

Louisiana Believes

Louisiana Association of School Administrators of Federally Assisted Programs
March 28, 2018

The background of the slide features a world map rendered in a light blue, watercolor-like style. The map is centered and occupies most of the frame. Overlaid on the map are several thin, horizontal, light blue lines that run across the entire width of the slide, creating a grid-like effect. The text is centered horizontally and positioned in the middle of the slide.

2018-19 Central Data Updates

2018-19 Central Data

- Anticipated release: End of April
- Changes
 - Complete-as-you-go: LEAs will not complete contacts and assurances for the entire year
 - LEA Plans - transition year
 - No “Key Planning Decisions”
 - Modified “LEA Plan”
 - Upload of School Redesign Planning Tool
 - Provide summaries across 7 domains: Core Academics, Workforce, Early Childhood, College and Career Pathways, Struggling Schools, Special Education, Direct Student Services



2018-19 ESSA Updates

General

- SY18-19 = Full implementation of Louisiana's ESSA Plan
- School Improvement
 - Full implementation of Comprehensive Intervention Required (CIR) focus
 - Urgent Intervention Required (UIR) - subgroup focus starting in SY19-20
- Congress FY18 Appropriations in Positive Trajectory
 - Titles I & Title IV Increases
 - Titles II & III remain constant

FY 18 ESSA Budget (In Thousands of Dollars)

<u>Program</u>	<u>FY 17 Budget</u>	<u>FY 18 Budget</u>	<u>Change</u>
Title I	\$15,459,802	\$15,760,000	\$300,200
Title II	\$2,055,830	\$2,055,830	\$0
Title III	\$737,400	\$737,400	\$0
Title IV	\$400,000	\$1,100,000	\$700,000
21st Century	\$1,191,673	\$1,212,000	\$20,000
IDEA B	\$12,002,848	\$12,278,000	\$275,000

Title I

Supplement Not Supplant

Standard: Federal Funds must be used to supplement and in no case supplant state, and local resources

Test: To demonstrate compliance, the LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that the school receives all of the State and local funds it would otherwise receive if it were not receiving Title I funds.

Does not apply to: Single school LEAs, as well as Districts with one school per grade span.

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Title I

Supplement Not Supplant

- Three presumptions of supplanting continue to apply to other titles, and Title I district-wide activities.
 - Required/mandated activities to be made available under other federal, state, or local laws
 - Provided with non-federal funds in prior year
 - Provided services to Title I students and the same services were provided to non-Title I students using non-federal funds.
- **New methodology must be in place by start of SY 2018-19**

Title I

Supplement, not Supplant Webinar Review

Does this methodology work?

The LEA uses its state/local funding to ensure that each school has enough funds to pay for 1 teacher for every 30 students up to 20 teachers total, and \$5 per student for supplies, up to \$5,000 total.

At the end of its distribution, the LEA has \$3,000 left over so they distribute it among the non-Title I schools.

Title I

Supplement, not Supplant Webinar Review

Does this methodology work?

The LEA distributes its state funds based on the characteristics of students in each school so that students with characteristics associated with educational disadvantage generate additional funding for their school. The LEA provides:

- \$25 for every student;
- An additional \$25 for each economically disadvantaged student;
- An additional \$50 for each student with a disability; and
- An additional \$35 for each English learner.

Title I

Supplement, not Supplant Webinar Review

Does this methodology work?

The LEA uses its state funding to ensure that each school has enough funds to pay for 1 teacher for every 30 students up to 20 teachers total.

The LEA provides state funding in each of its 6 non-Title I schools to pay for 20 teachers.

In the remaining 4 Title I schools, the LEA provides state funds to pay for 15 teachers because they are already using Title I funds to pay for 5 teachers so they don't need the state funds to cover those additional teachers.

Title I

Supplement, not Supplant Webinar Review

Question 1 Pop Quiz

Winter Elementary, a schoolwide school, paid for a new STEM software program last year using local funds. It was so successful that this year, the school wants to purchase it again but use Title I funds to pay for it.

Is this supplanting?

Is this allowable?

Title I

Supplement, not Supplant Webinar Review

Question 2 Pop Quiz

Bartlett Elementary, a targeted assistance school, heard about that great STEM software program and now wants to purchase it to use for all students using its Title I funds.

Is this supplanting?

Is this allowable?

