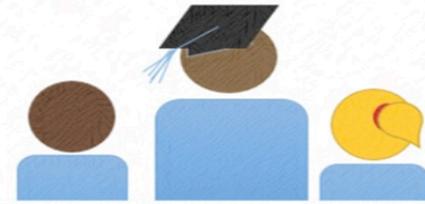




ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Statewide Field Test Advisory Team meeting

Friday, December 11, 2015
Discussions

Public School Accountability Division

Annette Barnes,
Assistant Commissioner Public School Accountability

Elbert Harvey (ACSIP and Standards)
Bobby Lester (Federal Programs)

Draft - For Discussion Only

Agenda- Friday, December 11, 2015

Friday, December 11, 2015

9:00 a.m. to 12:00 noon

Introductions

ADE Statewide Field Test Report to the Advisory Committee

Provided Professional Development (John Slides 7-9)

Communication to the districts

October/November 2015 Progress Monitoring

December 2015 Submissions

January 8 and May 30 Federal Programs document uploads

Standard Expectations

Guiding questions for discussions:

What portions of the Statewide Field Test process is positively impacting the district?
Schools?

As the process moves forward, what suggestions does the team have for the ADE,
districts and schools? Professional Development?

Year at a glance calendar for meetings in 2016

ADE and Statewide Advisory Team Next Steps and Technical Support

February- March Regional Technical Assistance in the form of workdays

January to June District support

Closing Remarks



Public School Accountability Division Leaders

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Accountability**

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Bobby Lester

Director of Federal Programs

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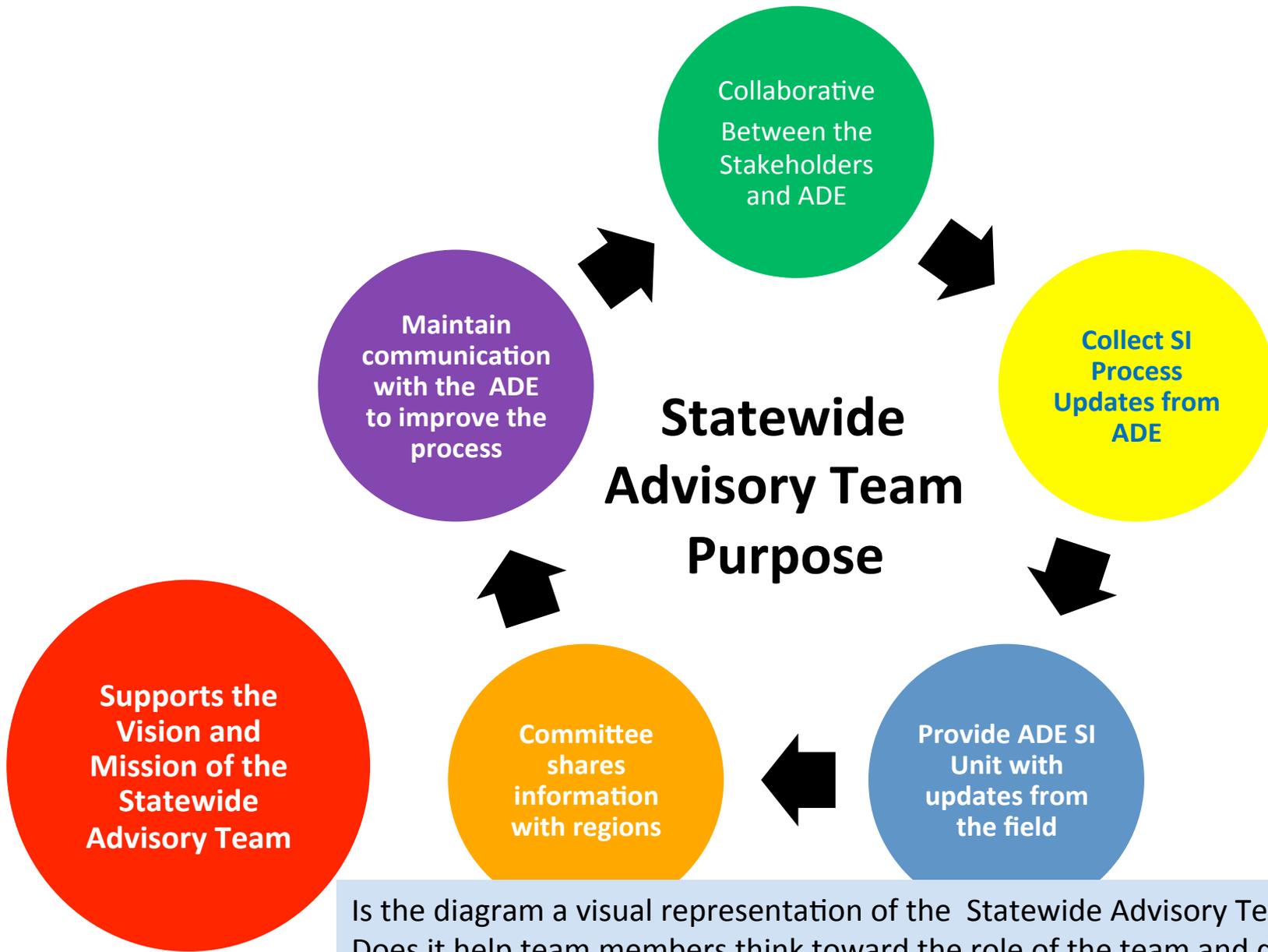
Phone: 501-682-4379

