ESSA WEBINAR 4

Title II:  Preparing, Training & Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III: Language Instruction for English Learners and Immigrant Students

TUESDAY, NOVEMBER 15, 2016
2:00 – 2:45 P.M. EST
LOGISTICS...THINGS TO KNOW
from webinar producer: Jennifer Webb, Education Consultant

- How to communicate via WebEx
- How to use the Polling feature
CSDE HOSTS

Ellen E. Cohn
Deputy Commissioner

Ajit Gopalakrishnan
Chief Performance Officer
POLL
Select the response that best matches your experience

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
REVIEW OF 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 & data compiled by end of 2016

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

4. ESSA Stakeholder Survey now posted on our website. English and Spanish versions are available

5. Monthly updates to State Board of Education

6. CGA Education Committee Forum – Nov. 30, 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 <em>(estimated)</em></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 WITH OTHER FEDERAL PROGRAMS

Consolidated State Plans should be coordinated in a timely manner with other programs contained within ESSA, as well as other programs funded under:

<table>
<thead>
<tr>
<th><strong>IDEA</strong> *</th>
<th>Education Technical Assistance Act of 2002</th>
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<tr>
<td>Rehab Act of 1973</td>
<td>NAEP Authorization Act</td>
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<tr>
<td>Carl D. Perkins Act *</td>
<td>McKinney-Vento Homeless Assistance Act <em>(contained in ESSA)</em></td>
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<tr>
<td>WIOA**</td>
<td>Adult Education and Family Literacy Act</td>
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<td>Head Start Act</td>
<td>Education Sciences Reform Act of 2002</td>
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<td></td>
<td>Child Care and Development Block Grant Act of 1990</td>
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* Expected to be reauthorized soon
** Recently reauthorized
TODAY’S AGENDA
ESSA TITLE II AND TITLE III

1. General Overview of the purposes of Title II and Title III Programs and Funding
2. Overview of Title II and III requirements for LEAs
3. Title II and III components of the Connecticut Consolidated State Plan
THE PURPOSE OF TITLE II

Title II is meant to:

- Improve quality and effectiveness of teachers;
- Increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement; and
- Ensure Equity: Provide low-income and minority students with equal access to effective teachers, principals, and other school leaders (Connecticut’s Equity Plan).
ESSA does not require specific educator evaluation measures or methods;

ESSA consolidated state plans must describe how the state will ensure that “low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced” educators;

Title II authorizes funds that may be used for state evaluation systems. It also separately authorizes the “Teacher and School Leader Incentive Program,” a competitive grant to support innovative educator evaluation systems.
TITLE II FUNDING IN CONNECTICUT

- 2016-17 LEA allocations for Title II range from $323 to $2,843,692.

- In 2016-17, Connecticut’s total allocation for Title II is $21,204,528.

- Title II formula change: higher-spending states will see funding decrease over a 6-year period; lower-spending states will see an increase.
For which of the following does your district typically use your Title II funds?

a) Teacher mentoring or incentives;

b) Professional development in subject area content and/or effective instructional strategies;

c) Helping educators address the needs of students who are at highest risk of failing to meet the state’s academic standards;

d) Hiring teachers to reduce class size*

e) I don’t know

*See clarification on slide 26
THERE ARE 21 ALLOWABLE TITLE II STATE LEVEL ACTIVITIES, INCLUDING:

- Reforming teacher / leader certification
- Teacher evaluation
- Alternative certification
- Recruitment and retention
- Professional development
- Technical assistance to LEAs
- Teacher and school leader academies

However, these activities would require CSDE to hold back up to 5% of funds from LEAs
In May 2015, CSDE submitted our “Connecticut Equity Plan” to ensure that students from low-income families & students of color are not taught at higher rates than peers by inexperienced, unqualified or out-of-field teachers or school leaders.

The CSDE has identified eight focus Equity Districts

<table>
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<tr>
<th>Connecticut’s Equity Plan: Six Overarching Strategies</th>
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<tbody>
<tr>
<td>Strategy 1: Strengthen Preparation, Support, &amp; Development of Principals</td>
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<td>Strategy 2: Strengthen Preparation &amp; Support for Teachers</td>
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<td>Strategy 3: Cultural Consciousness &amp; Competence</td>
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<td>Strategy 4: Working Conditions</td>
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<td>Strategy 5: Examine Effective Use of Per Pupil Expenditures</td>
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<tr>
<td>Strategy 6: Increase Supply of Candidates in Specific Teaching Areas</td>
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For more information, contact Kim Wachtelhausen at kim.wachtelhausen@ct.gov
The purpose of Title III:

- Drive significant improvement in English language proficiency (ELP) rates for English Learners and monitor schools on ELs’ progress

- Meaningfully incorporate English Learners progress toward English language proficiency (ELP) into the state accountability system

- Support consistent, high quality ELP standards, assessment, and entrance/exit criteria
TITLE III “BIG IDEAS”

✓ States must adopt **English Language Proficiency (ELP) Standards** aligned to subject area college and career ready standards

✓ States must adopt an **English Language Proficiency (ELP) Assessment** aligned to subject area college and career ready standards

✓ States must **establish and implement standardized statewide entrance and exit procedures** for English Learners
TITLE III “BIG IDEAS”

- States must describe educator PD and educator preparation activities to improve the teaching skills in meeting the diverse needs of English Learners
- States must provide technical assistance to improve the education of English Learners
- States must provide recognition to LEAs who improve the progress of ELs on the interim progress measures of the state’s long term goals for English Learners meeting the state’s challenging academic standards
2016-17 LEA allocations for Title III range from $153 to $582,967.