Title I

Supplement, not Supplant Webinar Review

Question 3 Pop Quiz

A state law requires teacher-to-student ratios of 1 teacher for every 30 students.

A schoolwide school has 120 students in third grade and 4 teachers. One of the teachers is paid with Title I, the remaining three are paid with State funds. May the district pay for that 1 teacher with Title I funds.

Is this supplanting?

Is this allowable?

Title I

Supplement, not Supplant Webinar Review

Question 4 Pop Quiz

An LEA implements a district-wide summer camp initiative that is a combination of classes and fun activities to engage students and increase achievement at the district. The LEA uses Title I funds to pay the costs for Title I students and local funds to pay the costs for non-title I students.

Is this supplanting?

Is this allowable?

Title I

- Direct Student Services
 - Implementation SY 18-19
 - 3 percent set-aside that prioritizes comprehensive and urgent intervention schools (includes Title I and non Title I schools)
 - LEAs submitted their DSS applications to LDOE in March. This set-aside will be marked with an EIC code within the Title I budget in the ESSA application
 - Coordinate funding activities with regular Title I budget
 - Budgeted expenditures must align with approved LEA DSS plan.

Title I

- Direct Student Services Guidance Highlights
 - 2 percent administrative CAP
 - 1 percent parent outreach
 - Critical courses not offered by LEA
 - STEM Courses
 - AP Courses
 - Credit Recovery
 - Tutoring (Vendor from LDOE's Approved Provider List)

Title II

ESSA Changes: Class-size Reduction Activities (CSR)

2103.b.3.D. [Title II activities may include ...]

*(D) reducing class size to a level that is **evidence-based**, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, **to improve student achievement through the recruiting and hiring of additional effective teachers;***

Title II

Are small classes effective at increasing student outcomes?

What the evidence says ...

- While evidence from the Tennessee STAR experiment with early elementary grades was promising, studies since have shown little to no effect in today's standards-based educational settings (Hoxby, 2000; Dee and West 2001; Milesi and Gamoran, 2006)
- Most scholars have found no convincing evidence of greater effects of class size for students of different races or socio-economic backgrounds (Hoxby, 2000; Bosworth, 2014; Cho et al, 2012; Milesi and Gamoran, 2006; Jespen and Rivkin, 2009)

Title II

Additionally, reducing class size can have unanticipated negative impacts on average teacher quality:

“Considerable evidence suggests that reducing class size has unanticipated negative impacts for districts. As a prime example, hiring additional teachers can have unintended consequences. As the number of teachers needed increases, the district will have to reach deeper into its teacher pool to fill all their open teaching slots. This is likely to yield a decline in average teacher quality. California experienced this writ large when it implemented a statewide class size reduction effort in 1996. Average teacher quality declined statewide, and the impact was even more pronounced for urban districts with higher shares of low-income students.

Gilraine (2017) isolates the class size effect from the total effect of class size plus hiring a new teacher He finds that small classes slightly increase student achievement, but the gains are counteracted by the effect of hiring a new teacher. In other words, the positive effect of class size was offset by a decrease in performance attributable to the newly hired teacher.” --*ESE Policy Brief*, December 2017

Title II

Guidance

- There is limited evidence available to support CSR beyond the lower grades, although LEAs will be able to evidence that demonstrates otherwise if:
 - the evidence meets ESSA’s “evidence-based” standard
 - the CSR activity is tied to the recruitment and hiring of effective teachers
- “Evidence-based” applies to the practice of class-size reduction, not to the results of the individual teacher

Timeline

- SY18-19 Applies to CIR schools
- SY19-20 Applies to all schools

Title III

- Offering a viable program
 - For SY 18-19: LEAs that form a consortium must ensure there is a collective plan to provide required services to EL students (i.e. Individual LEAs should not receive “shares” of the Title III allocation)
 - For SY 19-20: Focus group to consider minimum amount required for a viable program and the policy re: consortia
 - Guidance is available

Title IV

- Significant increase in federal funding
 - Congress increased to \$1.1B
 - Focus areas: mental health, school safety, technology, etc.
- Reminders
 - Every LEA receives a minimum of \$10,000
 - If allocation is \$30,000 or greater, the LEA must designate 20% for Well Rounded Education, and 20% for Safe and Healty Schools.
 - LEAs can transfer Title IV funds to Title I, so long as the LEA meets the requirements of the program (private school consultation required)



2018-19 IDEA Consolidated Updates

Continuum of Support: Implementing the Strategies



Guidance on Strategies and Key Actions: In Fall 2017, the Department released Strategies for Success: A Guidebook for Supporting Students with Disabilities. The purpose of this guidebook is to provide principals and school system leaders with resources to create strong support plans.

