



# ***NATIONAL TITLE I STATE DIRECTORS' MEETING***

**NATIONAL TITLE I CONFERENCE**  
FEBRUARY 2018 | PHILADELPHIA, PENNSYLVANIA

# WELCOME AND INTRODUCTIONS

- **Karen Campbell**, New Jersey, Director
- **Patrick Rooney**, Office of State Support, Deputy Director



# OBJECTIVES

Participants in this meeting will:

- Share information related to the approval, revision, and implementation of consolidated State plans;
- Provide updates about funding and State allocations;
- Provide updates related to Office of State Support (OSS) programs and processes; and
- Discuss and recommend future technical assistance opportunities.



# AGENDA

1. ESEA Updates *(90 minutes)*
2. Break *(15 minutes)*
3. Funding & Allocations Updates *(30 minutes)*
4. OSS Updates *(90 minutes)*



# ESEA Updates



# PRESENTERS

- **Patrick Rooney**, Deputy Director, OSS
- **Kay Rigling**, Deputy Assistant Counsel, Office of General Counsel, (OGC)
- **Jessica McKinney**, Policy Team, OSS



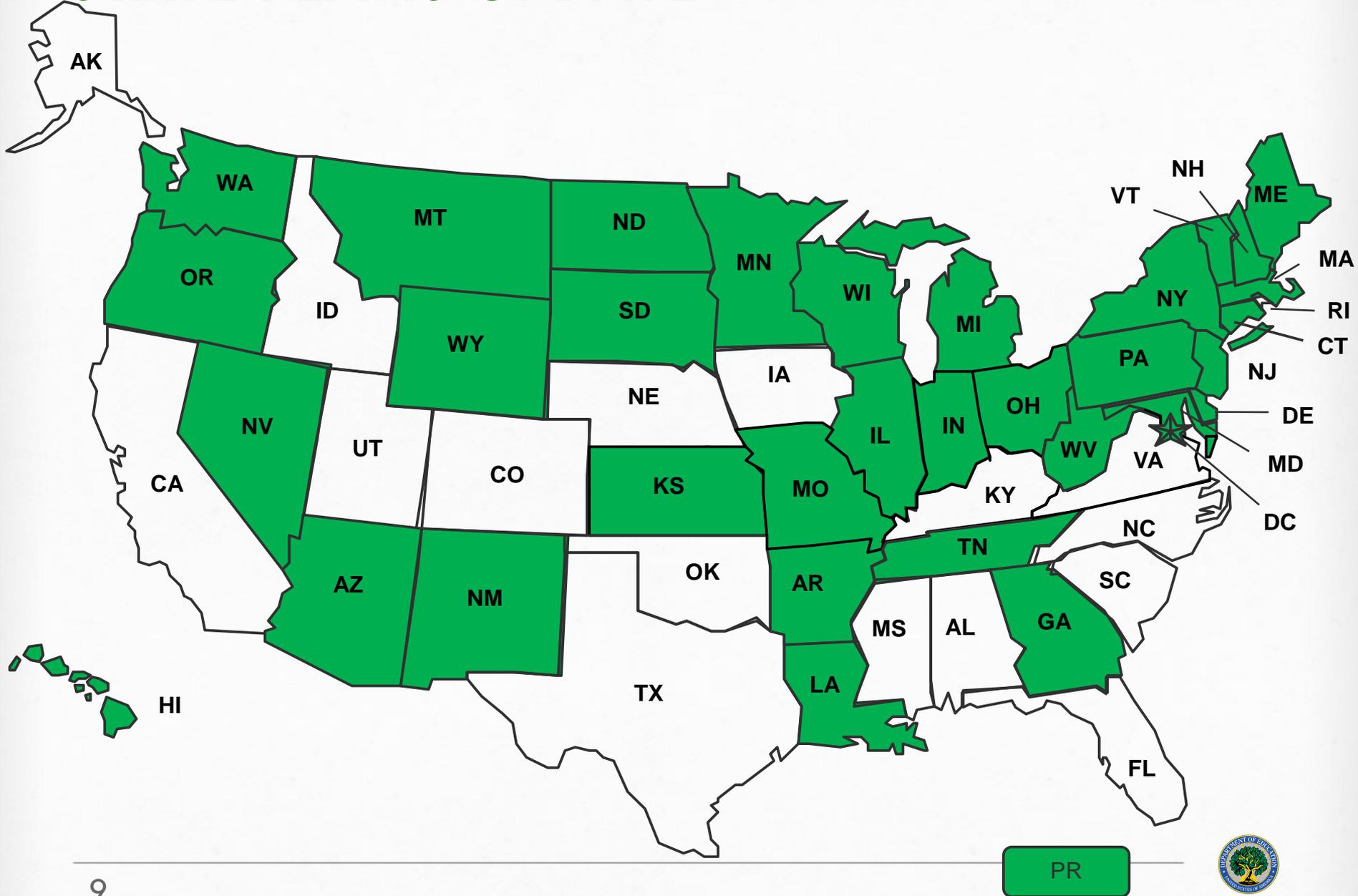
# TOPICS

- State Plan Update
- Amendments for State Plans
- Student-Centered Funding Pilot
- Guidance Updates
- School Improvement Grants Update
- Supplement, not Supplant Discussion

# STATE PLANS UPDATE

- 35 plans from States, the District of Columbia, and Puerto Rico have been approved
- 17 plans are still under review
  - All remaining States have requested extension of the 120-day timeline
  - ED is working with these States to provide assistance and feedback so that they can be approved as quickly as possible

# STATE PLANS UPDATE



# AMENDMENTS TO STATE PLANS

- If a State makes revisions or amendments to its consolidated State plan, it must submit those changes for review and approval by the Department *prior* to implementing those changes.
- Prior to submitting a significant amendment to the Department, each State must engage in consultation, consistent with the procedures the State used in developing its consolidated State plan, when making significant changes to its plan.



