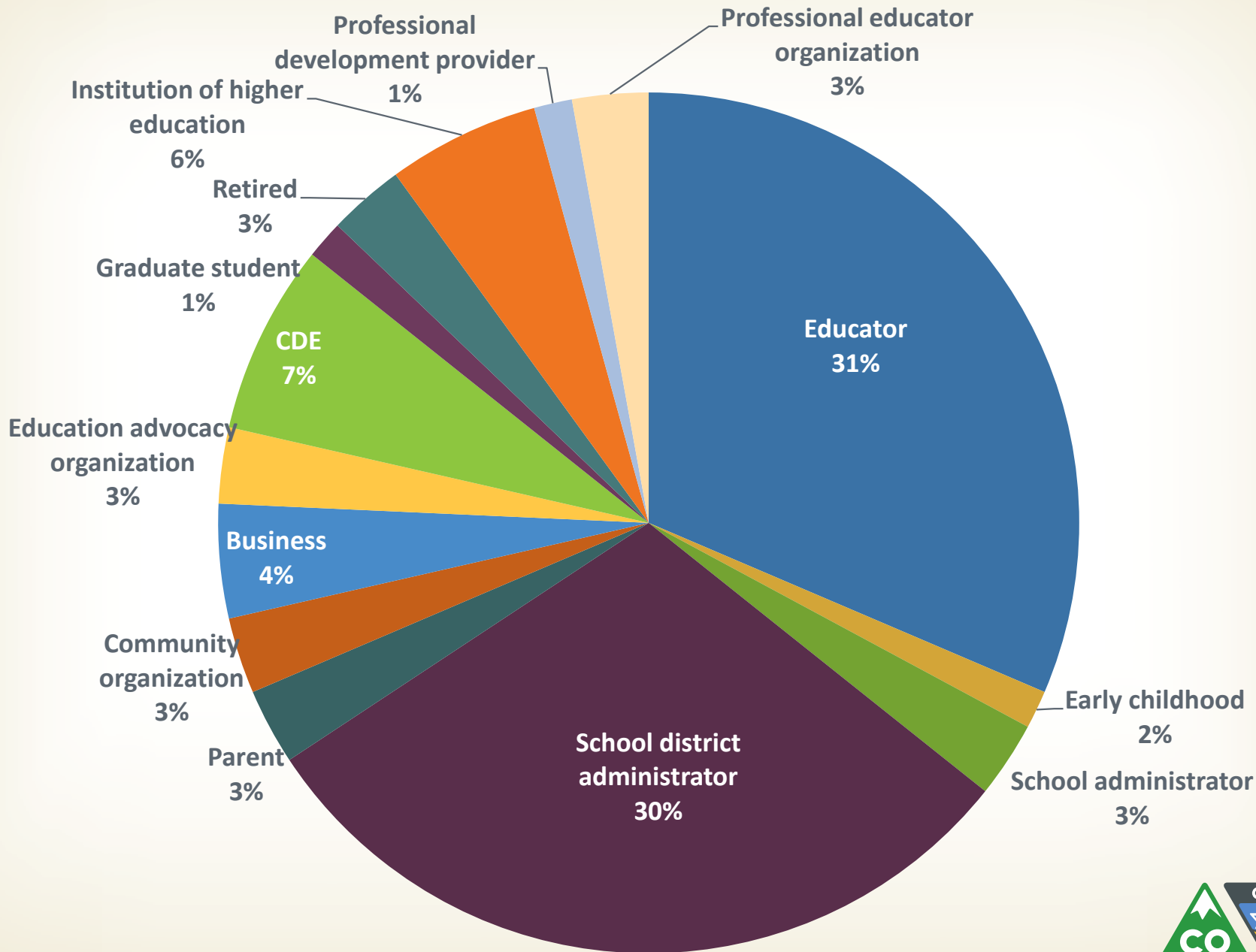# Standards Spoke Committee

Report to the ESSA Hub Committee

November 7, 2016

About the
Standards Spoke Committee

ESSA Standards Spoke Committee Membership

- Professional development provider 1%
- Professional educator organization 3%
- Institution of higher education 6%
- Retired 3%
- Graduate student 1%
- CDE 7%
- Education advocacy organization 3%
- Business 4%
- Community organization 3%
- Parent 3%
- Educator 31%
- School district administrator 30%
- School administrator 3%
- Early childhood 2%

Standards Spoke Committee Process

Timeline	Tasks
August	Recruit committee members
August 18	Informational webinar about the Standards Spoke Committee
August 22	Sign-up deadline for committee
August 24	• Committee members are announced • Committee members have access to "empty" draft outline
August 29	Virtual committee meeting to discuss "empty" draft outline
September 1	Input due for section outline
September 8	Virtual committee meeting to review draft outline
September 15	Committee members have access to the first draft of the section
September 22	Virtual committee meeting to review first draft of the section
September 29	Feedback due for first draft of the section
October 6	Committee members have access to second draft of the section
November 3	Virtual committee meeting to review Hub and SBE update and discuss draft standards section

ESSA Requirements and Decision Points

ESSA Standards Requirements

- **Provide assurance that the state has adopted "challenging" statewide standards in math, reading or language arts, and science**

- **Alternate achievement standards for students with the most significant cognitive disabilities**

- **Standards for English language proficiency**

ESSA Restrictions on U.S. Department of Education Related to Standards

- **States shall not be required to submit standards to the Secretary of Education**

- **The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging State academic standards adopted or implemented by a State**
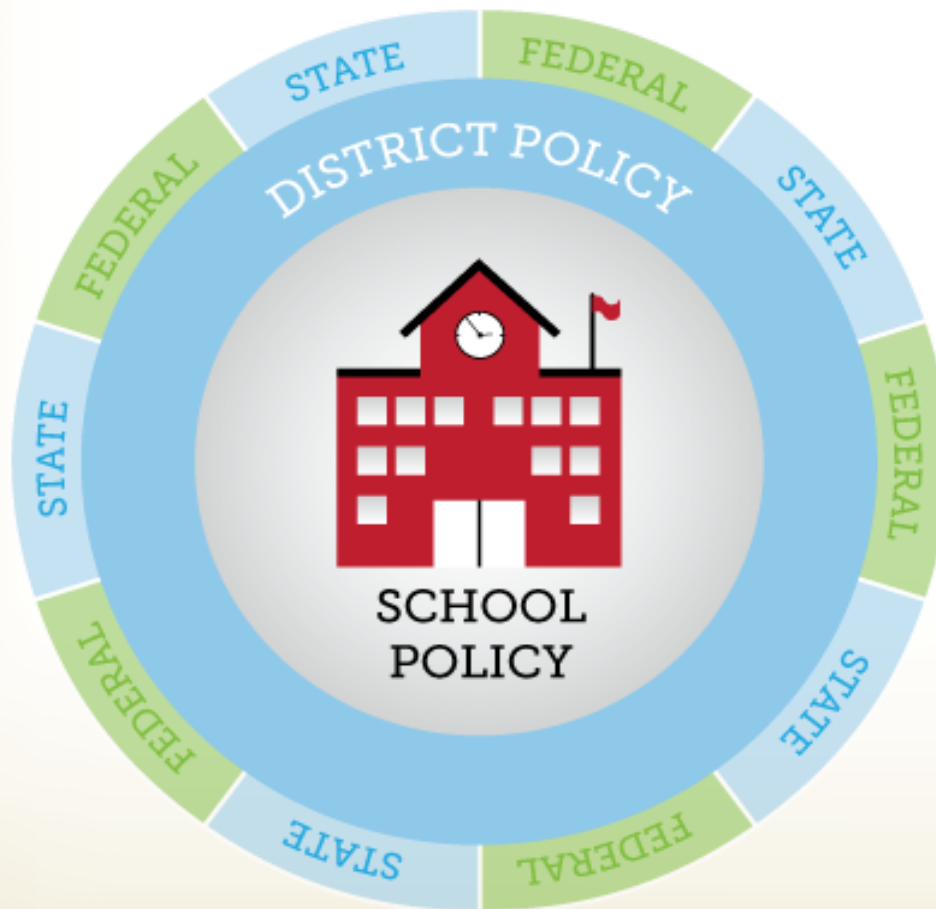
Key Conversations of the Standards Spoke Committee

Differentiating Between Federal, State and Local Policies

▪ **Existing Colorado Education Law**

SCHOOL/DISTRICT POLICY
- Curriculum
- Instructional methods
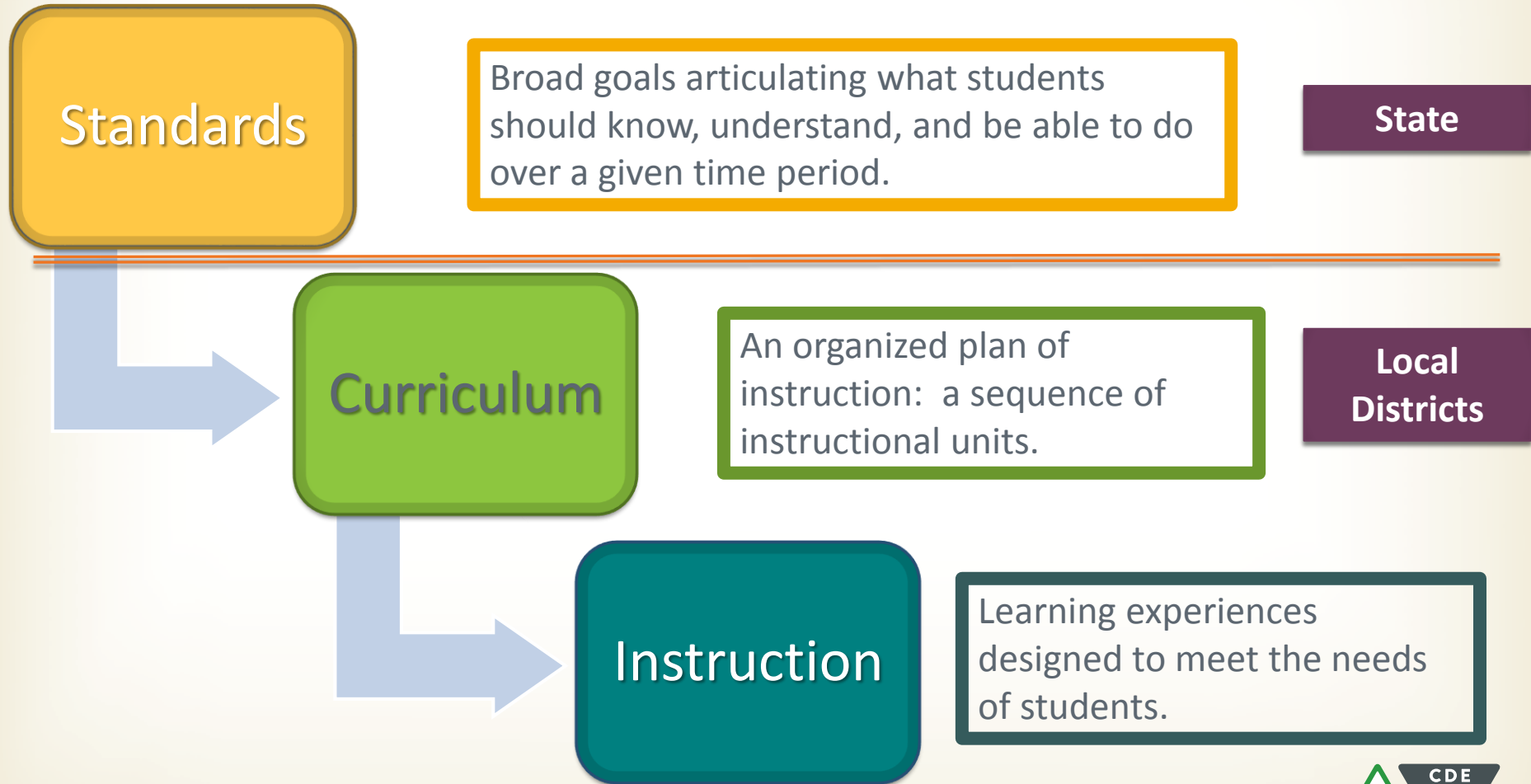- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

STATE POLICY
- Licensure requirements
- Standards
- Specific state assessments, etc.

FEDERAL POLICY
- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.

The Relationship to Standards to Classroom Instruction

Standards

Broad goals articulating what students should know, understand, and be able to do over a given time period.

State

Curriculum

An organized plan of instruction: a sequence of instructional units.

Local Districts

Instruction

Learning experiences designed to meet the needs of students.

