Updates from the U.S. Department of Education

February 4, 2020
Presenters

Patrick Rooney
Director, Office of School Support and Accountability

Ruth Ryder
Deputy Assistant Secretary, Office of Formula Grants

Tara Ramsey
Director, Office of State and Grantee Relations

Dr. Supreet Anand
Director and Assistant Deputy Secretary, Office of English Language Acquisition

Dr. David Cantrell
Director, Office of Program and Grantee Support Services

Christine Pilgrim
Office of Special Education and Rehabilitative Services

Hamed Negron-Perez
Office of Safe and Supportive Schools
Welcome and Introduction

Tara Ramsey

Director, Office of State and Grantee Relations
Updates from the Office of Elementary and Secondary Education

Ruth Ryder
Deputy Assistant Secretary, Office of Formula Grants in the Office of Elementary and Secondary Education
## Safe and Supportive Schools
Director: Paul Kesner

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- School Climate Transformation LEA (84.184G)
- Project Prevent (84.184M)
- Grants to States for Emergency Management (84.184O)
- SERV (84.184S)
- Title IVA (84.424A)
- Social Emotional Learning TA Center (84.424B)

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- Payments for Federally Connected Children (84.041B)
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## Rural, Insular, & Native Achievement Programs
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## Program and Grantee Support Services
Director: David Cantrell

- Equity Assistance Centers (84.004D)
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Within the Office of Formula Grants

Office of Migrant Education
Director: Lisa Gillette
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- High School Equivalency Program (84.141A)
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- Native American Language Grant (84.415B)
Office of State Grant and Program Support Newsletter

First Edition: February 3, 2020

Will be sent out the first week of each month.
For the Department of Education, the bill provides a total of $72.8 billion in discretionary appropriations, $1.3 billion above the 2019 enacted level.

**Title I Grants to LEAs** • $16.3 billion, an increase of $450 million over the FY 2019 level.

**Title IIA (Supporting Effective Instruction State Grants)** • $2.1 billion, $76 million more than the FY 2019 level.

**21st Century Community Learning Centers** • $1.2 billion, an increase of $28 million over the FY 2019 level.

**Education for Homeless Children and Youth** • $101.5 million, an increase of $8 million over the FY 2019 level.
Rural Education • $185.8 million, an increase of $5 million over the FY 2019 level.

Student Support and Academic Enrichment Grants (Title IV-A Block Grant) • $1.2 billion, $40 million more than the FY 2019 level.

Following programs had no changes in their budget
• Migrant State Grants • $374.8 million
• Neglected and Delinquent State Grants • $47.6 million
• State Assessments • $378 million. The total includes $8.9 million for Competitive Assessment Grants.
• Comprehensive Centers • $52 million
Funding Opportunities
Current Competitions

Migrant: High School Equivalency Program (HEP) CFDA Number 84.141A – Closed 1/28

Migrant: College Assistance Migrant Program (CAMP) CFDA Number 84.149A – Closed 1/28

Native Hawaiian Education (NHE) Program CFDA Number 84.362A – Closes 2/11
Upcoming opportunities

• Indian education
• School-based Mental Health Professionals
• Competitive Grants for State Assessment
• Other exciting opportunities!

https://www2.ed.gov/fund/grant/find/edlite-forecast.html#chart2
In Other News from OESE
This year marks the 20th anniversary of the passage of the Trafficking Victims Protection Act. The Department is engaging with other Federal agencies in raising awareness and providing resources related to Human Trafficking.

- Participating in the President's Interagency Task Force (Secretary) and the Senior Policy Operating Group (Ruth) cross-agency groups
- Webinar series – First webinar was January 30th and will be archived. Three additional webinars.
- Downloadable resource guide
- Human trafficking webpage that will include State and local resources
- Engaging with the Advisory Council on Human Trafficking which is made up of trafficking survivors
Encourages local innovation.
 Returns power to states from the Department by allowing eligible states to waive certain federal statutory or regulatory requirements under the law.
 All states are eligible to apply.
 Applications received, reviewed on rolling basis.

Learn more about Ed-Flex at oese.ed.gov
# Overview - Disaster Recovery Unit

## Purpose
- Spearhead disaster recovery work across the Department.
- Support all education stakeholders affected by natural disasters.
- Coordinate interagency work to support natural disaster recovery.
- Conduct all aspects of grant administration for the existing and future disaster recovery programs for K-12 Schools.

