

Title Grants & Support



Working Together for Student Success

IDOE Title Grants & Support Team

- **Nathan Williamson**, Director of Title Grants and Support
- **Cole Dietrich**, Assistant Director of Charter Schools & Special Programs
- **Valerie Beard**, Assistant Director of EL and Migrant Education Programs
- **Dwayne Marshall**, Assistant Director of Title Grants and Support

Specialists in federal grants (Title I, II, SIG), English learners, Title III, Migrant, 21st Century, Rural & Low income, and Title IV.



Connecting With the Title Grants & Support Community

- Learning Connection – Various communities for each federal grant
- IDOE Website – www.doe.in.gov/grants
- Listserv – Email delivery directly to program administrators



Agenda

- Title I, Title II, Title III Updates
- Opportunities for School Improvement Grants (SIG), Title IV, and 21st Century
- New & Significantly Expanded Charters
- ESSA & Assessment Updates
- Questions



Title I Updates

- Services to support at-risk children of meeting state's challenging academic standards
- Applications for existing LEAs (operated SY 16-17) were due July 1
- IDOE staff have initially reviewed all Title I grants; grants either are approved or in approval process (e.g. LEA amendments, IDOE 2nd reviews)
- Supplement, Not Supplant rules have changed for Title I
 - *Is it allocable?*
 - *Is it consistent with Title I plans?*
 - *Is it for the benefit of high-need students?*



Title II Updates

- Services for *Supporting Effective Instruction* for professional development, staff incentives, and class-size reduction
- Applications for existing LEAs (operated SY 16-17) were due Sept. 1
- Indiana state allocation decreased slightly for FFY 17; ESSA also removed the hold harmless provisions for Title II (still exist for Title I) and redid the formula counts of children from NCLB figures to refreshed ESSA figures. All directly impacted LEA allocations
- IDOE staff are currently reviewing all Title II grants; goal is to either approve or provide feedback by Sept. 30, 2018.
- Funding for new charters must be provided by January 1, 2018
 - *IDOE goal to release sooner after the DOE-PE submissions have been validated/signed off (Oct. 1 count)*



English Learner Plans

- Each year, all public school corporations and charter schools submit their plan to provide the core English Language Development instruction required by Lau for all English learners in their school or district.
- Districts who apply for Title III (individually or with a consortium) complete the [English Learner Plan](#) as part of the Title III application and so do not need to do anything further.
- All other public school corporations and charter schools submit the English Learner Plan to the IDOE by **September 1, 2017**.



Non-English Speaking Program (NESP) and Title III

- NESP is the state funding stream for English learners, designed to provide English language development instruction to K-12 English learners.
- Title III is the federal funding stream to provide *supplemental* services to English learners (beyond core EL plan)
- NESP applications and Title III applications were due **September 1st, 2017**
- Applications are either approved or being reviewed. Majority of NESP applications have been approved.
- Title III funding remained consistent with previous years (as adjusted by pupil counts) but IGA increased NESP funding to \$250/EL with an increase for 5% and 18% populations



School Improvement Grants

- School Improvement Grants
 - 1003g competitive grants for Title I served focus and priority schools for school improvement activities
 - Must follow the turnaround models under NCLB through remainder of project
 - Due by Oct. 27, notify by Dec. 1 for planning to begin second semester
 - Grants of \$50,000 up to \$500,000 per year for up to four years
 - 1003 formula grants for Title I served focus and priority schools for school improvement activities
 - Must follow the new evidence-based requirements under ESSA
 - Due by Sept. 30, notify by Nov. 1.
 - Standard amount for all participating and eligible schools (\$40,000) for one year
 - Applications, training, technical assistance at www.doe.in.gov/sig



Title IV Grants and 21st Century

- Title IV
 - Competitive grant application released
 - Due Oct. 16
 - Minimum allocation of \$10,000
 - LEAs may apply individually or via a consortium
- 21st Century CLC
 - Request for proposals (RFP) tentative release in Oct. 2017, due Winter 2017, and implementation to begin summer/fall 2018



New & Significantly Expanded Charters

- For federal entitlement funding (i.e. Title I, II, III, IDEA), the IDOE must provide allocations for brand new charters by Jan. 1, 2018 (anticipate sooner)
- Charters who have experienced a significant expansion (50% growth or adding grade level) will be eligible for increased funding by Jan. 1 based upon criteria and counts



Indiana ESSA Plan – First Draft

Directions: We encourage you to read individual sections of the ESSA draft in the first column, and then click on the corresponding section survey to respond to the section draft.