Annette Barnes

**Assistant Commissioner of
Public School Accountability**

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Phone: 501-682-5891



Is the diagram a visual representation of the Statewide Advisory Team? Does it help team members think toward the role of the team and development of a Vision and Mission to lead the team's work?

Introductions

The Statewide Advisory Team is a collaboration of the Arkansas Department of Education, Arkansas Districts and Schools.

The Statewide Advisory Team was created to develop a collaborative approach to addressing School Improvement professional practices among Arkansas systems.

The following materials are facts about the 2015 Statewide Field Test professional development, technical assistance, and open discussions.

In reading through the materials, please reflect on a few questions:

- Do the supporting facts resonate with you? Anything surprising?
- What is missing from the list of surfacing facts?
- Do the facts help to support or lend itself to the development of a commonly held belief from the team?

Your input will help refine the purpose and implementation of the Statewide Field Test in Arkansas through input and decision making for earlier technical intervention.

ADE Statewide Field Test ACSIP Review Team

- Federal Programs: Reviewed by program application and fiscal management
- Health and Wellness
- Special Education: Pilot project for application
- State Categorical Units: ALE, ELL, NSL, PD



2015-16 ADE SI Statewide Team

ADE Statewide Field Test Team	Roles and Responsibilities
John Harris LaDonna Spain (Chairperson)	Trainers, State Administrators of Statewide Field Test, and Senior Team Members
Chante'le' Williams	Statewide Field Test Point of Contact and Platform Technical Assistance
Kathy Davis Charley Nowak	Review of Statewide Field Test Standard Expectations, including: <ul style="list-style-type: none">• Student Special Needs Funding, Statute,• Rules and Regulations,• Commissioner's Memos• Data• Other
Rick Myrick	<ul style="list-style-type: none">• Ad Hoc- Data Process, SI Conference Coordinator



2015-2016 Advisory Committee Members

Participant	Region	Email Address
1. Caroline Neel	Guy-Fenter Cooperative – Fort Smith	cneel@fortsmithschools.org
2. Brenda Tash	Northeast - Jonesboro	
3. Janet Walker	Southwest – Lafayette County	walker@lcs.k12.ar.us
4. Tracy Streeter	Southeast – Star City	Tracy.streeter@scmail.k12.ar.us
5. Kathy Goff	Central – Pulaski County	kgoff@pcssd.org
6. Janet Schwanhausser	Northwest - Bentonville	jschwanhausser@bentonvillek12.org
7. Teri Philyaw	Southwest - Smackover	teri.philyaw@smackover.net
8. Damon Dean	Southeast - Crossett	damon.dean@crossettschools.org
9. Kristi Wiggins	Northwest – Siloam Springs	Kristi.wiggins@siloamschools.com
10. Scott Gauntt	Northeast - Paragould	sgauntt@paragouldschools.net
11. Bonnie Haynie	Southwest – El Dorado	bhaynie@esd-15.org
12. Lorrie Holt	Southeast – Dumas	Lorrie.holt@dumasnt.org
13. Melody Morgan	Northwest - Springdale	mmorgan@sdale.org