## Programs
- Emergency Impact Aid for Displaced Students
- Immediate Aid to Restart School Operations
- Assistance for Homeless Children and Youth
- Project School Emergency Response to Violence (related to disaster-recovery)

## People
- Meredith Miller, Director
- Molly Budman, Team Leader
- Lindsay Booth, Education Program Specialist
- Maria Rowan, Education Program Specialist
- Christopher Tate, Education Program Specialist

Contact Meredith Miller, DRU Director at meredith.miller@ed.gov for questions and further information.
## Streamlined SRSA Application

<table>
<thead>
<tr>
<th></th>
<th>Old SRSA Application Package</th>
<th>FY 2020 SRSA Application Package</th>
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<tr>
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<td>websites required to</td>
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<td>package</td>
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<tr>
<td>the application</td>
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<tr>
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<td></td>
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<tr>
<td>application</td>
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</tr>
</tbody>
</table>

**FY 2020 SRSA Application Package**

- Number of different websites required to complete application package: 1
- Number of documents required to complete the application package: 1
- Number of pages of instructions for the application package: 1
- Estimated number of minutes to complete the application: 30
School Climate and SEL Grants in FY 19

- Trauma Recovery Demonstration Grants – ($6.7 mil to AK, DE, HI, LA, NV)
- Mental Health Demonstration Grants – ($11.1 mil to 27 SEA/LEA partnerships)
- Project Prevent Grants – ($11.3 mil to 15 LEAs)
- School Climate Transformation Grants – LEA ($42.4 mil to 69 LEAs)

An additional $10 mil in FY 20 budget directed to increase the number of qualified, well-trained school-based mental health professionals
Ruth Ryder
Deputy Assistant Secretary
Ruth.Ryder@ed.gov
Updates from the Office of Special Education and Rehabilitative Services

Christine Pilgrim
Office of Special Education and Rehabilitative Services
OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local programs to provide comprehensive services under the Individuals with Disabilities Education Act (IDEA).

Learn more about OSEP’s work at https://www2.ed.gov/about/offices/list/osers/osep/about.html
Differentiated System of Monitoring and Support (DMS)

- Ensure OSEP is fulfilling its responsibilities to monitor its grantees
- Ensure that we are monitoring all States
- Monitor in a comprehensive manner
- Balance compliance and results
- Use OSEP resources in an efficient way
- Be transparent with States
- Provide meaningful support and technical assistance to States
Revised DMS Process

• Three phases of monitoring:
  ▪ Year 1: Pre-site and Preparation
  ▪ Year 2: On-site Monitoring
  ▪ Year 3: Post-visit Correction and Technical Assistance

• Focus on General Supervision
  ▪ Programmatic/Fiscal Oversight
  ▪ Performance/Results
  ▪ Parental and Family Rights

• Differentiation based upon State needs

• Monitoring Cycle

• Emerging issues
EFFECTIVE PERSONNEL FOR ALL
2020 OSEP Summit

Save the Date!

The Office of Special Education Programs will live stream Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities virtually on March 19, 2020. Details related to live stream access will be available closer to the summit date.
OSEP TA Infographic

To Download this Infographic: https://osepideasthatwork.org/node/156

OSEP funds discretionary projects under the IDEA. For more information on the discretionary projects funded by OSEP (and to search projects by location or topic area) visit the IDEAs that Work website.

OSEP’s Ed.gov website has information on both the discretionary and formula grants funded by OSEP. For more information on each center, please view the reverse side.
Office of Special Education Programs Technical Assistance Network

To Download this Infographic: https://osepideasthatwork.org/node/156
OSEP IDEAs That Work

WE NEED YOUR INPUT

OSEP is seeking stakeholder feedback on Innovative Strategies and Best Practices to Attract, Prepare, and Retain Effective Personnel. If you would like to provide feedback on this very important topic, please follow this link to share your input.

Purpose

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21. OSEP, directly and through its partners and grantees, develops a wide range of research-based products, publications, and resources to assist states, local district personnel, and families to improve results for students with disabilities.

