

SUPERINTENDENTS' ESSA WEBINAR SERIES



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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

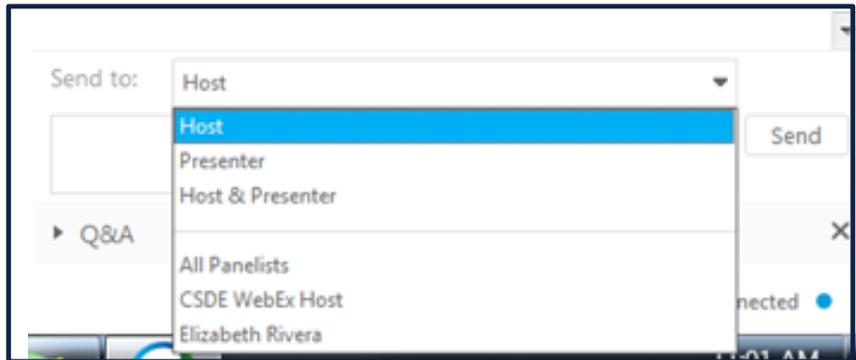
TUESDAY, NOVEMBER 15, 2016

2:00 – 2:45 P.M. EST

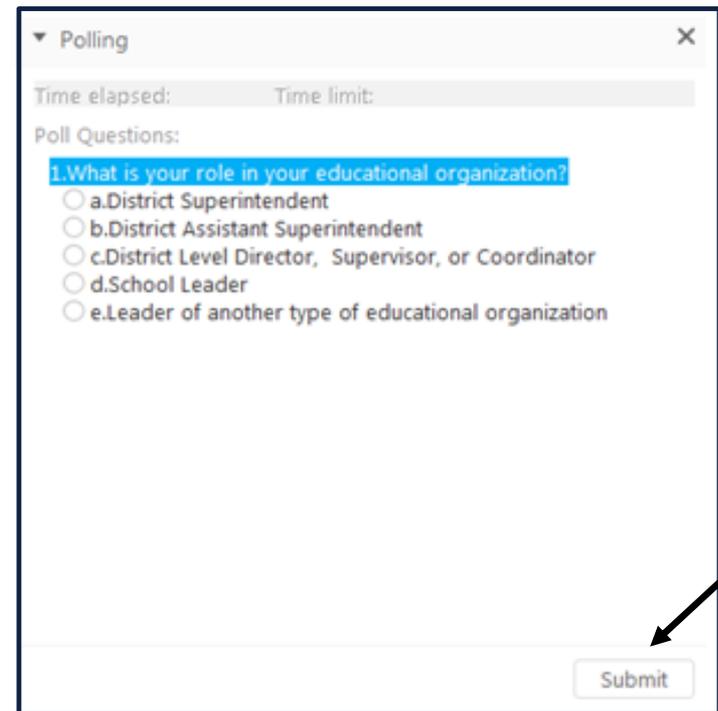
LOGISTICS...THINGS TO KNOW

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



Activity	Date
Stakeholder engagement	Sept. 2016 – Dec. 2016
CSDE drafts CT State ESSA Plan	Dec. 2016 – Feb. 2017
CSDE posts CT State ESSA Plan	March 2, 2017 (<i>estimated</i>)
Public comment period	March 2 – 31, 2017
Plan submitted to USED	On or before July 1, 2017

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:

IDEA *	Education Technical Assistance Act of 2002
Rehab Act of 1973	NAEP Authorization Act
Carl D. Perkins Act *	McKinney-Vento Homeless Assistance Act <i>(contained in ESSA)</i>
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**

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).

TITLE II “BIG IDEAS”



- 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

POLL

Select the response that best matches your experience

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



INTRODUCTION TO CONNECTICUT'S TITLE II "EQUITY PLAN"

- 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

Connecticut's Equity Plan: Six Overarching Strategies

Strategy 1: Strengthen Preparation, Support, & Development of Principals

Strategy 2: Strengthen Preparation & Support for Teachers

Strategy 3: Cultural Consciousness & Competence

Strategy 4: Working Conditions

Strategy 5: Examine Effective Use of Per Pupil Expenditures

Strategy 6: Increase Supply of Candidates in Specific Teaching Areas

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



TITLE III FUNDING IN CONNECTICUT



- 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.



