IATD 2022 Spring Conference

ISBE Supportive Services

April 2022

Denise Blaney
Director
Title I

Joanne Clyde
Director
Multilingual

Cara Wiley
Director
Wellness

Christine Paxson
Director
ESSA/IL-EMPOWER

Agenda

- Title Grants Administration

- Multilingual

- Wellness

- ESSA/IL-EMPOWER

Title Grants Administration

FY 2023 Consolidated District Plan

FY 2023 Consolidated District Plan

Released March 2, 2022

Approval required prior to FY 2023 Title application approval

Five levels of review

Foster Care Transportation

IDEA

Multilingual

IL-Empower

Title Grants

FY 2023 Consolidated District Plan Updates

- Needs Assessment and Programs

  ✓ Elementary and Secondary School Emergency Relief (ESSER) II

  ✓ American Rescue Plan- ESSER III

FY 2023 Consolidated District Plan Updates

- Private Schools Participation

ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
○ Yes ● No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I ○ Yes ○ No Number of Low-Income Student(s):	Title II ○ Yes ○ No Total Enrollment Number Students(s):	Title IV ○ Yes ○ No Total Enrollment Number Student(s):	Nonpublic Consultation Form
	☐				Browse...

Comments:

Elementary and Secondary Education Act (ESEA) of 1965 as Amended Application

ESEA of 1965 as Amended Application

- April 2022 release

- Preliminary allocations
  - https://www.isbe.net/Pages/ESSA-Funding.aspx

- FY 2023 Organizational Risk Assessment must be completed

- FY 2023 Schoolwide waiver available
  - https://www.isbe.net/Pages/Schoolwide-Programs.aspx

ESEA of 1965 as Amended Application Updates

- Title I Low Income

ESEA of 1965 as Amended Application Updates

- Title IV
  - Program-specific identifies funding in three pillars

    ✓Well-Rounded Education

    ✓Safe and Healthy Education

    ✓Technology

NCLB/ESSA Monitoring Instrument

NCLB/ESSA Monitoring Instrument

- Neither the Every Student Succeeds Act (ESSA) nor the Grant Accountability and Transparency Act (GATA) specify use of the NCLB/ESSA Monitoring Instrument, a collection tool that previously had been required under No Child Left Behind (NCLB).

- This report is not essential to the creation/adoption of other self-assessments and data collections; does not align to currently applicable requirements; and has been replaced by ESSA grant assurances, GATA reporting, and other assessment tools.

- The report will be removed from the IWAS system in fiscal year 2023. A copy of the document will be available on the Title webpage.

Grant Periodic Reporting System

Grant Periodic Reporting System

FY 2021
Quarterly Reports

FY 2022
Semiannual Reports

FY 2023
Annual Reports

Leveraging Resources: Blending and Braiding

Leveraging Resources: Blending and Braiding

Blending

- Combined financial assistance under a single set of reporting and other requirements.
- Each individual funding source loses its original identity.

Braiding

- Coordinated financial assistance from several sources.
- Each individual funding source maintains its identity.

Leveraging Resources:
Blending and Braiding

- Why do districts blend and braid funds?
  - Coordinating grant spending can support activities that drive performance and improve outcomes for all students.
  - The decision on whether it is appropriate to braid or blend funds is program- and situation-specific.
  - The Consolidated District Plan serves as a tool to connect federal funding sources.

- Resources
  - IDEA, Title, Multilingual, and Federal and State Monitoring
  - Blending and Braiding webinar
  - Blending and Braiding PowerPoint presentation

Multilingual Department

Multilingual Department

- English Learner/Bilingual Education

- Migrant Education

- Seal of Biliteracy

- Visiting International Teacher Program

- World Languages

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English Learner/Bilingual Education

- Grants Available
  - Title III Language Instruction Educational Program Grant
    - Supplemental services for English learners.
    - Districts must generate a minimum of $10,000 in funding to apply. Funding is on a per student basis.
    - Districts may form consortia with other districts to meet the $10,000 threshold.

