



EVERY STUDENT SUCCEEDS ACT (ESSA)

*a reauthorization of the Elementary and
Secondary Education Act (ESEA)*

ESSA State Plan Draft 3 And Beyond

**Melina Wright
Division Administrator/Federal Liaison
Title Grants Administration**



www.isbe.net/Pages/ESSA.aspx

Every Student Succeeds Act (ESSA)

- Illinois State Plan Drafts

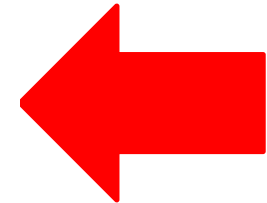
RESOURCES

- U.S. Department of Education ESSA Laws & Guidance
- U.S. Department of Education ESSA Policy Page

EVERY STUDENT SUCCEEDS ACT (ESSA)



- ESSA Draft Report
- ESSA Reader's Guide
- Give us your feedback!



The Every Student Succeeds Act (ESSA) was signed by President Obama on Dec. 10, 2015.

This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years and ongoing efforts to improve educational opportunities for all students in Illinois.

The majority of the law does not take effect until 2017-18, with implementation occurring over the next year and a half. ISBE staff continue to review the nuances of the 1,000-page law and will engage in deliberate stakeholder involvement throughout this process.

This page will be updated as additional resources become available.

The information below is organized into individual documents. All documents are in PDF format unless otherwise noted.



ISBE ESSA Listening Tours

ISBE Resources

US Dept of Ed Resources



ESSA State Plan Timeline

Timeline

Key Objectives

January -
July

- **Phase 1 - Educate**
- Listening tours & stakeholder meetings (46 meetings)

July –
September

- **Phase 2 - Engage**
- Listening tour & stakeholder meetings (28 meetings)
- Incorporate comments and draft initial plan
- Draft 1 State Plan; post for comments (6 weeks)

October -
December

- **Phase 3 - Expand**
- Listening tour & stakeholder meetings (20 meetings)
- Incorporate comments and continue to revise
- Draft 2 State Plan; post for comments (6 weeks)

January –
April 3 2017

- **Phase 4 - Enhance**
- Incorporate comments and finalize plan
- Governor review (30 days)
- ISBE Board approval (March 15)
- Submit plan to U.S. Department of Education (April 3)



U.S. Department of Education

- November 29, 2016 – The department released a [Consolidated State Plan Template](#) that Illinois must use.
 - ESEA requires each state to submit a consolidated state plan in order to receive federal funds.
 - A consolidated state plan provides an opportunity for a state to consider how to coordinate and comprehensively plan for the use of federal funds to support schools and districts.
- November 28, 2016 – The department released final regulations to implement the accountability and data reporting requirements under Title I and the state plan provisions.



The Purpose of the Consolidated State Plan

“ESSA provides the opportunity to contemplate what is meant by ‘the whole child,’ and from this, to consider the type of programming that will support the strengths and needs of each and every child.”

The template asks states to reflect on its overall vision and how the different sections of the consolidated state plan work together to create a comprehensive approach to improving outcomes for all students.

1. What is the SEA’s vision with regard to its education system?
2. How does this plan help drive toward that vision?
3. How will the SEA evaluate its effectiveness on an ongoing basis?



2.1 Consultation

- Since the passage of ESSA in December 2015, ISBE has presented on and participated in almost **100** meetings, conferences, and listening tours.
- Draft 1 was released for public comment on August 25 for six weeks of public comment. ISBE received more than **280** individual comments on Draft 1 via essa@isbe.net.
- Draft 2 was released for public comment on November 18 for six weeks of public comment. ISBE received more than **366** individual comments on Draft 2 via essa@isbe.net
- ISBE has taken feedback from the listening tours, stakeholder meetings, and comments submitted in order to develop, revise, and refine drafts while transposing it into the template before submitting it to the Governor and posting Draft 3 on February 1, 2017.



2.2 System of Performance Management

The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated state plan.

ISBE has engaged in significant monitoring and provided technical assistance in previous programs, but is now using ESSA as an opportunity to better coordinate monitoring between divisions and to provide differentiated technical assistance in order to support LEAs in their work.



