




OPENING POLL

I am most excited to attend this conference because...?

- A. I get to experience the DC humidity.
- B. I'm staying at the famous Mayflower Renaissance Hotel.
- C. I'm "out of the office."
- D. I get to corner my ED contact and ask him/her all of the questions he/she won't answer on the phone.
- E. A paperless conference means I don't have to add more handouts to my already out of control "resource collection."



**REDUCING BARRIERS TO EFFECTIVE IMPLEMENTATION,
COORDINATION, AND SUSTAINABILITY**

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OBJECTIVES

- Brief overview of ED's strategy to integrate efforts, including policy development and implementation, across OESE and other ED programs, in order to facilitate effective implementation of programs, better coordination of efforts, and sustainability of reforms.
- Update on changes to SIG in fiscal year 2014 Consolidated Appropriations Act.
- Discussion of state efforts related to key topic areas and opportunities for increased collaboration and coordination.

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AGENDA

1. Framing presentation (5-10 minutes)
2. Structured discussion around key topic areas (45 minutes)
 1. Instructions
 2. Table discussions
 3. Report out
3. Wrap-up (5 minutes)

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FRAMING PRESENTATION

SUPPORTING TURNAROUND SCHOOLS

ALIGNING POLICY AND IMPLEMENTATION EFFORTS

State and district formula programs	Key reform programs	Technical assistance
<ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA 	<ul style="list-style-type: none"> • SIG • Race to the Top • Investing in Innovation • Teacher Incentive Fund 	<ul style="list-style-type: none"> • Comprehensive Centers • Regional Educational Labs • Reform Support Network




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COORDINATION AND COLLABORATION


CURRENT AND FUTURE ED EFFORTS

- Cross-office coordination and collaboration through ESEA flexibility monitoring, IDEA Results-Driven Accountability (SASA, OST, OSEP, ISU).
- Aligning policy guidance for turnaround schools across ESEA flexibility, SIG, Race to the Top.
- Inter-agency collaboration through School Turnaround AmeriCorps (ED and CNCS), Early Learning Challenge (ED and HHS), Youth CareerConnect (ED and DOL).
- Linking educator equity work in ESEA flexibility, SIG, Race to the Top, Title I, Title II through Excellent Educators for All Initiative.

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LEVERAGING FEDERAL FUNDS TO SUPPORT REFORMS

- 73% of Title I schools implement Title I schoolwide programs.
- These schools can use IDEA, Part B and Title I and Title II ESEA funds to leverage reforms in key areas:
 - College- and career-ready standards and assessments transition;
 - Providing differentiated recognition, accountability and support to schools;
 - Improving teaching and leading; and
 - Improving school climate.
- Goals of moving the field toward this preferred state of practice and producing additional technical assistance in this area soon.

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LEVERAGING FEDERAL FUNDS TO SUPPORT REFORMS

RESOURCES FOR STATES

- March, 2011 ED document on flexibility in using Federal funds to meet local needs.
- September, 2013 letter from ED to chief State school officers regarding flexibility in Federal funds.
- November, 2013 CCSSO Federal funding flexibility toolkit.
- January, 2014 focus group to conduct a gap analysis on leveraging Federal education funds.

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FY 2014 CHANGES TO SIG PROGRAM

- Over \$500 million for School Improvement Grants for FY 2014.
- New provisions governing FY 2014 funds:
 - States may make grants to districts for up to 5 years.
 - States may propose new models to the Secretary for approval.
 - Districts may implement a model with at least moderate level of evidence of effectiveness.
 - Rural districts may modify one element of a model.
- Five percent set-aside for national activities.

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QUESTIONS?



TOPIC AREAS FOR DISCUSSION

- A. Early learning
- B. Family and community engagement
- C. Social-emotional learning and student health
- D. English Learners
- E. Students with disabilities

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EARLY LEARNING

DISCUSSION QUESTIONS

- Investing in high-quality preschool and improving preschool through 3rd grade programs can be an effective way to improve educational outcomes for children. How does your state provide support for embedding these approaches in school turnaround efforts?
- How can ED policy assist states in their efforts to embed effective early learning programs and strategies within school turnaround efforts?

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FAMILY AND COMMUNITY ENGAGEMENT

DISCUSSION QUESTIONS

- Research findings indicate that family and community engagement has a positive impact on students' academic success. For example, when parents are involved in the educational process of their children, students are more likely to earn higher grades, attend school regularly, take rigorous courses, and graduate and go on to both college and careers. How does your state provide support to districts and schools for meaningful family and community engagement?
- How can ED policy assist states in the implementation and coordination of family and community engagement strategies to improve student outcomes?

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SOCIAL-EMOTIONAL LEARNING AND STUDENT HEALTH

DISCUSSION QUESTIONS

- Educators require high-quality, job-embedded professional development that includes time to understand and plan for addressing their students' academic and social-emotional needs. In addition, other student health needs are often barriers to learning that need to be addressed. How does your state provide professional development and other support to districts and schools to develop effective approaches in meet students' social-emotional and other health needs?
- How can ED policy assist states in coordinating programs and strategies to better meet students' social-emotional and other health needs?

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ENGLISH LEARNERS

DISCUSSION QUESTIONS

- Many SIG schools have high percentages of English Learners; these students often require additional supports, and teachers require additional professional development and training, to ensure that English Learners benefit from school turnaround efforts. How does your state provide support to districts and schools in implementing evidence-based practices that help English Learners?
- How can ED policy assist states in coordinating programs and strategies to meet the needs of English Learners?

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STUDENTS WITH DISABILITIES

DISCUSSION QUESTIONS

- As we know from our Civil Rights Data Collection, students with disabilities are more than twice as likely to receive an out-of-school suspension (13%) than students without disabilities (6%). What work has your state, or districts, been engaged in to improve school climate and reduce the suspensions rates of students with disabilities?
- Most children with disabilities are served in general education classes for the majority of their day, so the effectiveness of general education teachers is critical to the success of children with disabilities. What kind of professional development does your state, or districts, provide to these teachers to ensure that they have the skills and knowledge to support students with disabilities so that they may excel in the general curriculum?
- How can ED policy assist states with these efforts to improve outcomes for students with disabilities?

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TOPIC AREAS FOR DISCUSSION

CHOOSE YOUR TOPIC

- A. Early learning
- B. Family and community engagement
- C. Social-emotional learning and student health
- D. English Learners
- E. Students with disabilities

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REPORT OUT BY TOPIC

- A. Early learning
- B. Family and community engagement
- C. Social-emotional learning and student health
- D. English Learners
- E. Students with disabilities

If taking notes electronically, send to:
OST@ed.gov with subject "Policy discussion topics".

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