# EXAMPLES OF SIGNIFICANT CHANGES

- Adding or removing indicators from the State system of annual meaningful differentiation
- Changing the n-size for accountability or reporting
- Modifying definition of “consistently underperforming” for purposes of identifying schools for Targeted Support and Improvement
- Modifying the statewide entrance and exit procedures for English learners

# PROCESS FOR SUBMISSION

- Each State must submit:
  - Redlined version of the approved consolidated State plan that reflects all revisions or amendments
  - Cover letter describing significant changes
  - Signature of authorized representative
  - A summary of the consultation
- Amendments should be submitted via email to the State mailbox (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov))



# STUDENT-CENTERED FUNDING PILOT

- On February 2, the Department released applications for LEAs interested in combining eligible Federal funds with State and local funds to create a single, student-centered funding system as authorized by section 1501 of the ESEA.
- Applicants will propose funding systems that allocate substantially more funding for students from low-income families, English learners, and other educationally disadvantaged student groups.
- The Department can approve up to 50 school districts to participate in this pilot. An approved LEA would initially receive flexibility for 3 years with the opportunity for renewal.



# STUDENT-CENTERED FUNDING PILOT

- Approved LEAs receive flexibility from many LEA-level programmatic and fiscal requirements.
- For LEAs wishing to implement in 2018-2019, applications are due on March 12. For those applying for 2019-2020, applications are due on July 15.
- More information is available at:  
<https://www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html>.
- Please send questions to [WeightedFundingPilot@ed.gov](mailto:WeightedFundingPilot@ed.gov).



# GUIDANCE UPDATE

## REGULATORY REFORM

- In October 2017, as part of the Regulatory Reform Status Report, the Department rescinded several guidance documents that were:
  - Outdated
  - Superseded by ESSA
- These guidance documents no longer have any force or effect
- Full list of OESE rescinded guidance can be found at:
  - [https://www2.ed.gov/policy/elsec/guid/oeserescindedguidance\\_list.pdf](https://www2.ed.gov/policy/elsec/guid/oeserescindedguidance_list.pdf)
- All other guidance is still in effect; however, certain parts may be superseded by changes in ESSA
  - Includes ESSA-related guidance released in 2015 and 2016



# GUIDANCE UPDATE

## SCHOOL IMPROVEMENT GRANTS

- In January 2018, the Department released a dear colleague letter to States regarding flexibility around the use of School Improvement Grant (SIG) funds
- Using the orderly transition authority under the ESSA, States may now use any remaining SIG funds:
  - Consistent with the final SIG requirements
  - Consistent with the requirements of section 1003 of the ESEA
- States may permit an LEA currently implementing SIG to transition to the requirements of section 1003 of the ESEA with its remaining funds



# GUIDANCE UPDATE

## TITLE I SUPPLEMENT, NOT SUPPLANT

- By December 10, 2017, the ESSA required that “[t]o demonstrate compliance with [the supplement not supplant requirement], a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving [Title I funds] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I funds].”

# GUIDANCE UPDATE

## TITLE I SUPPLEMENT, NOT SUPPLANT

- The Department recognizes that it is not feasible to implement a new methodology in the middle of a school year
- On December 6, 2017, under the orderly transition to the new statute, the Department notified each State that an LEA didn't need a methodology in place in December 2017 but that the LEA would need to have a methodology in place by the start of the 2018-2019 school year
- We are committed to meeting with stakeholders to receive input toward developing non-regulatory guidance to support States and LEAs in implementing the change to supplement not supplant



# SUPPLEMENT NOT SUPPLANT

## IN GENERAL

The statute requires an SEA or LEA to use Title I funds only to supplement the funds that would, in the absence of those Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

ESEA section 1118(b)(1)



# SUPPLEMENT NOT SUPPLANT

## SPECIAL RULE

According to the statute, no LEA shall be required to—

- Identify that an individual cost or service supported with Title I funds is supplemental; or
- Provide Title I services through a particular instructional method or in a particular instructional setting in order to demonstrate compliance.

The special rule applies to both schoolwide programs and targeted assistance programs.

ESEA section 1118(b)(3)



# SUPPLEMENT NOT SUPPLANT

## DEMONSTRATION OF COMPLIANCE

Under the statute, to demonstrate compliance with the supplement not supplant requirement, an LEA must **demonstrate** that the **methodology** used to **allocate State and local funds** to its schools ensures that **each Title I school receives all of the State and local funds it would otherwise receive** if it were not receiving Title I funds.

ESEA section 1118(b)(2)



# SUPPLEMENT NOT SUPPLANT

## METHODOLOGIES

An LEA has significant flexibility in adopting a **methodology** to meet the new supplement not supplant requirement. The methodology must—

- Allocate **State and local funds** to schools in the LEA;
- Provide **each Title I school** the State and local funds it would receive were it not a Title I school—i.e., be **neutral** regarding a school's Title I status.

An LEA must be able to **demonstrate compliance**—i.e., that it has implemented its methodology.



# SUPPLEMENT NOT SUPPLANT

## A WORD OF CAUTION

Consistent with the statute, if an LEA is required by law to provide funding to schools for a specific purpose, the LEA must provide such funds to Title I schools on the same basis as it provides such funds to non-Title I schools, subject to application of the “exclusion” provision.

This includes funds needed to provide services that are required by law for students with disabilities and English learners. See, e.g., ESEA section 1114(a)(2)(B)



# SUPPLEMENT NOT SUPPLANT

## EXCLUSION OF SUPPLEMENTAL NON-FEDERAL FUNDS

Under the statute, an LEA may exclude from a supplanting determination *supplemental* non-federal funds expended in any school for programs that meet the intent and purposes of Title I.

ESEA section 1118(d)



# SUPPLEMENT NOT SUPPLANT

## “INTENT AND PURPOSES”

Under the existing Title I regulations, a program meets the intent and purposes of Title I if it either—

- Is implemented in a school with at least 40 percent poverty;
- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school; is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and
- Uses the State’s assessment system to review the effectiveness of the program;

**OR**



# SUPPLEMENT NOT SUPPLANT

## “INTENT AND PURPOSES”

- Serves only students who are failing, or most at risk of failing, to meet State standards;
- Provides supplementary services to participating students designed to improve their achievement; and
- Uses the State’s assessment system to review the effectiveness of the program.