2.2 System of Performance Management

- ISBE, as an agency, is transitioning toward cross-functional teams.
- Undergirding this work is the ISBE vision that states: *Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.*
- In order to operationalize that vision, schools and districts -- like the children they serve -- must have available to them differentiated supports based upon identified needs and readiness.



Section 3: Academic Assessments

Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population.

- The state will continue work with stakeholders to identify all possible funding streams and technical resources to support developing assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population.
- The goal is to provide translations for all languages where 30 percent or more of the English Learner population speaks the same world language, other than English.
- However, Illinois capacity to do this work will depend on a sufficient allocation from both federal and state sources to conduct the translations and validate the work.



Section 4: Accountability, Support, and Improvement for Schools

Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements.

- The accountability system must be based on the challenging state academic standards for English language arts and mathematics.



4.1 Accountability System

	Indicator	Measure(s)
Academic indicators	Academic Achievement (K-12)	PARCC (3-8) DLM-AA (3-8, 11) SAT (High School)
	Academic Progress (K-8)	Growth Regression (i.e., current test scores are regressed on last year's test scores)
	Graduation Rate (HS)	Traditional 4-year Graduation Rate and 5-year Adjusted Graduation Rate 6-year Adjusted Graduation Rate
	Progress in Achieving English Language Proficiency (K-12)	ACCESS 2.0 Currently, a composite proficiency level of 5.0 with reading and writing proficiency levels of 4.2 in each. ISBE is meeting with stakeholders to revise the definition of English language proficiency by June 30, 2017.



4.1 Accountability System

	Indicator	Measure(s)
School Quality or Student Success Indicators	Chronic Absenteeism (K-12)	10% of excused and unexcused absences in the prior academic year
	9 th Grade On Track (HS)	Identifies students as on track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.
	College Career Ready Indicator (HS)	In the process of establishing a meta-indicator of college and career readiness
	Climate Survey (K-12)	Considering numerous survey options that meet the criteria in 34 C.F.R. § 200.14



4.1 Accountability System

School Quality and Student Success indicators to be explored and investigated more thoroughly for possible inclusion in the future:

- 8th grade on track. The IBAMC recommends that ISBE convene a working group to study, research, and/or develop an indicator for consideration and potential inclusion.
- Access to a broader curriculum (arts, world languages, science, social sciences, vocational education, physical education and enrichment, and advanced learning opportunities). A lack of a specific definition prevented the inclusion of this indicator at this time.
- IBAM Quality Framework: Assessment Tool for Support and Continuous Improvement. The IBAMC is deeply committed to the IBAM Quality Framework and believes that, upon completion, evidence collected has a significant potential to be included as a Student Success Indicator for grades K-12. However, the IBAMC recognizes until it is completed, inclusion is not realistic given federal statutory and regulatory constraints.



Accountability System

Element	ISBE	IBAM
"N" Size	20	30
Overall weighting		51% academic indicators 49% student success indicators
Weighting of academic indicators	Equal weighting of the academic indicators	Growth/graduation more than proficiency; EL less than the above
Weighting of school quality/school success indicators	Equal weighting	No recommendation
Levels of School Performance	Initial, Growing, Meeting, Exceeding	5 levels



4.2 Identification of Schools

The methodologies, including the timeline, by which the state identifies schools for comprehensive and targeted support and improvement.



4.2 Identification of Schools - Comprehensive

Type of Schools	Description	Timeline for Identification	Initial Year of Identification
Lowest-Performing	Lowest-performing 5 percent of schools in the state participating in Title I.	At least once every 3 years	2018-19
Low High School Graduation Rate	Any public high school in the state with a four-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the state, over no more than three years.	At least once every 3 years	2018-19
Chronically Low-Performing Subgroup	Any school participating in Title I that was identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools and did not improve after implementing a targeted support and improvement plan over a state-determined number of years.	At least once every 3 years	State-determined