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English Learner/Bilingual Education

- Grants Available
  - Title III Immigrant Student Education Program (ISEP)
    - Supplemental services for immigrant students;
    - Funding is on a per student basis and is based on current enrollment of immigrant students;
    - District has shown a significant increase (3% or 50 students, whichever is less) over the average of immigrant student enrollment for preceding two fiscal years; AND
    - District has reported the enrollment of a minimum of 10 immigrant students.

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English Learner/Bilingual Education

- Grants Available
  - Intent to Apply deadline was March 31, 2022.
  - Application expected to come out May/June.

English learner (EL) services MUST be provided to identified ELs regardless of whether a district receives Title III funds.

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English Learner/Bilingual Education

- Technical Assistance
  - Each district has an assigned <u>principal consultant</u>.
  - Answer questions about building, developing, improving, or running English learner programs

- Program Compliance Monitoring
  - Monitor districts to ensure they are following all applicable federal and state laws and rules covering English learners.
  - *NOT JUST TITLE III DISTRICTS!*

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English Learner/Bilingual Education

- Professional Development
  - Offer many free workshops and webinars through the following partners:
    - WIDA
    - Literacy Squared
    - The Illinois Resource Center
- Complaint Investigation

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English Learner / Bilingual Education

- Spanish Language Arts Standards
  - Adopted October 2021
  - Districts need to be implementing if they have Spanish Language Arts programs
    - TBE Spanish
    - Dual Language Spanish
    - Could also be used for Heritage Language Programs
  - Standards can be found on the Multilingual website as well as Standards and Instruction website

Migrant Education

- Title I Part C Migrant Education Program
  - Currently competitive multi-year Requests for Proposals.
  - Supplemental instructional and ancillary services for agricultural migrant students and youth.

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Migrant Education

Migrant children have moved:

- From one district to another and one residence to another.
- Within the past three years
- Due to economic necessity.
- With a parent, spouse, or guardian who is a migrant agricultural worker or on their own as migrant agricultural workers.

Migrant Education Programs are currently located in:

- Kankakee
- Rochelle
- Beardstown
- Cobden
- Urbana/Champaign/Rantoul

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Migrant Education

School districts can help the Migrant Education Program to identify migrant children in Illinois by using the [referral link](#) or scanning the QR code. The program will arrange for a certified migrant child recruiter to interview the family to determine eligibility.

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Illinois State Seal of Biliteracy

- Recognize high school graduates who demonstrate a high level of proficiency in English and one or more other languages.

- Recognition on diploma and transcript.

- Students may receive credit from universities.

- Interested districts should contact biliteracy@isbe.net.

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Visiting International Teacher Program

- ISBE is a J-1 visa sponsor through the U.S. Department of State's Bridge USA program.

- Partner with districts willing to be host districts to bring fully qualified, licensed, and endorsed international teachers to teach for 3 to 5 years.

- Currently have partnerships with:
  – Ministry of Education of Spain
  – TEAMS in Morocco
  – Medina-Ramos Group in Mexico

- Interested districts should contact exchangeteachers@isbe.net.

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World Languages

- Support to districts with world language classes.

- World language readiness standards.

- Ethnic language schools.
  - Approval and registry.

- Questions about world languages should be sent to multilingual@isbe.net .

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Wellness Department

ISBE's Strategic Plan GOAL 2:

- All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Wellness Initiatives

Social-Emotional Learning & Mental Health Initiatives	Students Experiencing Housing Insecurity	Out-of-School Time Programs

• SEL & Trauma Hubs
• REACH Statewide Initiative
• Community Partnership Grant
	• McKinney Vento
	• American Rescue Plan I and II
		• 21st CCLC
		• Freedom Schools
		• After School Programs
		  • LEA grants
		  • Non-LEA grants

Social Emotional Learning and Trauma Hubs

AREA 1	19-000-0000-00	Regional Office of Education 19-DuPage County
AREA 2	04-000-0000-00	Regional Office of Education 4-Boone Winnebago
AREA 3	01-000-0000-00	Regional Office of Education 1-Adams, Brown Cass, Morgan, Pike & Scott
AREA 4	39-000-0000-00	Regional Office of Education 39-Macon-Piatt
AREA 5	40-000-0000-00	Regional Office of Education 40-Calhoun, Greene, Jersey, Macoupin
AREA 6	21-000-0000-00	Regional Office of Education 21-Franklin, Johnson, Massac, Williamson
AREA 7	15-016-2990-25	City of Chicago School District #299

REACH

Resilience Education
to Advance Community Healing

Virtual on-demand training to support
the mental health of students and educators.