December 11, 2015

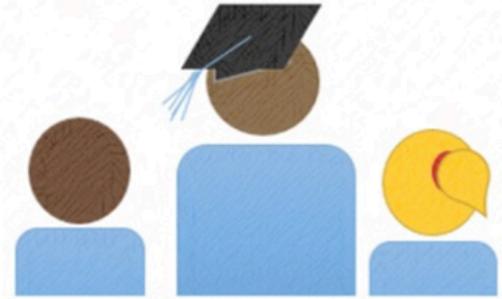
Meeting Attendance

- All ADE Staff present introduced themselves. ADE staff present: Annette Carlton-Pearson, Jayne Green, John Harris, Charley Nowak, LaDonna Spain, and Chante'le' Williams.
- Stephanie Benedict and Mark Williams from Academic Development Institute (ADI) in Illinois.
- The Advisory Team members were introduced by Chante'le' Williams. Those in attendance were: Damon Dean, Scott Gauntt, Kathy Goff, Bonnie Haynie, Lorrie Holt, Melody Morgan, Caroline Neel, Teri Philyaw, Tracy Streeter, Janet Walker, and Kristi Wiggins.



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Agenda Overview

- **ADE SIS share background information for input**
- We want to know the challenges and solutions that you have experienced
- Next Steps



Looking Back

Month	Action
September	Technical assistance as needed (Co-Op Level Workshops continue).
October 1	Federal Applications (district only) and State Categorical General Descriptions (district and school level) submission.
October 15	ADE ACSIP Supervisors begin review with coaching comments of district progress in assessing and planning required Indicators.
November 15	ADE ACSIP Supervisors begin review of coaching comments from district to schools and provide technical assistance to Federal Program Coordinators.



Standard Expectations Commissioner's Memos

COM-16-002 Specific Training Dates for the New ACSIP Software and School Improvement Process State-wide Field Test and Title I, Title II-A and Title III Applications 7/2/2015

[http://adecm.arkansas.gov/
ViewApprovedMemo.aspx?Id=1611](http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1611)

The ADE website includes all School Improvement related memos that provide us guidance.



Professional Development Survey Results



Positive:

- Very helpful; look forward to the follow-ups
- Presentation was great and met our needs for preparing for the new system.
- This was really good training for anyone new to Indistar.
- Presenter engaged us in activities which were appropriate and generated questions which were answered and answered with examples for our future use.
- I really liked that they gave a chance to offer our own suggestions.
- This workshop was the best workday with answers, support, and understanding for the new ACSIP.



Professional Development Survey Results



Negative:

- Too much information for one day. Pacing was very fast.
- Training would have been more beneficial if the session had been divided for beginning pilot SD's versus 2nd year pilot SD's. Many of our questions were not answered because this was our second year.
- Training should be separate for bookkeepers.
- Request for follow-ups/additional training
- Sample entries would be helpful to know the degree of detail needed in the narratives.
- More guidance on what the financial pages look like and how to enter data there.



Professional Development July/August 2015-16 Participants Data

Educational Cooperatives Total 15

District Total 259

- Districts 234
- District Charter 22
- District (Children w/ disabilities) 2
- District Correctional Services 1

School Total 1062

- School 989
- School Charter 63
- School (Children w/ disabilities) 4
- School Correctional Services 6

Total LEAs 1336

Statewide Field Test ACSIP Training Participation by District 2015-2016

Superintendent	Assistant Superintendent	Federal Programs	Curriculum Instruction	Principal	Assistant Principal	*Other
49	22	10	37	48	6	215

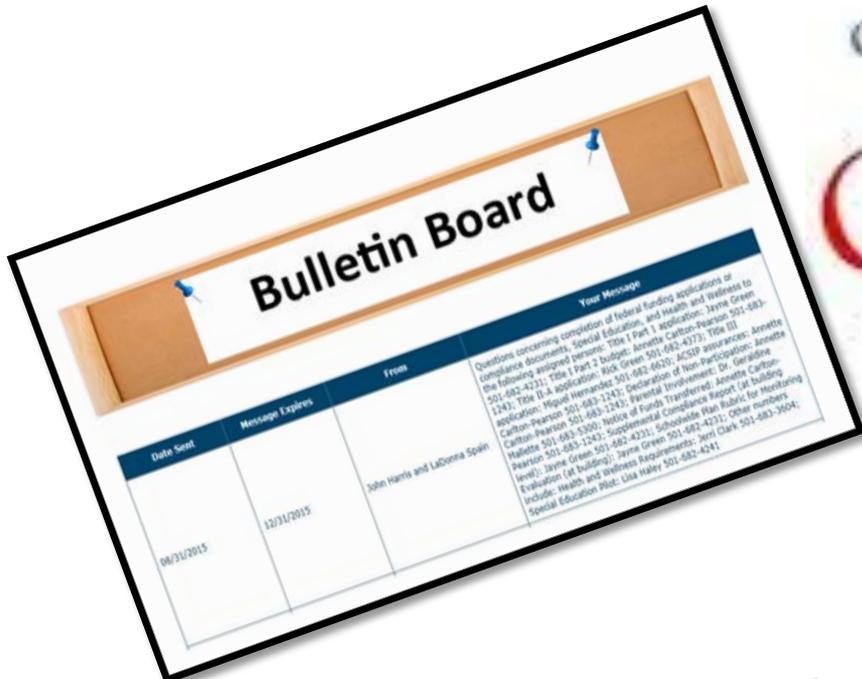
Total: 387

*teachers, book-keepers, media specialist, external providers, administrative assistants, district treasurers, technology, business manager



