

ESEA Waiver & Parents

How Have Parent Notification Requirements Changed Under the Waiver? And, how can SACPIE be Involved?

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Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Goals



Successful students

Prepare students to thrive in their education and in a globally competitive workforce.

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase national and international competitiveness for all students.

Great teachers and leaders

Ensure effective educators for every student and effective leaders for every school and district.

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Outstanding schools and districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- Increase school and district performance.
- Turnaround the state's lowest performing districts and schools.
- Foster innovation and expand access to a rich array of high quality school choices for students.

Best education system in the nation

Build the best education system in the nation.

- Lead the nation in policy, innovation, and positive outcomes for students.
- Operate with excellence, efficiency, and effectiveness to become the best SEA in the nation.
- Attract and retain outstanding talent to CDE.

Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

<p>Students</p>	<p>Colorado Academic Standards</p>	<p>Assessments</p>	<ul style="list-style-type: none"> • RTI • PBIS • Targeted interventions • IEPs
<p>Educators</p>	<p>Educator quality standards</p>	<p>Educator evaluations</p>	<ul style="list-style-type: none"> • Induction • Mentoring • Professional development plans • Remediation plans
<p>Schools/ Districts</p>	<p>Performance indicators</p>	<p>School and district performance frameworks</p>	<ul style="list-style-type: none"> • Unified planning • Priority • Turnaround

Expanding Student Learning



When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

We can personalize learning and ignite the potential of every student.

Waiver Overview

Colorado recently received a waiver to some of the Title I, Title II and Title III regulations under the Elementary, Secondary, Education, Act or ESEA (otherwise known as NCLB). These changes include:

- **No more AYP or schools on Improvement, Corrective Action or Restructuring**
- **School and district performance frameworks are used to assess a school or district's success**
- **Requirements for Turnaround and Priority Improvement Status**
- **Additional support for Title IA Turnaround and Priority Improvement schools with low achievement for historically disadvantaged students (focus schools)**
- **No changes to parents rights and responsibilities under Title I and Title III.**

ESEA (NCLB) Allocations

- The U.S. Department of Education (USDE) determines allocations using the U.S. Census data based on LEA boundaries. More information about allocations can be found at the following links:

NCLB Allocations Description Summary

<http://www.cde.state.co.us/cdefisgrant/download/FY13/Allocations/NCLB/NCLB%20Allocations%20Description%20Summary.pdf>

NCLB Final Regular Allocations

<http://www.cde.state.co.us/cdefisgrant/download/FY13/Allocations/NCLB/12-13%20NCLB%20Final%20Allocation.pdf>

CDE Grants Fiscal Management Services Unit

http://www.cde.state.co.us/cdefisgrant/NCLB_download.htm

What does it mean to be a Title I School?

A Title I school receives federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...

- Identifying students experiencing academic difficulties and for providing timely assistance to help these students meet the State's challenging content standards.
- Purchasing supplemental staff/programs/materials/supplies
- Providing opportunities for parental involvement including meetings/trainings/activities
- Recruiting/hiring/retaining Highly Qualified teachers

<http://www.cde.state.co.us/FedPrograms/ti/index.asp>

What is the 1% set-aside and how are parents involved?

- **Any LEA (local education agency) with a Title I allocation exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parental involvement.**
- **Of that 1%, 5% may be reserved at the LEA for system-wide initiatives related to parental involvement. The remaining 95% must be allocated to all Title I schools in the LEA. Therefore, each Title I school receives its portion of the 95% to implement school-level parental involvement.**
- **Title I parents have the right to have input into how this money is spent.**

What is the LEA Title I Plan?

The LEA Title I Plan addresses how the LEA will use Title I funds in Title I identified schools. This includes:

- Student academic assessments that are not state mandated**
- Additional assistance provided to struggling students**
- Coordination and integration of federal funds and programs**
- School programs including migrant, pre-school, Title I school choice, and supplemental educational services as applicable**
- Parental involvement strategies including the LEA Parental Involvement Plan**

Title I parents have a right to be involved in the development of the LEA Title I Plan.

What is the LEA Parental Involvement Plan?

This plan addresses how the LEA will implement the parental involvement requirements of ESEA. It includes...

- **The LEA's expectations for parents**
- **How the LEA will involve parents in decision-making**
- **How the LEA will work to build the schools' and parents' capacity for strong parental involvement to improve student academic achievement**

Title I parents have the right to be involved in the development of this plan

http://www.cde.state.co.us/FedPrograms/dl/ti_parents_pipolicy_comp.pdf

What is Public School Choice and Supplemental Education Services (SES)

- **Public School Choice is available to any student who attends a Title I school that has an accreditation plan type of Priority Improvement or Turnaround. The district pays for transportation to a higher performing school.**
- **Supplemental Education Services (SES) is additional tutoring for non-proficient students in a Title I school that has an accreditation plan type of Priority Improvement or Turnaround. The district pays for this tutoring out of its Title I allocation.**

<http://www.cde.state.co.us/FedPrograms/imp/ses.asp>

What is the school's Parental Involvement Policy?

This policy and compact addresses how the school will implement the parental involvement requirements of ESEA. This includes:

- **How parents can be involved in decision-making and activities**
- **How parental involvement funds are being used**
- **How information and training will be provided to parents**
- **How the school will build capacity in parents and staff for strong parental involvement**

Title I parents have the right to be involved in the development of the school's Parental Involvement Policy and Compact.

http://www.cde.state.co.us/FedPrograms/dl/ti_parents_pischpolicy.pdf

Evaluation of the LEA Parental Involvement Plan

Evaluation Requirements

- **Conduct annually**
- **Conduct with Title I parents**
- **Analyze content and effectiveness of the current plan**
- **Identify barriers to parental involvement**
- **Data/input may include**
 - 1) **parent survey (required)**
 - 2) **focus groups**
 - 3) **parent advisory committees**
- **Process and timeline**
- **How the evaluation informs next year's plan**

How do parents request the qualifications of their child's teachers?