ESSA Sections	ESSA Section Surveys (CLOSED)
 1 - Long Term Goals 	1 - Long Term Goals Survey
2 - Consultation 	2 - Consultation Survey
 3 - Assessments 	3 - Assessments Survey
 4 - Accountability and School Improvement 	4 - Accountability and School Improvement Survey
5 - Supporting Excellent Educators 	5 - Supporting Excellent Educators Survey
 6 - Supporting All Students 	6 - Supporting All Students Survey

See the latest version of the Indiana ESSA Plan submitted to Governor Holcomb on the IDOE [ESSA page](#).



Indiana ESSA Plan

- Disclaimer:
 - Subsequent slides represent the *plan* that the IDOE has submitted to Governor Holcomb. Office has 30 days to approve.
 - IDOE will submit the plan to the U.S. Department of Education (USED) by Sept. 18, 2017.
 - USED must approve all items submitted within the plan. Subject to change based upon USED feedback or requirements to change.

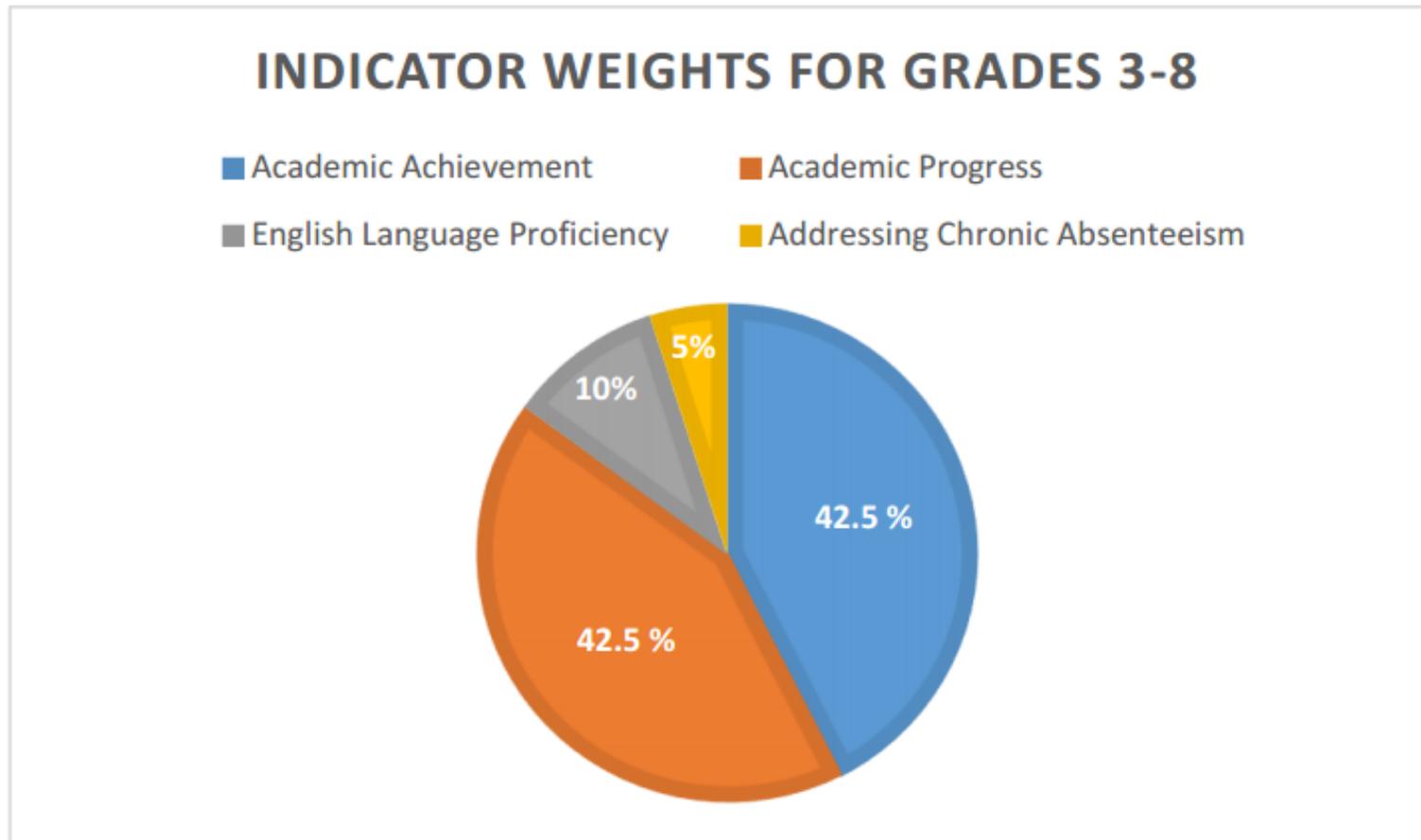


Indiana ESSA Plan: Accountability

- In response to consultation and coordination with the Accountability ESSA workgroup and the State Board of Education, Indiana will require a minimum number of 20 students for all accountability indicator determinations.
- For schools who do not meet the minimum n-size for any indicator, the weighting of the other applicable indicators is adjusted accordingly.
- For all student and subgroup reporting purposes, Indiana will require a minimum number of 10.