History of Academic Standards in Colorado: The Colorado Model Content Standards

- **House Bill 1313 (passed in 1993) initiated standards based education Colorado**
  - Created standards in reading, writing, mathematics, science, history, civics, geography, economics, art, music, and physical education
  - Initiated the Colorado Student Assessment Program (CSAP) in 1996
- **Why standards?**
  - Standards define what students should know and be able to do at the end of a grade level or grade span
  - Standards advance equity of outcomes for students
  - Standards reinforce school and district accountability

History of Academic Standards in Colorado: Colorado's Achievement Plan for Kids (CAP4K) Standards Timeline

Senate Bill 08-212, Officially called the Preschool to Postsecondary Education Alignment Act

- **2008:** CAP4K passes

- **2009:** Standards revision process conducted; new standards adopted in all ten content areas (called the Colorado Academic Standards)

- **2010:** Common Core State Standards in mathematics and English/language arts adopted; standards in these two content areas reissued

- **2011-2013:** Transition process to the Colorado Academic Standards

- **2013-14:** Full implementation of the Colorado Academic Standards

- **July 1, 2018:** The first review and revision cycle for the Colorado Academic Standards is set to conclude (and every six years thereafter)

History of Academic Standards in Colorado: Colorado's Achievement Plan for Kids (CAP4K)

Requirements for the Colorado Academic Standards:

- **Minimally include reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, and financial literacy**
  - HB 16-1198 requires addition of optional, secondary computer science standards by July 2018
- **Be comparable in scope, relevance, and rigor to the highest national and international standards**
- **Require the development of creativity and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; social and cultural awareness; civic engagement; initiative and self-direction; flexibility; productivity and accountability; character and leadership; and information technology application skills**
- **Be aligned with career and technical education standards, as practicable**
- **Be aligned with the state's postsecondary and workforce description**
- **Lead to postsecondary and workforce readiness**

Overview of Draft ESSA Standards Section

Federal and State Requirements: Challenging Academic Standards

ESSA Requirements	State Requirements
Assurance that the state has adopted challenging standards	CAP4K required the State Board of Education to adopt postsecondary aligned standards by December 2009; the standards must be comparable in scope, relevance, and rigor to the highest national and international standards
The standards apply to all public schools	CAP4K requires each local education provider to adopt local standards that meet or exceed state standards; districts may adopt the state's standards
The standards include at minimum the subject areas of mathematics, reading or language arts, and science	CAP4K requires standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, economics, civics, financial literacy, computer science*
The standards are aligned with credit-bearing coursework and state career and technical education standards	CAP4K requires the academic standards to (1) align with the postsecondary and workforce readiness description co-adopted by the State Board of Education and the Colorado Commission on Higher Education and (2) lead to postsecondary readiness

Federal and State Requirements: Alternate Achievement Standards

ESSA Requirements *The alternate achievement standards must be:*	State Requirements
Aligned with the state academic standards	The Colorado Exceptional Children's Education Act (ECEA) corresponds to federal guidance of IDEA Part B statute and regulation addressing the alignment of challenging academic standards. Sec. 300.160(c)(2)(i) and (ii) (I) and the adoption of alternate achievement standards for students with the most significant cognitive disabilities. Sec.200.300.160(c)(2) (iii)
Promote access to the general education curriculum	
Reflect professional judgment as to the highest possible standards achievable by students with the most significant cognitive disabilities	
Designated in the individualized education program for each such student as the academic achievement standards that will be used for the student	
Aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment	

Federal and State Requirements: English Language Proficiency Standards

ESSA Requirements *The English language proficiency standards must:*	State Requirements *The Colorado English language proficiency standards meet all ESSA requirements:*
Be derived from the four recognized domains of speaking, listening, reading, and writing	CAP4K requires Colorado's standards to include standards for English language proficiency. Adopted in 2009, the Colorado English language proficiency standards, through WIDA*, incorporate the four recognized domains.
Address the different proficiency levels of English learners	The Colorado English language proficiency standards address the following six levels of English language proficiency: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, 5—Bridging, and 6—Reaching.
Align with the State's challenging academic standards	The Colorado English language proficiency standards provide English learners with the social and instructional language necessary for school and access to grade level academic content standards.

*WIDA: World-class Instructional Design and Assessment

Next Steps

- **The Standards Spoke Committee will make any needed revisions based on feedback/comments received.**

- **The Standards section of the ESSA state plan has been drafted and is posted on the CDE website for review.**

- **The Standards Spoke Committee requests that the Hub Committee include the draft Standards section in its recommendation to the State Board of Education**

Questions?
Comments?

Title Programs and Assurances Spoke Committee

Report to the ESSA Hub Committee

Goals for Today

- **Provide information about the Title Programs Spoke Committee and its work**

- **Provide information about Title program purposes and ESSA decision points**

- **Provide information about Title program funding and program administration**

- **Gather feedback, concerns, recommendations, and direction from the Hub Committee regarding the above to guide our work**

Context

- **ESSA establishes broad policy requirements for states and school districts:**
  - Academic Standards
  - Aligned Assessments
  - School Accountability
  - School Improvement
  - Teacher Effectiveness

- **Creates Title programs and provides funding to states and local school districts to support implementation of the requirements and raise student achievement and close achievement gaps.**

ESSA State Plan Development
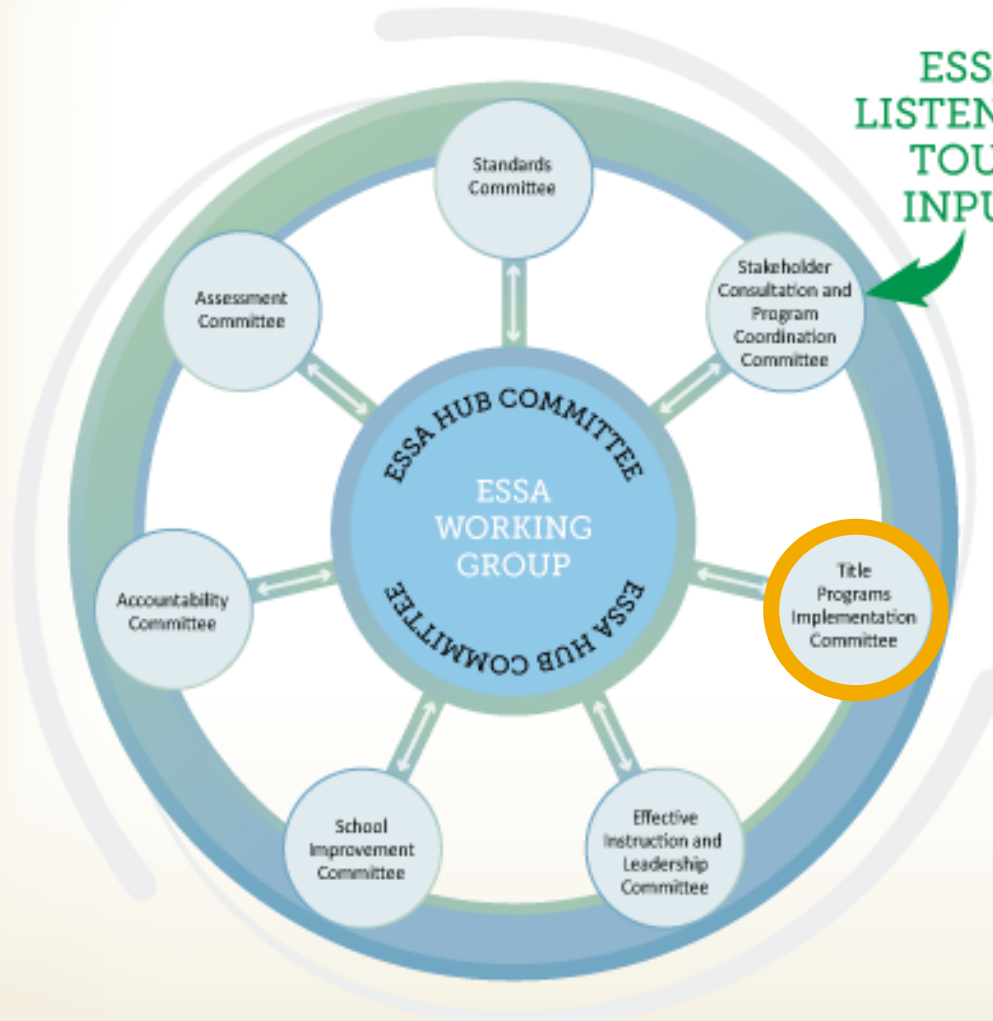
ESSA LISTENING TOUR INPUT

APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community

Title Programs and Assurances Spoke Participants

| First	Last	Affiliation	Role
Clinton	Allison	Fountain 8	Director of Curriculum and Student Achievement
Kirk	Banghart	Moffat Consolidated School District	Superintendent
Amy	Beruan	Aurora Public Schools	Title I Coordinator
Alice	Collins	Westminster 50	Director of ELD
Lori	Cooper	Center 26 JT	Direct of Curriculum, Instruction, and Assessment
Jesus	Escarcega	Aurora Public Schools	Director of Grants
Mary Ellen	Good	Centennial BOCES	Director of Federal Programs
Holly	Goodwin	Diocese of Colorado Springs	Superintendent - Nonpublic School
Laura	Gorman	Douglas County RE-1	Grant & NCLB Coordinator
Roy	Holloway	Boulder Valley RE-2	Director of Humanities, Federal Programs, and Extended Learning
Melanie	Jones	Division of Youth Corrections	Neglected/Delinquent Administrator
Lynn	Kintz	Retired - Academy 20	Education Consultant
Lucinda	Long-Webb	Durango 9-R	Teacher & Parent Liaison for Indian Education Program
Jessica	Martinez	Eagle County Schools	Director of ELL Programs
Lynn	Mather	Retired - Durango 9-R	Chief Academic Officer
John	McKay	Poudre R-1	Director of Language, Culture, and Equity
Bridgette	Muse	Eaton Schools RE-2	Federal Programs Administrator
Tory	Richey	Cripple Creek - Victor School District	Assistant Superintendent
Dawn	Roedel	Denver County 1	NCLB/CDE Compliance Specialist
Arlene	Salyards	NE BOCES	Special Projects Director
Amy	Spruce	Adams 12 Five Star Schools	Certified Recruitment and Retention Administrator
Tracy	Thatcher		Parent
Mitzi	Swiatkowski	EC BOCES	Federal Programs Director
Clare	Vickland	Charter School Institute	Director of Student Services
Myra	Westfall	Valley School District, Sterling	School Board Member

Title Programs and Assurances Spoke Meetings

- **Title Programs and Assurances/ESEA Committee of Practitioners Meetings:**
  - August 18, 2016, 10:00 am – 3:00 pm
  - September 8, 2016, 10:00 am – 3:00 pm
  - September 22, 2016, 10:00 am – 3:00 pm
  - October 6, 2016, 10:00 am – 3:00 pm
  - November 17, 2016, 10:00 am – 3:00 pm
- **Title Programs and Assurances Spoke Committee information can be found at:**

http://www.cde.state.co.us/fedprograms/essa_stateplandevelopment_titleprograms

Work of the Title Programs and Assurances Spoke Committee
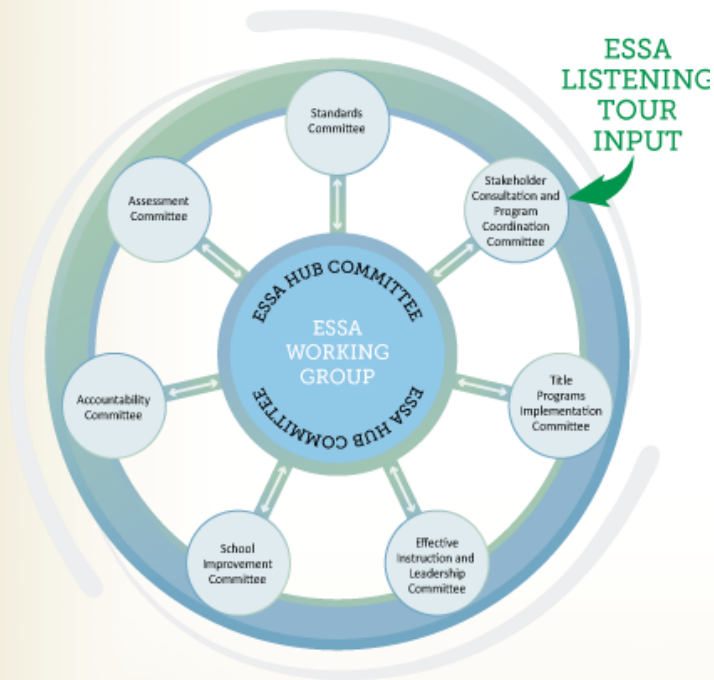
- Advise the Department regarding its system of grants administration, including:

  - Applications and RFPs

  - Program Monitoring and Program Reviews

  - Fiscal Issues

  - Reporting and Program Evaluation

  - Supports and Technical Assistance

- Present and submit draft sections, recommendations, and other related information to the Hub committee for its consideration.

ESSA State Plan Title Programs Requirements

- **Each SEA must describe:**

  - How it will use funds under the programs included in the consolidated state plan and support LEA use of funds - in combination with state and local funds - to ensure that all children have a significant opportunity to meet challenging state academic standards and career and technical standards and attain, at a minimum, a regular high school diploma.