34 C.F.R. § 200.79(b)



# GUIDANCE UPDATE

## TITLE I SUPPLEMENT, NOT SUPPLANT

- Building off the 2015 Schoolwide Guidance, which included two examples:
  - Distribution of non-Federal resources based on characteristics of students (aka weighted per pupil funding formula)
  - Distribution of non-Federal resources based on staffing and supplies



# GUIDANCE UPDATE

## TITLE I SUPPLEMENT, NOT SUPPLANT DISCUSSION

- The Department has identified a list of draft questions that could be included in a guidance document.
- At your tables, please review the proposed list and answer the following questions:
  - What information would be most beneficial to include as we consider answers to these questions?
  - What additional questions would be helpful to you and your districts?
  - Are there other examples of methodologies that would be helpful for the Department to consider and highlight for the field?
- Please identify a notetaker to capture your discussion.
- We will ask each table to share key points from the discussion.



# SUPPLEMENT, NOT SUPPLANT

## Table-top Discussion

(30 minutes)



# RESOURCES

- ESSA Resources (Regulations and Guidance):  
<https://www2.ed.gov/policy/elsec/leg/essa/index.html>
- Memorandum to Title I Directors Regarding the Timeline for Implementing the New Title I Supplement, Not Supplant Requirements (December 6, 2017)
- Dear Colleague Letter on the use of remaining School Improvement Grants (SIG) Funds (January 9, 2018)





# Questions?



# Funding & Allocations

# FUNDING AND ALLOCATIONS

## PRESENTERS

- **Todd Stephenson**, Program Analyst, OSS
- **Kay Rigling**, Attorney, OGC



# FUNDING AND ALLOCATIONS

## FISCAL YEAR (FY) 2018 APPROPRIATION: EFFECT ON ALLOCATIONS

- There is not a final FY 2018 appropriation yet.
- The FY 2018 continuing resolution expires February 8, 2018.
- Impact of continuing resolution on allocations:
  - FY 2018 (school year 2018-2019): ED expects to release preliminary allocations after there is a final appropriation.
  - FY 2017 (school year 2017-2018): Once there is a final FY 2018 appropriation, ED will likely need to revise FY 2017 allocations for Title I, Part A and Title II, Part A.



# FUNDING AND ALLOCATIONS

## CENSUS: LEA POVERTY ESTIMATES FOR SCHOOL YEAR 2018-2019 ALLOCATIONS

- The ESEA, as amended by ESSA, requires ED to use annually-updated Census data.
- ED will use the most recent Census LEA poverty data released in November 2017 (Census estimates for 2016) to calculate school year 2018-2019 Title I, Part A allocations.
- ED's December 4, 2017 notification to States about the Census release provides detail.
- Note: Census challenge period ends February 28, 2018.



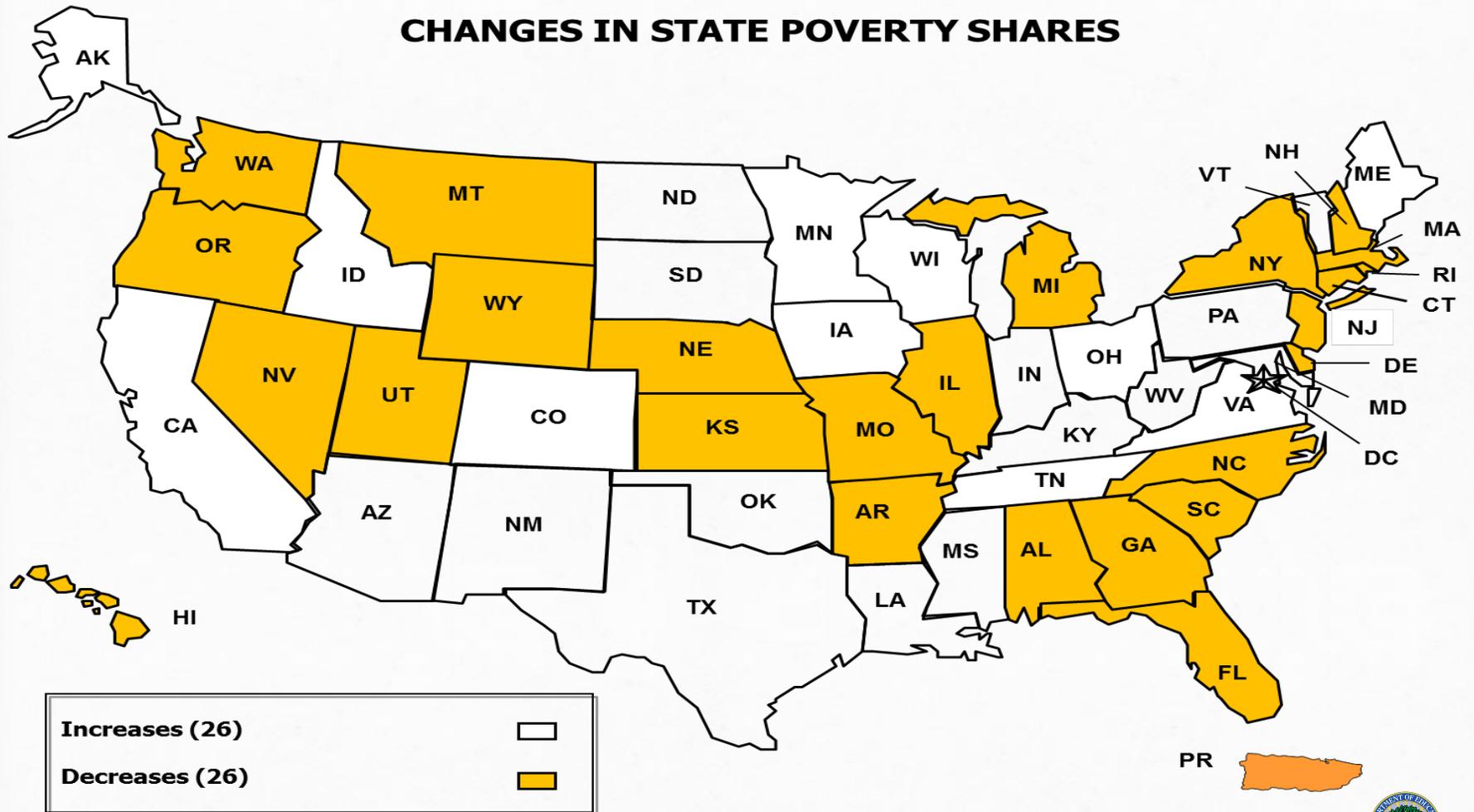
# FUNDING AND ALLOCATIONS

## 2016 CENSUS POVERTY DATA VS. 2015 CENSUS POVERTY DATA: CHANGES IN STATE POVERTY SHARES

- An important factor to examine is each State's relative share of the total number of poverty children nationally.
- An increase or decrease in a State's relative share provides an early indication of the extent to which a State may experience a gain or loss of Title I, Part A funds for school year 2018-2019.