4.2 Identification of Schools - Targeted

Type of Schools	Description	Timeline for Identification	Initial Year of Identification
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	At least once every 3 years	2018-19
Chronically Low-Performing Subgroup	<p>Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law.</p> <p>If this type of school is a Title I school that does not improve after implementing a targeted support and improvement plan over a state-determined number of years, it becomes a school that has a chronically low-performing subgroup and is identified for comprehensive support and improvement.</p>	At least once every 3 years	State-determined



4.3 State Support and Improvement for Low-performing Schools

Describe how the SEA will meet its responsibilities for identified schools, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

ISBE will support/interact with LEAs by:

- Notifying LEA/schools of eligibility and responsibilities.
- Supporting LEA/schools in the connection with IL-EMPOWER providers.
- Utilizing ISBE IL-EMPOWER Network (ISBE staff and IL-EMPOWER partners) in supporting LEA/schools in strong improvement plan development as well as connecting districts with each other in order to provide assistance and guidance.
- In order to take advantage of the wide range of expertise found in Illinois schools, ISBE staff will work with district personnel to identify schools/districts that can share their expertise with other schools/districts in Illinois.



4.3 Statewide System of Support

- A central way through which ISBE will provide access to supports identified as necessary by a district or school is IL-EMPOWER.
- IL-EMPOWER shall be made available to every school in Illinois and provide:
 - Technical assistance, professional learning, funding, and related services and support that promote the shifts in pedagogy in all content areas in order to meet the needs of the whole child.
 - Universal, targeted, and comprehensive training, coaching, and technical assistance in order to build school and district capacity to improve student success. Technical assistance will include support, feedback and monitoring from the agency regional support liaisons.



5.1 Educator Development, Retention, and Advancement

Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems

B. Educator Preparation Program Strategies

- ISBE is examining strategies in both areas for potential fund use
- Licensure
 - Ongoing work with reforming teacher, principal, other school leader licensure efforts
- Preparation
 - Developing, improving, and implementing ways to assist LEAs in recruiting and retaining



5.2 Support for Educators

Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies.

- ISBE understands the importance of job-embedded professional learning. To that end, a few of the examples of how ISBE plans to use Title II dollars include:
 - Develop resources and professional learning opportunities for educators on universal design, differentiated instruction, balanced assessment, and data and assessment literacy (Title I, Title II, Title III and IDEA funding).
 - Continue to build upon the resources for family/caretaker and community engagement; social and emotional learning; cultural, racial, and socio-economic competence; conflict management; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches (Title I, Title II, Title III and IDEA funding).
 - Continue to support training for teacher and principal evaluators (Title II and state funding).



5.2 Support for Educators

- Districts, especially those identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include opportunities such as:
 - Organizational, leadership, and capacity-building strategies regarding reflective supervision;
 - Data literacy, instructional technology and data, information literacy, and implementation of Universal Design for Learning;
 - Recruitment and retention of teachers in high-poverty and/or high-minority districts;
 - Parent family and community engagement;
 - Restorative practices, addressing issues related to school environment and school climate, and the development of school-community partnerships.



5.2 Support for Educators

- **IL-EMPOWER:** To address the holistic needs of students through evidence-based, developmentally appropriate, and culturally and linguistically competent practices that have been demonstrated to improve outcomes for all students.
- **Ed360:** Allows preK-12 stakeholders to access an initial set of data while additional data sets, functions, and reports continue to be added based on stakeholder feedback.
- **Online Impact:** Offers an online professional development site that will allow teachers to expand their knowledge, explore new teaching strategies, and develop new pedagogical skills in a time frame that is convenient for them.



5.2 Support for Educators

- **Illinois Data Fiscal and Instructional Results, Study, and Transparency project (Illinois Data FIRST):** Includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the Illinois Longitudinal Data System (ILDS) to more efficiently support and improve state and local resource allocations, instruction, and learner outcomes.
- **Illinois Virtual School (IVS):** Allows students access to credit recovery and AP courses in addition to free and low-cost, self-paced online professional development to Illinois teachers on a variety of topics, including teaching blended learning courses, understanding mobile learning, and reading courses for K-3 teachers.



