California and the Every Student Succeeds Act

California Practitioners Advisory Group

October 13, 2016

ESSA Guidance

- Provides non-binding recommendations for implementing the statute
- ED's Transitioning to the ESSA Frequently Asked Questions – updated June 2016
- **Foster Care Guidance** – released in June 2016
- **Homeless Student Guidance** – released in July 2016
- **Evidence Guidance** – released September 2016
- **Title III Guidance-English Learners** – released September 2016
- **Guidance for Title II, Part A:** Building Systems of Support for Excellent Teaching and Leading – released September 2016
- **Guidance for Schoolwide Programs** – released September 2016
- Additional guidance expected this year:
  - Equitable services
  - Early learners
  - Student support and academic enrichment

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ESSA Regulations

- Developed by ED to provide clarity for implementing the statute
- 60-day public comment periods
- Proposed regulations for these topics available now:
  - **Accountability, Data Reporting, and Submission of State Plans**
    - Public comment period closed August 1
    - 21,000 comments received including State Superintendent and SBE President joint response
  - **Assessment and Innovative Assessment Pilots**
    - Public comment period closed September 9
    - State Superintendent and SBE President provided a joint response
  - **Supplement Not Supplant**
    - Public comment period opened September 6; scheduled to close November 7
- Final regulations expected by the end of the year

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Plan Development Goals

- Create a single, coherent local, state, and federal accountability and continuous improvement system that is aligned with, and supportive of, California's priorities

- Surface questions, decisions, and opportunities to develop a state plan that will support the success, as defined by multiple measures, of every student

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ESSA State Plan Requirements

- Draft regulations for Accountability, State Plans, and Data Reporting were released on May 31
- Part 299 Subpart G of the draft regulations outlines State Plan requirements:
  - Long Term Goals and Measures of Interim Progress
  - Consultation and Coordination
  - Challenging Academic Standards and Academic Assessments
  - Accountability, Support, and Improvement for Schools
  - Supporting Excellent Educators
  - Supporting All Students

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Plan Development Timeline

- Draft Consolidated State Plan Sections to be available for public review and comment in November 2016:

  - Consultation and Coordination

  - Challenging academic standards and academic assessments

  - Program-specific requirements

- Remaining draft State Plan sections made available for public review and comment in January and March 2017:

  - Long Term Goals and Measures of Interim Progress

  - Challenging Academic Standards and Academic Assessments

  - Accountability, Support, and Improvement For Schools

  - Supporting Excellent Educators

  - Supporting All Students

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Plan Development Timeline*

Time Period	Plan Development Activities
April–May 2016	Engage stakeholders in surfacing questions, decisions, and opportunities
June–September 2016	• Develop plan outline based on draft regulations from U.S. Department of Education (ED) • Begin drafting Plan • Continue stakeholder engagement activities
October–November 2016	• First set of sections of draft State Plan finalized • First public comment period
December 2016–January 2017	• Second set of sections of draft State Plan finalized • Second public comment period
February – April 2017	• Third set of sections of draft State Plan finalized • Third and final public comment period
May 2017	Plan approved by SBE
July 2017	Plan submitted to ED

*Timeline is subject to change pending SBE feedback and regulations and guidance from ED

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The California Practitioners Advisory Group and the Plan

- September 29 – update on plan development timeline

- October 13 – review and provide feedback on elements in first draft of plan

- December 7 – review and provide feedback on elements in second draft of plan

- February 9 – review and provide feedback on elements in third draft of plan

- April 4 – review and provide feedback on complete plan

- Additional April meeting—review and provide recommendations on stakeholder feedback

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First Draft of ESSA State Plan

- Consultation and Coordination
- Challenging Academic Standards and Academic Assessments Section
- Program-Specific Requirements:
  - Title I, Part A: Schoolwide Programs
  - Title I, Part C: Education of Migratory Children
  - Title III, Part A: Language Instruction for English Learners and Immigrant Students
  - Title V, Part B, Subpart 2: Rural and Low-Income School Program
  - McKinney-Vento Education for Homeless Children and Youth Program
  - Title IV, Part B: 21st Century Community Learning Centers