# FUNDING AND ALLOCATIONS

## 2016 CENSUS POVERTY DATA VS. 2015 CENSUS POVERTY DATA: CHANGES IN STATE POVERTY SHARES



# FUNDING AND ALLOCATIONS

## SCHOOL YEAR 2018-2019 TITLE I, PART A ALLOCATIONS: SCHOOL IMPROVEMENT RESERVATION

To support school improvement the ESEA requires an SEA to reserve from LEAs' FY 2018 (school year 2018-2019) Title I, Part A allocations the greater of:

- 7 percent of the SEA's FY 2018 Title I, Part A award; or
- Sum of the SEA's FY 2016 section 1003(a) reservation and its FY 2016 School Improvement Grant (SIG) award.



# FUNDING AND ALLOCATIONS

## SCHOOL YEAR 2018-2019 TITLE I, PART A ALLOCATIONS: SCHOOL IMPROVEMENT RESERVATION

***Special note: the ESEA changes how the school improvement reservation operates in school year 2018-2019 (and subsequent years) compared to school year 2017-2018:***

- Starting with school year 2018-2019 allocations, the ESEA requires an SEA not to reduce an LEA below its prior year's allocation in reserving funds for school improvement.
- Only LEAs with increases in their school year 2018-2019 Title I, Part A allocations over school year 2017-2018 will contribute to the school improvement reservation.



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: EQUITABLE SERVICES CARRYOVER

The ESEA requires that funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families be obligated by the LEA in the fiscal year for which the funds are received.

# FUNDING AND ALLOCATIONS

## TITLE I, PART A: EQUITABLE SERVICES CARRYOVER

This requirement:

- Helps to ensure that an LEA uses the funds available under Title I, Part A (or a program covered under Title VIII) to provide equitable services in the fiscal year for which the funds are appropriated so that eligible students, teachers and other educational personnel, and families receive the services to which they are entitled in a timely manner.
- Reinforces the ESEA requirement that an LEA conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated.



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: EQUITABLE SERVICES CARRYOVER

Exception for extenuating circumstances:

- In general, the ESEA requires an LEA to obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.
- There may be extenuating circumstances in which an LEA is unable to obligate all funds within this timeframe in a responsible manner.
- Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year.
- In determining how such carryover funds will be used, the ESEA requires an LEA to consult with appropriate private school officials.



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: FUNDING FOR FOSTER CARE TRANSPORTATION

The ESEA requires an LEA that receives Title I, Part A funds to collaborate with the State or local child welfare agency or agencies to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. *(ESEA section 1112(c)(5)(B))*



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: FUNDING FOR FOSTER CARE TRANSPORTATION

The ESEA requires that the transportation procedures ensure that—

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act; and
- If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost.

(ESEA 1112(c)(5)(B))



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: FUNDING FOR FOSTER CARE TRANSPORTATION

- LEAs and child welfare agencies must collaborate regarding transportation if it is necessary for a child in foster care to remain in his or her school of origin.
- Thus, the transportation procedures should address how the requirement to promptly provide transportation for children in foster care, as needed, to their school of origin will be met even if the relevant agencies cannot reach agreement on how to fund the additional costs of transportation.
- For example, the transportation procedures could include a local dispute resolution process that the agencies would follow in the event of a disagreement.



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: FUNDING FOR FOSTER CARE TRANSPORTATION

- Under section 475(4)(A) of the Social Security Act, if a child is receiving a Title IV-E foster care maintenance payment, the Title IV-E agency is permitted to include the reasonable costs of transportation for that eligible child.
- Thus, in determining whether transportation is “cost-effective,” an LEA must consider the reasonableness of those costs, taking into account a variety of factors, including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.
- An LEA should also consider whether transportation can be provided for minimal or no additional costs.



# FUNDING AND ALLOCATIONS

## TITLE I, PART A: FUNDING FOR FOSTER CARE TRANSPORTATION

- The foster care transportation procedures must address any additional costs incurred in providing school of origin transportation to children in foster care.
- Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.
- In addition to State and local funds, certain Federal funds may be used to cover the additional transportation costs:
  - Title IV-E funds for children who are eligible for Title IV-E foster care maintenance payments.
  - Title I, Part A funds.





# Questions?



# OSS Updates



# PRESENTERS

- **Patrick Rooney**, Deputy Director, OSS
- **Faatimah Muhammad**, Group Leader, OSS
- **Bryan Thurmond**, Education Program Specialist, OSS





# OSS Performance Review



# GOALS FOR PERFORMANCE REVIEW

- Focus on what matters
- Reduce burden on States
- Improve communication
- Differentiate and customize our support
- Ensure basic requirements are met

# FISCAL REVIEWS: YEARS 1 AND 2

- ED conducted fiscal reviews of FL, OK, ID, NH, AL, ND, OH, and DE during FY 2016.
- ED conducted fiscal reviews of MS, SC, PA, WY, NC, DC, NY, IN, and MA (plus 3 LEAs per State) during FY 2017. ED used feedback from the Year 1 fiscal reviews to:
  - Streamline the fiscal review protocol
  - Refine the online survey process to improve user functionality
  - Add programmatic sections related to charter school oversight and data integrity
  - Develop and pilot an LEA protocol

# PERFORMANCE REVIEW: YEAR 3

- Because States and the Department were all focused on State plans, we paused Progress Checks last year. We are relaunching them in 2018:
  - March: Equitable Services
  - April – June: English Learners
  - July – September: Transition to ESSA Report Card Requirements
- Updated fiscal review self-assessment and protocol in FY 2018 that incorporates existing fiscal requirements.
  - The protocol is available for comment in the Federal Register at:  
<https://www.federalregister.gov/documents/2018/02/05/2018-02259/agency-information-collection-activities-submission-to-the-office-of-management-and-budget-for#>