5.3 Educator Equity

Definitions: Provide SEA's different definitions for the following key terms

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement.”
Out-of-field teacher*+	A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license or endorsement
Inexperienced teacher*+	A teacher with less than two years of teaching experience.
Low-income student	Students from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.
Minority student	A person who is 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Hispanic or Latino, or 5) Native Hawaiian or Other Pacific Islander (HB 332 effective 1/1/12).

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a state uses under 34 C.F.R. § 200.37.



5.3 Educator Equity

- ISBE is requesting an extension in calculating student-level data for the differences in the rates in which low-income and non-low-income students and minority-non-minority students are taught by ineffective, out-of-field, and inexperienced teachers
- The following information will be included in the extension:
 - Rates and differences in rates
 - Public reporting
 - Likely causes of differences
 - Identification of strategies
 - Timeline



6.1 Well-Rounded and Supportive Education for Students

The state's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including critical transitions points, in order to support appropriate promotion practices and decrease the risk of students dropping out.

- In order to ensure that the needs of the whole child are met, ISBE believes that parent, family, and community engagement is a cornerstone of effective schools and a critical element for a child's education and well-being.
- In addition, coordination during transitions from early childhood through high school graduation must deliberately identify and provide supports necessary for children and families so that the child may thrive.



6.1 Well-Rounded and Supportive Education for Students

Title IV, Part A - Student Support and Academic Enrichment Grant

- ISBE may use funds under Title IV, A to provide technical assistance and capacity building to districts to meet the goals of this program.
- ISBE will work to support districts in providing programs and activities that :
 - (1) Offer well-rounded educational experiences to all students;
 - (2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and
 - (3) Increase access to personalized, rigorous learning experiences supported by technology.



6.2 Program-Specific Requirements

- **Schoolwide:** ISBE will use 20 percent poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. Further considerations will include the educational need for schoolwide status. The educational need may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider.
- **Neglected/Delinquent:** The state's plan is to assist the transition of children and youth between correctional facilities and locally operated programs, including supporting comprehensive strategies to re-engage these youth, and to offer community supports that improve the likelihood of success in communities with significant numbers of disconnected youth.



6.2 Program-Specific Requirements

Title IV, Part B, 21st Century Community Learning Centers (CCLC)

- Two percent of the funds will be for state administration. This includes using funds to pay for administration and peer reviewers of the subgrant applications.
- These activities will be undertaken in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities.
- Five percent of the funds will be used for state activities.
- The remaining 93 percent of funds will be awarded to eligible applicants through competitive subgrants using a peer review process.
- Following the initial award of a subgrant, continuation beyond the initial funding period is based on whether a subgrantee has made substantial progress toward meeting the objectives stated in its approved proposal.



6.2 Program-Specific Requirements

Title I, Part C: Education of Migratory Children

- Illinois will establish key personnel responsible for the identification and recruitment of MEP-eligible students, such as
 - state identification and recruitment coordinator,
 - state recruiter and local recruiters.
- Illinois has developed a comprehensive identification and recruitment manual that describes the responsibilities and ensures high-quality practices in the state.



6.2 Program-Specific Requirements

Title III, Part A: Language Instruction for English Learners and Immigrant Students

- The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of non-English background.
- An appropriate Prescribed Screening Procedure is administered within 30 days of student's enrollment in the district to those students that identify a language other than English in the HLS.
- Students who score below the state-defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language support services.



6.2 Program-Specific Requirements

Title V, Part B, Subpart 2: Rural and Low-Income School Program

- ISBE will continue to fund Rural and Low-Income School grants to LEAs to improve education outcomes based on new accountability metrics.
- ISBE will provide technical assistance to eligible LEAs through email, statewide bulletins, telephone support, and other available means to assist grantees.



6.2 Program-Specific Requirements

McKinney-Vento Education for Homeless Children and Youth Program

- Illinois is a regionally designed state that has established procedures to ensure that homeless children and youths are afforded the same opportunities to be successful learners as all children and youths.
- ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth program requirements and share McKinney-Vento guidance provided by ED.
- All school personnel will gain a better understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by local area liaisons and LEA homeless education liaisons.



