ESSA Application for School Improvement (EASI) with an AEC Focus

November 28, 2017

Purpose

- Grant awareness and understanding the opportunities available with the EASI application

- Urgency to accelerate graduation and completion rates through school improvement
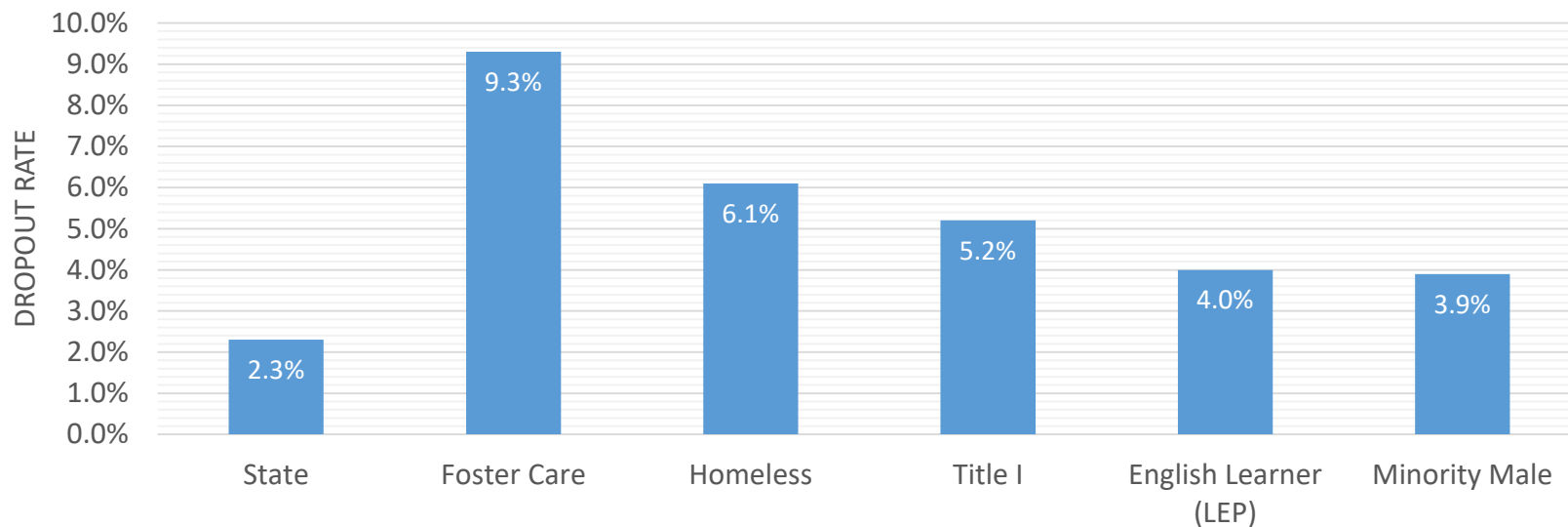
- Opportunities in AEC Landscape

Improvement Imperative

State Dropout Rate is at a Record Low (2.3%), but not all Students are Benefiting to Their Full Potential*

- 52% of students who leave before finishing high school are in 12th grade
- Alternative school dropout rate = 18.6%
- Dropout Recidivism rose to 18.9%*

State Dropout Rate Compared to Student Groups

Bar chart of DROPOUT RATE by student group:
- State: 2.3%
- Foster Care: 9.3%
- Homeless: 6.1%
- Title I: 5.2%
- English Learner (LEP): 4.0%
- Minority Male: 3.9%

Economic Costs of the Dropout Crisis

- Lifetime economic cost to society of student with no high school credential vs. high school graduate:

Lower contributions of federal, state, and local tax payments. *	$180,997
Higher in-kind transfer costs (welfare spending, unemployment payments, food stamps, etc) and incarceration expenditures *	$124,362
	$16,091
Additional healthcare expenditures **	
	$321,450