ROE 48

Ann & Robert H. Lurie
Children's Hospital of Chicago™

Illinois
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Education

Community Partnership Grant

• Provides communities flexibility to determine the best approach to respond to the local mental health needs.

•Use funding for a range of responses, from prevention to early intervention to treatment

• Support local efforts to integrate wellness programs

Students Experiencing Housing Insecurity

ARP Homeless I & II

MCKINNEY VENTO-
INDIVIDUALS WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE

CHILDREN AND YOUTH WHO ARE SHARING THE HOUSING OF OTHER PERSONS DUE TO LOSS OF HOUSING, ECONOMIC HARDSHIP, OR A SIMILAR REASON;

ARP Homeless II funds are meant to mitigate the burden the pandemic has put on families experiencing homelessness. Funds should be used to target the immediate needs of families.

Out of School Time Programs

Funding Opportunities

- Nita M Lowey 21st CCLC
- After School Programs
- Freedom Schools

Nita M. Lowey 21st CCLC

- Eligible Applicants: Public and private entities, including Local Education Agencies (LEAs).

- Granted only to applicants that will primarily serve students who attend schools with a high concentration of students from low-income families (defined as not less than 40 percent of the students being eligible for free or reduced-price meals).

- Provides out-of-school time services to more than 50,000 students per year

- 200 grantees that operate at over 600 sites

- Current Funding Opportunity:
  - https://www.isbe.net/Documents/FY2023-NOFO-RFP-21st-Century.pdf

After School Programs

$20mil appropriated annually

$17mil formula funded to schools

$3mil competitive to non-LEAs

- The purpose of the funding is to:

  – Improve academic outcomes for students.

  – Provide opportunities for enrichment activities in a safe and healthy environment.

  – Provide opportunities to strengthen public, private, and philanthropic partnerships so that quality support services are more durable for students facing the greatest challenges.

Freedom Schools

- Purpose:
  - Freedom School programs will operate at least a six-week summer program and/or a program during the school year that provides out-of-school learning opportunities that may include before-school, after-school, or weekend programming.

  - The mission of the program is to improve the odds for children living in poverty.

  - Programs must use a research-based and multicultural curriculum for disenfranchised communities most affected by the opportunity gap and learning loss caused by the pandemic, and by expanding the teaching of African American history, developing leadership skills, and providing an understanding of the tenets of the civil rights movement.
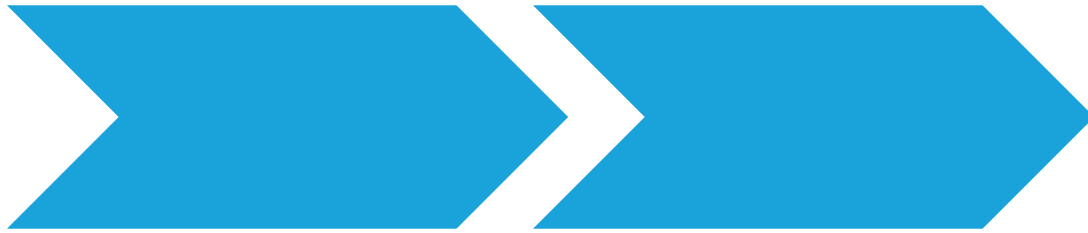
Additional Wellness Initiatives

- Physical Health Education-
  - Fitnessgram waived SY21-22
- Comprehensive Sex Ed-
  [PA-102-0522](PA-102-0522)

- School Nursing-
  - Immunization-
    - Closing April 15
  - Dental
    - Closing June 30
  - Eye
    - Closing June 30