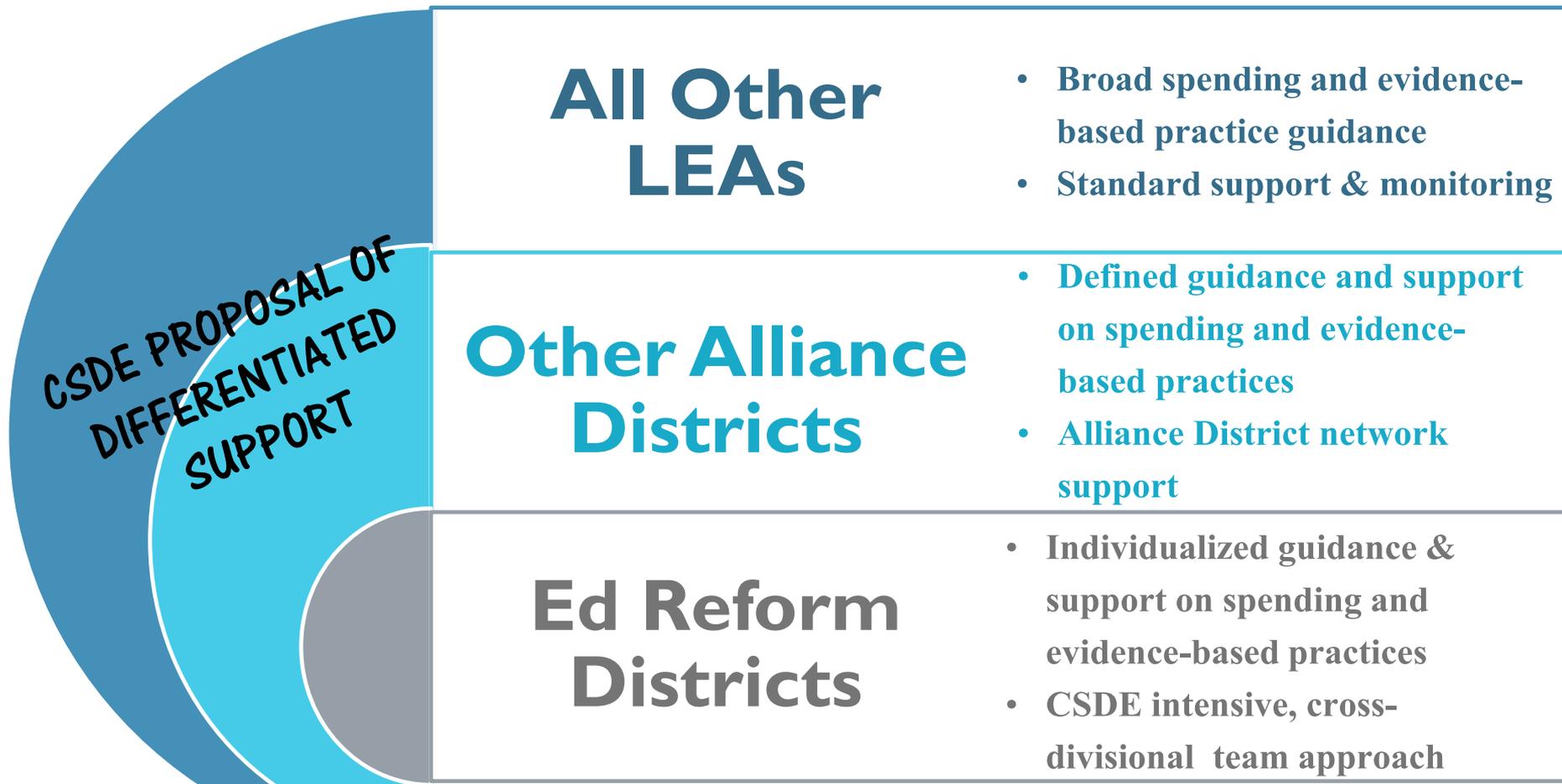
TITLE I AND TITLE III INTERSECTIONS



- 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



DIFFERENTIATED SPENDING GUIDANCE AND SUPPORT TO LOW PERFORMING SCHOOLS AND DISTRICTS



**** Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter**

WEBiNAR



Session	Date & Time	Topic
Webinar #5	Tuesday, January 17 2:00 – 2:45 p.m.	ESSA Title IV Part A: <i>Student Support & Academic Enrichment Grants</i> ESSA Title IV Part B: <i>21st Century Community Learning Centers</i>
Webinar #6	Tuesday, February 14 2:00 – 2:45 PM	Connecticut State Plan, Long Term Goals & Progress Monitoring

ESSA RESOURCES



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Dianna Wentzell
Commissioner

Teachers & Administrators
Parents & Community Students
Adult Education
School & District



Ensuring Equity and Excellence for All Connecticut Students

The Connecticut State Board of Education's Five-year Comprehensive Plan, 2016-21

Latest News	QuickLinks
State Department of Education Announces Decrease in Chronic Absenteeism Rate [pdf]	Connecticut ESSA Stakeholder Survey
Regional School Choice Fair Saturday, November 5th [pdf]	Encuesta sobre la Ley Cada Triunfa de Connecticut