# PERFORMANCE REVIEW: YEAR 3

- Changes made over the first two years to improve the effectiveness and efficiency of our monitoring efforts include:
  - Consolidated review of program fiscal requirements (Title I, Title II, Title III, SIG)
  - Expanded to cover Uniform Guidance requirements
  - Created online self-assessment for pre-review/documentation submission
  - Built in live links to statutory and regulatory requirements within self-assessment and protocol
  - Removed duplicate document requests and protocol questions
  - Coordinated reviews with ED program offices (where applicable) to reduce SEA burden
  - Coordinated with other ED program offices to avoid monitoring overlap
  - Conducted post-review survey of State staff to focus on technical assistance needs and continuous improvement



# PERFORMANCE REVIEW: YEAR 3

- Conduct fiscal and programmatic review (i.e., performance review) that covers:
  - Fiscal requirements contained in Uniform Guidance, EDGAR, and ESEA, as amended by NCLB, where applicable, and ESSA (piloted in FY2015 and FY2016)
  - Data Reporting and Quality requirements (for continued pilot)
  - Accountability requirements (for initial pilot)
- State participants: AK, AZ, CA, GA, IL, LA, MI, NM, TX
- Schedule: May-September
- Two LEAs will be selected to participate in each performance review





# Subrecipient Monitoring and Risk Assessment

# SUBRECIPIENT MONITORING

## UNIFORM GUIDANCE REQUIREMENTS

- An SEA, as a pass-through entity, is required to monitor the activities of subrecipients to ensure that subawards are used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, and that performance goals are achieved. (2 C.F.R. 200.331(d)).
- When determining its approach to subrecipient monitoring, an SEA must evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and condition of subawards. (2 C.F.R. 200.331(b)).
- An SEA must follow-up and ensure that subrecipients take timely and appropriate action on all deficiencies pertaining to programs detected through on-site reviews and other means. (2 C.F.R. 200.331(d)(3)).



# SUBRECIPIENT MONITORING

## IMPORTANT CONSIDERATIONS

- An SEA has discretion to design its own subrecipient monitoring activities – there is no one model that must be used
- Monitoring includes activities beyond just on-site program reviews
  - Training and technical assistance activities
  - Subrecipient audit resolution activities
  - Desk reviews and self-monitoring
  - Review of subrecipient performance data and/or performance reports
- Timely monitoring follow-up is essential
  - Providing subrecipients with feedback and ensuring that identified issues are satisfactorily addressed



# SUBRECIPIENT MONITORING

## RISK ASSESSMENT AND MONITORING

- Adds a required step for monitoring but also provides flexibility
- As with the broader approach to subrecipient monitoring, an SEA has discretion to determine its own approach to assessing risk
  - Must include all subrecipients but can cover programs individually or collectively
  - Broad range of potential risk indicators can be used
  - Results can be used to inform several types of decisions

# RESOURCES & NEXT STEPS

- SEA and LEA Self-Assessment and Monitoring Protocol Public Comment
  - <https://www.federalregister.gov/documents/2017/11/28/2017-25649/agency-information-collection-activities-comment-request-sea-and-lea-self-assessment-and-monitoring>
- Risk and Sub-Award Management Resources
  - <https://www2.ed.gov/policy/fund/guid/uniform-guidance/risk-subaward-management.html>





# Questions?



# State Assessments

# STATE ASSESSMENTS

## STATE ASSESSMENT PEER REVIEW

- **2016:** 38 States **2017:** 11 States **2018:** 42 States
  - In 2017, seven States submitted for the first time: four States and two consortium resubmitted evidence
- To date, one State has received approval for tests within its assessment system:
  - Maryland – PARCC general assessments in grades 3-8 and HS
- All outcome letters posted at:  
[www2.ed.gov/admins/lead/account/nclbfinalassess/index.html](http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html)
- 33 States and two consortium from 2016 are participating in reviews in winter 2018 with resubmissions
- One significant addition: ELP Assessments are now subject to peer review



# STATE ASSESSMENTS

## REQUESTING ASSESSMENT WAIVERS

- Waivers of one percent cap on alternate assessments aligned with alternate academic achievement standards for students with the most significant cognitive disabilities
  - See May 2017 memo at [www2.ed.gov/admins/lead/account/saa/onepercentcapmemo51617.pdf](http://www2.ed.gov/admins/lead/account/saa/onepercentcapmemo51617.pdf)
- Other waivers (e.g., middle school math exception for 7<sup>th</sup> grade students)
  - Contact OSS Program Officer at [OSS.\[STATENAME\]@ed.gov](mailto:OSS.[STATENAME]@ed.gov)
- Waiver responses posted at [www2.ed.gov/admins/lead/account/stateplan17/waivers/index.html](http://www2.ed.gov/admins/lead/account/stateplan17/waivers/index.html) (look for posting date of 2017 or 2018 for ESSA waivers)



# STATE ASSESSMENTS

## INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

- Innovative Assessment Demonstration Authority provides flexibility for States or consortia to:
  1. Evaluate a new approach for assessing students against its challenging State academic standards **AND**
  2. Start small, piloting in a limited number of districts and schools before implementing statewide **AND**
  3. Use the innovative approach for accountability and reporting instead of the current statewide test in pilot participating schools during the pilot phase (avoid double testing)
- Innovative assessment demonstration authority is only needed if a State is seeking to do all of the above
- Can be granted for general assessments, AA-AAAS, or both



# STATE ASSESSMENTS

## INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

- Notice Inviting Applications for 2018
  - [www.federalregister.gov/documents/2018/01/03/2017-28424/applications-for-new-authorities-innovative-assessment-demonstration-authority](http://www.federalregister.gov/documents/2018/01/03/2017-28424/applications-for-new-authorities-innovative-assessment-demonstration-authority)
  - Application Package for Download at [www2.ed.gov/admins/lead/account/saa.html#Related\\_Programs\\_and\\_Initiatives](http://www2.ed.gov/admins/lead/account/saa.html#Related_Programs_and_Initiatives)
  - Application Deadline April 2, 2018
  - Anticipate Notification of States by early June, 2018 for 2018-19 implementation
- Technical Assistance
  - Center for Standards and Assessments Implementation
    - [www.csai-online.org](http://www.csai-online.org)





# Reporting and Data Collection Requirements



# REPORTING AND DATA COLLECTION

## KEY REPORTING ACTIVITIES IN CALENDAR YEAR 2018

- Two major Title I, Part A related data reporting activities in the current calendar year:
  - EDFacts/CSPR file submission and data quality review process for the 2016-17 school year
  - New report cards with ESSA requirements for the 2017-18 school year
  - New EDFacts submission for the 2017-18 school year