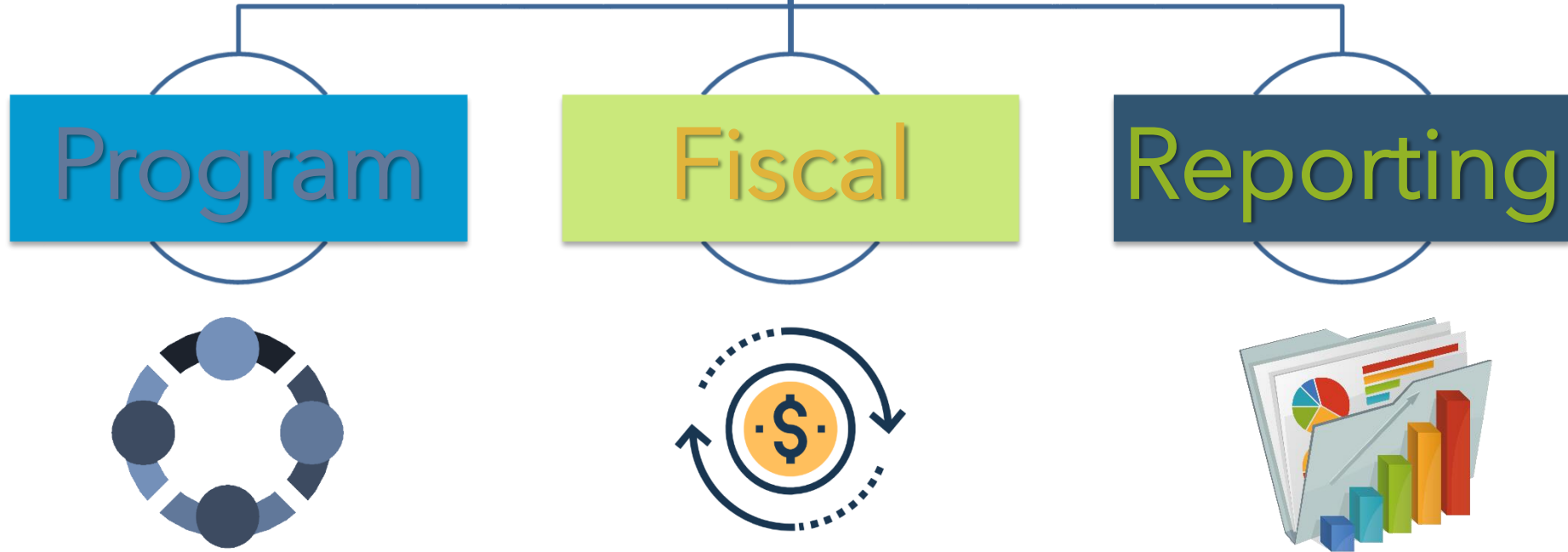# ESSA/IL-EMPOWER Department

IL-EMPOWER, the Statewide System of Support

- Develop effective continuous improvement practices

- School improvement planning

School Improvement Resources

IL-EMPOWER Website

- ❑ Common Language
- ❑ School Improvement Process
- ❑ SMART Goals
- ❑ SIP Template
- ❑ SIP Template Example
- ❑ Monthly Topics
- ❑ A Year in the Life: Planning & Implementation
- ❑ Allowable Expenses
- ❑ Grant Application Questions
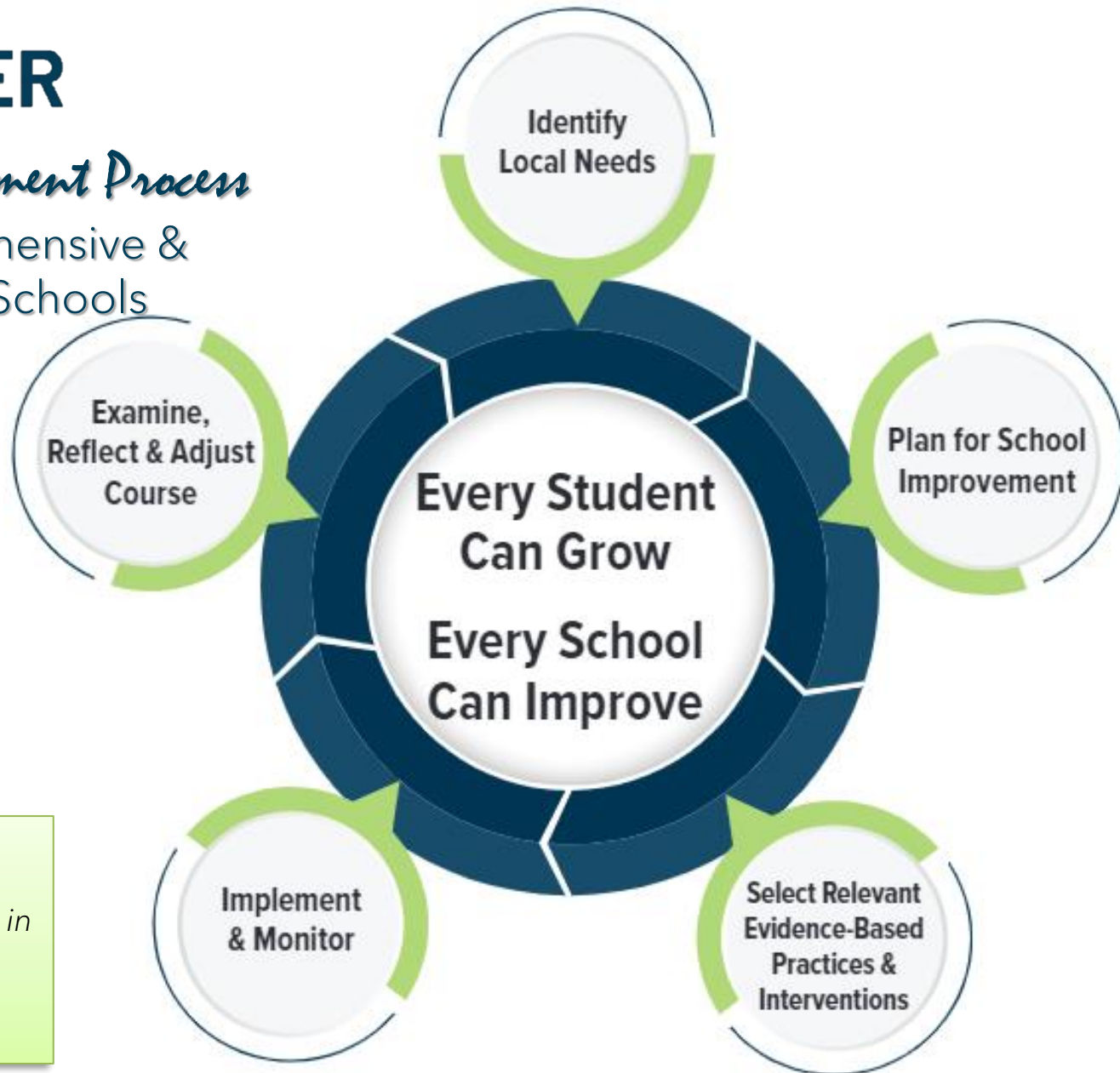- ❑ Grant Terms & Conditions
- ❑ SIR Guidance Document

IL_EMPOWER@ISBE.net

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IL-EMP⏻WER

School Improvement Process for Comprehensive & Targeted Schools

Identify Local Needs

Examine, Reflect & Adjust Course

Plan for School Improvement

Every Student Can Grow

Every School Can Improve

Implement & Monitor

Select Relevant Evidence-Based Practices & Interventions

By the start of FY 2023, the following elements within each component must be embedded in the School Improvement Process/Plan as a program requirement.