•Source: "The Consequences of Dropping Out of High School" by The Center for Labor Market Studies at Northeastern University - October 2009
** Source: "Potential Economic Impacts of Improved Education on Colorado" by the Alliance for Excellent Education - October 2009
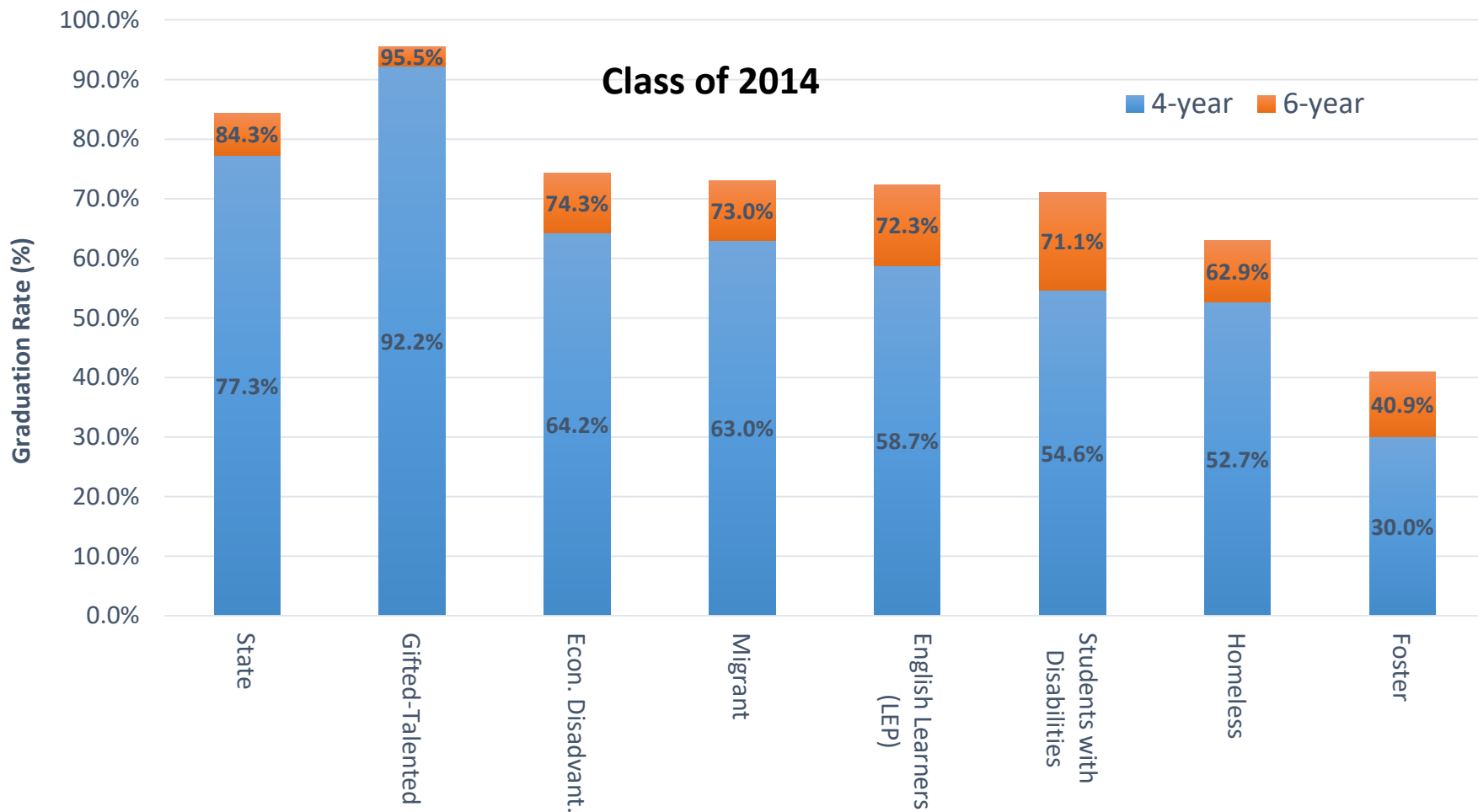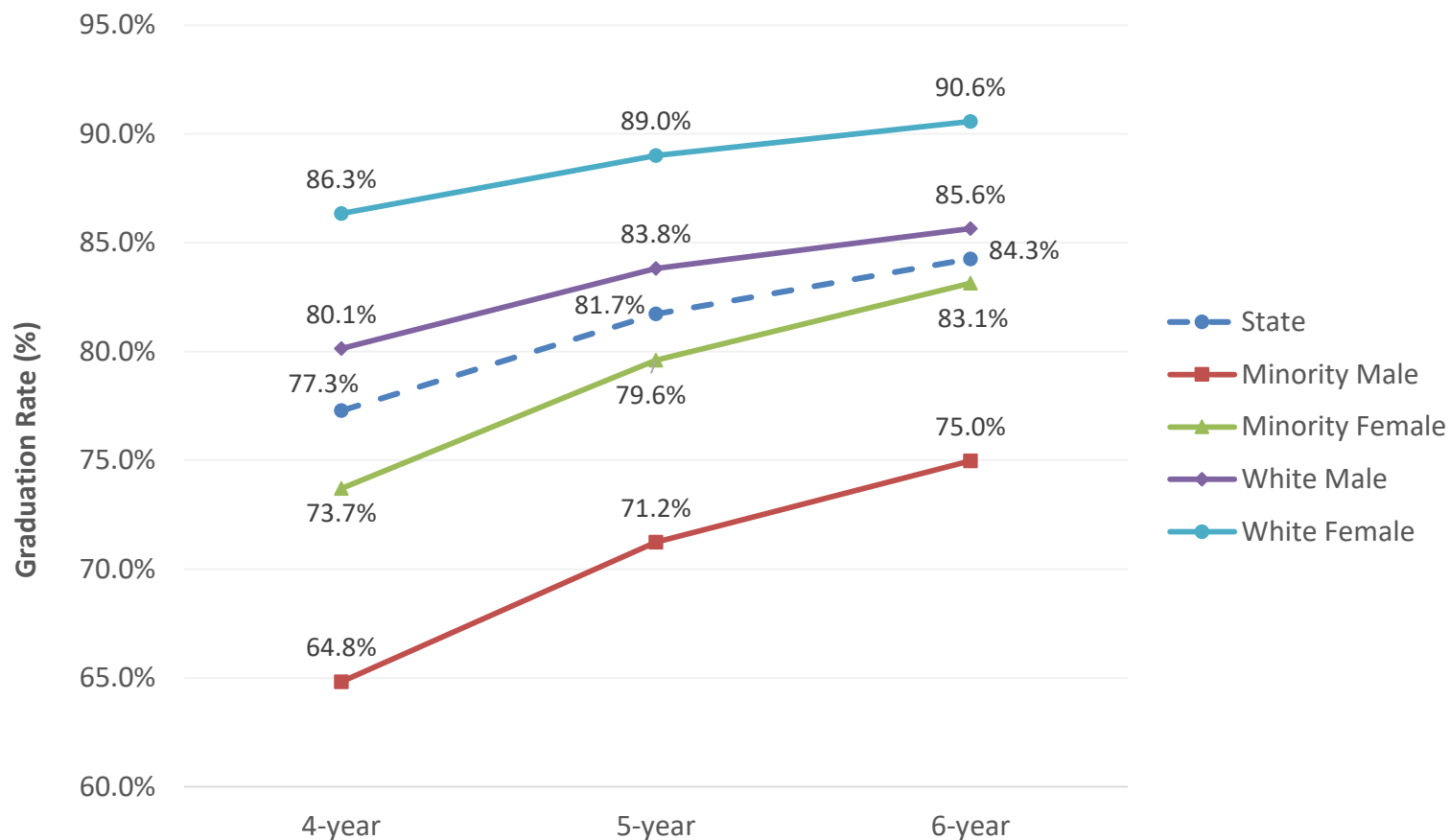
Improvement Imperative

The 6-year Graduation is at an all-time high (84.3%), but not all students are benefiting to their full potential.

Source: Colorado Department of Education and Colorado Department of Human Services

Extended-Year Graduation Rates by Gender and Ethnicity for Class of 2014

Source: Colorado Department of Education

Urgency: Postsecondary and Workforce Readiness

- **In 2020, 74% of all jobs in Colorado – 3 million jobs – will require education beyond high school.**

- **Colorado ranks 48th in available jobs for high school graduates or dropouts.**

- **Colorado ranks third in the proportion of 2020 jobs that will require a bachelor's degree.**