Forms of Communication

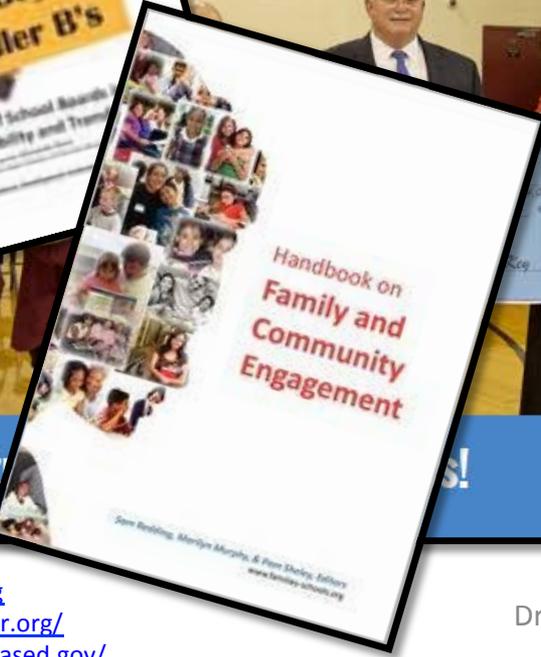
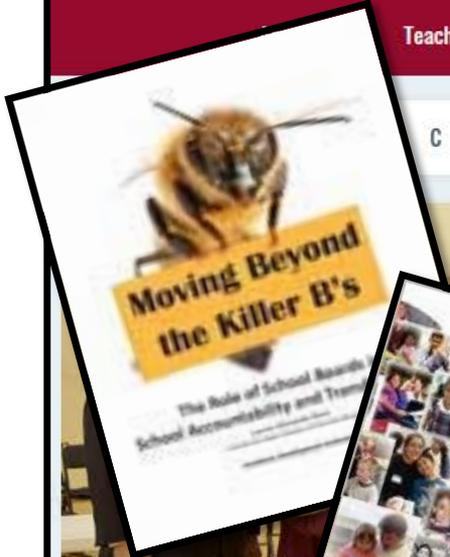
- E-mail and Phone calls
- Coaching Reviews
- Bulletin Board





Standard Expectations

Use of ADE, ACSIP, & Other Resources



Getting Better at What We Do (30 minutes plus activities)	
The Process: Getting Better Together (40 minutes plus activities)	
Getting Better in Teams (45 minutes plus activities)	
Bringing It All Together (10 minutes)	
Indistar: Detailed Navigation (45 minutes plus activities)	
Getting Better Together with Coaching (50 minutes plus activities)	
Getting Better Together: Implementing and Monitoring School Plans (35 minutes plus activities)	

Tips for coaching a district or school through the school improvement process.

Module:
[Presentation \(PowerPoint\)](#)
[Presentation \(Video\)](#)

Supporting Documents:
[What We Learned Together \(Word\)](#)
[Scenario 1: Getting Better Together with Coaching \(Word\)](#)
[Scenario 1: WiseWays \(PDF\)](#)
[Scenario 2: Getting Better Together with Coaching \(Word\)](#)
[Scenario 2: WiseWays \(PDF\)](#)

<http://www.adi.org>
<http://www.indistar.org/>
<http://www.arkansased.gov/>



October 1 Submissions

Districts Submitted

Report	Number
State Categorical General Descriptions	250

Schools Submitted

Report	Number
State Categorical General Descriptions	995



December 1 Submissions

Districts Submitted

Report	Number
District Success Indicators- Preliminary Submission (12/01/15)	182

Schools Submitted

Report	Number
School Success Indicators- Preliminary Submission (12/01/15)	570



Moving Forward



Month	Action
December 1- March 1	ADE ACSIP Supervisors provide district with coaching comments and technical assistance. Regional meetings as needed.
January 8	Cognos Budget Report for Federal Programs uploaded into Indistar.
March 30	All required indicators should be assessed and planned.
May 30	Second Cognos Budget Report for Federal Programs uploaded.