# REPORTING AND DATA COLLECTION

## EDFACTS/CSPR REPORTING FOR SY2016-17

- Key due dates for SY2016-17 EDFacts/CSPR submissions:

	CSPR PART I	CSPR PART II
<b>First submission due date</b>	December 13, 2017	February 14 <sup>th</sup> , 2018
<i>First round of data quality feedback provided (approximate)</i>	<i>Week of January 29<sup>th</sup>, 2018</i>	<i>Week of March 12<sup>th</sup>, 2018</i>
<b>Resubmission due date</b>	February 28 <sup>th</sup> , 2018	March 28 <sup>th</sup> , 2018
<i>Second round of data quality feedback provided (approximate)</i>	<i>Week of March 26<sup>th</sup>, 2018</i>	<i>Week of April 23<sup>rd</sup>, 2018</i>
<b>Final correction due date (limited to specific states and issues)</b>	April 11 <sup>th</sup> , 2018	May 9 <sup>th</sup> , 2018
<i>Data considered final (approximate)</i>	<i>April 13<sup>th</sup>, 2018</i>	<i>May 11<sup>th</sup>, 2018</i>



# REPORTING AND DATA COLLECTION

## EDFACTS/CSPR REPORTING FOR SY2016-17

### Key reminders about SY2016-17 submission:

- SY2016-17 is the last year of reporting aligned with requirements under ESEA, as amended by NCLB
  - *Note: Many requirements will stay the same under ESSA, but there are also a number of changes*
- Under the transition authority, ED is **no longer requiring** States to report on the following **Title I, Part A** files (if not listed here, states should assume that the reporting requirement remains in place):
  - AYP, AMO, and other indicator status files (FS106, 107, 108, 109, 110, 111)
  - Select status files: state-identified and reward schools status (DG778 & 779)
  - Supplemental educational services and public school choice (FS010, 128, 164)
  - HQT data (FS063 & 064)
  - Combined subgroup data under ESEA flexibility (FS171, 172, 173, 174, 177)
  - Average scale scores for SIG schools (FS159)
  - Postsecondary credits earned (FS161)
  - Evaluation of staff (FS166)



# REPORTING AND DATA COLLECTION

## PREPARATION FOR SY2017-18 REQUIREMENTS

- SY2017-18 is the first year of reporting aligned with requirements under *ESEA*, as amended by *ESSA*
- SY2017-18 reporting to ED (via ED Facts/CSPR):
  - Data files will be due on a timeline similar the SY2016-17 files
  - Relevant information on ED Facts reporting can be found at:  
<https://www2.ed.gov/about/inits/ed/edfacts/index.html>
  - SY2017-18 CSRP package is currently out for public comment:  
<https://www.federalregister.gov/documents/2017/11/03/2017-23961/agency-information-collection-activities-comment-request-consolidated-state-performance-report-part>



# REPORTING AND DATA COLLECTION

## PREPARATION FOR SY2017-18 REQUIREMENTS

- SY2017-18 is the first year of reporting aligned with requirements under *ESEA*, as amended by *ESSA*
- SY2017-18 report cards:
  - Best practice is for the report card to be published as soon as possible in the following school year (e.g., 2017-18 report cards should be published as soon as possible in the 2018-19 school year).
  - Must be available on a single webpage of the SEA website.
  - Must be concisely presented in an understandable and uniform format developed in consultation with parents.



# REPORTING AND DATA COLLECTION

## PREPARATION FOR SY2017-18 REQUIREMENTS

### SOME OF THE NEW OR SIGNIFICANTLY CHANGED TITLE I, PART A DATA ELEMENTS IN 2017-18

#### ■ **NEW ELEMENTS REQUIRED ON REPORT CARDS:**

- Accountability system description
- Civil rights data collection (CRDC) elements
- Per-pupil expenditures

#### ■ **SIGNIFICANTLY CHANGED ELEMENTS REQUIRED ON REPORT CARDS AND IN EDFACTS SUBMISSIONS:**

- New subgroups for select indicators: Students who are homeless, students in foster care, students with parents who are members of the armed forces
- Accountability system indicators and school identifications
- Alternate assessment as component of ACGR calculation
- Teacher experience (changed from HQT)



# REPORTING AND DATA COLLECTION

For State-specific questions about data requirements, please contact the ED*Facts* Partner Support Center:

**Toll Free: 877-457-3336**  
(877-HLP-EDEN)

**E-mail: [EDEN\\_SS@ed.gov](mailto:EDEN_SS@ed.gov)**





# Questions?



# Technical Assistance



# TECHNICAL ASSISTANCE

## 2017-2018 UPDATE



### Resources, Tools & Guidance

- Dear Colleague Letters
- Coming soon: Long-Term Goal-Setting Models, Financial Transparency and Readiness Toolkit, State Plan Implementation Tools, Evidence-Based Practices Guidebook, English Language Accountability Tool



### Individual Support

- Worked with each state to support state plan approval
- State Support Network supported 26 states
- **NEW:** ESSA Plan Implementation Consultations with State Support



### Peer-to-Peer

- Peer calls on specific topics (e.g. Foster Care, Equity Labs)
- **NEW:** ESSA Implementation Peer Exchanges



### Communities of Practice

- 2016-2017 CoPs concluded work
- **NEW** CoPs launching in 2018



### Grantee Meetings

- Supported CCSSO ESSA Implementation Meeting (September 2017)
- **NEW:** Hosting Combined Federal Programs Meeting (July 2018)