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Consultation and Coordination

ESSA Office

Consultation and Coordination

Timely and Meaningful Consultation

Instructions: SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan. Stakeholders must include the following individuals:

- Governor
- State Legislature
- State Board of Education
- LEAs, including LEAs in rural areas
- Indian Tribes
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals
- Charter school leaders
- Parents and families
- Community-based organizations
- Civil rights organizations, including those representing students with disabilities, English leaners, and other historically underserved students
- Institutions of higher education
- Employers
- General Public

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Public Notice: Provide evidence of the public notice that the SEA provided of the SEA's processes and procedures for developing and adopting its consolidated State plan.

California's Response

Throughout ESSA Sate Plan Development Process
- SBE Meetings
- CPAG Meetings
- Publicly noticed and translations and accommodations available upon request.

Phase I of Stakeholder Engagement
- California ESSA Webinar for Education Stakeholders and the Public
- ESSA Stakeholder Regional Meetings
- Targeted Consultation

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Public Notice

California's Response

Phases II, III, and IV: Engagement and Public Comment on ESSA State Plan Drafts

- Webinars
- Toolkit for local use
- Survey to gather public comment
- Phase IV Regional Stakeholder Meetings

Stakeholder Engagement Phases

Date	Activity
November 10–December 2, 2016	**Phase II:** First draft made available for public comment
January 20–February 10, 2017	**Phase III:** Second draft made available for public comment
March 17–April 17, 2017	**Phase IV:** Third and final draft made available for 30-day public comment period

ESSA
THE CALIFORNIA WAY

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input: For each of the **four components** of the consolidated State plan, describe how the SEA:

- Conducted outreach to and solicited input from the individuals and entities listed above during the **design and development** of the State plan, and **following the completion** of the consolidated State plan by making the plan available for public comment for not less than 30 days prior to submission to the Department.

- Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and comment and any changes the SEA made as a result of consultation and public comment.

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Four Components:
- Challenging Academic Standards and Academic Assessments
- Accountability and Support for Schools
- Supporting Excellent Educators
- Supporting All Students

First draft describes:
- Stakeholder engagement prior to ESSA
- Phase I of Stakeholder Engagement
  - How it has and will inform drafts of the State plan
- SEA's plan for outreach in the next phases of stakeholder engagement

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Challenging Academic Standards and Academic Assessments

Stakeholder Engagement Prior to ESSA

Public processes and stakeholder engagement:

- Prior to adoption of mathematics, English language arts, and science standards
- In the development and administration of academic assessments

Stakeholder Engagement During Design and Development of State Plan

First draft of section:

- To be made available in first draft of ESSA State Plan
- Presented to CPAG today
- Presented to SBE at November 2016 meeting
- To be made available for public comment November 10–December 2, 2016

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Accountability and Support for Schools

Stakeholder Engagement Prior to ESSA State Plan Development
Implementation of LCFF:
- Development of LCFF Evaluation Rubrics
- ESSA to support State's transition to single and coherent local, state, and federal accountability and continuous improvement system

Stakeholder Engagement During Design and Development of State Plan
- State Superintendent's Advisory Task Force on Accountability and Continuous Improvement report: *Preparing All Students for College, Career, Life, and Leadership in the 21st Century*

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Accountability and Support for Schools

Stakeholder Engagement During Design and Development of State Plan continued

- Development of LCFF Evaluation Rubrics
  - CPAG
  - Equity and Policy Stakeholder Input Working Group
  - User Acceptance Testing Group
  - Technical Design Group
  - English Learner Indicator Work Group
  - School Conditions and Climate Work Group
- Phase I Stakeholder Engagement
- First draft of section to be made available in second or third draft of ESSA State Plan

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Supporting Excellent Educators

Stakeholder Engagement Prior to ESSA State Plan Development
- California Commission on Teacher Credentialing
- Greatness By Design
- California State Plan to Ensure Equitable Access to Excellent Educators, July 2015