January 8 and May 30 Federal Budget Uploads

- Title I and Federal Grants Management are working to provide a smoother process during the Statewide Field Test and 2016-2017 school year.
- The Title I, Part 2 spreadsheet will be easier next year.
- Title I and Federal Grants Management are trying to figure out how the excel type sheets will work with Mac computers. ADE computer programmers are requested to assist in the development of a program written to help make the process smoother.
- Resources provided to participants: Instructions for uploads and other new information



The Federal Programs Unit

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Federal Programs Specialists

<http://www.arkansased.gov/divisions/learning-services/federal-programs>



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December 2015 Submissions

General Descriptions

- Questions and need for Clarification
- Simplification of the general description
 - Process, Expenditures, Evaluation

Overall December 1 Review



December 2015 Submissions

General Descriptions

- Questions and need for Clarification
- Simplification of the general description
 - Process, Expenditures, Evaluation

Overall December 1 Review



Common Questions while Reviewing NSLA and PD General Descriptions

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

~Indistar software

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

~Indistar software

General Descriptions: process, expenditures, & evaluation

- **Assessments** (analysis of the assessment data provides the purpose)
- Allowable **expenditures** that ***address*** the issue revealed through assessment data (District approved expenditures)
 - ~~ specifically math and literacy achievement
 - ~~ closing the achievement gap between subgroups
- **Evaluation** (how do you or will you determine if the program plan is effective?)



Comprehensive Needs Assessments Schools -- Districts

Comprehensive Needs Assessment (Guides your planning)

Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from *all four measures of data*:

- student achievement data
- school programs/process data
- perception data
- demographic data

The four types of data should be cross analyzed to identify the needs of educationally disadvantaged students.

****The above description of a *Comprehensive Needs Assessment* is included in the *Comprehensive School Compliance Document* in *Indistar* software on "School" sites.**



December 2015 Submissions

General Descriptions

- Questions and need for Clarification
- Simplification of the general description
 - Process, Expenditures, Evaluation

Overall December 1 Review



All Districts Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA10

The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

IA14

The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

IA15

The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement - Taking the change process into account

IB13

The district monitors progress of the extended learning time programs and other strategies related to school improvement. (4542)

District Context and Support for School Improvement - Clarifying district-school expectations

IC02

The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)

IC05

The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning

ID01

A team structure is officially incorporated into the school governance policy. (36)





A Brief Look at Sections of A.C.A. § 6-15-426 (2012) and Act 841 (2015)

- Arkansas Code Annotated § 6-15-426. **School Improvement:**
- The State Board of Education shall develop a single comprehensive testing, assessment, and accountability program which shall identify and address all public schools or public school districts in school improvement or academic distress and shall be incorporated into the Arkansas Comprehensive Testing, Assessment, and Accountability Program rules and regulations which shall comply with the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.
- ...
- ...
- ...



(e) Each public school or school district shall develop and file with the department a comprehensive **school improvement plan** which shall be reviewed by the department and shall be designed to ensure that all students have an opportunity to obtain an adequate education and demonstrate proficiency on all portions of the state-mandated augmented, criterion-referenced, or norm-referenced assessments.

(f) Amended in Act 841 (2015) ...

(g) Amended in Act 841 (2015) ...

(h) At the end of each school year, the school district shall assess the effectiveness of an intervention or other action included in the comprehensive school improvement plan in improving student performance and include the assessment in the comprehensive school improvement plan for the following school year.



ACT 841 (2015); amending A.C.A. § 6-15-426

Section 1: Arkansas Code § 6-15-426 (f) and (g), concerning school improvement, are amended to read as follows:

- (f)(1) The comprehensive school improvement plan shall:
 - be based on an analysis of student performance data and other relevant data that provide a plan of action to address deficiencies in student performance and any academic achievement gap evidenced in the Arkansas Comprehensive Testing, Assessment, and Accountability Program; and
- (2) The comprehensive school improvement plan shall include a general description of the public school or school district's use of categorical funding for:
 - (A) Alternative Learning Environments;
 - (B) Professional Development;
 - (C) English Language Learners; and
 - (D) National school lunch students, as defined by § 6-20-2304 (12) (A).

(g) Any public school or school district classified as in school improvement

under § 6-15-425 shall, with the assistance of the department, develop and file with the department a revised comprehensive school improvement plan meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.