# TECHNICAL ASSISTANCE

## 2017-2018 TECHNICAL ASSISTANCE

### ESSA Transition

Combined Federal Programs Meeting

State Plan Approval Support

State Plan Implementation Meeting & Tool

Individual State Coaching

### Accountability Systems

Long-term goal setting models

English Language Proficiency (ELP) Indicator CoP

ELP Accountability Tool

### Supports for LEAs & Schools

Evidence-based Practices CoP

Implementing Needs Assessment CoP

Scaling Needs Assessment CoP

Needs Assessment Guidebook

Differentiated Systems of Support for Rural Agencies CoP



# TECHNICAL ASSISTANCE

## 2017-2018 TECHNICAL ASSISTANCE

### English Learners

ELP Indicator CoP

EL Guidebook

ELP Accountability Tool

### Teachers & Leaders

Equity Lab P2P Series

Title II Meetings on Educator Effectiveness

Equitable Access Resource Site

### Fiscal, Data & Reporting

LEA Resource Allocation CoP

LEA Resource Allocation Toolkit

Data & Reporting CoP

Financial Transparency & Resource Allocation CoP

Data Quality CoP

### Challenging Academic Assessments

Assessment Peer Review



# TECHNICAL ASSISTANCE

## NEW TA OPPORTUNITIES

### New TA Opportunities in 2018

- Measuring School Quality and Student Success CoP
- Implementing Evidence-based Practices CoP
- ESEA Report Cards CoP
- Financial Transparency and Resource Allocation CoP
- English-Language Proficiency CoP – **Now Recruiting**
- Data Quality CoP – **Spring 2018**
- School Improvement Identification and Support CoP – **Spring 2018**

Interested in getting involved? Send questions and requests for more information to your State contacts at: [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov)



# TECHNICAL ASSISTANCE

## NEW TA OPPORTUNITIES

### New TA Opportunities in 2018

- ESSA Implementation Peer-to-peer Exchanges
- Foster Care Peer-to-peer Exchange(s)
- State Plan Consultations

Interested in getting involved? Send questions and requests for individualized TA to your State contacts at: [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov)





# ESSA Implementation Support: Discussion with State Directors



# ESSA IMPLEMENTATION SUPPORT

OPPORTUNITIES FOR PEER-TO-PEER LEARNING

## Brainstorm with Neighbors

(5 minutes)



# ESSA IMPLEMENTATION SUPPORT

OPPORTUNITIES FOR PEER-TO-PEER LEARNING

## Individual Voting

(3 minutes)

1. Navigate to our Poll Everywhere URL on your preferred device:  
[www.pollev.com/USEd](http://www.pollev.com/USEd)
2. Place your vote: Vote “up” the peer-to-peer learning topics that are of the most interest to you, and vote “down” those topics that are not of interest to you!

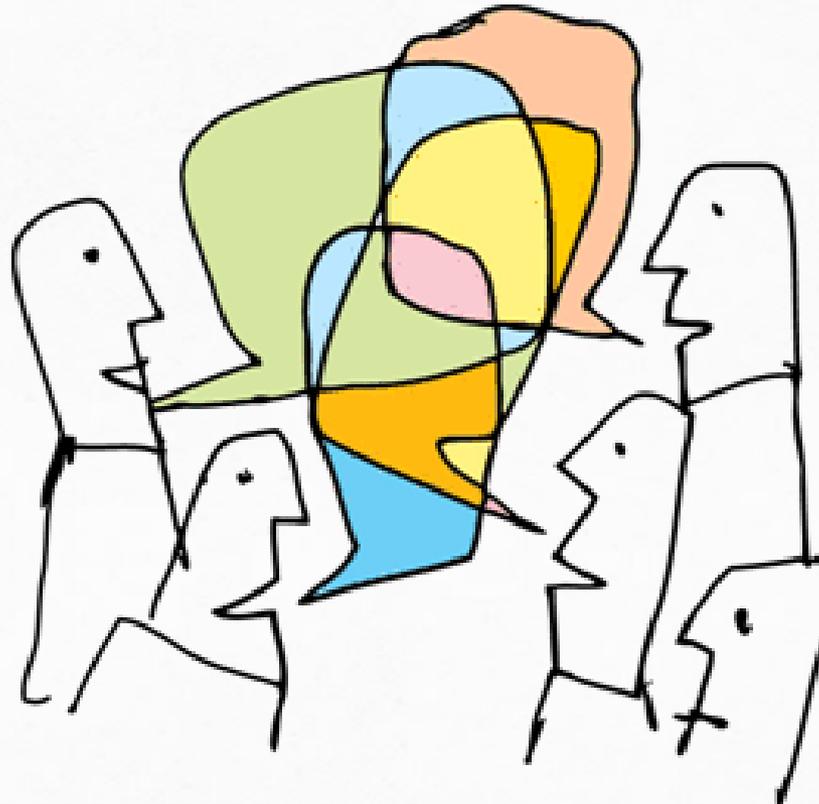


# ESSA IMPLEMENTATION SUPPORT

OPPORTUNITIES FOR PEER-TO-PEER LEARNING

## Breakout Discussions

(15 minutes)



# ESSA IMPLEMENTATION SUPPORT

## NEXT STEPS

- **Mid-February:** OSS Announces Opportunity to States (via OSS Programmatic Listservs)
- **Through Late February:** States Suggest Topics
- **Early March:** OSS Announces Final Topics & Recruits Participants
- **Mid-March through May:** State Support Network Hosts Peer-to-Peer Exchanges





# State Requested Topics

# EVIDENCE IN ESEA

## ESEA REQUIREMENTS

- “Evidence-based” interventions in Titles I, II, IV, VI
- Defines “evidence-based” as having 4 levels
  - Strong evidence
  - Moderate evidence
  - Promising evidence
  - Evidence that demonstrates a rationale
- Higher levels of evidence required for select competitions and school improvement funds (1003)



# EVIDENCE IN ESEA

## WHAT IS AN “EVIDENCE-BASED” INTERVENTION?

“...the term ‘**evidence-based**,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

(i) **demonstrates a statistically significant effect** on improving student outcomes or other relevant outcomes based on –

(I) **strong evidence** from at least one well-designed and well-implemented experimental study;

(II) **moderate evidence** from at least one well-designed and well-implemented quasiexperimental study; or