- Title II still requires that all core content teachers must still meet the Highly Qualified (HQ) requirements. While the state has been waived from using HQ data to determine Title IIA accountability, the state was not waived from the HQ requirements.
- Parents have the right to request the qualifications of their child's teachers
- All parents should be notified by the Title I school of this right and the process for making such a request.
- For more in-depth information go to:

<http://www.cde.state.co.us/FedPrograms/tii/a.asp>

Brief Overview of Highly Qualified Criteria

“Highly Qualified” Teachers in Colorado must:

- **Hold a current Colorado teaching license (charter schools may be waived from this requirement)**
- **Hold a Bachelor’s (or higher) degree**
- **Have demonstrated subject matter competency**

Core Content Areas for K-12 are:

- **English, Reading, or Language Arts**
- **Mathematics**
- **Science**
- **Foreign Languages**
- **Social Studies (Civics, Government, History, Geography, Economics”**
- **The Arts (Visual Arts, Drama and Music)**

How do I know if my student is eligible for English language Assistance under Title III?

- **Schools are required to send home a letter in a format and language that is understandable to parents regarding the status of a student whose first language is not English and have been identified as Non English Proficient (NEP) or Limited English Proficient (LEP). Students are identified through the use of a home language survey (HLS), an approved assessment (W-APT), and a body of evidence (BOE). This letter must be sent within 30 days at the start of the school year or within two weeks after the school year has begun.**

Parent Notification Letter Requirements for English Language Instruction Educational Program

➤ Section 3302 of Federal Title III law states that the parental notification letter must contain the following:

“(1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program; (2) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement; (3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and native language instruction; (4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; (5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; (6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and (8) information pertaining to parental rights that includes written guidance (A) detailing—(i) the right that parents have to have their child immediately removed from such program upon their request; and (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and (B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.”

Title III and ELLs

- **If a parent opts not to have their child enroll in the LEA's program for English language learners, then the LEA must still provide the child with needed supports (outside of the LEA's English language instruction educational program) to access academic English . Once identified as an ELL, the child would still be annually assessed on the English language assessment (WIDA Access) even if not in the LEA's English language instruction educational program.**
- **Parents should also be aware that their student may also be eligible for academic support in reading and/or math, in addition to the language support.**

What Is Title III Funding?

Title III is supplemental funding that:

- Ensures that English Language Learner (ELL) children develop English proficiency that is based on high quality research-based language instructional strategies
- Assists ELL children in meeting academic content and academic achievement standards that other students are expected to meet
- Ensures that ELLs are assessed on a State approved Language Proficiency Test (WIDA ACCESS) however, Title III funding may not be used for state mandated assessments
- Promotes parental and community participation in language instruction educational programs including how Title III funds are spent
- Title III funds may; in addition to providing supplemental funding for PD, materials, staff, etc., be used for parent involvement activities

Title III and AMAOs

- **Title III monitors academic and language acquisition of ELLs, through Annual Measurable Achievement Objectives (AMAOs).**
- **With the waiver, AMAO I is now based on the inclusion of the CELApro Growth metric in determining progress in obtaining English language acquisition. AMAO II, the attainment of English fluency, did not change with the waiver.**
- **AMAO III holds Title III LEAs accountable for their English Language Learner students making sufficient academic growth in Reading, Writing and Math and toward postsecondary readiness as measured by graduation rate. Similar to AMAO I, 2011-2012 AMAO III calculations are based on the Colorado Growth Model. AMAO III requirements are aligned with the state required District Performance Frameworks.**

Title III AMAOs cont.

Q: What if an LEA does not meet one or more of the three AMAOs?

A: In that case the LEA must inform the parents of English language learners that it has not met its AMAOs. This notification should be sent by letter within 30 days of the public release of Title III Accountability Reports. Sample parent notification letters are posted at:

<http://www.cde.state.co.us/FedPrograms/tiii/amaos.asp>

What is a Unified Improvement Plan (UIP)?

A school's UIP includes:

- **A needs assessment and summary of data**
- **Goals and strategies to address the academic needs of students**
- **Professional development needs**
- **Coordination of resources/comprehensive budget**
- **The school's Parental Involvement Plan**

Parents have the right to be involved in this plan for all Title programs.

The UIP Post Waiver

- **Just as before the waiver, the UIP is required for all schools.**
- **CDE reviews UIPs for Turnaround and Priority Improvement schools and districts.**
- **Title I approval is required for Title IA schools on Turnaround and Priority Improvement with the lowest achievement for historically disadvantaged groups (focus schools).**
- **Both pre-and post-waiver LEAs that have missed Title III AMAOs for two consecutive years or more are required to submit a Title III addendum to the UIP plan. That addendum specifically asks about parent involvement activities. Parents have the right to be involved in the UIP plan regarding ELLs.**

How Can SACPIE Get Involved?

➤ Think, Pair, Share

Participant Responses to Think, Pair, Share Activity

- SACPIE could help parents understand the Title requirements through communication. Could communicate with DACs and with parents and ask parents if they know their rights.
- Certain requirements under Title I and how could SACPIE ensure that schools are following those requirements. Lever with legislative requirements and working with monitoring teams at CDE.
- Individually reaching out to families to communicate and with other more personal ways to communicate.
- Get highlights of what schools do from UIPs and use exemplars.

Questions?

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