IL-EMP**O**WER
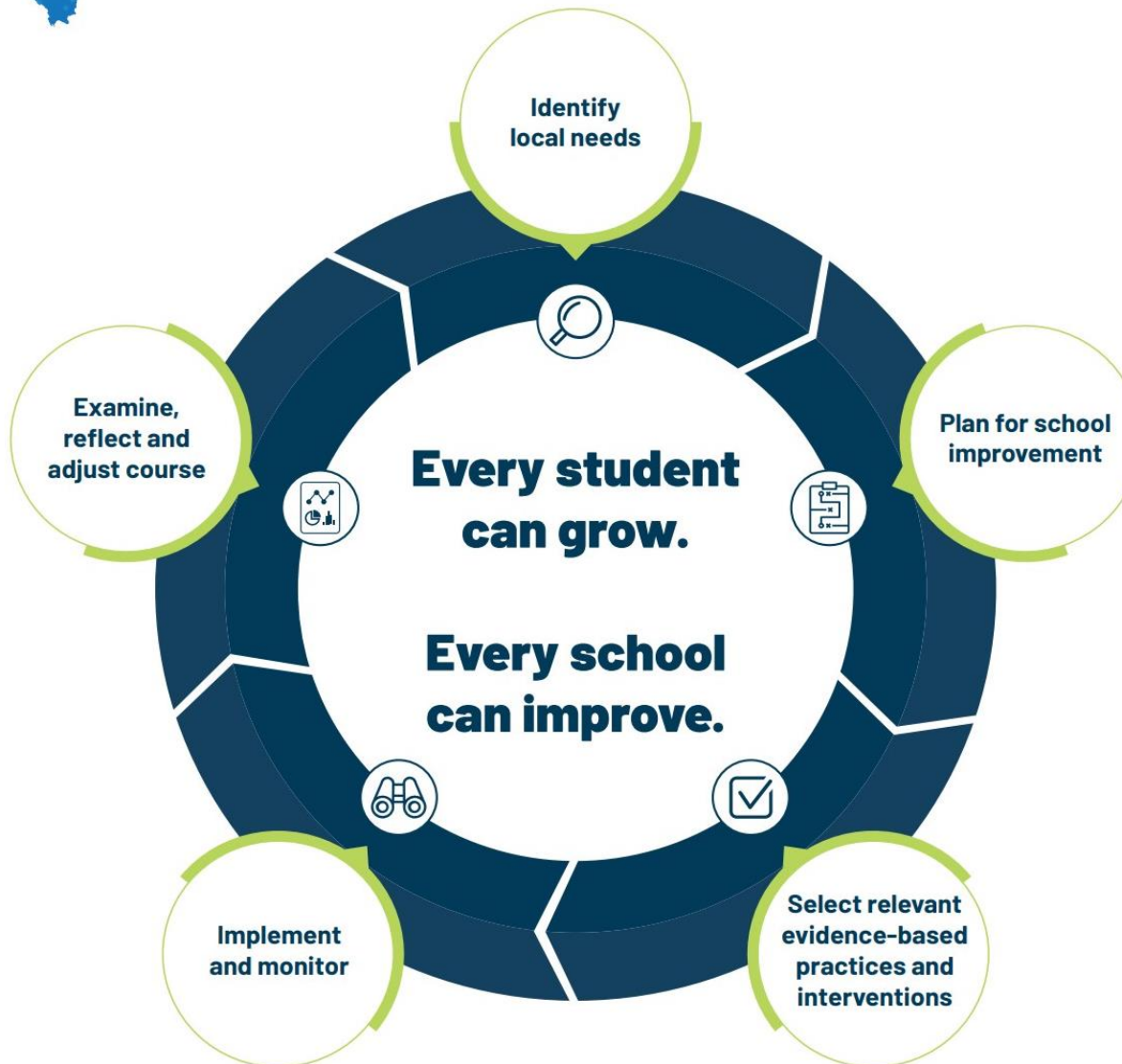
Identify local needs
- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Plan for school improvement
- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for Implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions
- Confirm evidence-based practices align with ESSA
- Identify primary and/or approved learning partner(s)

Implement and monitor
- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

Examine, reflect and adjust course
- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Identify local needs

Plan for school improvement

Examine, reflect and adjust course

Every student can grow.