This website is designed to provide easy access to information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website will include resources, links, and other important information relevant to OSEP’s research to practice efforts. Please continue to check the website for new information that will be posted as it becomes available.

Federal Resources for Stakeholders

Looking for guidance about specific OSEP priorities? Access this set of resources to learn

Resources for Grantees

This section is designed to help OSEP Grantees accomplish their goals, including guidance on

Find a Center or Grant

This section contains information about OSEP funded centers and grants. Use our “Find a
Access the IDEA website at https://sites.ed.gov/idea/.
Updates from the Office of English Language Acquisition

Dr. Supreet Anand
Director and Assistant Deputy Secretary
Number of Identified ELs: SY 2004–05 to SY 2016–17

Number of ELs by State, SY 2016–17

Percent Increase in Number of ELs by State, SY 2000–01 to SY 2016–17

Distribution by Grade Level, SY 2016-17

Source: U.S. Department of Education, National Center for Education Statistics, EDFACTS file 141, Data Group 678, extracted October 18, 2018 from the EDFacts Data Warehouse (internal U.S. Department of Education source), Table 204.27, “English language learner (ELL) students enrolled in public elementary and secondary schools, by home language, grade, and selected student characteristics: Selected years, 2008-09 through fall 2016.” [source](https://nces.ed.gov/programs/digest/d18/tables/dt18_204.27.asp?current=yes)
Over 4,900,000 ELs were enrolled in schools in 2016–17

Number and concentration of ELs in top 10 EL population districts

<table>
<thead>
<tr>
<th>District Name</th>
<th>State</th>
<th># of Els</th>
<th>% Els</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Los Angeles Unified School District</td>
<td>CA</td>
<td>132,096</td>
<td>20.8%</td>
</tr>
<tr>
<td>2. Miami – Dade County Schools</td>
<td>FL</td>
<td>73,561</td>
<td>20.6%</td>
</tr>
<tr>
<td>3. Dallas Independent School District</td>
<td>TX</td>
<td>63,835</td>
<td>40.4%</td>
</tr>
<tr>
<td>4. Houston Independent School District</td>
<td>TX</td>
<td>61,671</td>
<td>28.5%</td>
</tr>
<tr>
<td>5. Chicago Public Schools</td>
<td>IL</td>
<td>60,255</td>
<td>15.9%</td>
</tr>
<tr>
<td>6. Clark County School District</td>
<td>NV</td>
<td>59,337</td>
<td>18.1%</td>
</tr>
<tr>
<td>7. Fairfax County Public Schools</td>
<td>VA</td>
<td>35,232</td>
<td>18.8%</td>
</tr>
<tr>
<td>8. Broward County Public Schools</td>
<td>FL</td>
<td>33,834</td>
<td>12.4%</td>
</tr>
<tr>
<td>9. Orange County Public Schools</td>
<td>FL</td>
<td>29,063</td>
<td>14.5%</td>
</tr>
<tr>
<td>10. Denver County School District 1</td>
<td>CO</td>
<td>26,791</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

15.2% of all students served under Title I were ELs (3,799,940)
38.6% of eligible migrant students were ELs (128,321)
9.9% of students with disabilities were ELs (568,683)
14.2% of students who experienced homelessness were ELs (182,557)

### Percentage Distribution of Students Enrolled in High School Mathematics and Science Courses by ELs, SY 2015–16

<table>
<thead>
<tr>
<th>Course</th>
<th>English Learners</th>
<th>Non-English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Enrollment</strong></td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>9%</td>
<td>91%</td>
</tr>
<tr>
<td>Geometry</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>Advanced Mathematics</td>
<td>2%</td>
<td>98%</td>
</tr>
<tr>
<td>Calculus</td>
<td>2%</td>
<td>98%</td>
</tr>
<tr>
<td>Biology</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>Physics</td>
<td>4%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16. Released in 2018. [https://www2.ed.gov/about/offices/list/ocr/docs/stem-course-taking.pdf](https://www2.ed.gov/about/offices/list/ocr/docs/stem-course-taking.pdf)
Percentage of ELs Enrolled in Schools Offering Gifted and Talented and Advanced Placement Programs, SY 2013–14

Recently Published....