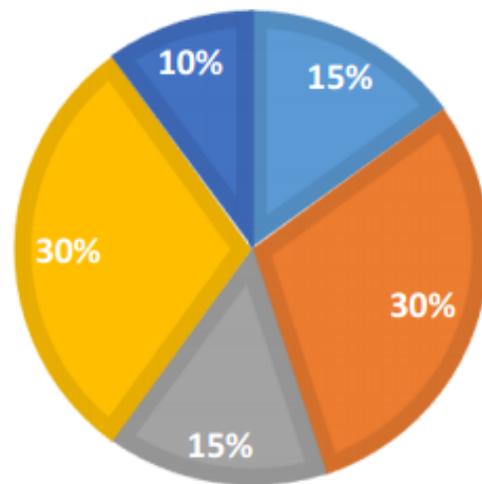
Indiana ESSA Plan: Accountability



Indiana ESSA Plan: Accountability

INDICATOR WEIGHTS FOR GRADES 9-12

- Academic Achievement
- Graduation Rate
- Academic Growth/Improvement (SQSS)
- College & Career Readiness (SQSS)
- English Language Proficiency



Indiana ESSA Plan: Accountability

- The IDOE, in consultation with the ESSA Accountability workgroup and other EL leaders from across the state, has decided to implement Option 2 for recently-arrived English learners.
- All English learners, including those who have been in US schools for less than one academic year, will participate in the E/LA ISTEP+ for their grade level.

Option 2

Year Tested	Accountability
Year One	Participation Only
Year Two	Participation and Growth
Year Three	Participation, Growth, and Performance



What will schools be accountable for?

- English language proficiency
 - Looks only at the English learner subgroup
 - Applies to grades 1-12
 - Awards credit for students who meet annual growth toward proficiency targets
 - Awards credit for students who attain English language proficiency during the school year



What will schools be accountable for?

- Addressing Chronic Absenteeism
 - Applies to kindergarten through grade 8
 - Awards credit for students who are “model attendees”
 - Persistent Attendee: attends at least 96% of enrolled days
 - Improving Attendee: increases days attended by at least 3% from previous year
 - Goal that at least 80% of students are “model attendees”



How will schools be held accountable?

- Comprehensive Support & Improvement
 - Identification Criteria:
 - Lowest-performing 5% of Title I schools, or all Title I schools that receive an 'F'
 - Public high schools with a graduation rate of 67% or less
 - Title I schools that had a 'chronically low-performing subgroup' and did not satisfy exit criteria
 - Exit Criteria:
 - Must no longer meet the identification criteria for comprehensive support, as demonstrated through attainment of a 'C' or better for 2 consecutive years
 - Must demonstrate a strong plan for sustainability of progress



How will schools be held accountable?

- Targeted Support & Improvement
 - Identification Criteria:
 - Consistently underperforming subgroup: public school with one or more subgroups performing in the bottom 5% for two or more consecutive years
 - Low-performing subgroup: school with one or more subgroups performing at or below the performance of all students in the lowest-performing 5% of Title I schools
 - Exit Criteria:
 - Must no longer meet the identification criteria for comprehensive support, as demonstrated through attainment of a 'C' or better for 2 consecutive years
 - Must demonstrate a strong plan for sustainability of progress
 - Must meet exit criteria within 5 years of identification



ILEARN Assessment

- Beginning in 2018-19
- RFP currently released for vendor submission
- Proposals due August 24th
- Contract execution in October 2017



Student Assessment

How is ILEARN the Same as ISTEP?

- Same Indiana Academic Standards
- Same content areas (E/La, math, science, social studies)
- Graduation requirement exists
- Accountability component exists
- Utilizes technology for the assessment

How is ILEARN Different from ISTEP?

- Utilizing Computer Adaptive Testing (CAT) & technology as the primary mode for assessment
- Assessing grades 3-8 and end-of-course assessments (ECAs)
 - *Need to define more rigorous content for math assessment in high school*
- Single test window
- Additional accommodations & student supports
- All reporting complete by July 1
- Revised cut scores
- New blueprint & specifications



Student Assessment

Recruitment

- Educators are needed through the process for development
 - Blueprints
 - Item specifications
 - Item audit
 - Item review
 - Standard setting
- Begins in September
 - Need as many educators as possible to fill representative cells
 - Administrator approval required
 - Jotform link included in Friday updates & Assessment listservs



Questions



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