(III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

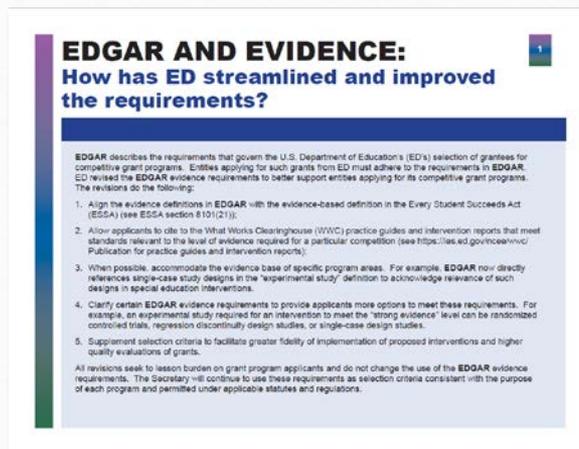
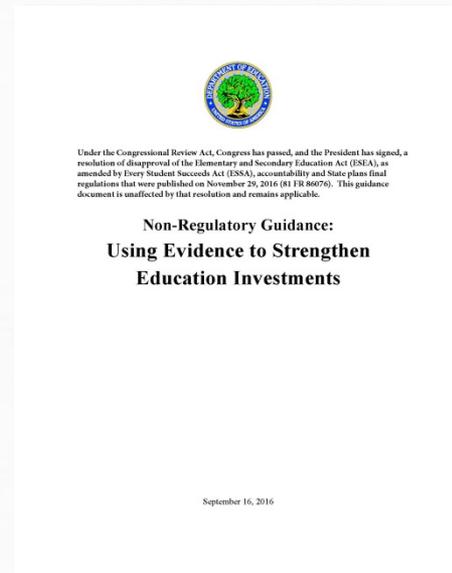
(II) includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention.



# EVIDENCE IN ESEA

## EVIDENCE RESOURCES

- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) (September, 2016)
- [Education Department General Administrative Regulations: Technical Revisions Fact Sheet](#) (October, 2017)



# EVIDENCE-BASED PRACTICES

## EXAMPLES FROM THE FIELD

- [Evidence-Based Practices in School Improvement](#)- These profiles of promising practice focus on understanding how each profiled site followed steps of an evidence-based decision-making cycle.
- [Synthesis of Resources](#)- This synthesis of resources presents a literature base that can be used when starting to research evidence-based practices for school improvement.
- [What Works Clearinghouse: Find What Works](#)
- [SEA Webinar](#) Using Evidence in State Education Agencies to Strengthen Education Investments and Achieve Student Outcomes (November 16, 2016 )
- [LEA Webinar Series](#) (November – December 2016)



# DISPROPORTIONATE DISTRIBUTION OF EFFECTIVE TEACHERS

## EDUCATOR EFFECTIVENESS IN THE ESEA

### **Title I, Part A Educator Equity** [ESEA Section 1111(g)(1)(B)]

- Requires each State to describe how **low-income and minority children** enrolled in **Title I schools** are not served at disproportionate rates by **ineffective, out-of-field, or inexperienced teachers**.
- Requires each State to describe the measures it will use to **evaluate** and **publicly report** its progress with respect to identified disproportionate rates of access.



# DISPROPORTIONATE DISTRIBUTION OF EFFECTIVE TEACHERS

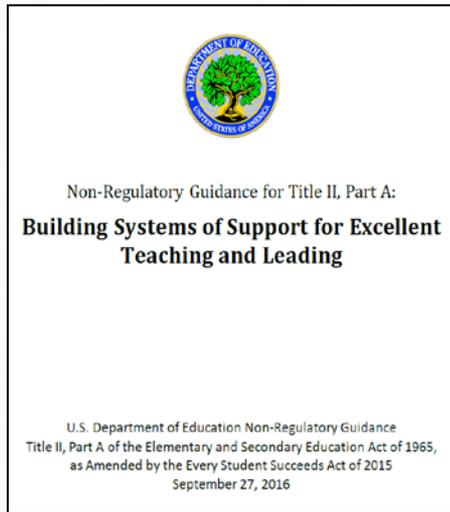
## EDUCATOR EFFECTIVENESS IN THE ESEA

### Title II, Part A Educator Effectiveness

- Grants to SEAs and sub-grants to LEAs are intended to, in part, (i) **improve the effectiveness** of educators, (ii) **increase the number** of effective educators, and (iii) provide low-income and minority students **greater access** to effective educators. *[ESEA Section 2001]*
- The ESEA outlines several potential State uses of funds that can support educator effectiveness, including “improving equitable access to effective teachers.” *[ESEA Section 2101(c)(iii)]*

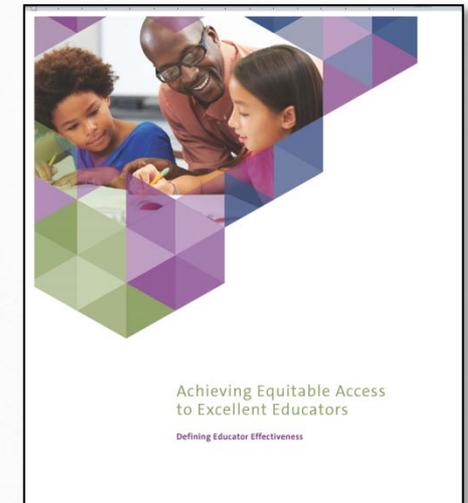
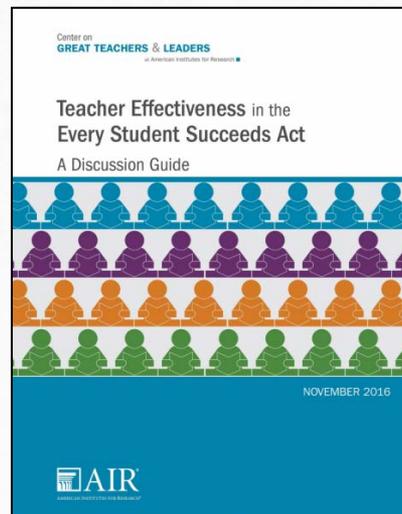


# EDUCATOR EQUITY – RESOURCES



ED's Non-regulatory Guidance – *Building Systems of Support for Excellent Teaching and Leading* (2016)

GTL's Guide – *Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide* (2016)



*Achieving Equitable Access to Excellent Educators: Defining Educator Effectiveness*  
**(Coming Soon!)**

Additional resources on educator equity planning available on the Office of State Support's Equitable Access to Excellent Educators webpage!

<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/educatorequity.html>



# RESOURCES & NEXT STEPS

- General ESSA resources: [www.ed.gov/essa](http://www.ed.gov/essa)
- [State Plan Submissions and Feedback](#)
- OSS Technical Assistance Resources:  
<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance>
- Comprehensive Centers and the State Support Network
- General questions: Please contact your program officer at OSS.[STATE]@ed.gov (e.g., [OSS.Wyoming@ed.gov](mailto:OSS.Wyoming@ed.gov))





# Questions?