Exploratory Study on the Identification of English Learners in Gifted and Talented Programs
ENGLISH LEARNERS' STUDY CASE REPORT

National Center for Research on Gifted Education (NCRGE)

Funded by Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OLEA) and the Institute of Education Sciences (IES), U.S. Department of Education, PR/Award # R305C140018
English Learner, Newcomer, and EL Parent Toolkits: Overview and Feedback
Office of English Language Acquisition
English Learners and Science Achievement

Average NAEP science scores for ELs in fourth and eighth grade increased by seven points between 2009 and 2015. Average scores for students who are not ELs increased by four points between 2009 and 2015. There was a 16-point gap between the average scores of ELs and non-ELs in fourth grade in 2015. There was a 13-point gap between the average scores of ELs and non-ELs in eighth grade in 2015.

STATES WITH SELF-REPORTED DUAL LANGUAGE PROGRAMS: SY 2016–17

Thirty-five states and the District of Columbia reported having a dual language program in the 2016–17 school year (SY). Fourteen states and Puerto Rico reported not having a dual language program. South Carolina did not provide a report.

Dual language programs vary in structure and implementation but often share common goals: to develop bilingualism and biliteracy, (based on high levels of proficiency in two languages (English and a partner language)), to achieve academically at grade level or better in both languages; and to develop an understanding and appreciation of multiple cultures, with positive cross-cultural attitudes toward fellow students, their families, and the community.

Office of English Language Acquisition
Dual Language Learning Programs and English Learners

There are two types of dual language programs: 1) Two-way programs serve English learners (ELs) and non-ELs by integrating both groups of students in the same classroom for academic instruction in both languages. 2) One-way programs also instruct students in two languages but serve predominantly students from the same language background—either ELs or native English speakers. When states report on dual language programs, they do not specify whether their dual language programs are one-way or two-way.

Office of English Language Acquisition (OELA)
Family-School Engagement of Families Who Are Speakers of Other Languages

The Parent and Family Involvement Survey (PFIS) is part of the National Household Education Surveys Program (NHES) program developed by the National Center for Education Statistics at the U.S. Department of Education. In 2018, parents or guardians of kindergarten to grade 5 students enrolled as public or private K-12 schools completed the PFIS. One of the family characteristics was the PFIS identifies a ‘parent’s’ language. The Parent Fact Sheet focuses on responses from parent(s) in three language categories: households where neither parent speaks English, households where both parents speak English, households where one of two parents speaks English and the other speaks another language (GELL).
As of 11.7.19

- **95 Issues**: Nexus
  - February 2015 – October 2019

- **10,368 Subscribers**

- **Over 25,000 Resources**

- **42 Published Fact Sheets**
  - Co-branded*:
    - OEL, OSERS, WHIAAPI, WHIAIANE, WHIEEAA, WHIEEH

- **11 Biennial Reports**

- **96.5%** of identified ELs were served by Title III-funded programs

- **42 Fact Sheets**

- **11 Co-branded**

- **As of 11.7.19**

- **10,368 Subscribers**

- **Over 25,000 Resources**

- **Connect**:
  - @ED.OELA
  - @ASKNCELA1
  - NCELA.ED.GOV

- **Podcasts**

*OEL, OSERS, WHIAAPI, WHIAIANE, WHIEEAA, WHIEEH
Engaging with OELA and ED

- OELA on Facebook: [https://www.facebook.com/ED.OELA](https://www.facebook.com/ED.OELA)
- NCELA on Twitter: [https://twitter.com/ASKNCELA1](https://twitter.com/ASKNCELA1)
Updates from the Office of School Support and Accountability

Patrick Rooney
Director
Our Programs

- Title I, Part A – Grants to LEAs
- Title I, Part B – State Assessments
- Title I, Part D – Children and Youth who are Neglected, Delinquent or At Risk
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition
- Title IV, Part B – Nita M. Lowey 21st Century Community Learning Centers
- Education for Homeless Children and Youth
ED Data Express

- Data across our programs is available on ED Data Express
  - Includes State and district level data
  - Visual displays and downloadable excel files

- [https://eddataexpress.ed.gov/](https://eddataexpress.ed.gov/)

- Join us Thursday, February 6 from 12:45-1:45 for more details
Some takeaways from school years 15-16 and 17-18 data:

- The number of identified, enrolled students reported as experiencing homelessness at some point during the last three years increased by 15% (~1.3 to 1.5 million)
- Sixteen states experienced a growth in their homeless student populations of 10% or greater
- Students experiencing homelessness who are also English learners increased by 30%
- The subgroup of homeless students with a disability enrolled in school increased by 16%

Join us Thursday, February 6 at 11:15 in Room 411
Listening session & input session with ED and U.S. Interagency Council on the Education for Homelessness
Opportunities: Evidence in ESEA

• Evidence-based interventions required for schools identified for comprehensive or targeted support and improvement

• ESEA § 8101(21)(A) defines “evidence-based” as having 4 levels
  ▪ Strong evidence
  ▪ Moderate evidence
  ▪ Promising evidence
  ▪ Evidence that demonstrates a rationale

• ED resources to support States, districts, and schools:
  ▪ Comprehensive Centers, What Works Clearinghouse & Regional Education Labs
What is Evidence-Based?

The term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

(i) **demonstrates a statistically significant effect** on improving student outcomes or other relevant outcomes based on –

   (I) **strong evidence** from at least one well-designed and well-implemented experimental study;

   (II) **moderate evidence** from at least one well-designed and well-implemented quasi experimental study; or

   (III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention.

Source: § 8101(21)(A) of the ESEA
“Consumer reports” – and more – for educators

- Reviews research to identify “what works” in education
- Intervention reports focus on specific curricula or programs
- Practice guides summarize evidence-based recommendations and offer suggestions on how to implement them

https://Whatworks.ed.gov
What Topics Does the WWC Address?

A dozen areas, and growing

Select topics to Find What Works based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Teacher Excellence
- Charter Schools
- Postsecondary
- Children and Youth with Disabilities
- English Learners
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
Regional Education Labs

Helping you put research into action

• A network of 10 providers that conducts applied research and training, with a mission of supporting a more evidence-based education system

• Offers dozens of events in each region every year, and across the network, has hundreds of evidence-based resources that you can use

• Alongside their partners in the Comprehensive Centers, can support technical assistance on using those resources in states and districts

https://ies.ed.gov/ncee/edlabs
Monitoring Response to Intervention implementation helps target school improvement efforts

Tier I
- All students receive instruction on the core curriculum.

Tier II
- Students who are below grade level receive additional instruction in small groups.

Tier III
- Students who are unresponsive to Tier II and also receive individualized instruction.

The implementation of RTI requires strong leadership from the principal and the school’s RTI implementation team and collaboration between the implementation team and teachers. Students complete balanced assessments, and the implementation team uses data-based decision making to assign students to tiers in a multi-tiered instruction system. The implementation team conducts continual evaluations of the RTI processes and students’ mastery of subject matter. Students are reassigned to tiers as needed.

Adjust RTI implementation based on lessons from the professional development or coaching.

1. Start monitoring.
2. Assess fidelity of implementation.
3. Ensure the RTI component:
   - Data-based decision making
   - Leadership
   - Balanced assessment
   - Collaboration
   - Evaluation
   - Multi-tailed instruction

The monitoring system allows school leaders and school improvement staff to evaluate the quality of RTI implementation at school, regional, and district levels. The system also enables users to examine specific components of RTI implementation to determine in which areas schools are struggling with implementation and in which areas they are succeeding.

Many districts across the nation have adopted RTI as their approach to school improvement. MPS’s experience suggests that districts should consider closely monitoring RTI implementation.

Based on these findings, MPS plans to offer more professional development and coaching or multi-tailed instruction and Tier III support. MPS should anticipate for these measures to lead to greater fidelity of RTI implementation.

Percentage of visited schools that struggled to implement the RTI component

School improvement staff visited 58 schools in the district and made implementation ratings. Using this system, MPS identified the percentage of visited schools that struggled to implement each RTI component. Nearly 7 percent of the schools struggled with implementing multi-tailed instruction, and 77 percent of schools struggled with implementing Tier III.
Non-Regulatory Guidance

Released in 2019

• Title I Supplement, not Supplant (June 2019)
  • No longer need to evaluate individual activities
  • LEAs must have a Title I-neutral methodology for ensuring a Title I school receives all the State and local funds it would have otherwise received if it were not a Title I school