Strategy—Based Planning Template: Designed to support school systems in developing plans for addressing each of the strategies and associated key actions.

IDEA Application: Restructured to reflect the strategy-based planning template and to support school systems in directing funds to support their Special Education plans.

Four Strategies: Improving Outcomes for Students with Disabilities

The Department has identified four strategies that lead to improved outcomes for students with disabilities:

1. Identify disabilities early and accurately
2. Provide high-quality instruction to ensure the achievement of ambitious IEP goals
3. Strengthen instruction with specialized supports and related services
4. Coordinate effective transition planning and implementation

Improving Outcomes for
STUDENTS WITH DISABILITIES



Continuum of Support: Implementing the Strategies



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The Strategy-Based Planning Template: Expectations

The Department has created a strategy-based planning template intended to be a support for school systems to use as they build their plans for Special Education in the 2018-2019 school year and direct IDEA funds* to support those plans.

While the Department is not requiring school systems to submit completed planning templates, school systems are encouraged to utilize this planning template during their 2018-2019 planning process.

The Strategy-Based Planning Template: Logic Flow

To develop plans for each of the four strategies, school systems will use the following process:

Create the
plan

Step 1: What is your school system's plan for implementing key activities (pre-identified) within this strategy?

Step 2: What other priorities, related to this strategy, does your school system have?

Funding
needs for
the plan

Step 3a: Consider the workforce and personnel necessary to implement your school system's plan for this strategy.

Step 3b: Consider the activities and resources that may be necessary to implement your school system's plan for this strategy.

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IDEA Application: Restructured to reflect the strategy-based planning template and to support school systems in directing funds to support their special education plans.

Excess Cost and the IDEA Consolidated Application

IDEA funds are intended to support the excess costs of providing special education services to students with disabilities. Because of this, while the IDEA application will reflect the four strategies, a completed application will not capture the school system's full special education plan.

This means that the IDEA application will reflect only a portion of the funds school systems are using to support their special education plans and that not everything from a school system's completed planning template will be pulled into the IDEA application.

In addition to IDEA, other funding sources (including MFP and local dollars) are also used to support a full special education plan.

Goals of the IDEA Consolidated Application

We believe the IDEA Consolidated Application should be a tool that

- reflects the strategy-based planning template school systems follow when planning their Special Education programs.
- is structured around proven strategies that improve outcomes for students with disabilities and supports school systems in directing funds toward the activities that matter most for students with disabilities and their needs.

Aligning to the Goals

Key Shift #1: The four strategies will be the primary organizing principle for budgeting funds (to support excess cost) in the IDEA Consolidated Application.

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Key Shift #1: The four strategies will be the primary organizing principle for budgeting funds (to support excess cost) in the IDEA Consolidated Application.

Key Shift #2: School systems will budget their 611 and 619 allocations across the four strategies (as well as program administration, CEIS, and non-public proportionate share).

Additional Support

Weekly Support Calls

Strategy 1: Identify disabilities early and accurately	April 4	<ul style="list-style-type: none">● Pupil appraisal and evaluation personnel● Early childhood leaders
Strategy 2: Provide high-quality instruction to ensure the achievement of ambitious IEP goals	April 11	<ul style="list-style-type: none">● Curriculum and Instruction leaders
Strategy 3: Strengthen instruction with specialized supports and related services	April 18	<ul style="list-style-type: none">● Evaluation personnel● Related service provider leaders
Strategy 4: Coordinate effective transition planning and implementation	April 25	<ul style="list-style-type: none">● Transition coordinators● School counselor, if appropriate
Program Administration and Support	May 2	
The CEIS Page	May 9	<ul style="list-style-type: none">● Early intervention coordinator● Pupil appraisal and evaluation personnel



Coming Soon ...

Guidance Documents

- ESSA Guidance
- Indirect Cost Rate - new feature on all 2018-19 applications
- Coding - updated; program specific guidance
- Monitoring - eGMS pilot of new monitoring tool/notifications

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