- **By 2020, new Colorado jobs requiring postsecondary education and training will grow by 716,000 – compared to only 268,000 new jobs for high school graduates who have no additional training.**
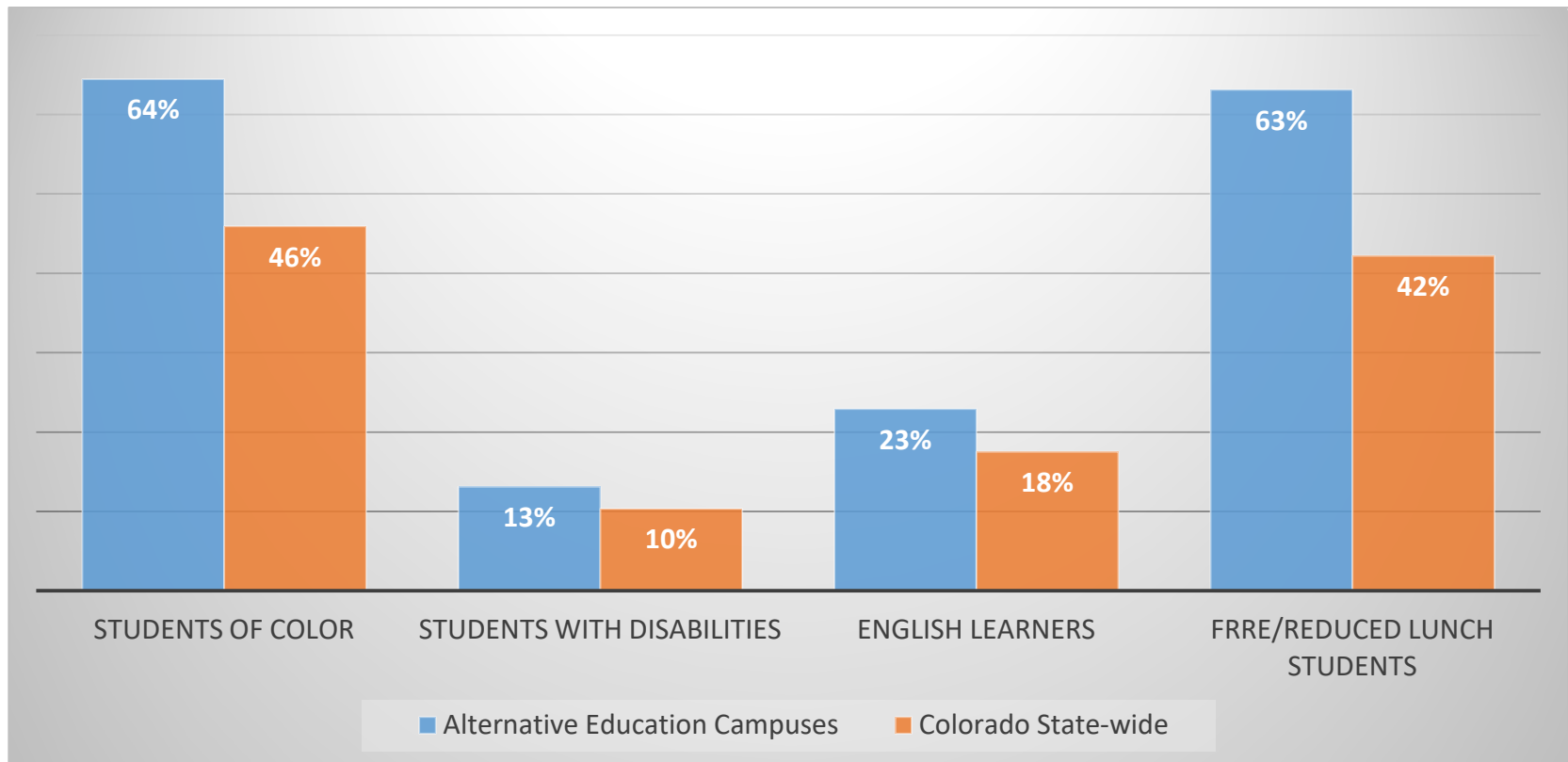
Alternative Education Campuses (AECs)

- In Colorado, schools that serve primarily high-risk students are called "Alternative Education Campuses" or AECs for short.

- As of the 2016-17SY, Colorado had 91* AECs which serve just over 17,000 students

- AECs are outlined in C.R.S. 22-7-604.5 as schools:
  - (I) "Having a specialized mission and serving a special needs or **at-risk population**",
  - (V) "Having **nontraditional methods of instruction** delivery",
  - (VI) (A) "Serving students who have **severe limitations**...", and
  - (VI)(B) "Serving a student population in which more than **90%**** of the students have an **individualized education program**...or meet the definition of a **high-risk student**".

*For the 2017-18SY, Colorado has 92 AECs

**Note: in 2016 this percentage dropped from 95 to 90%
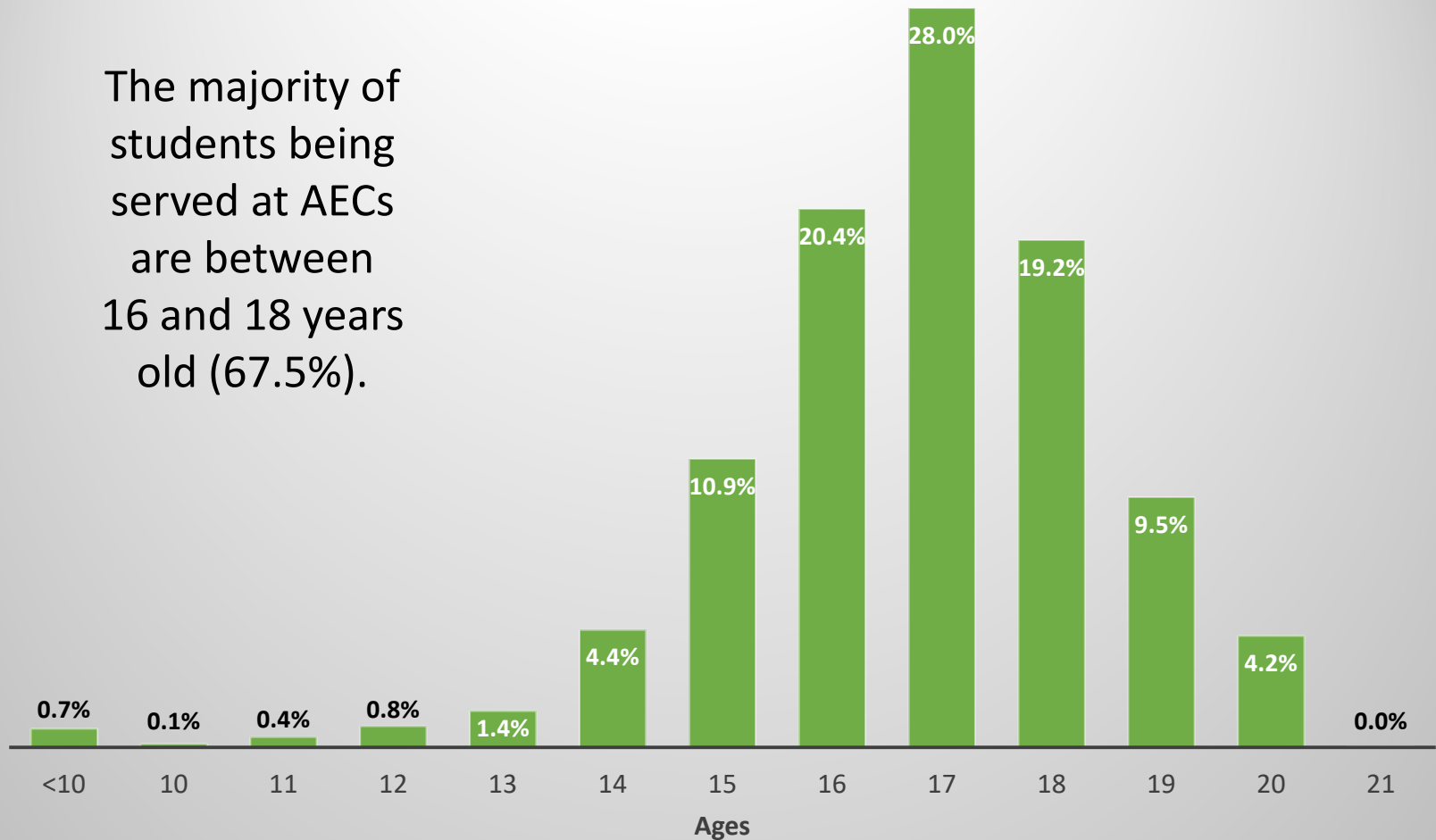
Enrollment Trends at Colorado AECs