Every school can improve.

Implement and monitor

Select relevant evidence-based practices and interventions

Purpose of Title I, Part A, Section 1003 School Improvement Grant

Support local education agencies (LEA), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive or targeted support and improvement activities.

Fiscal Requirements

Allowable Use of Funds Document

- Title I, Part A, Section 1003

Grant Application Questions

Grant Terms and Conditions

Allowable Use of Funds

Function	Function description	Object 100 Salaries	Object 200 Employee benefits	Object 300 Purchased services	Object 400 Supplies and materials

1000	Instruction	Licensed staff to deliver supplemental direct student instruction/ intervention via tutoring	• Retirement contributions
			  - Teachers' Retirement System
			  - Illinois Municipal Retirement Fund
			• Health, vision, dental, and life insurance
				• Benefits for workers' comp and unemployment
				• Mileage for home visits
				• Licenses subscriptions for curriculum interventions (e.g., ALEKS)
					Core curriculum materials aligned to Illinois Learning Standards and a School Improvement Plan

Fiscal Requirements

Allowable Use of Funds Document

Grant Application Questions

- Preparing to complete the grant application

Grant Terms and Conditions

Grant Application Questions

Answering the following questions will assist you in preparing to complete the FY 2022 grant application.

1 Describe, as appropriate, how the district will modify its practices and policies to provide operational flexibility that enables full and effective implementation of comprehensive and/or targeted support and improvement plans.

2 Explain how the district will facilitate the continuous improvement process and ensure that each school in the LEA identified as lowest performing or underperforming develops and implements, respectively, a comprehensive or targeted improvement plan.

3 LEAs with targeted school(s) should describe how the district will monitor the schools' development, submission, and implementation of targeted support and improvement plans, including the district's strategy for additional action if the schools' plans are unsuccessful within the number of years determined by the LEA (not to exceed four years).

4 Describe the process used by the district to rigorously review, select, and evaluate approved learning partners that align to identified school improvement needs.

5 Summarize other federal, state, and local resources the district will use to carry out the activities supported with funds received under this School Improvement Grant.

Fiscal Requirements

Allowable Use of Funds Document

Grant Application Questions

Grant Terms and Conditions

- Allocated on a formula basis to Local Education Agencies (LEAs)

Grant Terms & Conditions

Grant terms and conditions

IL-EMPOWER

1. IL-EMPOWER grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Every Student Succeeds Act (ESSA), are allocated on a formula basis to Local Education Agencies (LEAs) serving the state's lowest-performing schools that are implementing comprehensive support and improvement activities or the state's underperforming schools implementing targeted support and improvement activities.

2. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

3. Funding must be used to develop, implement, and monitor School Improvement Plans (SIPs).

4. IL-EMPOWER grant funds, while allocated to the LEA, are calculated by school and must be used for school-level activities, respectively.

IL-EMPOWER

5Essentials Survey

5Essentials is an evidence-based system designed to drive improvement in schools nationwide. It reliably measures changes in a school organization through the 5Essentials Survey and provides individualized, actionable reports for each school. The survey is taken by all prekindergarten through 12th-grade teachers and all fourth- through 12th-grade students and usually takes about 30 minutes to complete. Information collected through the survey is rigorously reviewed and analyzed to generate a 5Essentials Report for each school that includes a breakdown of teacher and student responses and provides a comprehensive picture of the school environment based on five essential areas critical for school improvement. www.isbe.net/Pages/5Essentials-Survey.aspx

Accountability

The process by which educators are held responsible for performance or outcomes. These expectations can be set at the classroom, school, district, state, and/or federal level.

Achievement Data

These data tell us what students have learned. These include classroom-level, benchmark, interim, and formative assessment data, as well as summative data, such as standardized test scores from annual district and state testing.

Action Plan

A formalized plan for achieving an objective that includes

Assessment

Methods and instruments used to collect data and evaluate student performance. To capture a complete and accurate picture of student achievement, multiple data sources are strongly recommended.