ESSA State Plan Title Programs Requirements

- **Each SEA must describe:**

- Its system of grants performance management for implementation of State and LEA plans regarding supporting all students:

  - Including homeless, migrant, economically disadvantaged, racial and ethnic groups, English learners, students with disabilities, students in foster care, children in military families.

- The description must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance.

Grants Management

- **Goals of Grants Management**
  - Maximize the impact of the grants on behalf of **students**, parents, and taxpayers
  - Minimize the administrative burden of BOCES, school districts, and schools
  - Be efficient, effective, frugal stewards of the funds
  - To be **informed consumers** of the grants so that we not only understand the *requirements* of the grants, but understand the *opportunities* and *flexibility* afforded by the grants to improve students services
  - Understand and meet legal requirements tied to the grants, work toward equitable opportunities for all students.

Title Grant Programs

- **Three types of grants**
  - Competitive
  - State-administered grants
  - Formula grants

Title Programs

- **All of these grants are intended to supplement and not supplant state and local effort and all have these basic components:**
  - Allocation/Award/Funding
  - Assurances/Acceptance of funds
  - Stakeholder Consultation
  - Needs Assessment
  - Plans/Applications/Proposals
    - Program-specific Requirements, strategies, timelines
  - Budget
  - Monitoring
  - Reporting and Program Evaluation

ESSA Themes

- **Although not necessarily new, these themes cut across the allowable use of ESSA Title program funds:**
  - Career and Technical Education
  - Early Learning
  - Healthy Students
  - Well-rounded Education
  - Supports for Teachers
  - Supports for Students

- **Need to reflect these themes in our applications and guidance materials.**

Competitive Title Programs

Competitive Grant Application Process

Plan & Develop
- The Office of Competitive Grants and Awards and program managers meet to develop the rules, funding eligibility, application requirements, scoring rubric, and timeline.

Release & Publicize
- After approval of the application, CDE releases applications in the *Scoop* and the program posts the application to its website and sends the application to its networks.

Technical Assistance
- CDE provides technical assistance to potential eligible applicants, including hosting a webinar, posting Q&As, and answering questions.

Competitive Grant Review Process

CDE Review
- CDE (CGA, program, grants fiscal) review applications for eligibility and inclusion of all required elements (signatures, electronic budget, etc.). Applications are then sent to peer reviewers.

Peer Review
- Peer reviewers individually review and score applications for quality and adherence to the rubric. Reviewers come together during an in-person team review day to discuss and reconcile scoring and make funding recommendations to CDE.

Grants Awarded
- CDE reviews peer scoring and feedback. Grants Fiscal reviews budgets. CDE finalizes feedback and sends award notifications. Applicant must send back all changes by specific date to be funded.

Guiding Principles for Competitive Grant Management

- **Create an equitable and defensible process for administering grants.**

- **Leverage resources and funding to create maximum impact for the field and positive student outcomes.**

- **Grant Program Implementation**

  - Create efficiency for grant management and minimize administrative burden to the field

  - Ensure federal compliance

  - Provide evaluation to ensure quality programs that result in student success.

General Technical Assistance and Support

- **Full-day grant writing trainings throughout state (close to 150 participants trained):**

  - 2015: Alamosa, Colorado Springs, Denver, Castle Rock, Grand Junction, Greeley, Limon and Steamboat Springs

  - 2016: Colorado Springs, Greeley, Leadville, Lamar, Denver

- **CGA Grants Forecast: (http://www.cde.state.co.us/cdeawards/cga_grantsforecast)**

  Purpose: Ensure quality and equity in use of funds

CDE Competitive Grant funding *at a glance*

Average success rate for a grantee: **76%**

Average success rate for a rural grantee: **82%**

Grantees with a **100%** success rate: **65%**

Rural grantees with a **100%** success rate: **76%**

Average number of applications per grant: **12**

Median award amount for all applicants: **~$125,000**

*All data based on FY2014-15 funding opportunities.

21st Century Community Learning Centers Grant Program (21st CCLC)

- **Title IV, Part B of ESSA**
- **Creates community learning centers**
- **Provides academic enrichment opportunities during non-school hours or periods when school is not in session**
- **Offers broad array of activities and programming aligned with challenging State academic standards**
- **Provides literacy and educational services to the families of participating students**
- **Serves students that attend high-poverty, low-performing K-12 schools.**

21st CCLC Overview

- **FY16-17 Funding: Colorado received $11.58 million**

- **Colorado currently has two grant cohorts with 55 grantees running 105 centers**

- **Average grant size: $192,111**

- **Grant cycle: 5-year grant cohorts**

- **ESSA sets the minimum grant award at $50,000**

Colorado Outcomes

- **Grantees served 21,918 students in 2014-15**

- **Of 21st CCLC participants served:**

  - 76% had better academic performance

  - 72% had improved participation in class

  - 68% improved in completing homework to the teacher's satisfaction

Outcomes based on 2014-15 reporting.

21st CCLC Grant Program and ESSA

- **ESSA requirements are connected with the consolidated state plan and new requirements for the 21st CCLC state application**

- **ESSA increases funding for state activities from 3% to 5%.**

- **State activities include: capacity building, technical assistance, professional development, monitoring, program evaluation and coordination with other federal and state programs and resources**

- **21st CCLC ESSA Feedback: 21st CCLC State Advisory Board, Colorado Afterschool Partnership, special events and a reauthorization training for grantees and the field**

21st CCLC's Next Funding Cycle

- **Next RFP to fund programs starting in the 2018-19 school year**

- **Eligible entities are LEAs, community-based organizations, other public or private entities, or a consortium of two or more agencies**

- **New requirements under the federal application in the areas of:**

  - Eligibility – how do we define high-poverty and low-performing

  - RFP process – rigorous peer review process and

  - Evaluation - state and local

- **Allowable usages of funds under ESSA have been expanded to include programming such as: environmental literacy, career and technical programs, internships and apprenticeships**

Homeless Education and McKinney-Vento Overview

- **Number of Colorado Public School Students Experiencing homelessness in 2014-15: 24,685 students in grades PK-12** (more than a 200% increase since 2003-04)

- **The number of unaccompanied homeless youth identified and served in Colorado public schools in 2014-15: 2,052 students** (55% increase since 2009-10)

Homeless Education and McKinney-Vento Overview

- **Title IX, Part A of ESSA and the McKinney-Vento Act have federal educational rights for students experiencing homelessness that all LEAs must meet**

- **Purpose: To remove educational barriers facing children and youth experiencing homelessness, with an emphasis on educational enrollment, attendance, and success**

- **All MV students are categorically eligible for Title IA and LEAs must reserve set-aside funding to help meet their needs**

- **Grant Administration: Competitive Supplemental Grant Program**

MV Supplemental Grant Program Overview

- **For FY16-17, Colorado received $696,654**

- **Eligible entities: All Colorado LEAs and BOCES are eligible to apply**

- **75% distributed through competitive grants to grantees, 25% state administration and activities**

- **State activities include: providing professional development, technical assistance, monitoring, evaluation, coordination with other federal and state programs, responding to inquires from homeless parents and students, working with LEA Homeless Education Liaisons to improve identification and to heighten the awareness and capacity of the liaisons and personnel to respond to specific needs in the education of homeless children and youths**

MV Supplemental Grant Program (cont)

- **Colorado currently has 14 LEA grantees and 2 BOCES MV grantees**

- **Grant cycle: 3-year cohort**

- **Grant ranges are from $10,000 minimum and $40,000 maximum**

- **The average grant size: $32,656**

- **Grant program funds supplemental programming that tracks and evaluates academic progress; LEA/BOCES school support and collaboration**

- **Priority is given to applicants that:**

  - Serve the greatest need and are providing direct services to homeless children and youth (inclusive of preschool and high school age students)

  - Demonstrate high-level collaboration with Title I, Part A

  - Have established partnerships with homeless service providers and school personnel

- **Next RFP to fund programs will be released for programs starting 2019-20 school year**

McKinney-Vento and ESSA

- **ESSA requirements are connected with the consolidated state plan and new requirements for the new MV state plan**

- **New requirements under the ESSA MV state plan include:**

  - Removing foster care placement on 12/10/16

  - Increased specificity and intention regarding liaison capacity

  - Increased collaboration expectations with Title IA

  - Clearer preschool provisions

  - Increased credit accrual and college readiness assistance and procedures

- **Feedback from the MV field includes: statewide McKinney-Vento Homeless Education Liaison training 10/4/16, feedback from grantees, Colorado Advisory Council on Homeless Youth, meetings with primary stakeholders and partners**

Discussion Questions

- **21ˢᵗ CCLC:**

  - What supports should CDE provide to ensure high-quality programs?

  - What state priorities related to high poverty and low performing schools should the state consider in the next funding cycle?

- **McKinney-Vento:**

  - What supports should CDE provide to improve the skills of LEA Homeless Education Liaisons in identification and engagement of students experiencing homelessness?

  - What supports are needed to ensure McKinney-Vento students receive appropriate full or partial credit upon transfer or transition to a new school?

Migrant Education Program (MEP)

Title I Part C, Purpose:

- **(1) support high-quality and comprehensive educational programs for migratory children**

- **(2) ensure that migratory children who move among the States are not penalized in any manner**

- **(3) ensure that migratory children are provided with appropriate educational services**

- **(4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content**

- **(5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the successful transition to postsecondary education or employment; and**

- **(6) ensure that migratory children benefit from State and local systemic reforms.**

Migrant Program Fiscal Responsibility

Funding Streams / Programs Under this Part	List all grant programs under this part	Entitlement or Discretionary	State Allocation (Yes/No)	LEA Allocation (Yes/No)
	Migrant Education Program (MEP)	Entitlement	Y	N
Purposes(s)	The purpose of this part is to establish or improve, directly or through local operating agencies, programs of education for migratory children.			

FY16-17 Colorado Migrant Allocation - 5 Sub grantees - $6,964,975

- Highest Allocation- $2,178,090
- Lowest Allocation- $633,106

- **Funding, provided by the USDE, Office of Migrant Education, is based on the number of migrant children that are identified and certified in the State of Colorado. Funds that each state receives are based on a formula that is developed by the Office of Migrant Education.**

Migrant Program
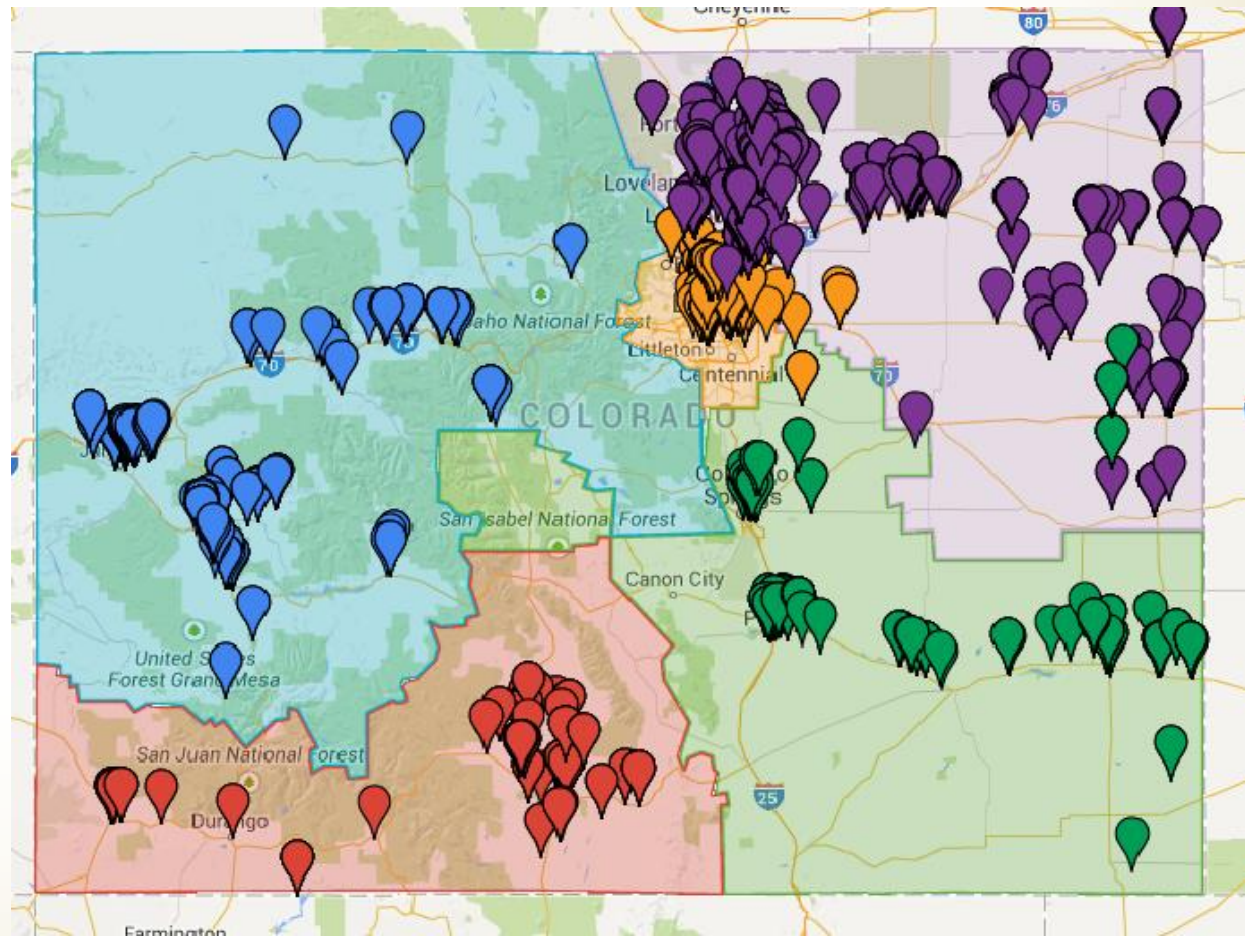# CDE Regional Approach

Five Regions:

1.Metro

2.Northern

**3.South West**

4.South East

5.West Central

Migrant Program Government Performance and Results Act

- Percentage of MEP students that scored at or above proficient on the state's annual Reading/Language Arts assessments in grades 3-8 and high school.