Alternative Education Campuses (AECs) in Colorado currently make up 2% of the total student enrollment. These schools enroll higher populations of highly at-risk students. 5% of schools are AECs.
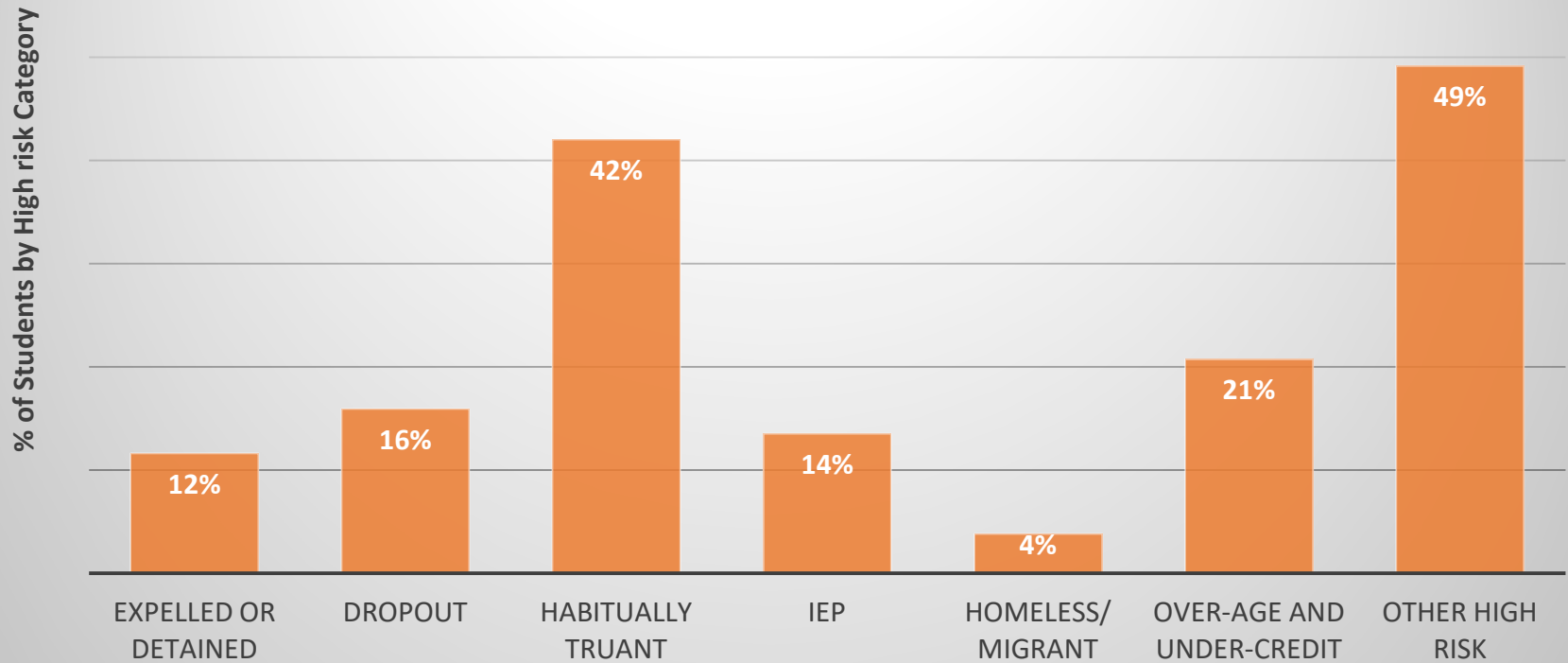
Data from 2016 Student October Count

AECs' Age Distribution

The majority of students being served at AECs are between 16 and 18 years old (67.5%).

Ages

Age	Percentage
<10	0.7%
10	0.1%
11	0.4%
12	0.8%
13	1.4%
14	4.4%
15	10.9%
16	20.4%
17	28.0%
18	19.2%
19	9.5%
20	4.2%
21	0.0%

Source: Colorado Department of Education, Data Services

High Risk Identification in Colorado

- Note: students can be identified in more than one category, so all categories are out of 100%.
- "Other High Risk" contains identification for any of the following: Drug or alcohol abuse, gang involvement, child abuse or neglect, parent in prison, domestic violence, pregnant or parenting before the age of 21, foster child, significant trauma experience

Data from 2016-2017 AEC Designation Audit Collection.

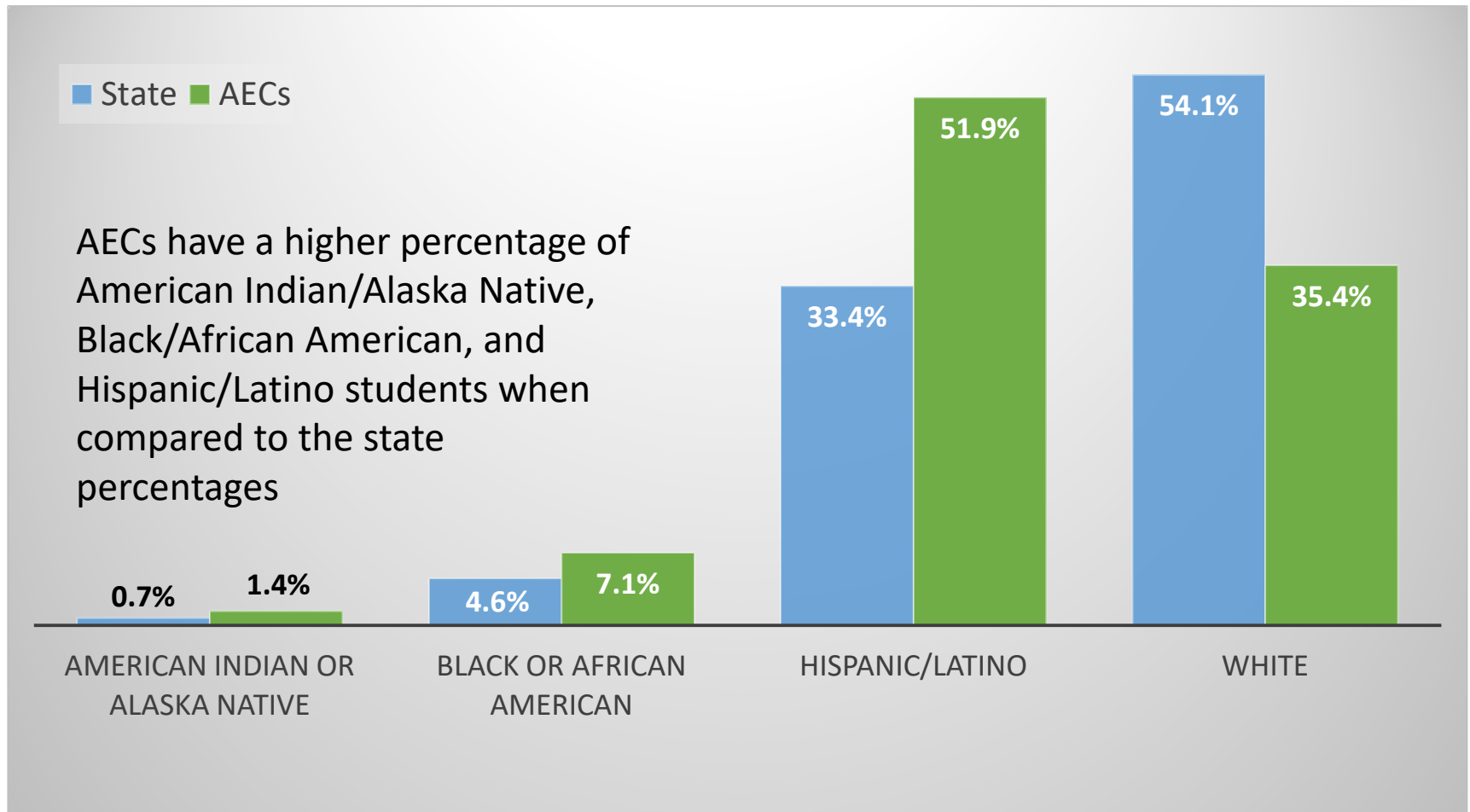# Opportunities for District Improvement in the AEC Landscape