Stakeholder Engagement During Design and Development of State Plan
- Continuing stakeholder engagement around Educator Equity Plan
  - Six events between December 2015 and June 2016
- Phase I stakeholder engagement
- First draft of section to be made available in second or third draft of ESSA State Plan

Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Supporting All Students

Stakeholder Engagement Prior to ESSA State Plan Development
- A Blueprint for Great Schools: Version 2.0

Stakeholder Engagement During Design and Development of State Plan
- Phase I stakeholder engagement
- First draft of section to be made available in the third draft of the state plan

Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

For All Sections

Stakeholder Engagement Following Completion of State Plan
- Final draft of entire ESSA Consolidated State Plan made available for 30-day public comment period March 17–April 17, 2017
  - Webinars
  - Toolkit for local use
  - Regional stakeholder meetings

- CPAG to provide feedback on public comment and how it should be incorporated into State Plan

- Final State Plan will include description of how consultation and public comment was taken into account, including changes made to address issues and concerns raised by stakeholders

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Consultation and Coordination

Timely and Meaningful Consultation

State Plan Prompt – Outreach and Input

California's Response

Ensuring Engagement with Diverse Californians

- Consulted with numerous stakeholders in Phase I

- Extend the reach in Phases II, III, and IV
    - Toolkit of resources for local engagement activities
    - Partnerships with stakeholder organizations to provide engagement webinars tailored to audience needs and concerns

- Consultation with Governor and State Legislature still to come

Consultation and Coordination

Coordination

Instructions: SEA must coordinate its plans for ESSA programs and:

- IDEA

- Rehabilitation Act

- Carl D. Perkins Career and Technical Education Act of 2006

- Workforce Innovation and Opportunity Act

- Head Start Act

- Child Care and Development Block Grant Act of 1990

- Education Sciences Reform Act of 2002

- Education Technical Assistance Act of 2002

- National Assessment of Educational Progress Authorization Act

- Adult Education and Family Literacy Act

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Consultation and Coordination

Coordination

State Plan Prompt – Plan Coordination: Describe how the SEA is coordinating its plans for administering the programs under this consolidated application and the programs listed above.

California's Response

- Identify and convene state program directors for ESSA programs and other federal education programs

- Review ESSA state plan and provide feedback about conflicting plans or where plans can be leveraged to increase coherence

- State-level program directors work closely with county and district level directors to consider practical implications of plan alignment

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Consultation and Coordination

Summary

- Stakeholder consultation through webinars, local use toolkits, surveys to gather public comment, targeted consultation, regional stakeholder meetings, and workgroups around successive drafts of ESSA Consolidated State Plan

- Analysis of stakeholder feedback forthcoming in final draft describing how consultation and public comment was taken into account

- Coordination of ESSA and other federal programs incorporated into State Plan for single and coherent local, state, and federal accountability and continuous improvement system

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Consultation and Coordination

Are there other activities the State should consider to engage stakeholders in the plan development process?

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Consultation and Coordination

Further questions, comments, concerns:

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Challenging Academic Standards and Academic Assessments

Assessment Development and Administration Division

Title I, Part A Schoolwide Programs

Improvement and Accountability Division

Schoolwide Programs Under No Child Left Behind (NCLB)

- Operating as a Schoolwide Program (SWP):
  - A SWP is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school by allowing districts to consolidate its Federal, State, and local funds.
  - A Title I school may operate as a SWP only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. *[Section 1114(a)(1) of Title I of ESEA].*
  - The school establishes a school planning team composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff, parents and community members, and (in secondary schools) students.

Schoolwide Programs Under NCLB

- Operating as a SWP Under NCLB:
  - The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment *[*Section *1114(b)(1)(B-J)* and *(34 CFR 200.27)* of Title I of ESEA*]*.
  - The local governing board reviews and approves the SWP Plan.
  - The date of local board approval is the eligible start date for implementing the SWP.
  - The district reports the change in SWP status to the CDE within the Consolidated Application and Reporting System utilizing the data collection report named Title I, Part A Notice of Authorization of School Wide Program during the Winter Release.