- Percentage of MEP students that scored at or above proficient on the state's annual Mathematics assessments in grades 3-8 and high school.

- Percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.

- Percentage of MEP students who entered 11th grade that received full credit for Algebra I or a higher Mathematics course.

Migrant Program Planning Cycle
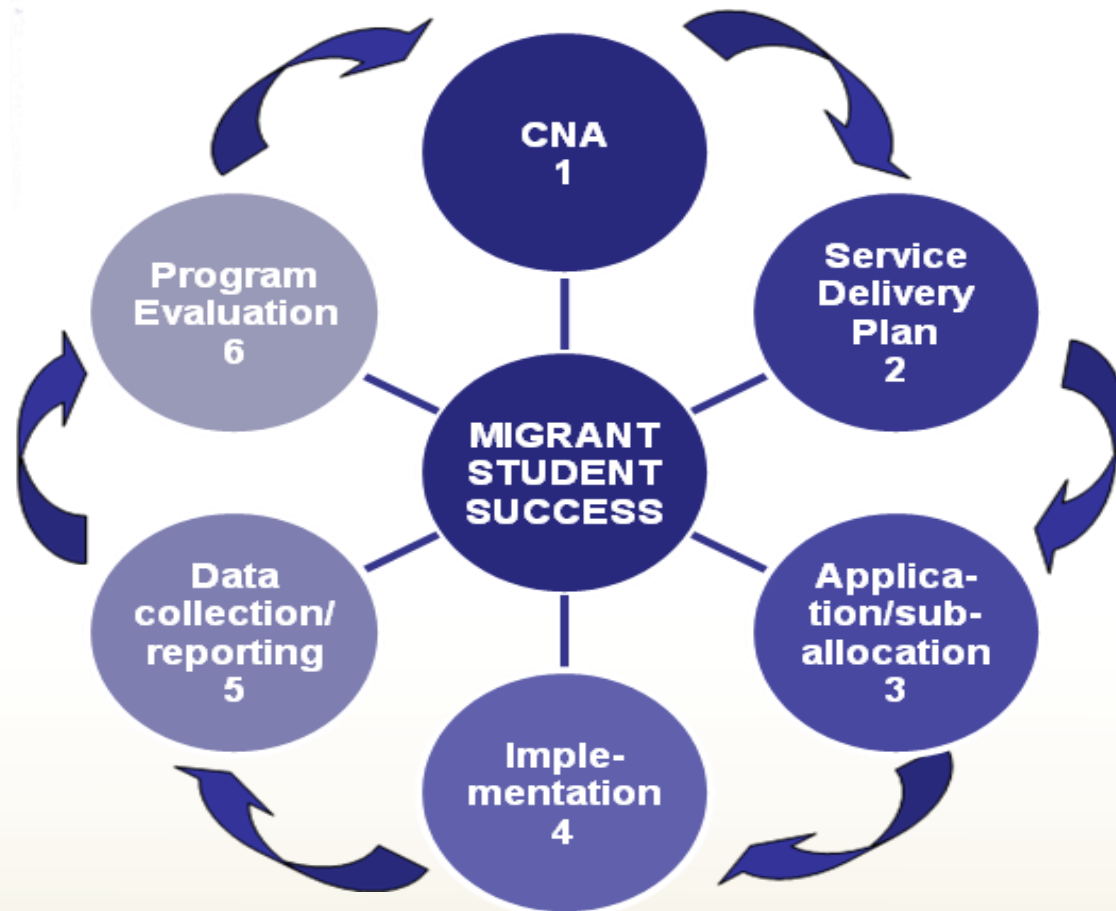
Direct Services from CDE's Migrant State Office

- **Summer Migrant Youth Leadership Institute (SMYLI)**
  - 11 days at a Colorado university
- **Close Up: New American for High School Students**
  - 5 days in Washington D.C.
- **Binational Migrant Initiative**
  - Transfer Document – Mexico and US
  - Teacher Exchange Program
- **Parent Advisory Council**
  - Provide information on needs and guidance for services
  - Statewide representation

Formula Title Programs

Title I Program

- **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- **Purpose:**
  - To provide all children significant opportunity to receive a fair, equitable, and high quality education and to close achievement gaps.

How LEAs Allocate Title I-A funds to Schools

- **LEAs choose a poverty method to use in ranking their schools**
  - Free Lunch, Free and Reduced Lunch, Temporary Aid to Need Families (TANF), Community Eligibility Provision (CEP).

- **LEAs assign funds to schools in Rank Order by poverty percentage**
  - LEAs choose how much funding to provide to schools

- **LEAs budget these funds for school level programs**
  - Schoolwide
  - Targeted Assistance

Title I Program

Basic programs:

- Schoolwide: Funds may be used for activities that are part of schoolwide plan and aligned to the comprehensive needs assessment

- Targeted Assistance: Funds may only be used to meet the needs of participating children.

Targeted Assistance	Schoolwide
Only identified students receive services	Title I funds used to upgrade the entire educational program
Submit data to Title I Interchange	Students not identified/reported to CDE
Must involve teachers and parents of students served in the planning process	Must involve all teachers and parents in the planning process

ESSA Title I

For 2017 – 2018, a LEA must have a plan on file with the SEA that:

- Describes the programs and activities that support a fair and equitable education for each and every student
- Is developed in consultation with stakeholders
- Addresses disparities in teacher distribution
- Meets LEA responsibilities related to school improvement (as applicable)
- Coordinates and integrates services with preschool programs
- Supports efforts to reduce the overuse of discipline practices that remove students from classrooms
- Coordinates academic, career and technical education content

ESSA Title I

Parent Information – 2017-2018

- Must inform parents of ability to request info regarding teacher qualifications

- Must provide parents information regarding their child's academic achievement

- Notify if taught by teacher that does not meet applicable state certification or licensure requirements

- Policy regarding student participation in statewide assessments – post information on each assessment

- Inform parents of ELs of the reason their child was identified as EL and the services for which they are eligible

ESSA Transition

- **ESSA Preserved rank order**
  - Must serve 75% or higher
  - LEAS may use 50% threshold for High Schools
- **Targeted Assistance Programs**
  - No changes
- **Schoolwide – Transition**
  - May request a waiver to operate SW program in a school below 40%
  - Transition to "new" SW requirements during 2016-2017 SY
  - May transition early
  - ESSA SW Program Requirements and Rubric
    http://www.cde.state.co.us/fedprograms/swtoolkit

Title I Choice/SES Provisions

Choice/SES

- Required reservation is repealed
- States **may** reserve up to 3% for:
  - Career and technical education
  - Advanced placement/IB test fees
  - Tutoring
  - Transportation to support choice
- Or, LEAs may use district-level set asides for these activities

Title I, Part D: Neglected or Delinquent Program

- **Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

  - To improve educational services for children and youth in state and local institutions for neglected or delinquent children

  - Specific to LEAs with facilities that serve these students in their district

Title II, Part A

Purpose: to provide grants to State educational agencies and subgrants to local educational agencies to—

- Increase student achievement consistent with the challenging State academic standards;

- Improve the quality and effectiveness of teachers, principals, and other school leaders;

- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II, Part A

	NCLB	ESSA
State level funds	Administration: 1% State level activities: 2.5% Higher Ed partnerships: 2.5%	Administration: 1% State level activities: up to 4% allowed
Allowable uses: LEA	In general, any activities that are supplemental and meet the purpose of Title II, including: • Professional development • Recruitment of teachers • Retention activities • Class-size reduction	Same as NCLB, but also now explicitly allows: • Training on trauma and mental health • Training on school safety issues • Identification of gifted students • Preventing child sexual abuse • Instructional library programs
Accountability	Sanctions on use of funds for: non-highly qualified teachers	Must address gaps in equitable access to teachers

Title III: Language Instruction for English Learners and Immigrant Students

- **Established to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English by:**
  - Assisting schools and districts develop, implement, and sustain evidence-based ELD programs
  - Providing resources to schools and districts for preparing educators (Pk-12), school leaders and district leaders to effectively teach English Learners
  - Providing resources to schools and districts to promote and engage family, parents, and community members of ELs in language instruction education programs and the school/district community

ESSA EL Definition

- ESSA defines an "English learner" as an individual who, among other things, has difficulties in *speaking, reading, writing, or understanding the English language* that may be sufficient to deny him or her the *ability to meet challenging state academic standards*.

Title III Required Activities

Title III grantees must:

- **Provide *effective* language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement;**

- **Provide effective professional development to instructional staff, principals, administrators, community based-personnel classroom teachers that addresses the challenges and opportunities of ELs and the instructional educational program provided in the district/school**

- **Include parent, family, and community engagement activities as they relate to ELs and their families**

Every Student Succeeds Act

States will "establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, **standardized, statewide [EL] entrance and exit procedures**." (*ESSA* §3111, §3113)

Draft ESSA Regulations on Accountability and State Plans

§299.19(c)(3) [3113(b)(2)] Regulations clarify:

- Standardized statewide EL entrance and exit procedures must include uniform criteria applied statewide

- Prohibits a "'local option,' which cannot be standardized and under which LEAs could have widely varying criteria"

- Exit procedures must include objective, valid, and reliable criteria, including a score of proficient on the State's annual ELP assessment

Draft ESSA Regulations on Accountability and State Plans

§299.19(c)(3) [3113(b)(2)] Regulations clarify:

- Scores on **content assessments cannot be included as exit criteria** (not valid and reliable measures of ELP, may result in prolonged EL status, civil rights violations)

- Exit criteria must be applied to both Title I EL subgroup and Title III services (exit EL status for both Title I and Title III purposes)

USED Data Collection Associated Requirements

ESSA requires each LEA receiving Title III funds to submit:

- The number and percentage of ELs in the programs and activities who are:
    - Making progress toward English language proficiency*,
    - **Attaining English language proficiency by the end of each school year**,
    - **Exiting the LIEP/ELD based on their attainment of English language proficiency,**
    - Meeting the challenging State academic standards for each of the **4 years after the student is no longer receiving services***, and
    - Not attaining English language proficiency **within 5 years of initial classification** as an EL and first enrollment in the LEA.

Must be reported in the aggregate and disaggregated, at a minimum, by English learners with a disability.

Title IV, Part A: Student Support and Academic Enrichment Program

- **Title IV, Part A: Student Support and Academic Enrichment Grants – New Program**

  - To build state, district, and school capacity to provide students with access to a well-rounded education, improve the use of technology in order to improve student achievement, and improve conditions for student learning

  - Well-Rounded Education: Definition

- **Note - $1.6 billion authorized in statute, $300 million being discussed in appropriations**

Title IV

Districts that receive more than $30,000 will have to fund activities in each of three categories:

- **Well-Rounded** (at least 20% of funds), which include AP and IB test fee reimbursement, STEM, Arts and Computer Science.

- **Healthy Students** (at least 20% of funds), which includes bullying and drug abuse prevention.