Enrollment Trends at Colorado AECs
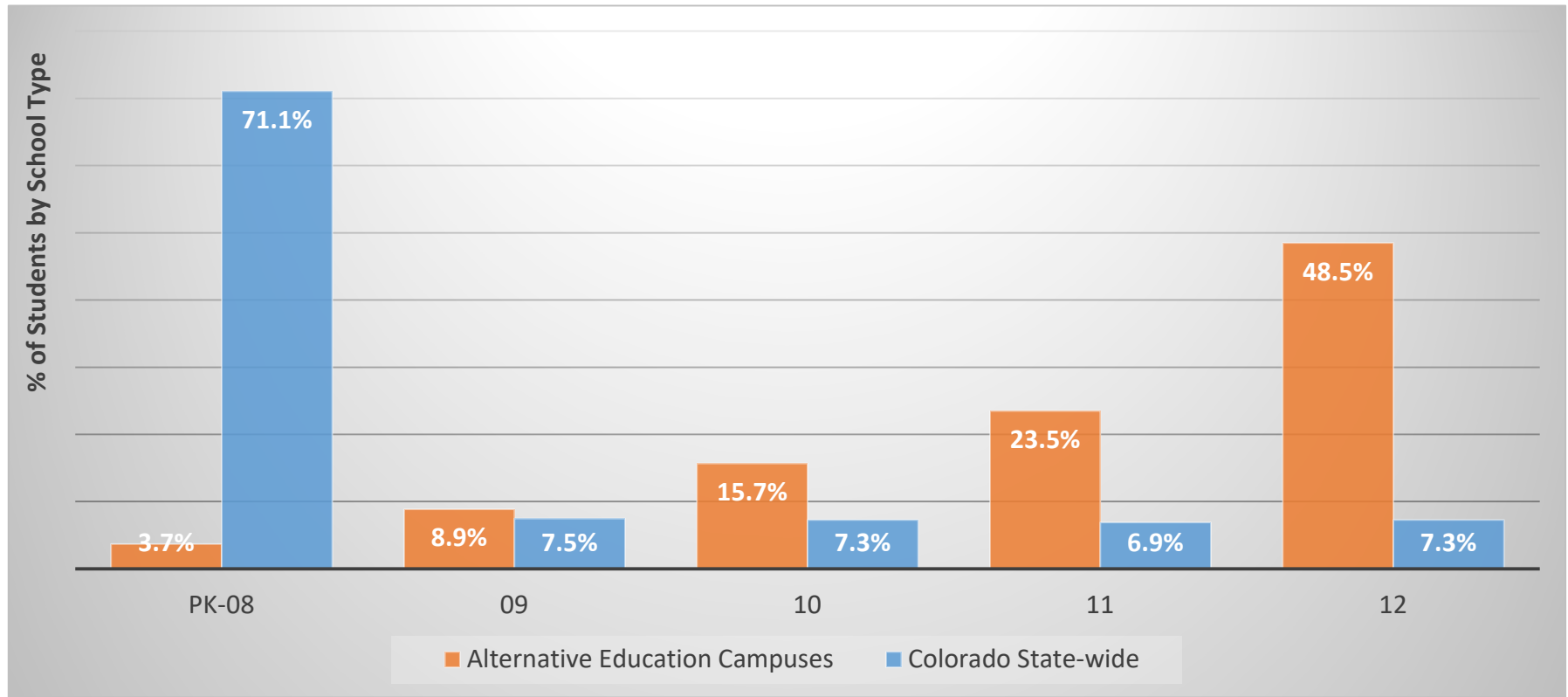
- Alternative Education Campuses (AECs) in Colorado currently make up 2% of the total student enrollment.
- AECs enroll proportionately more high school students than other schools state-wide.

Data from 2016 Student October Count

2015-16 Ethnicity/Race Comparison between AECs and State

AECs have a higher percentage of American Indian/Alaska Native, Black/African American, and Hispanic/Latino students when compared to the state percentages

Legend: ■ State ■ AECs

	State	AECs
AMERICAN INDIAN OR ALASKA NATIVE	0.7%	1.4%
BLACK OR AFRICAN AMERICAN	4.6%	7.1%
HISPANIC/LATINO	33.4%	51.9%
WHITE	54.1%	35.4%

Source: Colorado Department of Education, Data Services

2015-16 Discipline Incidents Comparison between AECs and State

AECs have a higher percentage of students disciplined (12.1%) than the State percentage (6.4%).