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Schoolwide Programs Under Every Student Succeeds Act (ESSA)

- Operating as a SWP Under ESSA:
  - An LEA may consolidate and use funds under Title I, Part A together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves not less than 40 percent of children from low income families [*Section 1114(a)(1)(A) of ESSA*].
  - Exception- A school that services less than 40% may operate as a SWP if they receive a SWP Waiver from the State Educational Agency [Section 1114(a)(1)(B) of ESSA].
  - A school operating as a SWP must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment *[Section 1114(b)].*

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Schoolwide Programs Under ESSA

- Proposed Criteria for the SWP Waiver:

- SWP waivers may be approved if the school site council approves such a request <u>and</u> if the school meets **one or more** of the following criteria:

  - ≥25% student low income
  - Graduation rate is below state average
  - School Site Council recommends that a SWP is the best way to serve the student population
  - ≥30% ELD student population
  - School resides in high crime or gang related community
  - School has been identified for comprehensive or targeted support
  - School has been identified as the lowest 5% of low performing schools

- The district will apply for a SWP Waiver within the Consolidated Application and Reporting System.

Schoolwide Program Guiding Question?

- Feedback Regarding SWP Waiver Criteria:

  - ESSA Section 1114(b) states that schools with less than 40 percent of low income students are eligible to apply for a waiver to become a SWP.

  - Should schools apply for a SWP Waiver each year, every 3 years, or just one time?

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Contact Us

Kimberly Born

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Division

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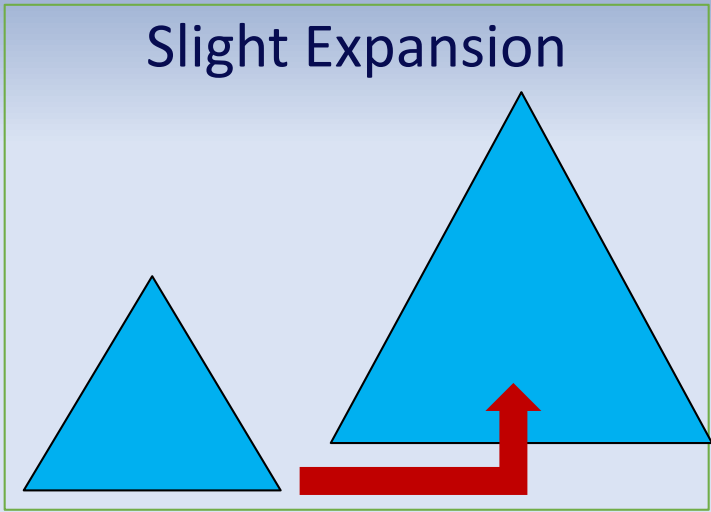State Superintendent
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Title I, Part C

Migrant Education Office
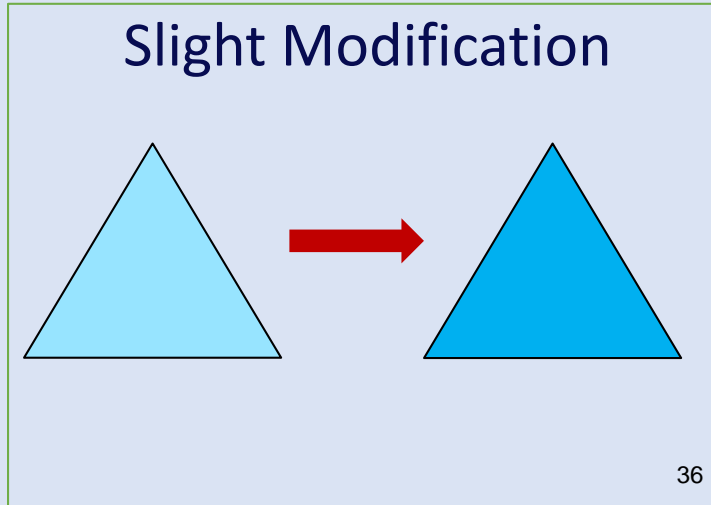
English Learner Support Division