• Opportunities and Responsibilities for State and Local Report Cards (September 2019)
  • Join us Wednesday, February 5, from 11 am-12 pm in Room 412
Non-Regulatory Guidance

Released in 2019

• Title I: Providing Equitable Services to Eligible Private School Children, Teachers, and Families (October 2019)
  • Session materials available online from Tuesday, February 4, 1:30-2:30
  • Among the updates in this guidance:
    1. LEAs can pool resources across LEAs to provide equitable services (subject to agreement between LEAs and private school officials)
    2. *Trinity Lutheran* Supreme Court ruling means ED will not enforce the ESEA requirement that an equitable services provider must be independent of any religious organization
Title I Regulations: Technical Updates (July 2019)

- Update CFR Part 200 related to Title I, Part A; Title I, Part C; and Title I, Part D
- Update CFR Part 299 general provisions for maintenance of effort, equitable services, and complaint procedures
- Delete the prohibition against a provider of equitable services being independent of any religious organization

Updated School Prayer Guidance (January 2020)
www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
Prioritized future documents:

- 1003 School Improvement & 1003A Direct Student Services
- High School Graduation Rates
- Title VIII Equitable Services
- Title I Fiscal –
  - Title I-A within-district allocations
  - Title I-A within-State allocations
  - Title I-A uses of funds
Executive Order on Guidance Documents

Executive Order 13891: Promoting the Rule of Law Through Improved Agency Guidance Documents

- Most requirements are not yet in effect; they will take effect when the Department publishes implementing regulations, which must occur by August 26, 2020.

Purpose: to require that Federal agencies treat guidance documents as non-binding both in law and in practice, take public input into account when appropriate in formulating guidance documents, and make guidance documents readily available to the public.

By February 28, 2020, each Federal agency must establish on its website a single, searchable, indexed database that contains or links to all guidance documents currently in effect.

The website must note that guidance documents lack the force and effect of law, except as authorized by law or as incorporated in a contract.

Information regarding ED guidance currently is available on ED’s website at www2.ed.gov/policy/gen/guid/types-of-guidance-documents.html.
Each Federal agency must:

- Issue final regulations by August 26, 2020 that set forth processes and procedures the agency will use for issuing guidance documents. The regulations must include:

  **For all guidance documents:**
  - A requirement that the document clearly state that it does not bind the public, except as authorized by law or as incorporated into a contract.
  - Procedures for the public to petition for withdrawal or modification of a particular document.

  **For significant guidance documents:**
  - A period of public notice and comment of at least 30 days and a public response from the agency to major concerns raised in comments.
  - Approval by the agency head or by an agency component head appointed by the President.
  - Review by the Office of Information and Regulatory Affairs (OIRA) in the Office of Management and Budget.
  - Compliance with applicable requirements for regulations set forth in various EOs.

An agency may request exceptions from OIRA for categories of guidance documents.
Updates from the Office of Safe and Supportive Schools

Hamed Negron-Perez
Office of Safe and Supportive Schools
OSSS directly support efforts at the State and local level to improve education outcomes for students with the ultimate goal of providing all students – regardless of zip code, race, ethnicity, religion, family income, sex (including gender identity), sexual orientation, disability, language status, gender or migrant status - with a high quality education.
Two Groups
- Student Support and Academic Enrichment (SSAE)
- School Safety National Activities (SSNA)

SSAE
- ESEA Title IV, Part A program – funded from the $1.2 billion FY20 Formula Program (T4PA – Subpart 1)

SSNA
- Funded from $95 Million National Activities for School Safety (T4PA – Subpart 3)
Background

Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to:

1) provide all students with access to a well-rounded education;
2) improve school conditions for student learning, and
3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.
**Student Support and Academic Enrichment (SSAE)**

**Allocation of Funds; SEA’s**

ED allocates SSAE program funds to States by formula based on each State’s share of funds under Title I, Part A of the ESEA.