Legend: State (blue), AECs (green)

Category	State	AECs
CLASSROOM SUSPENSION	2.4%	0.4%
IN-SCHOOL SUSPENSION	32.1%	16.5%
OUT-OF-SCHOOL SUSPENSIONS	53.9%	61.9%
EXPULSIONS	1.1%	2.5%
LAW ENFORCEMENT REFERRALS	4.2%	6.7%
OTHER ACTIONS	6.3%	12.0%
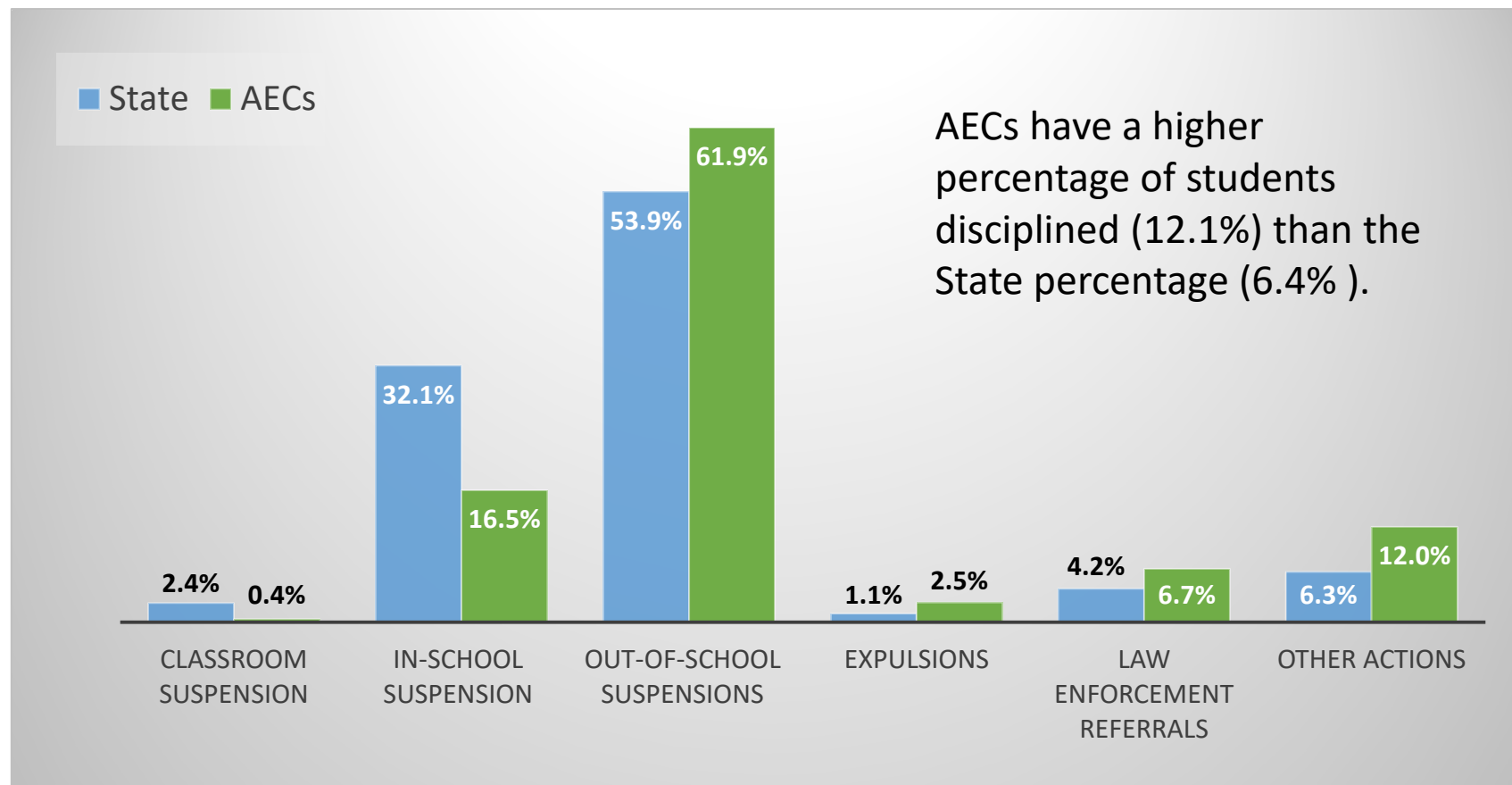
* Data on discipline incident by action taken was not available for 10.2% of AECs.

Source: Colorado Department of Education, Data Services

2015-16 AEC Attendance Rates

Chart legend: ■ State ■ AEC

	ATTENDANCE INCIDENCE RATE	ABSENTEEISM RATE	TRUANCY RATE
State	93.3	6.7	2.5
AEC	81.3	18.7	12.6
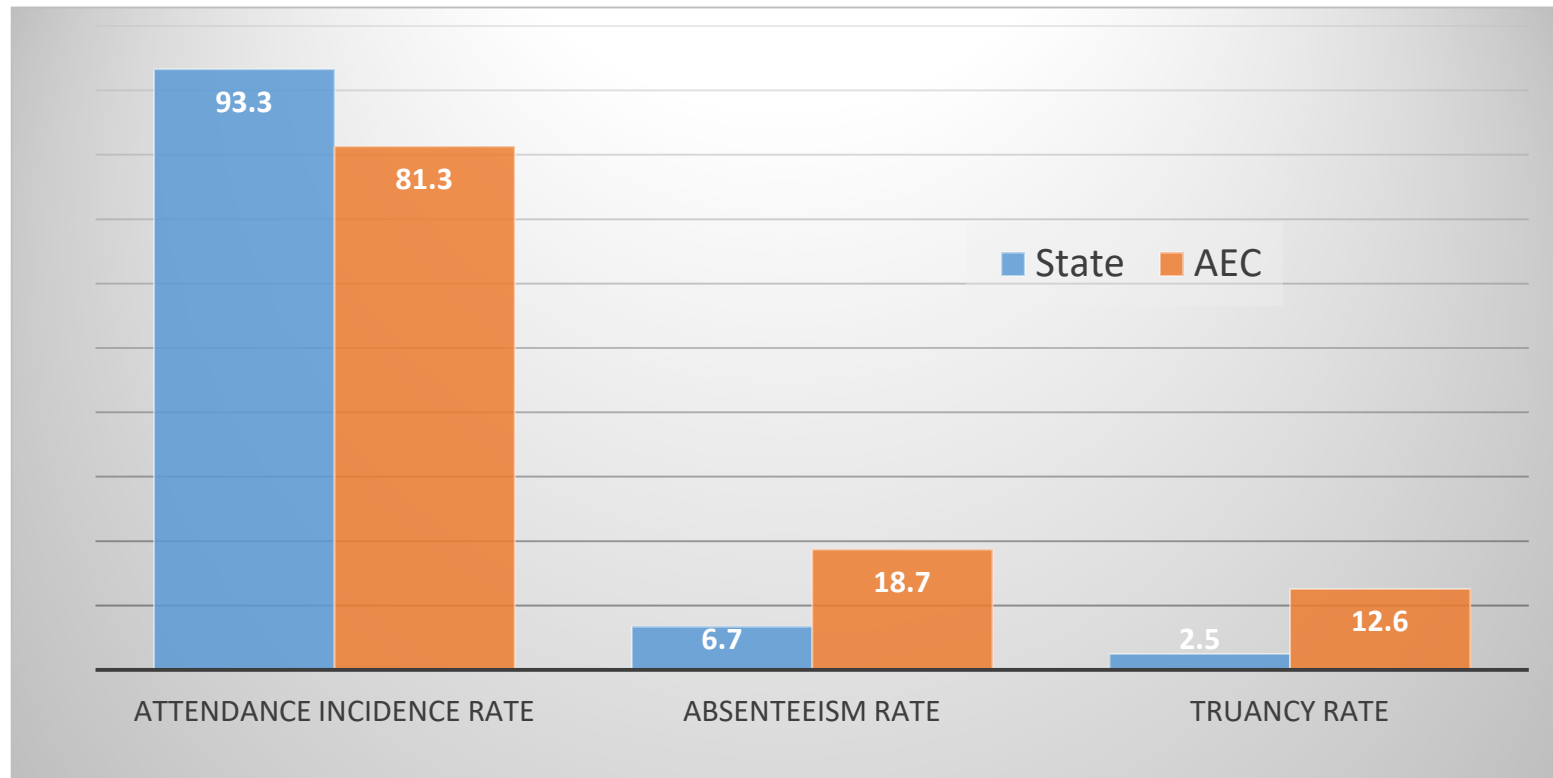
AEC Average Student Mobility Rate = 47%

