Title I & II Updates for FY15

Melina Wright
Division Administrator/Federal Liaison
Title Grant Administration
Dates you should know...

6/5/14 – FY15 NCLB Application Released
6/6/14 – FY15 preliminary allocations and nonpublic sheets mailed
Fall – FY15 Final Allocations and Carryover
  • When final allocations/carryover applied, applications may need to be returned to budget for total funds available.
  • If application is already approved, an amendment may be needed.
11/5/14 – FY15 NCLB Application Due
11 Consultants
FY15 Principal Consultants

1. Jane Blanton, Regions -13, 41, 45 & 50 (03 & 40)
2. Lynn Childs, Regions -16, 24, 28, 35 & 56
3. Suzanne Dillow, Regions - 02, 12, 20, 21, 25 & 30 (11)
4. Cheryl Ivy, Regions – 04, 08, 27, 44, 47, 49 & 55
5. Agurann Bates, Regions –33, 43 & 48 (39)
6. Nancy Paprocki, Regions – 09, 17, 32 & 54 (10)
7. Joe Banks, Regions 06 & 19
8. Marie Nolen, Regions 05 & 34
9. Lilibeth Gumia, Regions 07, 31, 60 & 65
10. Santita Nunn, Regions 01, 22, 26, 38, 46, 51 & 53
11. (VACANT, Regions 03, 10, 11, 39 & 40)

Contact information: (217) 524-4832
Homeless Transportation

1. This applies ONLY to FY15 and carryover funds. It is unclear whether this authority will carry beyond this year.

2. An LEA may now reserve Title I funds, in addition to their homeless instructional set-aside, to pay for a homeless liaison or to transport homeless children to and from their school of origin.

3. Title I funds can now be used to provide “incremental costs” to transport homeless children to and from their school of origin above what the LEA would otherwise provide to transport the student to his or her assigned school.
1. On targeting step 1, districts can select which schools are participating by selecting the CEP box.
2. The poverty count for these schools is then multiplied by 1.6 to generate the percent poverty used for ranking.
3. This results in numerous schools coming up on Targeting Step 4 as 100% poverty which means they had to be served (over 75% poverty requirement)
4. There are other options for ranking CEP and non CEP or districts with all CEP schools discussed in the guidance.
Schoolwide Flexibility

• Permits flexibility to combine other federal funds in support of the schoolwide program: In addition to Title I, Part A funds, schoolwide programs may include funds from Title II, Part A.

• A schoolwide program that includes other federal education programs does not have to conform to the specific statutory or regulatory requirements for each separate program so long as the intent and purposes of those programs are met [ESEA 1114(a)(3)(A)-(B)].

• By consolidating funds, schools can engage in whole school reform – not separate Title I or Title II programs.
## Schoolwide Flexibility

The district will utilize the Schoolwide funding option for one or more schoolwide schools. If yes, complete the entire page. If no, click on save and proceed to the next page.

- **Yes**
- **No**

If the district is using the Schoolwide consolidated funding option as described in the Instructions, check the box next to the name of the school for which this option will be used. Provide the per-pupil funding Base Amount for all schools within the district.

### Approved Schoolwide Programs

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Consolidated Funding</th>
<th>Base Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003 - QUINCY JR HIGH SCHOOL</td>
<td>✔️</td>
<td>3000</td>
</tr>
</tbody>
</table>

Provide the per-pupil funding Base Amount for all Targeted Assistance schools within the district if the district is taking advantage of the Schoolwide consolidated funding option.

### Targeted Assistance Programs

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Base Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0003 - QUINCY SR HIGH SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>3004 - Early Childhood</td>
<td>3000</td>
</tr>
<tr>
<td>2015 - MONROE ELEMENTARY SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>2009 - MADISON SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>2017 - WASHINGTON ELEMENTARY SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>2008 - BERRIAN SCHOOL</td>
<td>3000</td>
</tr>
</tbody>
</table>

Provide the per-pupil funding Base Amount for all un-served schools within the district if the district is taking advantage of the Schoolwide consolidated funding option. This includes both schools that are eligible for services but are not served, as well as schools not eligible for services.