In 2016-17, Connecticut’s total allocation for Title III is $6,852,846.

Formula grant allocations are made to each state based on the proportion of English Learners and immigrant students in each state relative to all states.
POLL
Select the response that best matches your experience

I have the following experience overseeing or working in Title III grants / programs:

a) I have previous experience with the Title III grant and associated programs, but they are not part of my current responsibilities.

b) I directly manage/oversee the Title III grant and associated programs.

c) I review/approve Title III grant applications, budgets, and spending.

d) I do not have experience with the Title III grant or associated programs.
TITLE I AND TITLE III INTERSECTIONS

- 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
Differentially Spending Guidance and Support to Low Performing Schools and Districts

<table>
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<tr>
<th>Category</th>
<th>Support</th>
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<tr>
<td>All Other LEAs</td>
<td>• Broad spending and evidence-based practice guidance&lt;br&gt;• 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&lt;br&gt;• Alliance District network support</td>
</tr>
<tr>
<td>Ed Reform Districts</td>
<td>• Individualized guidance &amp; support on spending and evidence-based practices&lt;br&gt;• 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**
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<tr>
<th>Session</th>
<th>Date &amp; Time</th>
<th>Topic</th>
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| Webinar #5  | Tuesday, January 17 2:00 – 2:45 p.m. | **ESSA Title IV Part A:** *Student Support & Academic Enrichment Grants*  
**ESSA Title IV Part B:** *21st Century Community Learning Centers* |
| Webinar #6  | Tuesday, February 14 2:00 – 2:45 PM | **Connecticut State Plan, Long Term Goals & Progress Monitoring**       |
ESSA requires that states develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. The 2016-17 school year will be a transition period, with full implementation of Connecticut’s state plan under ESSA in the 2017-18 school year.

- Read the [Every Student Succeeds Act](#) [pdf]

**RESOURCES**

- [Connecticut ESSA Stakeholder Survey](#)
- [Encuesta sobre la Ley Cada Triunfa de Connecticut](#)

**Parent/Family Resources:**

- ESSA Overview for Parents and Community Members
  - [English](#)
  - [Spanish](#)
- What Does This New Law Mean for my Child? National PTA
  - [English](#)
  - [Spanish](#)
- Webinar: [A Parent’s Role in ESSA Implementation](#)

**ESSA Summaries**

Summaries of key provisions of the ESSA from the Council of Chief State School Officers (CCSSO)
(all documents are pdf)

- Accountability Considerations
- English Learners Considerations
- Federal Funding Stream Considerations
- School Intervention Considerations
- Innovation Considerations
- Standards and Assessment Considerations
- Testing and Participation Considerations
- Teacher Preparation Considerations
- Teacher Evaluation and Equity Considerations
- Governance Summary
- A summary from the National School Boards Association which includes a timetable for the transition to ESSA and responses to a series of frequently asked questions
- A summary from the National PTA organization intended for parents and families
- NCES and ESSA side-by-side comparison

**U.S. Department of Education Communication**

- [Fact Sheet: Supplement, Not Supplant under Title I of the Every Student Succeeds Act](#)
- [White House Fact Sheet on House Passage of ESSA](#)
- [Transitioning to the Every Student Succeeds Act FAQ](#)
- [Dear Colleague Letter on the New ESSA Law](December 10, 2015)
- [Dear Colleague Letter on the Transition to ESSA](December 18, 2015)
- [ESSA Dear Colleague Letter (January 28, 2016)](#)
- [Dear Colleague Letter on Stakeholder Engagement](June 22, 2016)
- [Dear Colleague Letter on Parent Care Guidance](June 23, 2016)
- [ESSA Webinar Presentation](December 22, 2015)
  - [ESSA Webinar Audio Recording](December 22, 2015)

**ESSA News at CSDE**

- October 5, 2015 ESSA Update to State Board of Education [pdf]
QUESTIONS
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:

Ellen E. Cohn, Deputy Commissioner
Ellen.Cohn@ct.gov

Ajit Gopalakrishnan, Chief Performance Officer
Ajit.Gopalakrishnan@ct.gov
Clarification to information provided in Slide 12 of Superintendents’ ESSA Webinar #4: Title II and III under ESSA

Historically, Title II funds could be used to pay for teachers who were needed to reduce class size. Based on earlier ESSA guidance, the CSDE was told that class size reduction spending (teacher salaries) would end under ESSA. New guidance clarifies that Title II grants to schools can continue to be used for class-size reduction, but only to evidence-based levels. To clarify, “evidence-based levels” means that there is research or evidence supporting smaller class sizes. We know there is substantial research demonstrating benefits at the primary grades. There is, however, little research demonstrating appreciable measurable benefits at higher grades. Districts should keep this in mind when applying for Title II grants. We will be providing additional “spending guidance” on Titles I-IV in the future.