ACT 841 (2015), Section 3, also amends Arkansas Code § 6-15-2201

(c)(2), concerning the implementation of a state system of school improvement and accountability, to read as follows:

(c) (2) The department shall monitor the development and implementation of the revised school improvement plan.



Standard Expectations Rules

We have been working to update rules for Student Special Needs Funding

Arkansas Department of Education
Emergency Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditures of Those Funds
~~September 2015~~
November 2015

3.00 Definitions

3.16 ~~"General Description" includes needs assessment/process results, descriptions of positions, programs, other expenditures and program evaluation.~~

4.00 Special Needs - Alternative Learning Environment (ALE)

~~4.01.1.4 A school district may partner with a state-supported institution of higher education and technical institute to provide concurrent courses and/or technical education options for academic learning to students in grades eight through twelve (8-12).~~

4.05.7 Each school district shall submit a description of the ALE program(s) utilized by its students ~~in its Arkansas Comprehensive School Improvement Plan (ACSIP).~~

4.05.7.1 The ACSIP will include ~~a general description of~~ how the funds will be spent; ~~the person(s) responsible, a timeline, and the total amount of ALE funds budgeted.~~

4.05.7.3 The total ALE funds budgeted in ~~ACSIP shall agree with the total ALE expenditures budgeted in~~ the school district's financial management software.



NSLA –

6.07.1 – Specialists/Coaches/Facilitators/focus – Math, Literacy, Science, /
Data Coaches and School Improvement Specialists.

6.07.2 – Professional Development

6.07.3 – Class Size Reduction (K-8)

6.07.4 – Before and after school programs including transportation

6.07.5 – Researched based Pre-K meeting ABC guidelines

6.07.6 – Employing Tutors

6.07.7 – H.Q. Paraprofessionals

6.07.8 – Licensed Counselors and nurses (above standards)

6.07.9 – Coordinated School Health

6.07.10 – Human Service Workers

For the full descriptions for the Student Special Needs Funding allowability refer to the ADE Rules at
http://www.arkansased.gov/public/userfiles/rules/Current/Student_Special_Needs_Funding_Emergency_Rules_2015_Update_Final_w_Emergency_Clause.pdf



6.07.28 – Operating or supporting a postsecondary program

6.07.29 – Scholastic Audits, Data Dissemination, Leadership Teams,

6.07.30 – Eleventh Grade ACT

6.07.31 – Interim Building-level Assessments

6.07.32 - Expenditures for implementing RTI and Dyslexia programs in schools

6.07.33 - Other uses as defined by the ADE; Dyslexia, RTI, Salary Bonuses as approved by the Commissioner for Achieving Districts, activities directed at chronically under performing schools.



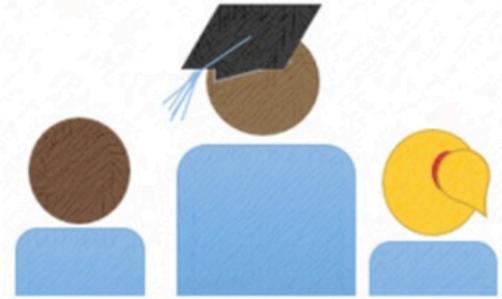
Coaching Resources from Sam Redding

- A training module, *Getting Better Together with Coaching* can be found in two locations:
 - <http://www.centeril.org/ToolsTrainingModules/> (general)
 - <http://www.indistar.org/TrainingModules/> (Indistar-specific)
- For more information on how to coach using Indistar, please see <http://www.indistar.org/powerpoints/> where PowerPoints are available on both *Coaching Support* and *Coaching Tools*.
- Visit <http://www.indistar.org/gettingstarted/> to find documents that support the use of coaches specifically with Indistar.



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Agenda Overview

- ADE SIS share background information for input
- **We want to know the challenges and solutions that you have experienced**
- Next Steps



What portion of the Statewide Field Test process is positively impacting the district? School?



Responses from the team

“I appreciate the effort that has been put into the process.”

“For so many years the process became captive and you guys (ADE), have been helpful.”

“This has been a big and necessary significant change.”

“I appreciate the trainers, the ADE has been swamped. This process forces you to have conversations about what and why we are doing what we are doing.”

“The process is working. We can now look at the logistics of everything. There are 7 Indicators selected for us. We need to be looking at some things a little deeper, as allowing districts the opportunity for the selection of the Indicators according to needs.”

“Indicators allowed schools to discuss with the district the work that has been done to address the Indicator. Staff at the schools are brought together to discuss how recruiting was conducted. A survey was conducted that asked teachers and former teachers why they are there. The schools are able to focus on retention of teachers, while the district is focused on recruiting.”