AEC Average Male Student Mobility Rate = 56%

Note: Includes Duplicate Counts of Students

Source: Colorado Department of Education, Data Services

Colorado AECs at a Glance

	Online	Brick and Mortar
District-Run/ Innovation	3 (3%)	67 (73%)
Charter	2 (2%)	20 (22%)

Total Current AECs = 92

Supported by multiple CDE units:

- Accountability, Performance and Support
- Improvement Planning
- Dropout Prevention and Student Re-engagement
- Schools of Choice
- Online and Blended Learning
- Exceptional Student Services Unit

Data from 2017 School Performance Frameworks

Opportunities Available
with the EASI application

ESSA Application Routes

Exploration Supports

- Funds and/or services to explore a solution
- Planning phase does include implementation activities
- Diagnostic Review and Planning Support, Accountability Pathway Planning

District Designed and Led Improvement Strategies

- LEA has a plan or is already implementing a plan
- May include a comprehensive approach that includes planning and implementation phases.
- Must meet the District Designed Evaluation Requirements

CDE Offered Services

- Existing CDE program or support aimed at improving school systems
- Connect for Success, Turnaround Network, Accountability Pathway Implementation

Continuation of CDE Offered Services

- School is already participating in a program.
- CDE and LEA agree that continuation will result in improvements.

District Wide Services

- Existing supports or consultation that are focused at the district level
- Multi-Tiered Systems of Support, Turnaround Leaders and Development Program

Eligibility and Available Funds

Eligibility

- LEAs with
    - ESSA identified schools (Comprehensive Support – CS - or Targeted Support – TS) *and/or*
    - Schools identified under state accountability (Priority Improvement or Turnaround)
- An LEA includes: School Districts, BOCES, Charter School Institute (CSI)
- The EASI program is designed to provide support services for all eligible schools, however, in the event that the amount requested exceeds the amount available, schools identified as CS will be given priority.

Available Funds

- Approximately $9 million for district with schools identified through ESSA
- Approximately $1.9 million for the state School Turnaround Leaders Development Grant
- The amount of funding a LEA may apply for is dependent on the chosen route(s). Within the Menu of Supports, each support within the routes lists the number of available slots and amount of funds available.

Eligibility and Program Options

Services and Funding Opportunities	ESSA Identified Only	ESSA and State Clock	State Clock Only
Exploration Supports Route			
Diagnostic Review and Planning *No DR in last 2 years*	Yes	Yes	No
Accountability Pathways Planning *Year 3-5 on clock*	No	Yes	CDE consultation only
Stakeholder and Community Engagement Planning	Yes	Yes	CDE consultation only
District Designed and Led Improvement Strategies Route			
District Designed and Led	Yes	Yes	No
CDE Offered Services Route			
Connect for Success − Must be elementary or K-8 − *No current Turnaround Network or TIG participation*	Yes	Yes	No
Turnaround Network *No current Connect for Success or Tiered Intervention Grant*	Yes	Yes	Services only
Continuation of CDE Offered Services Route			
This route only applies to schools currently participating in CDE offered services, including the Turnaround Network, Tiered Intervention (TIG) and Connect For Success. Schools have already met continuation requirements, so LEAs do not need to reapply within this application.			
Districtwide Support Route (May stand alone or work in tandem with another route)			
CDE Consultation **English Learners, Accountability and Improvement Planning, Students with Disabilities, Dropout Prevention and Re-Engagement, Community**	Yes	Yes	Services only
Colorado Multi-Tiered System of Supports (CO-MTSS)	Yes	Yes	Services only
School Turnaround Leaders Development	No	Yes	Yes

EASI Website

Program Website: http://www.cde.state.co.us/fedprograms/easiapplication

Program Information and Resources:
- Application Route and Support Information – background on the support, eligibility, reporting, timelines
- Online Application Access – LEA will submit the application on behalf of eligible schools.
- Application Resources - Paper version of the application
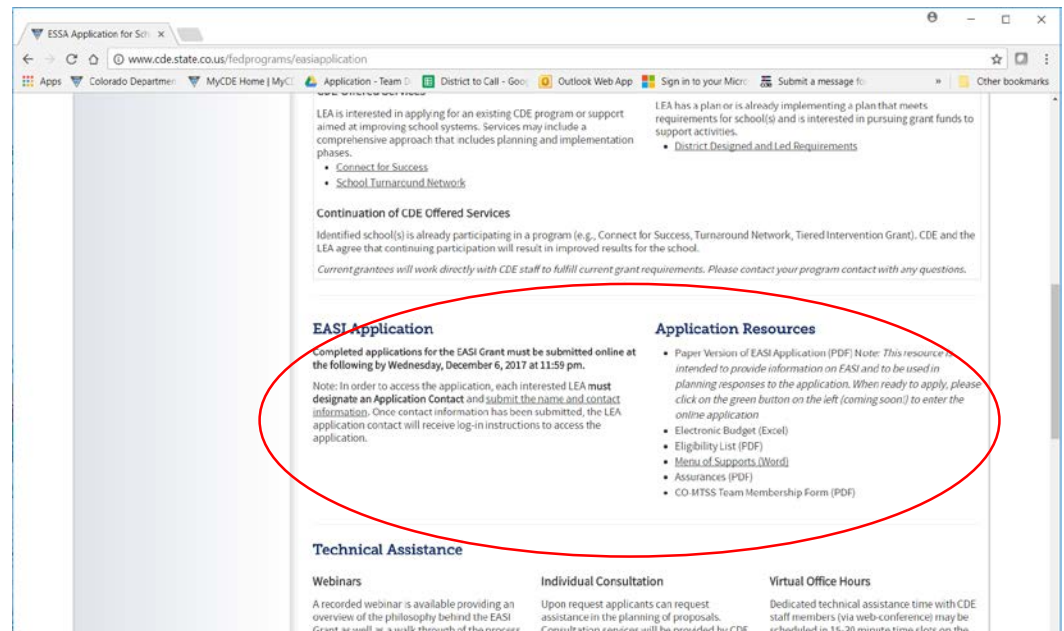
Application Timeline

Dec 6, 2017	Applications due to CDE
Dec 2017	Review of Applications
Jan 12, 2018	Applicants will be notified of application status.
Jan - Feb 2018	LEAs receiving grants will work with CDE to finalize grant activities, budget, and an implementation timeline.