Gov. Malloy Announces North Branford Teacher Named Connecticut 2017 Teacher of the Year	Every Student Succeeds Act (ESSA) Resources
	Council on Mathematics



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](#) [pdf]
 - [Spanish](#) [pdf]
- What Does This New Law Mean for my Child? National PTA
 - [English](#) [pdf]
 - [Spanish](#) [pdf]
- 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
- [NCLB 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](#) [pdf]
- [Dear Colleague Letter on the New ESSA Law](#) (December 10, 2015)
- [Dear Colleague Letter on the Transition to ESSA](#) (December 18, 2015) [pdf]
- [ESSA Dear Colleague Letter](#) (January 28, 2016) [pdf]
- [Dear Colleague Letter on Stakeholder Engagement](#) (June 22, 2016)
- [Dear Colleague Letter on Foster Care Guidance](#) (June 23, 2016) [pdf]
- [ESSA Webinar Presentation](#) (December 22, 2015) [pdf]
 - [ESSA Webinar Audio Recording](#) (December 22, 2015)

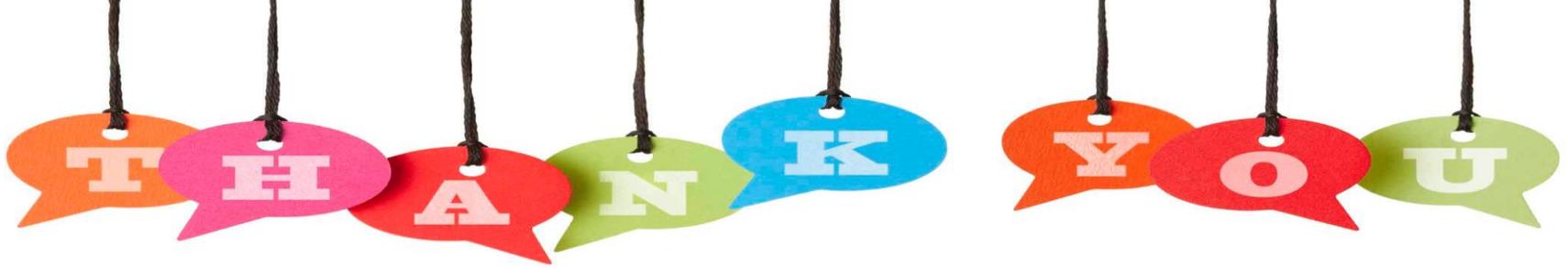
ESSA News at CSDE

- [October 5, 2016 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:

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Ajit Gopalakrishnan, Chief Performance Officer

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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.