“There may be layering issues with Indicators to be addressed more or less. This is a district verses a school need.”



As the process moves forward, what suggestions does the team have for the ADE?

Districts? Schools?
Professional Development?



Responses

“Larger districts have more items to upload.”

“SPED participating Pilot districts have more uploads.”

“The School health index pulls a lot of space.”

“The process is more involved as it pertains to the school health index. The ACSIP needs to be more of a “clean system.”

“If there is going to be a change in the system, the committee will need to communicate what items are not necessary in ACSIP.”

Some members note that mental health issues have a place in school improvement planning, but as a comprehensive approach in the needs assessment findings and Indicators not separate.

“I am getting a lot of questions from schools about a better process to getting the team minutes in the system. Sometimes having a process manager there to take minutes is not always feasible. Schools do not also want to go through the process of uploading the minutes. “

“The coaching process needs to be worked out, with assistance from the ADE, as there is a school in the district with four fully implemented Indicators that are not fully implemented.”

“We need flexibility with the number of meetings.” We adopted the recommended policy for meetings in our district and removed the word “shall” to provide flexibility for busy schedules so frequency of meetings are addressed at the school level.”

“We are being asked by the schools if more training on Indistar would be provided. More hands on training is needed. “

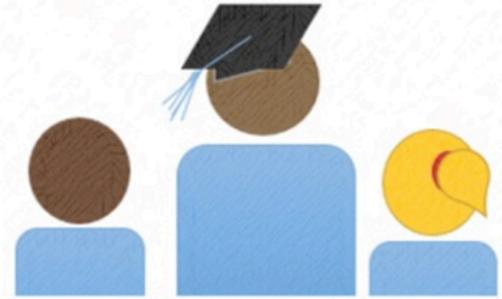
“It would be helpful to have ADE come in to just take a look at the things in the system to see if they are on the right track.”

“It would be good to have the “right” people come to the coop to have training on Coaching Comments.”



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Agenda Overview

- ADE SIS share background information for input
- We want to know the challenges and solutions that you have experienced
- **Next Steps**



Statewide Field Test Advisory Team Year at a Glance 2016 monthly meetings

- December 11th
- January 22th
- February 19th
- March 18th
- April 15th





Next Steps and Technical Support

Statewide Field Test Advisory Team

- Share Advisory Team discussions and decisions with regional stakeholders
- Gather questions and feedback from the regions
- Return to the January 22, 2016 with suggestions for a committee vision and mission
- Read pre-reading materials if available prior meetings

ADE

- December 1 Indicator ACSIP reviews will be communicated by Document Uploads in the SEA to LEA folder in ACSIP
- Continue October 1 Federal and December 1 Indicator, 2015 reviews and approvals
- John Harris and LaDonna Spain will schedule ACSIP workdays during the month of February and/or March of 2016 for districts and designees of choice as space is available (ADE and Regional Coops)
- Add the January 08 and May 30 Document Upload instructions to the Statewide Field Test Webpage on the ADE website
- The January 08th Budget Upload deadline was changed to January 15th due to conflict with school schedule (Commissioner's Memo is forthcoming in regard to upload)

Indistar/ADI

- will check to determine if pilot districts were able to resubmit forms that may have been submitted in the prior year.
- A financial 2015 folder has been created to hold 2015 files in Indistar.
- Indistar will address districts need for more than one e-mail contact in the ACSIP on a case by case basis
- Stephanie Benedict from ADI will be in attendance of the next Advisory meeting



Known Long Term Next Steps

ADE

- Research ways to streamline Health and Wellness expectations and needs assessments with the needs assessment process.
- Determine space within the Document Uploads according to needs on a case by case basis for larger districts



ADE School Improvement Statewide Team Point of Contact

Chante'le' Williams

ACSIP Software Contact Specialist

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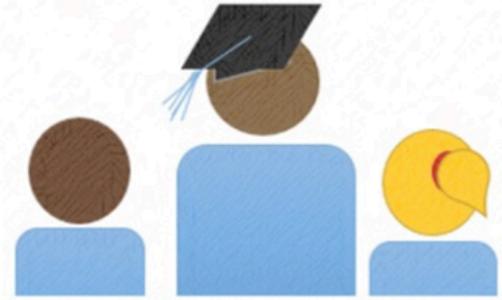
Phone: 501-682-1699

Cellular: 501-580-7614



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



Appendix

Instruction - Pulling the data straight from the database through display and running to excel – 12/9/15