- **Technology** (at least one activity, and no more than 15% can go toward the purchase of technology infrastructure).
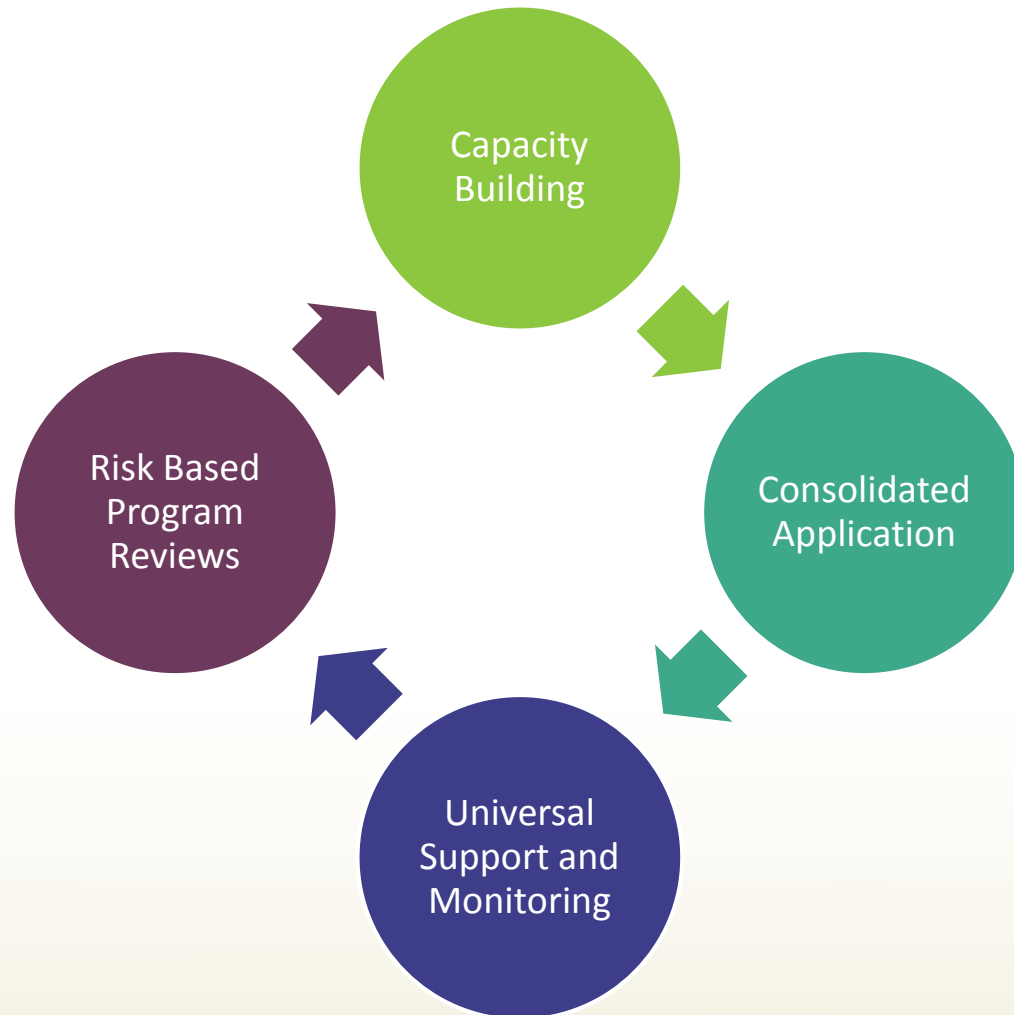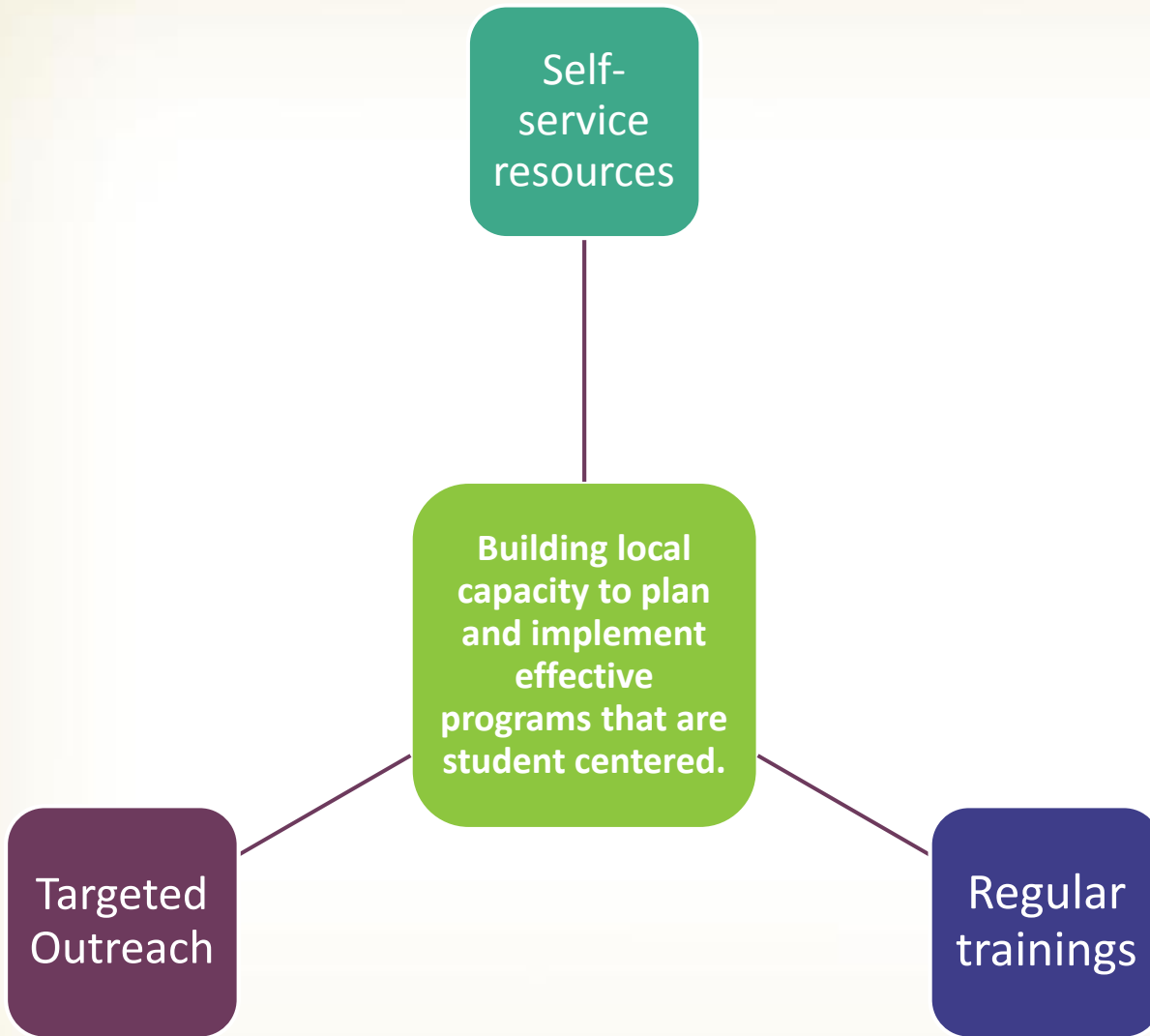
Title V, Part B, Subpart 2: Rural and Low-Income School Program

- **Title V, Part B, Subpart 2: Rural and Low-Income School Program**
  - To assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement

ESEA Programs:
Grants Performance Management

Self-service resources

- Program quick references
- Planning tools
- Needs assessment tools
- Program rubrics
- English Learner Guidebook
- IN DEVELOPMENT: ESEA Grants Administration Handbook

Regular trainings

- ESEA Virtual Academy
- Statewide ELD Professional Learning Opportunities
- Regional Network Meetings
- Equity & Excellence Conference

Targeted Outreach

- ELD Program Review
- UIP review and feedback
- Program planning support

ESEA Programs: Grants Performance Management

Capacity building

Consolidated Application

Universal monitoring

Risk based program reviews

What is the Consolidated Application?

- **Single application for federal formula grants**
  - Title I, Part A
  - Title II, Part A
  - Title III, Part A
  - Title IV, Part A
  - Title V, Part B (rural support)
- **Administered annually**
- **Online platform**

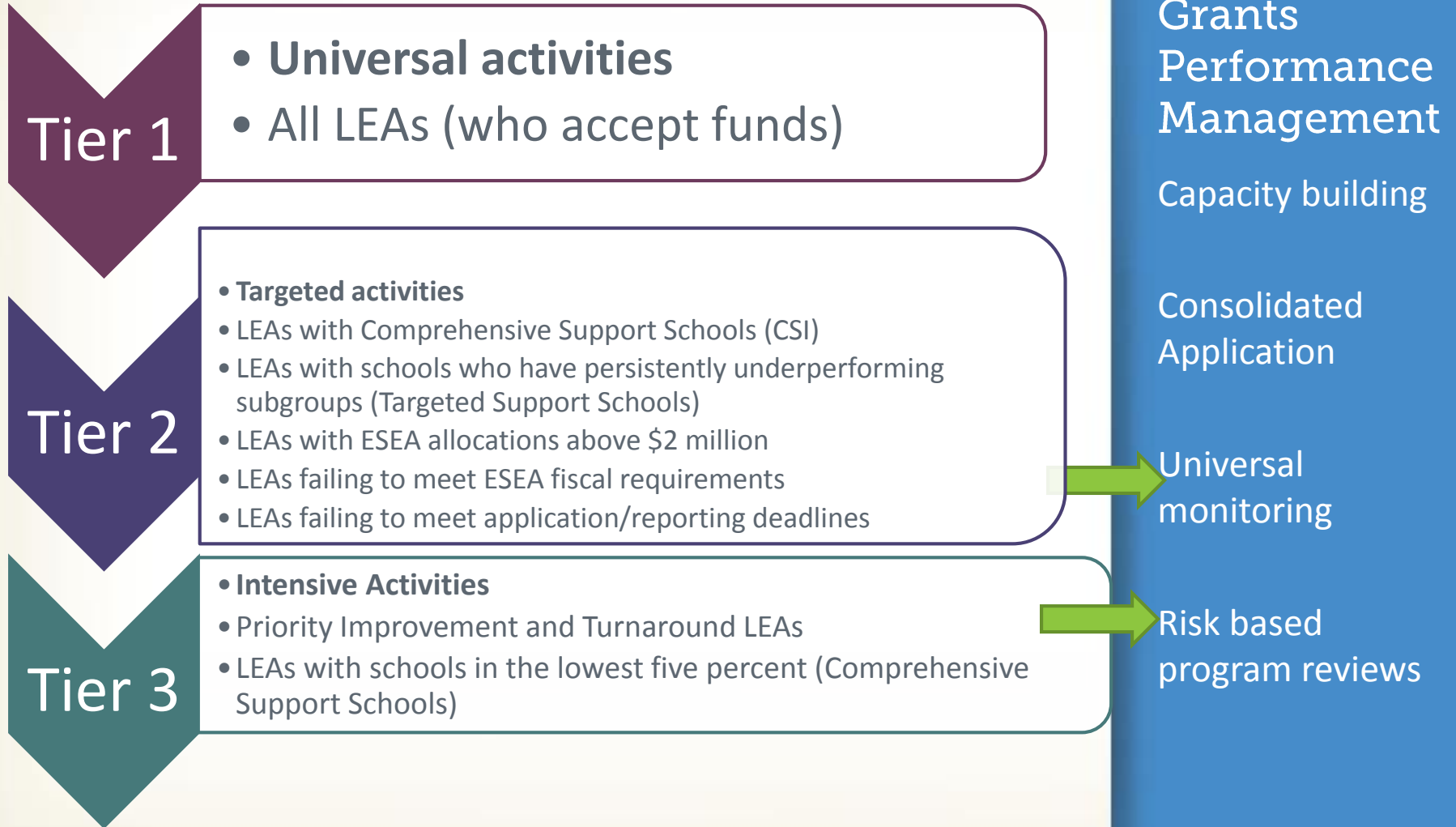ESEA Programs: Grants Performance Management

Capacity building

Consolidated Application

Universal monitoring

Risk based program reviews

Tiered Approach to Monitoring Programs

Tier 1
- **Universal activities**
- All LEAs (who accept funds)

Tier 2
- **Targeted activities**
- LEAs with Comprehensive Support Schools (CSI)
- LEAs with schools who have persistently underperforming subgroups (Targeted Support Schools)
- LEAs with ESEA allocations above $2 million
- LEAs failing to meet ESEA fiscal requirements
- LEAs failing to meet application/reporting deadlines

Tier 3
- **Intensive Activities**
- Priority Improvement and Turnaround LEAs
- LEAs with schools in the lowest five percent (Comprehensive Support Schools)

ESEA Programs: Grants Performance Management

Capacity building

Consolidated Application

→ Universal monitoring

→ Risk based program reviews

How does CDE regularly monitor all LEAs for compliance with ESEA?

- **Universal Program Review Activities:**
  - IN DEVELOPMENT: Self assessment tool
  - Consolidated Application
  - Data Collections
    - Consolidated State Performance Reports
    - EDFacts reporting
    - End of year reports
    - Set-aside reports
    - Human Resources
  - State accountability system
  - Tracking of funds drawdowns
  - Comparability
  - Maintenance of effort

ESEA Programs: Grants Performance Management

Capacity building

Consolidated Application

→ Universal monitoring

Risk based program reviews

ESEA Programs: Grants Performance Management

	Targeted Activities	Intensive Activities
Existing	District UIP review ESEA program plan development support Consolidated Application planning support	
New with ESSA	Review of Targeted Support and Improvement plans for schools not showing improvement Targeted review of indicators identified in universal monitoring and risk assessment	Pre-program review meeting Onsite program review Collaborative action planning Progress monitoring

Capacity building

Consolidated Application

Universal monitoring

Risk based program reviews

Discussion Questions

- Currently, CDE prioritizes schools and districts for a more rigorous application review, program monitoring, and increased support and technical assistance based on the results of the school and district performance frameworks. What do you think about that?

