WEBINAR 3:
TITLE I UNDER ESSA: IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

THURSDAY, OCTOBER 20, 2016
2:00 – 2:45 P.M. EST
LOGISTICS...THINGS TO KNOW
from webinar producer: Jennifer Webb, Education Consultant

- How to communicate via WebEx
- How to use the Polling feature
POLL

What is your role in your organization?

a) Superintendent
b) Assistant Superintendent
c) District Leader (Director, Supervisor, or Coordinator)
d) School Leader
e) Leader of another type of educational organization
UPDATE ON ESSA STAKEHOLDER ENGAGEMENT & TIMELINE

1. Commissioner Roundtables - SBE Five Year Comprehensive Plan and ESSA CT State Plan

2. Partnership with RESCs & SERC engaging stakeholder groups
   • Focus Groups with over 80 Stakeholder Groups
   • Responses will be coded and data compiled by end of 2016

3. CSDE Leaders & staff engaging groups around ESSA at all routine meetings

4. ESSA Stakeholder Survey will be reposted

5. Monthly updates to State Board of Education

6. CGA Education Committee Forum – Nov. 16, 2016
## CONNECTICUT’S ESSA IMPLEMENTATION TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>CSDE posts CT State ESSA Plan</td>
<td>March 2, 2017 (estimated)</td>
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<tr>
<td>Public comment period</td>
<td>March 2 – 31, 2017</td>
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<tr>
<td>Plan submitted to USED</td>
<td>On or before July 1, 2017</td>
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REQUIRED COORDINATION ACROSS OTHER FEDERAL PROGRAMS

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

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

* Expected to be reauthorized soon
** Recently reauthorized
AGENDA

TITLE I: IMPROVING BASIC PROGRAMS
(CONTINUED TOPIC FROM WEBINAR #2)

1. General Overview of Title I Programs and Funding

2. Overview of Title I requirements for LEAs

3. School improvement
   - Identification of schools
   - Improvement Activities
   - School Improvement Funding
Previously, schools with a 40% poverty level could combine federal, state, and local funds to upgrade the entire educational program.

ESSA allows states to approve the school-wide program approach to LEAs with a poverty level below the 40% threshold:
- must record how Title I funds are spent
- must provide additional services to students failing or at-risk

States must develop a process and criteria for granting approval of the school-wide approach for schools below the 40% poverty threshold.
There is at least one Title I school in all but one LEA in CT

LEA funding formula is based on census poverty data

2016-17 LEA allocations range from $7,569 to $10,425,192

2016-17 total allocations to CT Title I Schools = $116,567,683
POLL
Select the response that best matches your experience

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

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

- Greater federal flexibility in spending allowances
- Evidence-based interventions
- LEA improvement plans for schools following a needs assessment and identification of resource inequities
- District monitoring and support of low performing schools
- State monitoring and support
Section 1003 is amended

- 2018, and after, States are required to reserve 7% of Title I funds for school improvement, only if it does not create for LEAs a fall below the maintenance of effort amount (*preceding year’s amount*)

- States may offer competitive or entitlement grants to low performing schools (*similar as in 1003(g) in the past*)

- States report annually on all LEAs that receive 1003 funds

SIG 1003(a) - Direct Student Services

- States may reserve up to 3% for competitive grants to geographically diverse LEAs

- Prioritized for LEAs with highest percentage of schools needing comprehensive or targeted support
IDENTIFICATION OF SCHOOLS FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT

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

1. Lowest performing 5% of all Title I schools due to:
   A) overall performance, or
   B) consistently underperforming student groups

2. High schools failing to graduate one third of students (≤ 66.6% graduation rate)

3. Title I schools that have not improved within a state-determined timeframe - not greater than 4 years.
ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES for States

State Support and Improvement for Low-Performing Schools

- Allocation of school improvement resources
- Evidence based interventions
- More rigorous state interventions
- Periodic resource allocation equity review
- Other state identified strategies
ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES for LEAs

Schools with Overall Low Performance

1. District must develop a *Comprehensive Support and Improvement Plan*
   a) Plan must include “evidence-based” interventions
   b) Plan should be developed after:
      • a needs assessment of the low performing school
      • identification of resource inequities at the low performing school

2. SEAs must approve the school plan, monitor and take more rigorous action after state’s designated number of years (≤4 years).
ESSA REQUIRED SCHOOL IMPROVEMENT ACTIVITIES for LEAs

Schools with Low “Student Group” Performance

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

<table>
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<tr>
<th>LEAs</th>
<th>Support Provided</th>
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<tbody>
<tr>
<td>All Other LEAs</td>
<td>• Broad spending and evidence-based practice guidance</td>
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<td>• Standard support &amp; monitoring</td>
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<tr>
<td>Other Alliance Districts</td>
<td>• Defined guidance and support on spending and evidence-based practices</td>
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<td>• Alliance District network support</td>
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<tr>
<td>Ed Reform Districts</td>
<td>• Individualized guidance &amp; support on spending and evidence-based practices</td>
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<td>• CSDE intensive, cross-divisional team approach</td>
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**Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter**
QUESTIONS
<table>
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<tr>
<th>Session</th>
<th>Date &amp; Time</th>
<th>Topic</th>
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<tr>
<td>Webinar # 4</td>
<td>Tuesday, November 15 2:00 – 2:45 p.m.</td>
<td><strong>ESSA Title II:</strong> Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders; and <strong>Title III:</strong> Language Instruction for English Learners and Immigrant Students</td>
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| Webinar # 5 | Tuesday, January 17 2:00 – 2:45 p.m. | **ESSA Title IV:** *Student Supports / Academic Enrichment and Twenty First Century Schools*  
Connecticut State Plan, Long term Goals and Progress Monitoring |

Thank you for participating in today’s webinar

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

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

If you have additional questions, please contact:

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