6.2 Program-Specific Requirements

McKinney-Vento Education for Homeless Children and Youth Program

- All school districts will:
 - Name a school district homeless liaison to work with homeless children and youth and their families,
 - Review and revise district policies that act as barriers to the enrollment and full participation of homeless children and youths in school activities,
 - Immediately enroll homeless children and youth without required documents (e.g., proof of residency, birth certificates, medical/immunization records, previous academic records),
 - Collaborate with lead area liaison to ensure LEA is meeting requirements of McKinney-Vento Homeless Education Act.



McKinney-Vento regulations under ESSA took effect October 1, 2016

- “Awaiting foster care placement” was removed on Dec. 10, 2016, from McKinney-Vento.
- Preschool programs now are included in the definition of “school of origin.”
- Procedures must be in place to identify and remove barriers that prevent students from appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.
- LEAs must identify a homeless liaison who must have the time to carry out their duties described in the law.
- LEAs must participate in trainings provided by the SEA, Regional Office of Education, or Intermediate Service Center that are deemed necessary to improve identification, enrollment, and success of eligible homeless children and youth.



State Plan: What Happens Next?

- Updates will continue to be posted at www.isbe.net/Pages/ESSA.aspx
- February – Submit State Plan to Governor for 30-day review
- March 15, 2017 – Submit State Plan to ISBE Board
- April 3, 2017 – Submit State Plan to U.S. Department of Education for approval
- Begin working on implementation plans; coordinated agency efforts

[Questions/Comments – essa@isbe.net](mailto:essa@isbe.net)



What happens next programmatically?

Title I

- Title I District Plan (Feb – June)
 - Consultation (prior to submission)
- Preliminary Allocations (April/May)
- Schoolwide Plan (if applicable) (April)
 - Consultation (prior to submission)
 - Needs Assessment (prior to submission)
- Nonpublic Consultation (ongoing; prior to submission)
- Complete Application (expected release late May)

*all dates are tentative



What happens next programmatically?

Title II

- Preliminary Allocations (April/May)
- Nonpublic Consultation (ongoing; prior to submission)
- Complete Application (expected release late May)'

Title IV, Part A

- New Grant Program
- Consultation (prior to submission)
- Preliminary Allocations (April/May)
- Nonpublic Consultation (ongoing; prior to submission)
- Complete Application (expected release late May)

*all dates are tentative



Title I District Plan

- The 855 districts in Illinois must each submit a plan that was developed in consultation with stakeholders for approval in order to access their **Title I dollars**.
- Many elements of the required ESSA Title I District Plan were contained in the previous law, but some components are new.
- Title I plan will be submitted through IWAS and released soon.
- Title I Plans must be approved by ISBE prior to approval of Title I grant application.



Applicant: QUINCY SD 172
Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application
Project Number: 18-71Plan-00-01-001-1720-22

County: Adams

Title I District Plan

[Print/Print](#)
[Click to Return to Application Start](#)

[Spell Check](#)

The application has been locked by the lock process on the Submit page. You must unlock the app on the Submit page if change are needed.

Overview	District Information	Amendments	Title I Plan	Assurance Pages	Submit	Application Print	Application History
Part 1		Part 2	Part 3		Part 4		Part 5

Local Education Agency Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standard, each local education agency plan shall complete the following sections:

1. Please describe the measures the LEA will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) How will the LEA develop and implement a well-rounded instructional program to meet the academic needs of all students?*

(7 of 7500 maximum characters used)

test 1a

(B) What measures will the LEA take to identify students who may be at risk for academic failure?*

(7 of 7500 maximum characters used)

test 1b

(C) How will the LEA provide additional education assistance to individual students needing additional help meeting the challenging State academic standards?*

(7 of 7500 maximum characters used)

test 1c

(D) How will the LEA identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?*

(7 of 7500 maximum characters used)

test 1d

*Required Field



Schoolwide Plans

Schools falling below the 40 percent poverty rate will be eligible to apply for a waiver to become schoolwide.