- How should CDE support districts and schools in recruiting and retaining effective teachers that can meet the needs of all students?

- ESSA requires the state to establish standardized entrance and exit criteria for English language development programs. Should Colorado ask for an additional year to finalize the criteria for implementation in 2018-2019 instead of the required 2017-2018?

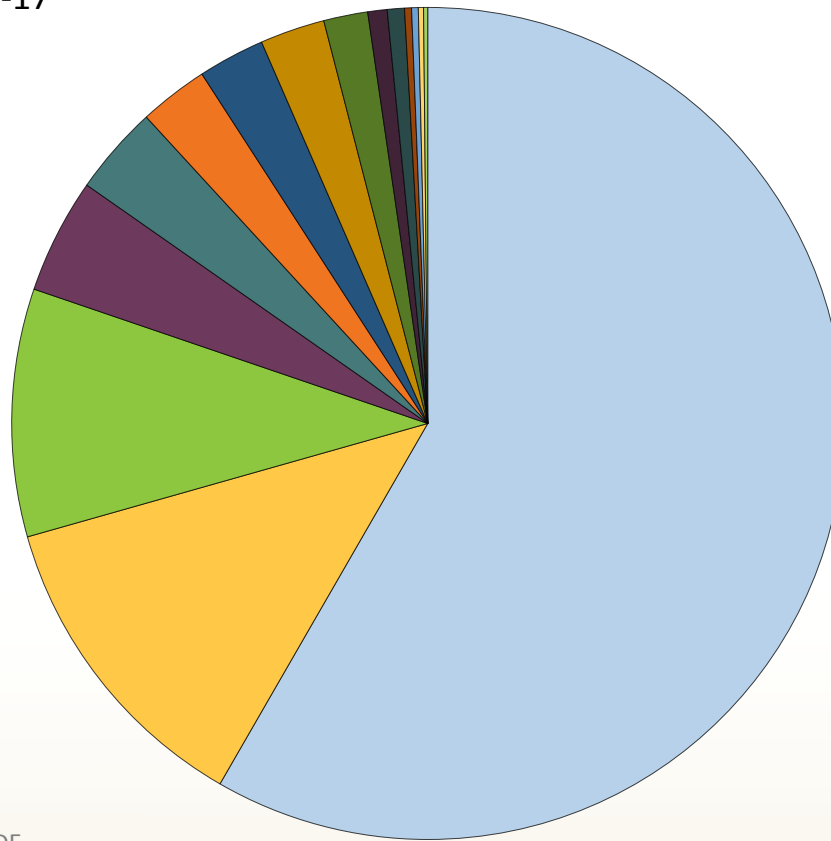- What does a well-rounded education mean for Colorado?

Title Program Allocations and Fiscal Issues

NCLB Grants FY16-17

NCLB Allocation 2016-17
$258.46*

- Title I $150.74 58%
- Impact Aid** $31.75 12%
- Title II $24.88 10%
- 21st Century $11.58 4%
- Title III $8.95 3%
- Migrant $6.96 3%
- Charter School $6.70 3%
- State Assessments $6.51 3%
- Tiered Intervention 1003g $4.43 2%
- Title VI** $1.94 1%
- Math and Science $1.72 0.67%
- Homeless $0.70 0.3%
- Indian Education** $0.67 0.3%
- Title VIB $0.52 0.2%
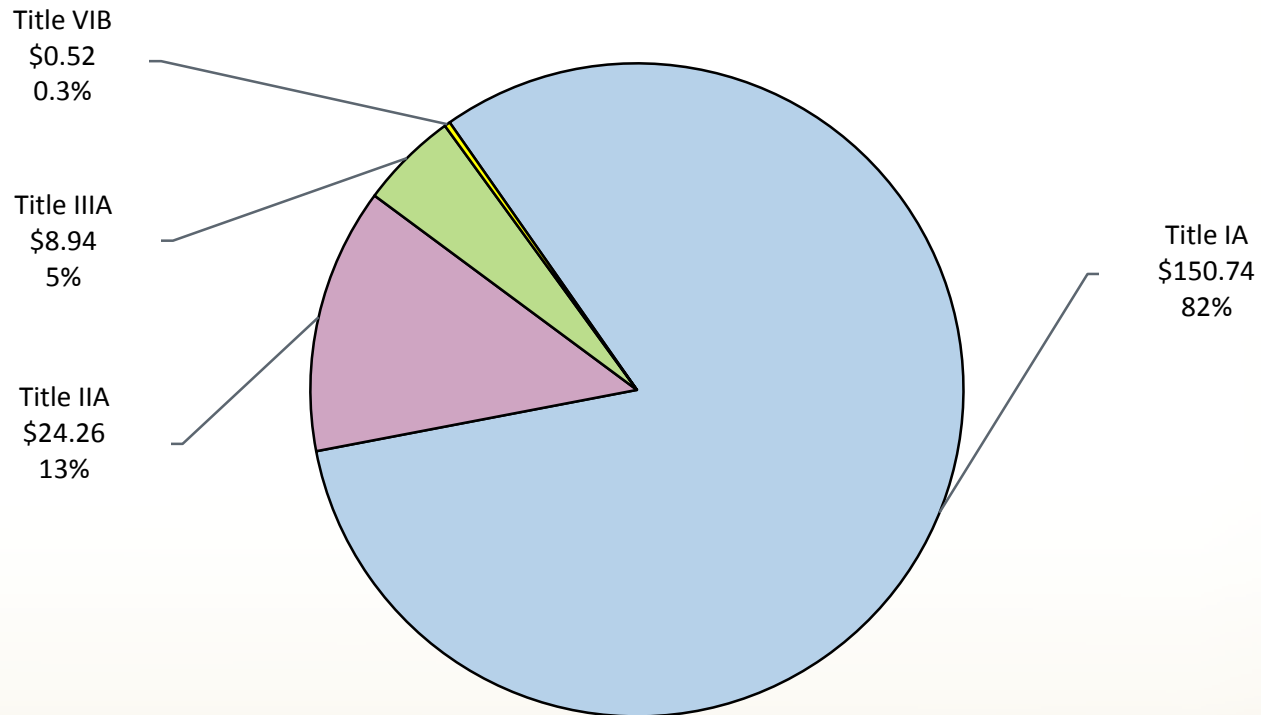- Neglected and Delinquent $0.41 0.2%

* In millions
** Not administered by CDE

NCLB Formula Grants FY16-17

NCLB Formula Grants FY16-17
$184.47*

Title VIB
$0.52
0.3%

Title IIIA
$8.94
5%

Title IIA
$24.26
13%

Title IA
$150.74
82%

* In millions

Title I-A Allocation Process
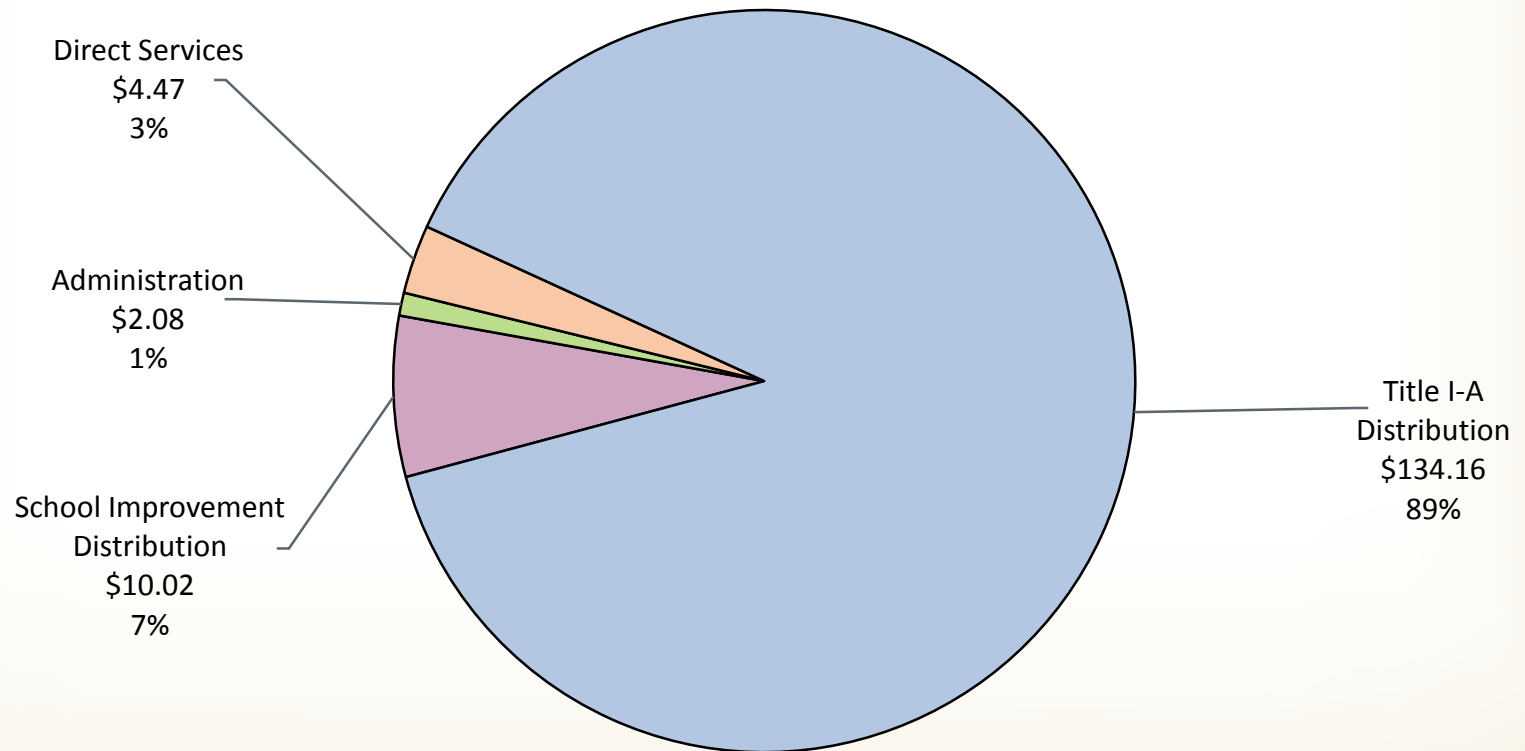
Acronyms & Definitions

- ESSA – Every Student Succeeds Act
- NCLB – No Child Left Behind
- CSDB – Colorado School for the Deaf and Blind
- CSI – Charter School Institute
- CMSA – Census Metropolitan Statistical Area
- EFIG – Education Finance Incentive Grant
- Formula children – 5-17 year olds from low-income families that are determined through the U.S. Bureau Census and are the basis for allocations
- LEA – Local Education Agency
- LEP – Limited English Proficient
- MSA – Metropolitan Statistical Area
- SEA – State Education Agency
- Special LEA – LEA that is not listed by the Census Bureau
- USDE – United States Department of Education

How are Allocations Made to States and School Districts?

US Census Bureau

USDE
- USDE determines allocations for SEA/LEA based on **district of residence** formula children counts.

SEA(CDE)
- CDE adjusts allocations for each LEA.