Minor Revisions

- Program Purpose

- Terminology

Slight Expansion

Slight Modification

Key Revisions

- Modification to the funding formula

- Consultation with "parents of migratory children"

- Requires outreach activities for migratory children and their families

- Definitions
  - Priority for Service
  - Agricultural worker
  - Migratory child

Title I, Part C

- Identification and Recruitment
- Assessing students' needs
- Addressing students' needs
- Educational Continuity
- Unique Educational Needs
- Measurable Outcomes
- Consultation with Parents
- Priority for Services (PFS)
- Ensuring Priority to PFS students
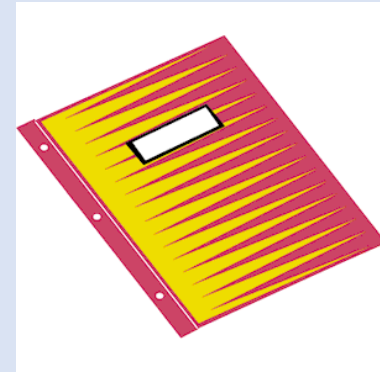- Timeline for Determining PFS

Identification & Recruitment

What we are currently doing to address I&R:

- COEStar data collection

- MSIN duplicate student test which helps to avoid reporting duplicates.

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Assessing And Addressing Students' Needs

What we are currently doing to assess and address the unique educational needs of migratory children:

- Local Comprehensive Needs Assessment (CNA)

- Information in each local CNA serves as the basis for program development and delivery

- Individual Needs Assessments
  - develop a targeted intervention plan for each student ages 3-21.
- Develop the State Services Delivery Plan (SSDP)
- Grant application revised based on SSDP
- Annual Update (coming in 2017-18)
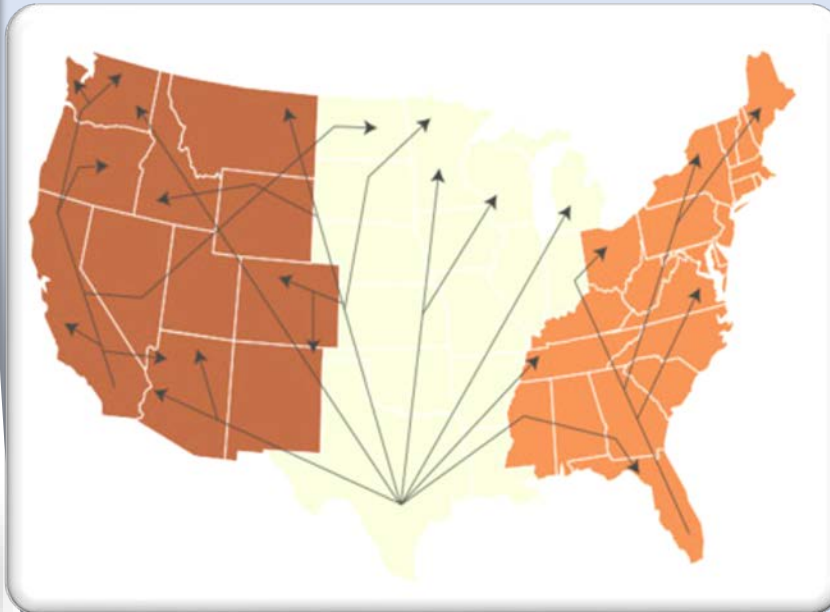- Revision of program services based on annual update

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Educational Continuity

What we are currently doing to ensure educational continuity for migratory students:

Interstate

Intrastate

Unique Educational Needs and Measurable Outcomes

California's current unique educational needs and measurable outcomes for migratory students:

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Consultation with Parents

How we currently consult with parents:

- Parent Advisory Council (PAC)

- Regional Advisory Council (RAC)

- State Parent Advisory Council (SPAC)

- Grant Application

Priority for Service

What we are currently doing to ensure that migratory PFS students are given priority:
- In 2015–16: Conducted during as an annual identification after the performance period.
- In 2016–17: MSIN 6.0 will function in real time for identifying children as PFS.