1. Conduct a Comprehensive Needs Assessment: Base plan on results.
2. Consult with ALL stakeholders.
3. Amend or create your plan: Describe strategies the school will be implementing to address school needs:
 - Provide opportunities for all children, including each of the subgroups of students; and
 - Use methods and instructional strategies that strengthen the academic program and address the needs of all children in the school.



Consultation

Such stakeholders must include, but are not limited to, the following:

- Parents
- Teachers
- Principals
- Students
- School leaders
- Charter school teachers, principals, and other school leaders, when applicable
- Specialized instructional support personnel
- Indian tribes or tribal organizations, when applicable
- Local government representatives
- Others with relevant and demonstrated expertise
- Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community (*ESEA* section 1112(a)(1)(A), 4106(c)(2)).

Resources: [U.S. Department of Education Dear Colleague Letter on Stakeholder Engagement Partners for Each and Every Child - A District Guide to ESSA and the Importance of Stakeholder Engagement](#)



Nonpublic Services

- Title I equitable share must be determined based on the **total** amount of Title I funds received by the LEA.
- An ombudsman will be established under ESSA to “help ensure such equity for such private school children, teachers, and other educational personnel and to monitor and enforce the requirements.”



Title IV, Part A

1. Consultations with both stakeholders and private schools
2. Needs assessment that drives decisions
3. Descriptions of programs to be funded
 - How funds will be prioritized per the statute.
 - How funds will be used to support well-rounded education.
 - How funds will be used to support safe and healthy students.
 - How funds will be used to support the effective use of technology.
 - The program objectives and intended outcomes for the activities and how they will be periodically evaluated.
 - The proposed use of funds for direct administrative costs of up to 2 percent of the LEA's allocation.



Title I and II **PROJECTED** Allocations

Title I - School Improvement set-aside percentage to 7 percent instead of 4 percent

- 116 districts decreased by over 20 percent
 - One district reduction was \$1.5 million

Title II - Projected allocation IF ISBE declines 3 percent set aside for the new principals portion

Removes hold harmless

- Provides for an additional \$396,132 for LEA allocations over final FY 2017 allocations
- 253 districts decreased by over 20 percent (some as much as 80 percent decrease)

<https://www.isbe.net/Pages/ESSA-Conference-Presentations.aspx>



Supplement not Supplant

- U.S. Department of Education has withdrawn its proposed “supplement not supplant” regulations.
- So, for now, the law stands as written.
- Each Title within ESSA has its own supplement or supplant provision.
- But, in general, federal funds must be used to supplement state and local dollars.
- For example, this provision in Title I falls under Section 1118, Fiscal Requirement and says that federal funds must be used to supplement no federal funds -- which is similar in concept to previous law. To demonstrate compliance however, the new law says the LEA shall demonstrate that the methodology used to allocate state and local funds to each school ensures that school is getting as much as it would if it was not receiving federal funds.



Title I, II, IV, Part A Resources

- Title Grants Technical Assistance Drive Arouns (May 8 – 18) registration information to come out in late March.
- Illinois Association of Title I Directors:
<http://www.iatd.net/>
- Title Grants Principal Consultants:
https://www.isbe.net/Documents/nclb_pc_reg_asmt.pdf
- Updated Toolkit under development



School Improvement Transition

ISBE must continue to provide supports and interventions in the state's low-performing schools in the 2017-18 school year in the same manner in which it supported and intervened in those schools in the 2016-17 school year.

Options for determining which schools to serve:

1. Continue to serve its existing priority and focus schools, except that the state may remove from the list of priority and focus schools any school that has met the state's exit criteria; or
2. Refresh its list using its existing methodology in place prior to the start of the 2017-18 school year.
3. If we receive approval of our new state plan under the ESSA in time to identify schools for comprehensive or targeted support and improvement during the 2017-18 school year, we may choose to begin implementation of improvement plans in any newly identified schools, rather than wait until the beginning of the 2018-19 school year.



What happens next programmatically?

Title III, Part A: Language Instruction for English Learners and Immigrant Students

- Illinois plans to maintain the current practice of identifying ELs early and providing quality early childhood education that matches a child's cultural and linguistic needs.
- It is vital to consider native language screening and assessment in early childhood settings.