Year 1:   January – June 30, 2018
Year 2:   July 1, 2018 – June 30, 2019
Year 3:   July 1, 2019 – June 30, 2020

Individual Technical Assistance

Upon request, Individual Technical Assistance is available. To request technical assistance:

For General Questions:
Laura Meushaw
303-866-6618 |
Meushaw_L@cde.state.co.us

For Online Application Technical Assistance:
Anna Young
303-866-6250 | Young_A@cde.state.co.us

General Application Questions	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618) Kim Burnham (Burnham_K@cde.state.co.us or 303-866-6916)
Online Application Technical Assistance	Anna Young (Young_A@cde.state.co.us or 303-866-6250) DeLilah Collins (Collins_D@cde.state.co.us or 303-866-6850)
Budget Questions	Evan Davis (Davis_E@cde.state.co.us or 303-866-6129)
Exploration Supports Route	
Diagnostic Review and Planning	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618) Jennifer Morgan (Morgan_J@cde.state.co.us or 303-866-5499)
Accountability Pathways Planning	Brenda Bautsch (Bautsch_B@cde.state.co.us or 303-866-6174)
Stakeholder and Community Engagement Planning	Lisa Medler (Medler_L@cde.state.co.us or 303-866-6993) Darcy Hutchins (Hutchins_D@cde.state.co.us or 303-866-5921)
District Designed and Led Improvement Strategies Route	
District Designed and Led	Brad Bylsma (Bylsma_B@cde.state.co.us or 303-866-6937) Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618)
CDE Offered Services Route	
Connect for Success	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618)
Turnaround Network	Lindsey Jaeckel (Jaeckel_L@cde.state.co.us or 303-866-4104)
Districtwide Support Route	
Colorado Multi-Tiered System of Supports (CO-MTSS)	Scott Ross, PhD (Ross_S@cde.state.co.us or 303-866-6853)
School Turnaround Leaders Development	Peter Sherman (Sherman_P@cde.state.co.us or 303-866-6758)
CDE Consultation	
Improvement Planning	Lisa Medler (Medler_L@cde.state.co.us or 303-866-6993) Erin Loften (Loften_E@cde.state.co.us or 303-866-6642) Jennifer Morgan (Morgan_J@cde.state.co.us or 303-866-5499)
Services for English Learners	Morgan Cox (Cox_M@cde.state.co.us or 303-866-6784)
Services for Students with Disabilities	Toby King (King_T@cde.state.co.us or 303-866-6964) Wendy Sawtell (Sawtell_W@cde.state.co.us or 303-866-6749)
Early Literacy	Alex Frazier (Frazier_A@cde.state.co.us or 303-908-1096) Donna Bright (Bright_D@cde.state.co.us or 303-866-6002)
Dropout Prevention and Student Re-engagement	Judith Martinez (Martinez_J@cde.state.co.us or 303-866-6127)
High Leverage Family and Community Engagement Strategies	Darcy Hutchins (Hutchins_D@cde.state.co.us or 303-866-5921)
School Board Training (in partnership with the Center for School Turnaround)	Peter Sherman (Sherman_P@cde.state.co.us or 303-866-6758)

Data Elements and Resources

Data Sources for Improvement Planning-Alternative Education

In ADDITION to the other data sources recommended in the UIP Handbook, the following data sources may be more responsive to Alternative Education programs as they engage in their improvement efforts. This is not an exhaustive list.. Red= Sample for EASI Application

Performance	Demographic	Process	Perception
Current Performance, Trends, PPC's, Targets/Interim Measures			
	Root Causes, Major Improvement Strategies/Action Steps, Implementation Benchmarks		

• **Habitually Truant Students**
• **Completion Rate**
• **Maintenance of Enrollment Rate**
• **Credit attainment rate (CTE certificate, etc.)**
• **Credential Attainment Rate**
• **Mobility Rate**
• **Dropout Rate**
• **Dropout Recidivism Rate**
• **Absenteeism/Truancy**
• **Behavior Incidents (by type)**
• **Expulsion Incidents**
• **Re-enrollment rate**
• **Participation in High School Equivalency Prep**
• **Home school re-enrollment rate**
	• Age of students
	• Length of time in school/program
	  o more/less than 1 semester
	• By program/pathway type
	  o blended learning
	  o Course completion supports/credit recovery
	• Learning needs
	  o English Learner
	  o Students with Disabilities
	  o More than 3 years behind in credit attainment
	  o Social Emotional Learning skill gaps
	• Attendance Thresholds (e.g. below 90%)
		• ICAP progress
		• Staff Turnover rates
		• Student voice access
		• Stakeholder involvement in school practices
		• Policy/Practices review
		• Program offerings
		  o Course completion supports and credit recovery
		  o blended learning
		• Availability/Quality of transition services
		  o Enrollment
		  o Across multiple programs
		• Cultural proficiency of staff
		• Availability of counseling/mentoring
		• Enrollment practices
		• MTSS structure/process
		• Outreach practices
		  o re-engaging youth
		  o promotion of services across other district schools
		• Grading policies/practices
		• Student Behavioral engagement
		• Discipline Model
			• Student perception of safety
			• Teacher Working Conditions (Teaching and Learning Conditions- formerly TELL)
			• Community perception of school/students
			• Barriers to student attendance (focus group)
			• Student emotional and cognitive engagement
			• Student perception of relevance of instruction
			• By content area
			• By delivery (in person/online)
			• Survey data of exiting students on most/least valuable practices and structures
			  o Scheduling
			  o Home visits
			  o Ease of pathway selection

Tools and CDE Guides

- [Alternatives to Zero Tolerance](): Best Practice Summary
- [Best Practice Guide on Dropout Prevention]()
- [Data Analysis and Reports]() (Discipline, Truancy, Dropout and Student Engagement)
- [District to District Transfer and Transition Policies]()
- [Dropout Prevention Framework]()
- [Dropout](), [Graduation and Completion]() Data Dashboards (district, school , longitudinal and by student subgroups)
- [Graduation Guidelines]()
- [Planning Tools for Schools and Districts]() (ICAP Implementation and School Closure Support)
- [Policies and Practices Self-Assessment]()
- [Student Engagement Resources]() (Service-learning and Arts in Education Guide)