LEA(School Districts and BOCES)
- LEAs determine distributions to individual schools.
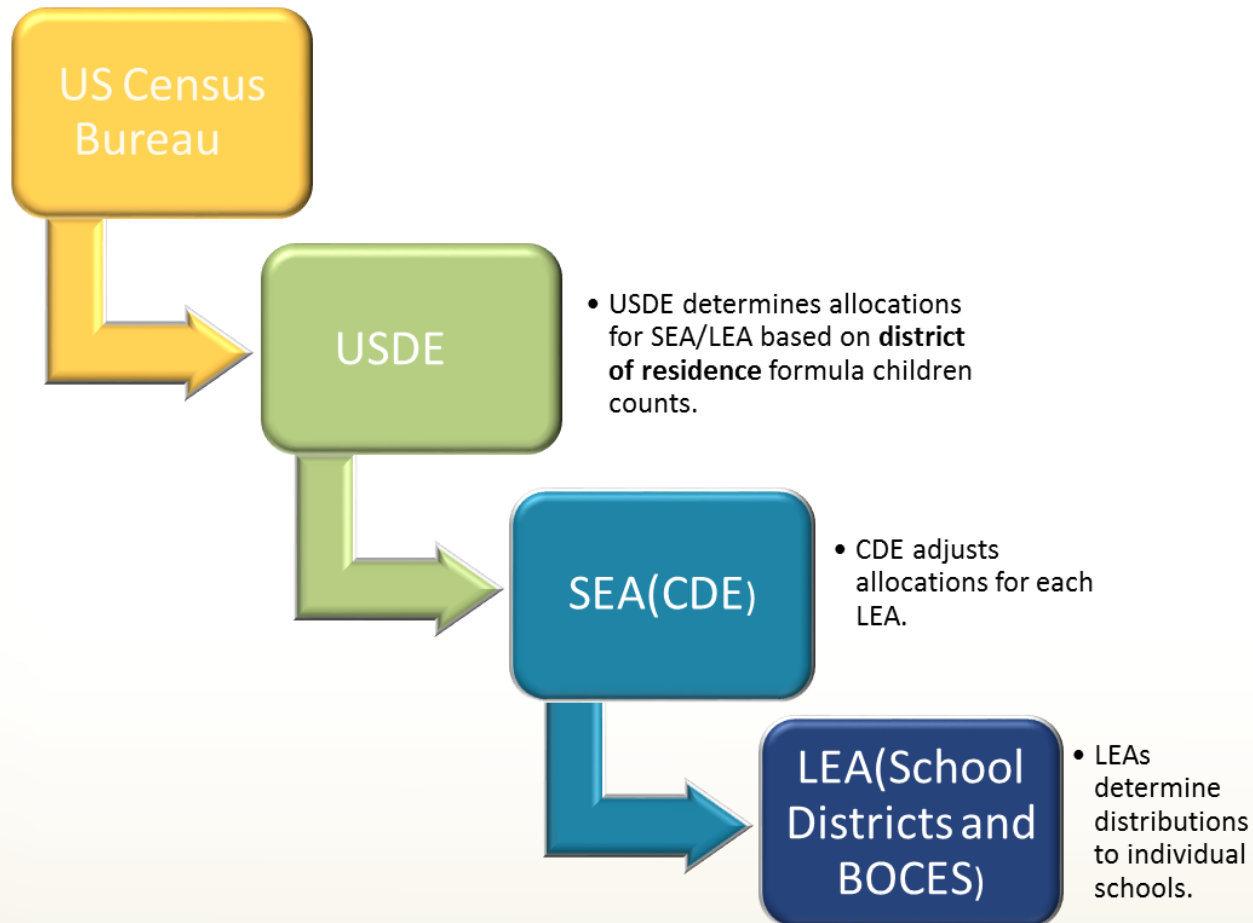
How USDE Allocates Title I To CDE

- Allocated through four statutory formulas, each with their own criteria, that are based primarily on population, census poverty estimates, and the cost of education in each state
  - Basic, Concentration, Targeted and Education Finance Incentive Grant (EFIG)
  - Each have individual criteria for eligibility
- Allocated based on US Census Bureau poverty estimates
  - 2014 data used for 2017 allocations – data is 3 years in arrears
- USDE applies the first Hold-Harmless Provision
- USDE sends allocation figures by individual LEAs to CDE

Title I, Part A Components

Basic	Must have at least 10 formula children, **and**	formula children must exceed 2% of the LEA's total 5-17 population
Concentrated	Number of formula children must exceed 6,500, **or**	15% of the LEA's total 5-17 population
Targeted	Must have at least 10 formula children, **and**	equal or exceed 5% of the LEA's total 5-17 population
Education Finance Incentive Grant	Allocation based on the level of effort that states contribute to education expenditures measured by relative wealth and per capita income	

Title I, Part A Components for FY16-17

Title I-A, 150.74m

$37.09 Incentive 25%

$68.01 Basic 45%

$33.68 Targeted 22%

$11.85 Concentration 8%
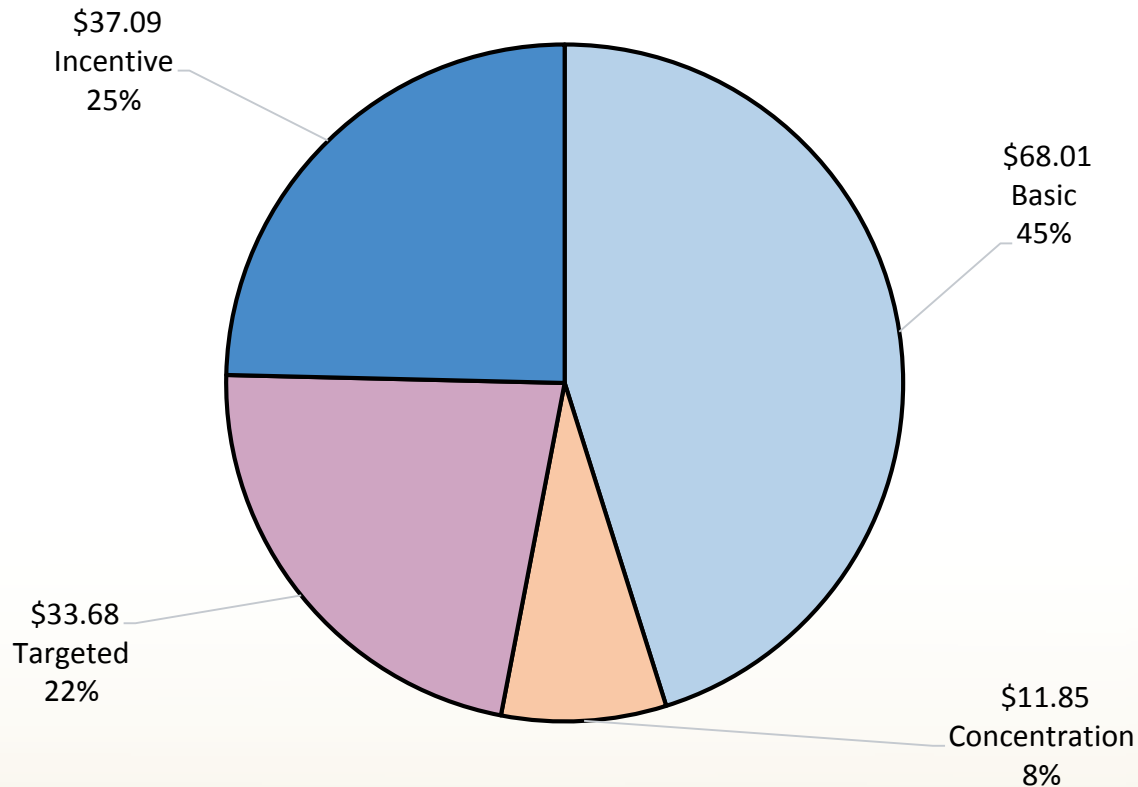
*In Millions

How USDE Allocates Funds to CDE

- **USDE sends source documentation to CDE on individual LEAs that include:**
  - Populations
    - Total Formula children count which includes the total of:
      - Poverty count from census data (3 years in arrears)
      - Neglected
      - Foster Care
      - Temporary Assistance to Needy families (TANF)
    - Total population ages 5-17
    - Formula children as a percentage of the total 5-17 population
  - Allocations
    - Current year allocations broken out by each of the 4 components of Title I for each LEA
    - Current year Total Allocation for each LEA
    - Previous year allocations broken out by each of the 4 components of Title I for each LEA
    - Previous year Total Allocation for each LEA

How CDE Allocates Title I to LEAs

- **Awards range From $852 - $29,622,309 - Average $794,119**
- **Allocations from USDE are adjusted in CDEs allocation formula for:**
  - State administrative costs
  - Special LEAs
    - CSDB and CSI
  - Multi District Online Pilot
  - Required set asides
    - Delinquent and School Improvement
  - Hold Harmless provisions
- **CDE sends updated allocation figures to individual LEAs**

State Administration

- **''SEC. 1004. STATE ADMINISTRATION.**

  ''(a) IN GENERAL.—Except as provided in subsection (b), to
  carry out administrative duties assigned under parts A, C, and
  D of this title, each State may reserve the greater of—
  ''(1) 1 percent of the amounts received under such parts;
  or
  ''(2) $400,000 ($50,000 in the case of each outlying area).
  ''(b) EXCEPTION.—If the sum of the amounts appropriated for
  parts A, C, and D of this title is equal to or greater than
  $14,000,000,000, then the reservation described in subsection (a)(1)
  shall not exceed 1 percent of the amount the State would receive,
  if $14,000,000,000 were allocated among the States for parts A,
  C, and D of this title.

- **All entities (including States, Guam, Virgin Islands and others) receiving Title I grant funding use their proportional share of the $14B as a *base* to calculate their 1% administration set aside.**

- **States proportional share of the $14B is proportionally shared by Title I-A, Title I-C and Title I-D.**

State Administration

|	TITLE I, PART A TOTAL LEA GRANTS	TITLE I, PART C MIGRANT EDUCATION	TITLE I, PART D, SUBPART 1 STATE NEGLECTED & DELINQUENT PROGRAM	TOTAL TITLE I, PARTS A, C, & D
UNITED STATES TOTAL	$13,614,948,266	$341,644,129	$43,407,605	$14,000,000,000
STATES ONLY	$13,475,203,064	$331,644,129	$42,322,415	$13,849,169,608
ALABAMA	$213,795,661	$1,853,416	$606,622	$216,255,699
ALASKA	$38,846,049	$6,268,841	$295,168	$45,410,058
ARIZONA	$303,582,601	$5,915,251	$1,666,111	$311,163,963
ARKANSAS	$145,219,629	$4,744,364	$457,646	$150,421,639
CALIFORNIA	$1,597,533,015	$116,980,010	$1,118,613	$1,715,631,638
COLORADO	$137,902,041	$6,332,795	$372,178	$144,607,014
CONNECTICUT	$110,262,577	$0	$964,675	$111,227,252
DELAWARE	$43,924,953	$262,707	$369,812	$44,557,472
DISTRICT OF COLUMBIA	$42,253,088	$0	$160,576	$42,413,664
FLORIDA	$732,493,544	$20,452,773	$1,422,481	$754,368,798
GEORGIA	$478,468,374	$7,099,933	$1,415,152	$486,983,459
HAWAII	$45,868,059	$722,323	$380,394	$46,970,776
IDAHO	$52,954,467	$3,211,173	$487,407	$56,653,047
ILLINOIS	$618,915,738	$1,715,641	$579,049	$621,210,428
INDIANA	$238,908,371	$4,943,415	$493,853	$244,345,639

Special LEAs

- **A special LEA is one that is not listed by the Census Bureau**
  - CSI and CSDB are considered a special LEA
- **The USDE provides guidance that states must adhere to in order to allocate funds to special LEAs**
- **Manual adjustments are made to determine this funding**
  - District of residence, at-risk count, formula children
- **Iterations of allocations depend on district of residence and the CSI schools within geographic boundaries**

Illustration of Process that Reallocates Funding to Special LEAs
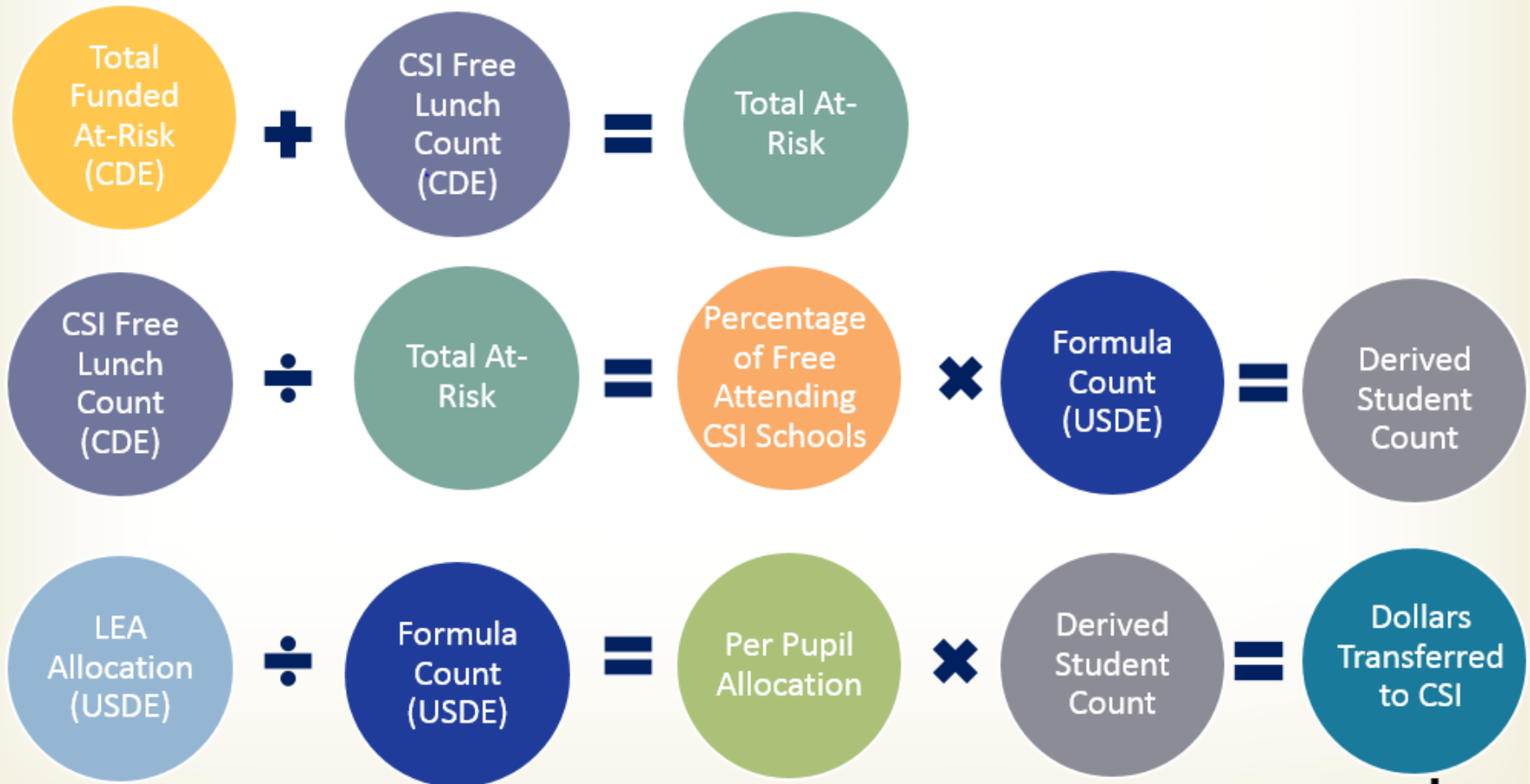
Multi-District Online Pilot