Who has the responsibility for documenting PFS determinations?
- The CDE and the local MEPs

What is the timeline for making priority for service determinations and communicating such information to Title I, Part C providers:
- PFS Determination will be immediate.
- Subgrantees will be notified within 24 hours of determination.

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Questions?

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  [The preceding contacts are no longer available.]

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

English Learner Support Division

Title III Purpose

- Help ensure that English learner (EL) and immigrant children and youth:

  - Attain English proficiency

  - Develop high levels of academic achievement in English

- Assist EL and immigrant children and youth:

  - Meet the same challenging state academic standards that all children are expected to meet

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Title III Purpose
(continued)

- Assist
  - Teachers, principals and other school leaders

  - State educational agencies, local educational agencies (LEAs) and schools establish, implement and sustain effective language instruction educational programs

- Assist teachers to
  - Develop and enhance their capacity to provide effective instructional programs to prepare ELs to enter all-English instructional settings

Title III Purpose
(continued)

- Promote

  - Parental, family and community participation in language instruction education programs for parents, families, and communities of ELs

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Within State Allocation

EL Allocation:

- Funds are distributed to LEAs based on the number of ELs reported on "Census Day" via the California Longitudinal Pupil Achievement Data System (CALPADS)

- If allocation is less than $10,000, LEAs form or joins a consortium

Reservation of Funds for Immigrant Students:

- Up to 15% of the allocation to the State must be reserved to serve immigrant students

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Annual Subgrant Plan Requirements

- Plan must describe proposed EL program and activities, including budget, to be developed, implemented, and monitored

- Describe how the LEA will promote parent, family, and community engagement in the education of ELs

- Provide assurances of compliance with the requirements

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Annual Subgrant Requirements

- Describe how the LEA will ensure both elementary and secondary schools assist ELs to achieve
  - English proficiency
  - Meet challenging state academic standards
- Describe activities and supplemental programs implemented using TIII funds

Reporting Requirements

Number and percentage of ELs making progress toward achieving ELP
- At a minimum by ELs with disability
- Based on state English language proficiency standards determined by the state ELP assessment

Number and percentage of ELs
- Exiting language instruction programs based on attainment of ELP
- Meeting challenging state academic standards for four years after no longer receiving services, at a minimum by ELs with a disability
- Not attaining ELP within 5 years of initial classification as EL and first enrolled in an LEA
- Other information the SEA may require

EL Accountability Requirements Moved to Title I

- Defined in Title I

- Include progress toward English language proficiency (ELP)

- ELs are included as a subgroup in all accountability indicators within Title I

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EL Accountability Requirements

ESSA Requirement	Indicator in the California Model
Achievement on annual state assessments	English-language arts/literacy (ELA) and Mathematics California Assessment of Student Performance and Progress (CAASPP) for Grades 3-8, and results on the Next Generation Science Standards assessment, when available
Graduation Rates	4-year cohort Graduation Rate
Progress in English language proficiency for ELs	An ELI based on a composite of the progress ELs are making toward language proficiency, the reclassification rate, and if feasible, LTEL
School quality or student success	Suspension Rates; Chronic Absenteeism; College/Career Indicator* (CCI)
Another academic indicator for elementary and middle schools	Individual Student Growth Model

* Grade 11 Smarter Balanced Results were moved from the Academic Indicator to the CCI

Annual Assessment Requirements

LEAs required to assess all ELs annually with the state English language proficiency exam

- Currently, California English Language Development Test

- New, English Language Proficiency Assessments for California (ELPAC)

State must define **entrance** and **exit procedures**

Exit **criteria cannot** include academic assessment results

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Transition from the California English Language English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC)

	2015–16	2016–17	2017–18		2018–19
ELPAC Pilot Testing	December 2015				
Field Test Administrations (No scores reported)		ELPAC Summative (Spring 2017)	ELPAC Initial (Fall 2017)		
Operational Administrations (Scores reported)	CELDT	CELDT	CELDT Initial only	ELPAC Summative (Spring 2018)	ELPAC Initial (July 1, 2018) Summative (Spring 2019 and beyond)