### Un-Served Schools

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Base Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - ADAMS ELEMENTARY SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>2006 - DEWEY ELEMENTARY SCHOOL</td>
<td>3000</td>
</tr>
<tr>
<td>2007 - ELLINGTON ELEMENTARY SCHOOL</td>
<td>2000</td>
</tr>
<tr>
<td>2019 - BALDWIN INTERMEDIATE</td>
<td>3000</td>
</tr>
<tr>
<td>3005 - Adams Co Juvenile Detention Cntr</td>
<td>3000</td>
</tr>
</tbody>
</table>

Describe how the base amount for the above schools was calculated (Max. Length 5000)
What’s new in the Grant

1) Modification in District Information Activity Period
2) Slight rewording changes on Question # 4 & 19 on Review Checklist
3) Changes in set-aside requirements in Targeting Step 4 (no PD/SES/Choice)
4) “75% must serve” rule modification
5) Private School Share page – “other set-aside option”
What’s new in the Grant

5) Blank goals page will trigger consistency check issue
6) Title II needs assessment
7) Title II base allocation + carryover
8) Employer federal TRS – 33%
Amendments Reminder

Notes for Amendments:
The following pages will **ALWAYS** be open and will have Save buttons without having to unlock them on the Page Lock Control page.
Both pages **MUST** be revisited for each amendment to make sure the end date is set correctly and the appropriate amount is calculated:
• Title I and II District Information pages
• Title I and II Private School Share page
Don’t forget to recheck the Schoolwide button on Targeting Step 4.
Reauthorization

• House – passed HR 5 the Student Success Act (7/25/13)
• Next Action:
  – Conference when Senate is ready

• Senate HELP Committee passed S. 1094, Strengthening America’s School Act (10/11/13)
• Next Action:
  – Floor ????
ESEA Waiver

February 2012 Submission
July 2012 - Resubmission
Fall 2012 - Teacher Evaluation Data
May 2013 - Resubmission
October 2013 - Resubmission
March 2014 - Resubmission
April 18, 2014 - APPROVAL
Principle 1: College and Career Ready Expectations for All Students

- Adopt college and **career ready (CCR) standards** in at least reading/language arts and mathematics
- Transition to and implementation of CCR standards
- Develop and administer Statewide, aligned, **high-quality assessments** that measure student growth
- Adopt English Language Proficiency (ELP) standards corresponding to the State’s new CCR standards and develop aligned assessments
State-Developed Differentiated Recognition, Accountability and Support

- Set ambitious but achievable Annual Measurable Objectives (AMOs)
- **Reward schools**: Provide incentives and recognition for high-progress and highest-performing schools
- **Priority schools**: Identify lowest-performing schools & implement interventions aligned with **turnaround principles**
- **Focus schools**: Close achievement gaps by identifying and implementing interventions in schools in which subgroups are the furthest behind
- Provide incentives and supports for all schools
- Build state district and school capacity to improve student learning in all schools
Supporting Effective Instruction and Leadership

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines
Principle 4: Reducing Duplication and Unnecessary Burden

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes

- Evaluate and revise state administrative requirements to reduce duplication and unnecessary burden on districts and schools
Flexibility to Improve Student Achievement and Increase the Quality of Instruction

1. Elimination of Adequate Yearly Progress (AYP)
   - Fall 2014 – No NCLB consequences – AYP goes away
   - Fall 2015 - New Baseline Year used to create ambitious but achievable Annual Measurable Objectives (AMO) in reading/language arts and mathematics

2. Implementation of School Improvement Requirements
   - Flexibility from requirement for LEAs or SEAs to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring – No status labels for schools or districts
3. Rural LEAs

- Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose - No AYP status

4. Schoolwide Programs

- Flexibility to operate a schoolwide program in a Title I school that does not meet the 40-percent poverty threshold if the school is identified as a priority school or focus school
5. Highly Qualified Teacher (HQT) Improvement Plans

- Flexibility from the requirements regarding HQT improvement plans

6. Transfer of Certain Funds into Title I, Part A

- Flexibility to transfer up to 100-percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A
Flexibility to Improve Student Achievement and Increase the Quality of Instruction

7. Use of School Improvement Grant (SIG) Funds to Support Priority Schools

- Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school
Summary of Major LEA Flexibilities

8. Elimination of Adequate Yearly Progress (AYP) determinations and related status sanctions
   - Replaced with Multiple Measures Index (MMI) and differentiated targets (AMOs)
   - Replaced with Focus and Priority service designations

9. Elimination of Supplemental Educational Services (SES) requirement
   - Districts have flexibility to use the funds to meet the needs of their students according to the approved Title I plan
Summary of Major LEA Flexibilities

10. Elimination of 10% professional development set-aside requirement for districts in status
   - Money can be redirected to targeted instructors in targeted buildings and all in schoolwide building according to Title I guidelines

11. Rising Star Platform is only required for DIPs and SIPs in schools and districts identified for priority and/or focus services
   - Other districts and schools can choose other continuous improvement planning platforms
   - Several other ISBE-required plans will still be submitted in Rising Star
Next Steps

- ESEA Flexibility Waiver effective for the 2014-15 school year thru 2016-17

- Districts Assistance teams will work with schools to determine how much to set aside in the NCLB Consolidated Application for districts with schools receiving Priority services (up to 20%) and Focus services (up to 10%).

- Refine Multiple Measure Index (MMI) to reflect current context in Illinois

- Webinar on Frequently Asked Questions being developed
No Child Left Behind Waivers

No Child Left Behind (NCLB), the most recent authorization of the Elementary and Secondary Education Act (ESEA), is the principal federal law affecting education from kindergarten through high school. On September 23, 2011, the U.S. Department of Education (ED) invited states educational agencies to request flexibility on behalf of itself, its districts, and schools, in order to better focus on improving student learning and increasing the quality of instruction. Illinois’ flexibility request was initially submitted on February 28, 2012 and resubmitted on January 31, 2014, was granted on April 18, 2014.

The Illinois State Board of Education is committed to making Illinois’ Pre-K to 12 system the strongest in the nation.

For more information about the waiver process please view the Illinois ESEA Flex Waiver Update webinar video.

General Information About Illinois’ ESEA/NCLB Flexibility Waiver

Final Submission: ESEA/NCLB Flexibility Request (April 2014)

- ESEA/NCLB Flexibility Request (April 18, 2014)
- Updated Attachment 9: Table 10 - Reward, Priority, and Focus Schools - Temporarily Unavailable
- Updated Attachment 17: New annual measurable objectives (AMOs) for each ESEA subgroup by grade and subgroup in mathematics and reading/language arts

Original Submission: ESEA/NCLB Flexibility Request (February 28, 2012)

- ESEA/NCLB Flexibility Request (February 28, 2012)
- Attachment 1: Notice to Local Education Agencies (LEAs)
- Attachment 2: Comments on request received from LEAs
- Attachment 3: Notice & information provided to the public regarding the request
- Attachment 4: Evidence that Illinois has formally adopted college- & career-ready content standards consistent with Illinois’ standards adoption process
- Attachment 6: Illinois’ Race to the Top Assessment Memorandum of Understanding (MOU)
- Attachment 8: 2010-11 average proficiency in reading/language arts and mathematics for all students
- Attachment 9: Reward, Priority, & Focus Schools - Temporarily Unavailable
- Attachment 10: Final Regulations on Evaluation of Educators
- Attachment 11: Adoption of Regulations on Evaluation of Educators
- Attachment 12: Performance Evaluation Reform Act (PERA)
- Attachment 13: Performance Evaluation Advisory Committee communications and outreach
Questions and/or Comments