English Language Proficiency (ELP)

- The Home Language Survey is given upon enrollment.
- Within 30 days, an appropriate prescribed placement screening assessment is administered.
- Illinois proposes a maximum timeline of five years for English Learners to achieve ELP on the annual ELP assessment.
 - ELs, in Illinois, are not exited from English language instructional program services or status until attaining English language proficiency, without regard to the timeline.
- Student-level targets that English Learners make annual progress toward attaining English language proficiency on the ACCESS for ELLs, within five years, and be determined based on an ELP cut score. This cut score is being determined by a committee of stakeholders from the state and provided to ISBE by June 30, 2017.



Reclassification of ELs

- A group made up of practitioners in the field, colleagues from universities, members of community organizations, and parents will convene with the expressed goal of reviewing and revising the state's current definition of English language proficiency.
- This committee, known as the Reclassification Committee will forward recommendation to ISBE by June 30, 2017.



What Happens Next Programmatically?

Title IV, Part B—21st CCLC

- Coordination and consultation
- Notification
- All eligible applicants must meet GATA requirements (prior to submission)
- Equitable participation (prior to submission)
- Complete application (expected release late April)



Coordination and Consultation

- Subgrantee RFP must be developed in consultation with the following:
 - statewide after-school networks and representatives of teachers, LEAs, and community-based organizations, and a description of any other representatives of teachers, parents, students, or the business community that the state has selected to assist in the development of the application, if applicable;
- Applicants must demonstrate coordination of funds and active coordination with LEAs or non-LEAs (if applicable) and schools.
- Applicants must also demonstrate how the proposed program will coordinate federal, state, and local programs



Notification

- State application competitive process must demonstrate outreach to eligible entities to ensure reasonable access to the grant notification.
- Subgrantees will give notice to the community of the intent to submit an application.
 - The application will be made available for public review and after submission of the application.



GATA

- Prior to applying for the 21st CCLC grant, all applicants must be GATA-approved.
- Eligible entities, including external organizations, must ensure one of the following:
 - Record of success with out-of-school-time programs.
 - If the previous is not applicable, then entity enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in implementing quality out-of-school-time programs (Section 4201 (A)(4)).



Equitable Participation

- Eligible applicants for Title IV, Part B funding include:
 - LEAs; community-based organizations; public universities/colleges; Regional Offices of Education (ROE)/Intermediate Service Center (ISC) offices that coordinate activities for LEAs or others; consortium of eligible organizations; area vocational centers; faith-based organizations; Illinois State Charter School Commission or LEA-authorized charter schools; Indian tribes and tribal organizations; public and private entities.
- Applicants must consult with public/private school officials during the design and development of the services described in the application.
 - Program services must be secular, neutral, and non-ideological.



Complete Application

- Applicants must describe how they will meet assurance requirements, which include the following:
 - Provision of out-of-school-time programs for students who are English Learners that emphasize language skills and academic achievement.
- Performances Measures
 - programs will need to show how they improve academic achievement.



Title IV, Part B Resources

- Bidder's webinar
- 21st CCLC ISBE weblink:
<https://www.isbe.net/Pages/21st-Century-Community-Learning-Centers.aspx>
- Illinois Quality
Afterschool: <http://www.sedl.org/afterschool/iqa/>



Coordination with IDEA

- Where applicable and appropriate, ISBE will look to braid with fund sources including IDEA to support these activities
- Support professional learning and resources for teachers so they can meet the holistic needs of students
- Leveraging IL EMPOWER to address needs in a holistic way



Equitable Access

- Emphasis on the climate and culture of the school setting to promote the necessary conditions for learning
- Address barriers to learning including access to the general education curriculum
- School need to provide supports at three levels
 - Promotion
 - Prevention
 - Intervention



Equitable Access

- Equitable access to a well-rounded education and rigorous coursework in subjects for children with disabilities in which
 - Struggling learners receive intervention strategies
 - Advanced learners receive acceleration and enrichment
- Implementation of a multi-tiered continuum of student supports is a collaborative effort involving all district staff, general educators, special educators, counselors, behavioral health staff, and bilingual/English language staff.



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