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Title III Standardized Procedures

ESSA Requirement:

- The State has standardized entrance and exit procedures

Current

- Pursuant to *EC* Section 313, establishes the standardized reclassification procedures for English learners in accordance with the *California Code of Regulations,* Title 5, Section 11303

Entrance Procedures

- Home Language Survey

- California English Language Development Test (CELDT)

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Title III Standardized Exit Procedures (*EC* § 313)

1) Assessment of English language proficiency

  • using the state test of English language development

2) Teacher evaluation

  • inclusive of a review of the student's curriculum mastery

3) Parent opinion and consultation

  • inclusive of a review of student data and at which time the parent is provided opportunity to opine and question

4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age*

Title III Standardized Exit Procedures

- ESSA states that academic content assessments cannot be used as a criterion for exiting students from the EL program.

- The California Department of Education has submitted a proposal to the state legislature to remove Item 4* for the 2018–19 school year once ELPAC is operational.

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Questions?

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Rural Education Achievement Program

Improvement and Accountability Division

Rural Education Achievement Program (REAP)

There are two main initiatives within REAP for eligible rural districts:

- **The Small, Rural School Achievement Grant (SRSA)** – provides funds to very small, rural LEAs. Under SRSA, The U.S. Department of Education awards grants directly to eligible LEAs. SRSA-eligible LEAs also qualify for special fund-use authority (known as REAP-Flex) that provides additional flexibility in how they can expend certain Federal funds.

- **The Rural and Low-income School Program (RLIS)** – targets rural LEAs that serve large numbers of low-income students. Under RLIS, the U.S Department of Education makes allocations to State Educational Agencies (SEAs), which in turn make sub-grants to eligible LEAs.

Note: Under the current NCLB REAP program, if an LEA is eligible to receive funds under the SRSA program, **it is not eligible to receive funds under the RLIS program.**

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REAP Eligibility: SRSA

An LEA is eligible to receive a SRSA grant and make use of the REAP-Flex authority, if 2 criteria are met:

- **Small criterion:**

  - ✓ have a total average daily attendance (ADA) of fewer than 600 students, **OR**

  - ✓ serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile;

- **Rural criterion:**

  - ✓ serve only schools that have a National Center for Education Statistics (NCES) school locale code of 7 or 8, **OR**

  - ✓ be located in an area of the state defined as rural by a governmental agency of that state.

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REAP Eligibility: RLIS

An LEA is eligible for an allocation under the RLIS program if 3 criteria are met:

- **Rural criterion:** All schools served by the LEA have a locale code of 6, 7, or 8 (assigned by the NCES),

- **Low-Income criterion:** Twenty percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line (as determined by the U.S. Census Bureau), and;

- An LEA is not eligible to receive funds under the SRSA program.

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REAP Changes Due to ESSA

The changes that will take effect for the fiscal year (FY) 2017 award cycle include:

- The local codes used to determine whether an LEA meets the statutory rural criteria for REAP eligibility have been updated to reflect the locale code methodology currently used by the NCES for its non-REAP activities. This is true for both programs within REAP; SRSA and RLIS. This change could affect which LEAs are eligible for REAP.
- An LEA may meet the rural criterion of RLIS if its State demonstrates that the LEA is located in an area defined as rural by a governmental agency of the State, which was previously a provision for SRSA only.
- If an LEA meets the eligibility criteria for both SRSA and RLIS, it may choose between participation in SRSA and RLIS rather than defaulting to being eligible solely for SRSA, as was the case under the previous statutory provision.
- The statute now includes hold harmless provisions for SRSA, whereby an LEA that is no longer eligible for SRSA due to changes made by ESSA in the locale codes used for SRSA eligibility may receive, in FYs 2017, 2018, and 2019, certain percentages of previous allocations.
- The amount of money available to LEAs who qualify for REAP is not to exceed $80,000 (up from $60,000 in 2016)

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REAP Moving Forward

- For 2017-18 school year, the CDE will continue to partner with the U.S. Department of Education to improve and enhance outreach efforts to all rural LEAs that qualify for the REAP.