- Balanced Assessment System — A rigorous and fair system of measuring student achievement growth using summative, interim, and formative assessments.
- Formative Assessment — measures learning that occurs concurrently with instruction and is used to provide specific feedback to teachers and students for the purpose of adjusting instruction.
- Interim Assessments — given periodically throughout the school year which provide information to educators about student learning (e.g., grade-level/course assessments).
- Summative Assessments — measure learning that summarizes what students have learned at the conclusion of an instructional segment (e.g., u tests, final exams, and culminating projects). S assessments are considered summative asses

Behavioral Expectations

Expectations for appropriate behavior that have defined, taught, and modeled.

Benchmark

As a noun, it means "a standard by which someth be measured or judged." As a verb, it means "to m according to a specified standard to compare an student outcomes."

Illinois State Board of Education

IL-EMPOWER Key Stakeholders

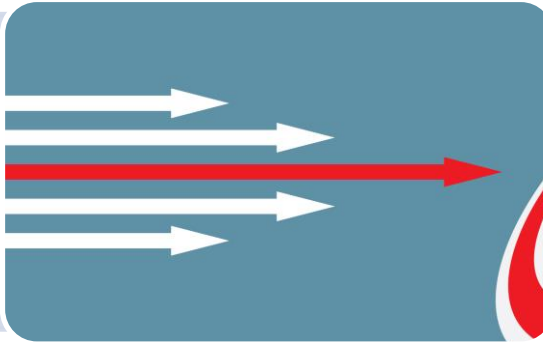|		
IL-EMPOWER coordinators	IL-EMPOWER director	ISBE
District staff	Comprehensive school principal	Targeted school principal
Primary partner	Approved learning partner	External evaluator

A Year in the Life of IL-EMPOWER

Implementation Year:
May - April

Guide the process and pacing of continuous improvement

Timeline is not absolute, but instead a guide

A Year in the Life of IL-EMPOWER

	Key activities	IL-EMPOWER coordinators	IL-EMPOWER director	ISBE	District staff	Comprehensive school principal	Targeted school principal
IMPLEMENTATION STAGE — MARCH	Evaluate learning partner effectiveness • Comprehensive schools (required). • Targeted schools (optional).	Facilitate evaluation of learning partner effectiveness.	Support IL-EMPOWER coordinators in facilitating evaluation of learning partner effectiveness.		Meet with IEC to evaluate learning partner effectiveness. (targeted schools optional).	Meet with IEC to evaluate learning partner effectiveness. (required).	Evaluate learning partner effectiveness. (optional).
	Monthly topics and tasks • Reflect on learning partner match relevant to the needs of the school at this time of the year. • Comprehensive schools (required). • Targeted schools (optional).	• Monthly check-in with schools. • Facilitate and lead based on monthly topic and task. • Submit survey on school progress to ISBE.			• Support the building principal with the monthly topics and tasks. • Meet with IEC to discuss monthly topics and tasks (comprehensive schools only).	• Facilitate discussion with school leadership team and staff on monthly topics and tasks. (Refer to Monthly Topics and Tasks with Essential Questions.) • Meet with IEC to discuss monthly topics and tasks.	Facilitate discussion with school leadership team and staff on monthly topics and tasks. (Refer to Monthly Topics and Tasks with Essential Questions.)
	SIR due to ISBE on 3/20.	Check for completion of SIR and communicate with schools.	Communicate with schools and districts on the completion of the SIR.		Complete SIR in IWAS.	Complete SIR in IWAS.	Complete SIR in IWAS.

How Can IL-EMPOWER Help You?

Title I Directors

IL-EMPOWER fiscal, program, and reporting requirements (*A Year in the Life of IL-EMPOWER*)

- Grant assistance
- Allocation of funds
- Carryover funds
- Quarterly expenditure reports

Fiscal Requirements

- Allowable use of funds
- Grant application questions
- Grant terms and conditions

Informational district personnel meeting

- Tentative date: May 20, 2022

IL-EMPOWER
Website

IL-EMPOWER Helpline

IL_EMPOWER@ISBE.net