<table>
<thead>
<tr>
<th>Not Less than 95%</th>
<th>An SEA must reserve at least 95 percent of its SSAE program allocation for <em>subgrants</em> to LEAs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1%</td>
<td>An SEA must not use more than one percent of its SSAE program allocation for <em>administrative costs.</em></td>
</tr>
<tr>
<td>Remainder for State-Level Activities</td>
<td>An SEA uses the amount remaining after these reservations for activities and programs designed to meet the purposes of SSAE program, which could include <em>technical assistance and other activities described in section 4104(b) of the ESEA.</em></td>
</tr>
</tbody>
</table>
Allocation of Funds; LEA’s

LEAs that receive an allocation of $30,000 or more must spend at least 20 percent of funding on well-rounded activities, at least 20 percent on student health and safety, and a portion on the effective use of technology (LEAs can't spend more than 15 percent of their funds for technology on infrastructure).

These LEAs must also conduct a comprehensive needs assessment at least once every three years. LEAs receiving an allocation of less than $30,000 may use funds for only one (or more) of the three content areas in the SSAE program.

Under SSAE, every district is required to receive at minimum of $10,000. If an SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to this minimum, it must ratably reduce the LEA allocations, as required by section 4105(b) of the ESEA.
To improve school safety, address critical areas of need for improving the conditions for learning, school climate, and to improve access to systems of care and support for schools, the Department provided funds under the following discretionary grant programs.
SSNA Programs

Grants to States for School Emergency Management (GSEM) (continuation)

- GSEM Program provides competitive grants to SEAs to increase their capacity to provide training and technical assistance to LEAs as well as to provide an increased amount of training and TA resulting in an increased development and implementation of high-quality school emergency operations plans (EOPS).

Mental Health

- Provides competitive grants to LEAs to support and demonstrate innovative partnerships with institutions of higher education to train school-based mental health service providers for employment in schools and locale educational agencies.
Project Prevent

- Project Prevent program provides grants to LEAs to increase their capacity to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies.

School Climate Transformation Grants to Local Educational Agencies

- The SCTG-LEA program provides funding for LEAs to develop, enhance, or expand multi-tiered systems of support for improving school climate. Strong school climate measures serve to counteract harassment and bullying, and these grants promote supportive school environments.
School Climate Transformation Grants to State Education Agencies (continuation)

- The SCTG-SEA program provides competitive grants to State educational agencies to develop, enhance, or expand support for implementing an evidence-based, multi-tiered framework, such as PBIS for improving behavioral outcomes and learning conditions for all students.

Trauma Recovery Program

- The Trauma Recovery Demonstration Grant Program provides competitive grants to State educational agencies (SEAs) to support model programs that enable a student from a low-income family (as defined in this notice) who has experienced trauma that negatively affects the student's educational experience to access the trauma-specific mental-health services from the provider that best meets the student's needs.
Center to Improve Social and Emotional Learning and Safety (SEL Center)

• SEL provides technical assistance to support states and districts in the implementation of evidence-based programs and practices in social and emotional learning.

• SEL conducts activities to (1) improve the ability of SEAs and LEAs to promote SEL policies, collect and analyze data to inform decision-making, and provide expert technical assistance regarding the implementation of social and emotional learning; (2) establish a cadre of subject matter experts to provide training to SEAs and LEAs on how to implement a wide array of SEL evidence-based programs and practices; (3) develop reliable and valid tools and processes for measuring outcomes and evaluating the fidelity of the implementation of SEL.

• Website: https://selcenter.wested.org
Readiness and Emergency Management for Schools Technical Assistance Center (REMS)

• Main purpose is to support schools, districts, state-level education agencies and institutions of higher education in school safety, security, emergency management and preparedness (school safety) in the development and implementation of comprehensive, all-hazards, high-quality emergency operations plans with their community partners (e.g., first responders, public and mental health authorities).

• REMS TA Center serves as a hub of school safety information and disseminates guidance, tools and resources about school emergency management and planning to help school communities learn more about developing, implementing, and revising high-quality emergency operations plans.

• Website: https://REMS.ed.gov
National Center on Safe Supportive Learning Environments Technical Assistance Center (NCSSLE TA)

NCSSLE provides technical assistance, training, and high-quality resources to States, districts, and schools to improve conditions for learning and sustain safe, engaging, supportive, and healthy school environments that contributes to student academic success.

NCSSLE also provides direct support to grantees and non-grantees on school climate and other related areas such as mental health, trauma, violence prevention strategies, bullying, data support, product development; as well as, information and resource dissemination. Also, the operation of an education.gov website.