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McKinney-Vento

Coordinated Student Support Division

Homeless Education Facts

- California schools enrolled over 240,000 homeless children and youths last year

- Homeless children and youth have the right to:
    - Enroll immediately in school
    - Continue in their school of origin
    - Receive education services

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Homeless Education Plan

- The CDE will assist LEAs with identifying and removing barriers to the education of homeless children and youth by:
  - Offering professional development and technical assistance
  - Monitoring LEAs for compliance through FPM, CARS, and CALPADS

Homeless Education Plan (Cont.)

- Assisting with dispute resolution process
- Collaborating and coordinating with various stakeholders such as:
    - Head Start, Early Start, and Preschool
    - Title I
    - Special Education
    - Housing and Urban Development
    - School Nutrition

Homeless Education Question

- How much do you really know about the rights of homeless children, youth, and their families?

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Title IV, Part B: 21ˢᵗ Century Community Learning Centers

Expanded Learning Division

California Expanded Learning Programs (ELPs)

California's 4,500 ELPs support LEAs and local communities by aligning ELPs with the regular day school for a well-rounded and supportive education for students

- *$550 million in state funded After School Education and Safety (ASES) Program*

- *$132 million in federally funded 21st Century Community Learning Center (21st CCLC) and ASSETs Program*

After School Education and Safety Program Funding

- Result of a 2002 voter-approved initiative, Proposition 49

- Programs created through partnerships between schools and communities to provide literacy support, academic enrichment, and safe, constructive alternatives for students in kindergarten through grade nine (K–9)

- Snacks and/or suppers are provided

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21st Century Community Learning Center Funding

- Every Student Succeeds Act (ESSA) of December 10, 2015 replaced No Child Left Behind Act (NCLB) and re-authorizes the California Department of Education to administer 21st CCLC program

- 21st CCLC – grades K – 8

- ASSETs – grades 9- 12

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California's ELPs provide:

- Safe and Nurturing environment

- Support the developmental, social-emotional and physical needs of all students

- Offer youth opportunities for youth leadership, helping in reduction or elimination in incidents of bullying and harassment

- Student well-being through balanced nutrition, physical activity and other enrichment activities

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ESSA Requirements for 21ˢᵗ CCLC Funding

- An **assurance** that the State application was developed in consultation and coordination
  - Other agencies administering before and after school programs and activities
  - Statewide after-school network
  - Representatives of teachers, local educational agencies, and community based organizations *(Section 4203[a][12] [A])*

- A **description** of representatives of groups in the development of the application.

- A **description** of the State's needs and resources assessment for before and after school (or summer recess) program and activities

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Stakeholders Feedback

- CDE's Expanded Learning Division (EXLD) partnered with California Afterschool Network (CAN) to gather stakeholders feedback:

    - To develop a state ESSA plan with input from diverse stakeholders

    - To assess state's needs and resources assessment for before and after school (or summer recess) program and activities

- Data gathered will inform the state policies on 21st CCLC grant administration

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Stakeholders Feedback

- Obtained feedback from:
  - Expanded Learning Advisory Committee on August 31, 2016
  - Expanded Learning Policy Committee on September 12, 2016
  - System of Support for Expanded Learning on September 29, 2016
- More feedback gathering from three focus groups:
  - Northern California on November 8, 2016
  - Central Valley (TBD)
  - Southern California on December 9, 2016

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ESSA Opportunities

- Section 4204(j) of ESSA allows SEA to automatically renew 21st Century grants based on the entity's performance during the preceding sub grant period.
  - *Should CDE automatically renew 21st Century grants based on performance in the previous grant cycle?*
    - If so, why and if not, why not?

- Section 4203(a)(8) of ESSA allows CDE to make awards for programs for a period of not less than 3 years and not more than 5 years
  - *Should CDE change the award timeline (currently five years) for 21st Century grants?*
    - Why or Why Not?

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