- **Allocations are adjusted for the State Board Approved Multi-District Online Pilot Program according to the following criteria:**
  - Must be a multi-district online school
  - Must not have CSI as its authorizer
  - Must have, at minimum, 10 free lunch students from outside the LEA's boundaries
  - Must have a higher free lunch percentage compared to the LEA's percentage
  - Must be served in the preceding year of the allocation OR must have been in existence utilizing the same school code for two years preceding the allocation year
  - Must be participating in the United States Department of Agriculture school meal program
- **Uses the same process as Special LEAs**

Required Set-Asides

- **Title I-A Allocations to districts are adjusted for state-level required set-asides:**
  - Title I-D Delinquent
  - School Improvement

Title I-D Delinquent

- Educational programs for neglected, delinquent and at-risk youth

- Delinquent State allocation is sent to USDE and allocated to delinquent facilities based on prior year student counts

Title I-A School Improvement

- **Grants for intensive and sustained support to schools designated as in need of improvement**
- **7% for ESSA**
- **Eligibility for access to set aside**
  - Lowest 5% of Title I schools in the state
  - High Schools with grad rate less than 67%
  - Schools with underperforming Subgroups
- **Estimated ~ $10,500,000**
- **95% of set-aside must go to LEAs with identified schools**
- **SEA must**
  - Prioritize LEAs with large numbers of identified schools
  - Take into account the geographic diversity of the LEAs in the state

Title I-A School Improvement Direct Services

SEAs may withhold an additional 3% for Direct Services to students.
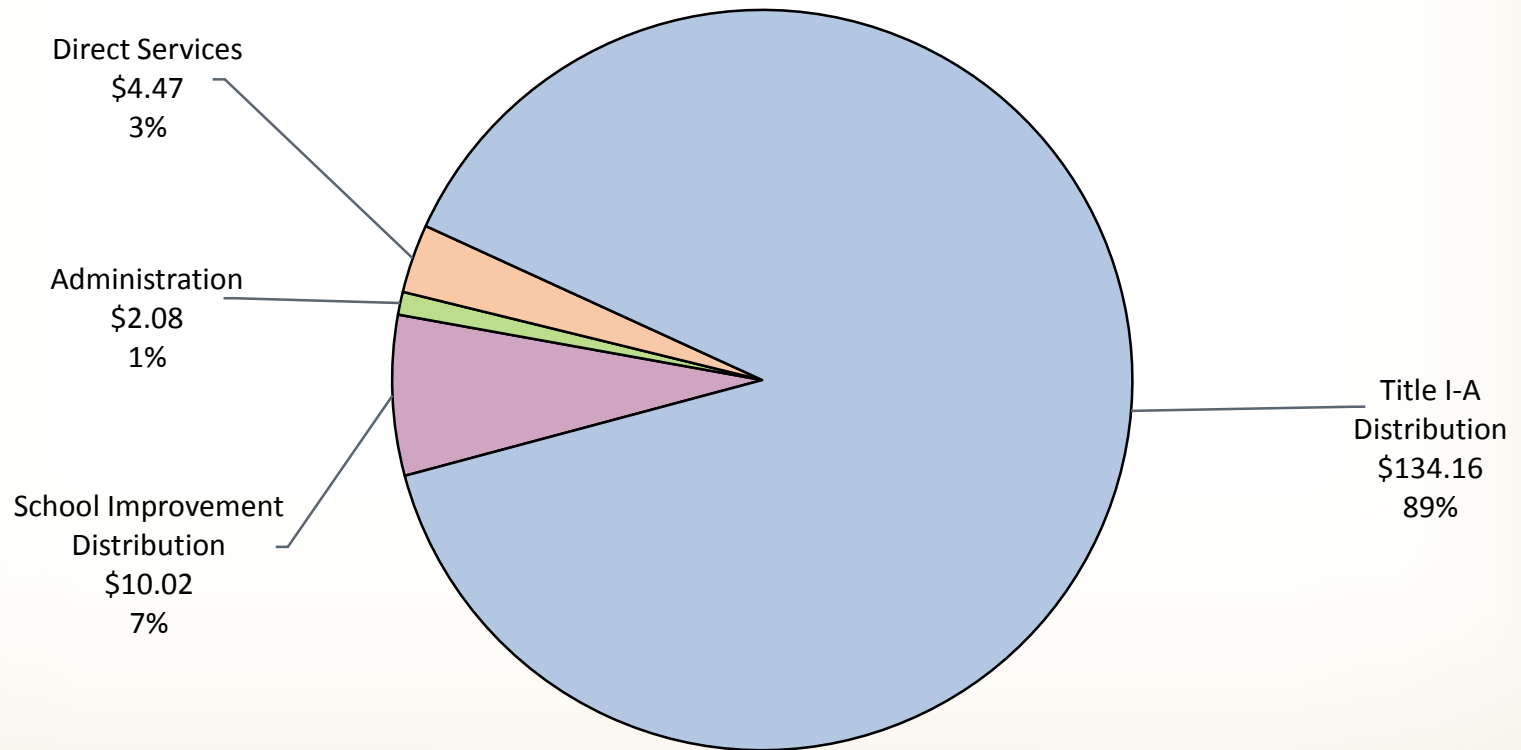
- **Estimated ~ $4,500,000**
- **99% must be distributed to LEAs with low performing schools**
  - HS student supports such as
    - GED
    - Concurrent enrollment
    - Credit recovery
  - After school tutoring
  - Title I School Choice options

ESSA Title I-A FY17-18
Illustration Only

ESSA Title I $150.74*

Direct Services
$4.47
3%

Administration
$2.08
1%

School Improvement
Distribution
$10.02
7%

Title I-A
Distribution
$134.16
89%

*Using 16-17 Allocations
In millions

3% Set Aside

Should CDE retain an additional 3% of Title I funds for Direct Services to Student?

- **What we heard on the listening tour**

- **Pros**

- **Cons**

- **Discussion**

How Hold-Harmless Effects Set-Asides

- LEAs with an increase in funding over the previous year contribute to set-asides

- However, LEA Allocations cannot fall below the hold-harmless threshold

- State may not reduce the 7% for year one of ESSA
  - Hold Harmless may suffer in 2017-18

Title I, Part A
Hold-Harmless Provision

- Statute guarantees that the LEA receive at least 85, 90, or 95 percent of the amount it was allocated in the preceding year.

- Basic, Targeted, and Education Finance Incentive Grant
  - If the district is no longer eligible for funding under these Title I, Part A components, hold-harmless provisions do not apply.
  - The percentage guarantee varies according to the percentage of formula children in each LEA.

- Concentration Grant
  - Guaranteed four consecutive year hold-harmless provision.
  - No annual eligibility requirements during the hold-harmless period.

Alternative Methodology for Small and Rural LEAs

- CDE may use alternative data for small LEAs with a population under 20,000

- Pool small/rural LEAs Title IA funds and redistribute within the same pool

  - Large LEAs would not be affected

	Current	Under 20,000	Difference
Large Metro District A	7,000	7,000	0
Large Metro District B	5,000	5,000	0
Large Metro District C	3,000	3,000	0
Large Metro District D	5,000	5,000	0
Small Rural District A	200	100	(100)
Small Rural District B	500	300	(200)
Small Rural District C	100	200	100
Small Rural District D	300	500	200

How LEAs Allocate Title I-A to Schools

- **LEAs choose a poverty method to use in ranking their schools**

- **LEAs assign funds to schools in Rank Order by poverty percentage**
  - LEAs choose how much funding to provide to schools

- **LEAs budget these funds for school level programs**
  - Schoolwide
  - Targeted Assistance

Title II-A Allocation Process

Title II-A
Supporting Effective Instruction

- Awards range From $826 - $3,991,948 - average $131,456
- **NEW Allocation Formula**
  - CDE to LEA Allocations
    - **20%** of funds allocated based on total 5-17 year old population
    - **80%** of funds based on formula student population

  - USDE to CDE Allocations
    - 4 year phase in of new formula
      - FY 2017-18 – 35% - 65%
      - FY 2018-19– 30% - 70%
      - FY 2019-20– 25% - 75%
      - FY 2020-21– 20% - 80%

Title II-A

NCLB		ESSA
Eisenhower	$3,706,445	80% formula student population
Class Size Reduction	$17,803,446	20% total 5-17 year old population
Additional Allocation above $21,509,911		
80% formula student population		
20% total 5-17 year old population		

Title III Allocation Process

Title III-A Allocation Process

- Awards range from $63 - $1,791,341 - average $52,965

- The State's allocation from USDE is based on the total number of LEP students in Colorado, as compared to all LEP students nationally, which determines the funding available to the State

- LEA funding eligibility is based on the number of LEP (ELL) students enrolled in the LEA
  - October Count from the prior year

Title III Set Aside Immigrant (SAI)

- To be eligible for the Title III Set Aside Immigrant funding, LEAs must have experienced:

  - An increase in the number of immigrant children and youth enrolled in the district comparing the most recent October immigrant count with the average immigrant count reported to CDE in the preceding 2 years

  - LEA receives funding if most recent immigrant count exceeds the two year average

  - CDE allocates the funds based on a per pupil amount of the increased in immigrant children and youth

Title V – Allocation Process
previously Title VI-B (NCLB)

Title V

- **Awards range from $15,371 - $123,346 - average $44,929**
- **An LEA will be eligible for funding if it meets the following criteria:**
  - The total number of students in average daily attendance at all schools served by the LEA is fewer than 600 or
  - Each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile, and
  - All of the schools served by the LEA are designated with a school locale code of 7 or 8 as determined by USDE
    - 7 - Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.
    - 8 - Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.
- **Funding is allocated among eligible LEAs using the Average Daily Attendance from prior year**

Discussion Questions

- **Should we retain 3% of Colorado's Title I funds for competitive Direct Student Services grants?**

- **Should we further explore the under 20,000 student enrollment Title I allocation option with the Title Programs Spoke Committee?**

Wrap-Up

- **Hub Updates**
- **Approval of Meeting Minutes**
- **CDE Updates**
- **Timeline**

	PRE-PLANNING	LISTENING TOUR	WRITING THE PLAN	VETTING/MODIFYING THE PLAN	APPROVING THE PLAN
	December- March	April- June	July- September	October- January	February- April

Upcoming Meeting Dates

Colorado - ESSA State Plan Development – Calendar

December 2016	January 2017	February 2017	March 2017
Hub December 12 10am – 4pm	**Hub** January 9 10am – 2pm & January 19 12pm – 4pm	**Hub** February 6 10am to 2pm	**Wrap Up and Submission**
SBE December 14-15	**SBE** January 11-12	**SBE** February 8-9	**SBE** March 8-9
Spoke Committees: 1) Accountability 2) Assessment 3) Effective Instruction and Leadership 4) School Improvement	**Spoke Committees:** 1) Accountability 2) Title Programs & Assurances 3) School Improvement	**Spoke Committees:** All Spokes	**Spoke Committees:** All Spokes

Meeting Evaluation

- **What worked?**

- **What would make the meeting more effective?**

Next Meeting

- **5th ESSA Hub Committee Meeting details**

  - Monday, December 12, 2016

  - Location: State Board Room -201 E. Colfax Ave., Denver, CO 80203

  - Time: 10:00 AM – 4:00 PM

- **Agenda and materials will be provided a week in advance and will also be posted on our website:**

  http://www.cde.state.co.us/fedprograms/essa_stateplandevelopment