Website: https://safesupportivelearning.ed.gov
OSSS has established a new SSAE TA Center that will provide high-quality technical assistance and resources to SEAs to increase their capacity to assist LEAs in the implementation of Title IV, Part A.
T4PA Center: What are their goals?

- Conduct an annual needs assessment of each SEA’s capacity to assist LEAs, and, based on this assessment, developing a customized technical assistance plan for each SEA
- Identify and/or develop general resources, training, and other materials to assist SEAs in supporting allowable LEA activities under the three SSAE content areas, including
- Develop a network of subject matter experts to assist in carrying out technical assistance activities
- Establish a community of practice for all Title IV, Part A State coordinators to communicate, share ideas and information
- Coordinate technical assistance activities with other Department technical assistance centers
Identified Needs:

Well-Rounded Education

- Serving special student populations
- Career pathways and training
- Postsecondary-level courses accepted for credit at institutions of higher education
- STEM courses, including computer science
- Foreign languages
Identified Needs:

Safe and Healthy Students

• Preventing school drop-out
• Reducing exclusionary discipline practices
• Expanding school-based counseling and mental health resources
• Increasing student safety and violence prevention
Identified Needs:

Effective Use of Technology*

- Supporting the learning needs of all students
- Supporting teachers in using data and technology to improve instruction and personalize learning
- Supporting rural schools’ access to high-quality digital learning opportunities
- Implementing academics that use technology, including assistive technology

*SCs requested the highest level of support in this programmatic area.
Comprehensive Website Coming February 2020
Updates from the Office of Program and Grantee Support Services

Dr. David Cantrell
Director
At the end of this presentation, you will be able to:

• Understand how the Office of Program and Grantee Support Services (PGSS) Equity Assistance Centers support implementation of State and local education programs.
PGSS TA Centers

- Comprehensive Centers
- **Equity Assistance Centers**
- State Support Network
- National Student Attendance, Engagement, and Success Center
Equity Assistance Centers
WHAT ARE THE EQUITY ASSISTANCE CENTERS (EACs)?

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
  - the areas of race, sex, national origin, and religion;
  - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- TA recipients are SEAs, LEAs, and individual schools.
- Beneficiaries are public school personnel and students, parents, community organizations, and other community members.
Provide TA on specific issue areas as a result of desegregation, such as:

- improve school climate;
- reduce bullying (including harassment and hate crimes);
- address the needs of diverse learners;
- ensure that schools employ a diverse workforce;
- reduce school violence and drop-out rates among vulnerable populations.
Equity Assistance Center Services

Examples of TA services:

- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to address identifies equity issues
Explore Equity Resources

- **Enroll in Virtual College.** Self-paced, free online learning format designed for educators to participate in workshops that increase awareness in equity related topics. [https://www.msudenver.edu/weeac/virtualcollege/](https://www.msudenver.edu/weeac/virtualcollege/)

- **Do an Equity Audit.** Suite of tools to assess equity in your school, including: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence. [https://maec.org/resource/equity-audit-materials/](https://maec.org/resource/equity-audit-materials/)


- **Join a Learning Network.** The Great Lakes Equity Center brings together role-alike stakeholders across district and state boundaries, supports peer-to-peer mentoring, and offers opportunities to share information quickly across individuals focused on similar problems of practice. [https://greatlakesequity.org/professional-learning-events](https://greatlakesequity.org/professional-learning-events)
**Request Support from Your Equity Assistance Center**

**Region I: Mid-Atlantic Equity Consortium | maec.org**

**Region II: Intercultural Development Research Association | idra.org**
- Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

**Region III: Indiana University | glec.education.iupui.edu**
- Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

**Region IV: Metropolitan State University | msudenver.edu/eac/**
David Cantrell, Ph.D
Director, Program and Grantee Support Services
David.Cantrell@ed.gov

Danielle Smith
Group Leader, Program and Grantee Support Services
Danielle.Smith2@ed.gov
Closing

Tara Ramsey

Director, Office of State and Grantee Relations
Office of Elementary and Secondary Education

https://oese.ed.gov
sgr.oese@ed.gov
202-453-5563

Office of English Language Acquisition

https://www2.ed.gov/about/offices/list/oela/index.html

Office of Special Education Programs

https://sites.ed.gov/osers/category/osers/osep/