Applications>Fund Accounting> Budget Ledgers>Expenditure Ledger

Fund: Key the 4-digit fund in 'fund' field: Example: 6501

The screenshot shows the 'Expenditure Budgets' application window. The title bar reads 'Expenditure Budgets'. Below the title bar is a menu bar with 'File', 'Edit', 'Tools', 'Favorites', and 'Help'. A toolbar contains icons for file operations. The main area is titled 'Date: 11/21/2014 Through Period: 5'. Under 'Selection Criteria', there are several input fields: 'Year' (2015), 'FUND' (6501), 'BUDGET UNIT', 'FUNCTION', 'Account', 'LOCATION', 'Budget Control BUDGET UNIT', 'PROGRAM', 'Budget Control Account', 'SUBJECT', and 'Status'. There are 'Find' and 'Advanced' buttons. On the right, there are 'OK' and 'Back' buttons. Below the search area is a table with the following columns: Year, BUDGET UNIT, Account, Budget, Period, YTD Expense, Encumbrances, Balance, Title, Account Title, Budget Origin, and a column with a '+' sign. The table is currently empty.

If there are a lot of budget unit/object combinations that are 0.00 across the board (0.00 Budget and 0.00 expenditure), Click the button on the right that says "Delete All Selected." It will delete only budget units with 0.00 transactions.

Selection Criteria

Date: 11/21/2014 Through Period: 5

Year: [] FUND: []

BUDGET UNIT: [] FUNCTION: []

Account: [] LOCATION: []

Budget Control BUDGET UNIT: [] PROGRAM: []

Budget Control Account: [] SUBJECT: []

Status: []

Find Advanced

Year	BUDGET UNIT	Account	Budget	Period Exp	YTD Expense	Encumbrances	Balance	Title	Account Title	Budget Organ
15	6501151106100000	61110	1200.00	0.00	0.00	0.00	1200.00	TITLE I BEFORE/AFTER	SALARY-CERT(FEI) 6501151106100000	E
15	6501151106100000	61110	2000.00	100.00	475.00	0.00	0.00	1525.00 TITLE I BEFORE-SCHO	SALARY-CERT(FEI) 6501151106100000	E
15	6501156000600000	61110	0.00	0.00	0.00	0.00	0.00	0.00 TITLE I	SALARY-CERT(FEI) 6501156000600000	E
15	6501157006000000	61110	0.00	0.00	0.00	0.00	0.00	0.00 TITLE I	SALARY-CERT(FEI) 6501157006000000	E
15	6501157006100000	61110	0.00	0.00	0.00	0.00	0.00	0.00 MATHEMATICS	SALARY-CERT(FEI) 6501157006100000	E
15	6501159106000000	61110	30093.00	6671.70	23348.85	0.00	0.00	36704.15 TITLE I INSTRUCTION	SALARY-CERT(FEI) 6501159106000000	E
15	6501159106100000	61110	0.00	0.00	0.00	0.00	0.00	0.00 SCHOOL WIDE INSTR	SALARY-CERT(FEI) 6501159106100000	E
15	6501217006000000	61110	547.67	45.64	114.10	0.00	0.00	433.57 PARENT INVOLVEMENT	SALARY-CERT(FEI) 6501217006000000	E
15	6501217006100000	61110	554.54	49.57	123.32	0.00	0.00	471.02 PARENT INVOLVEMENT	SALARY-CERT(FEI) 6501217006100000	E
15	6501229706000000	61110	0.00	0.00	0.00	0.00	0.00	0.00 LITERACY SPECIALIST/C	SALARY-CERT(FEI) 6501229706000000	E
15	6501232483900000	61110	7511.40	625.95	3129.81	0.00	0.00	4381.59 TITLE I FEDERAL PROG	SALARY-CERT(FEI) 6501232483900000	E
15	6501159106000000	61120	46608.96	3894.08	13594.28	0.00	0.00	33014.68 TITLE I INSTRUCTION	SALARY-CLS 6501159106000000	E

164 matches found

Totals

Budget: 248,715.87 Period Expense: 14,177.53 YTD Expense: 72,136.31 Encumbrance: 00 Balance: 176,579.36

OK Back Display Through Adjust Budget Transfer Inactivate Period Balances Requisitions Budget Control Delete All Selected

Note in this example, there are 164 budget units displayed on first query. After deleting all budget units with no transactions whatsoever, there are 56 budget units found. Note total budget, period expends, YTD expense and balance are still the same.

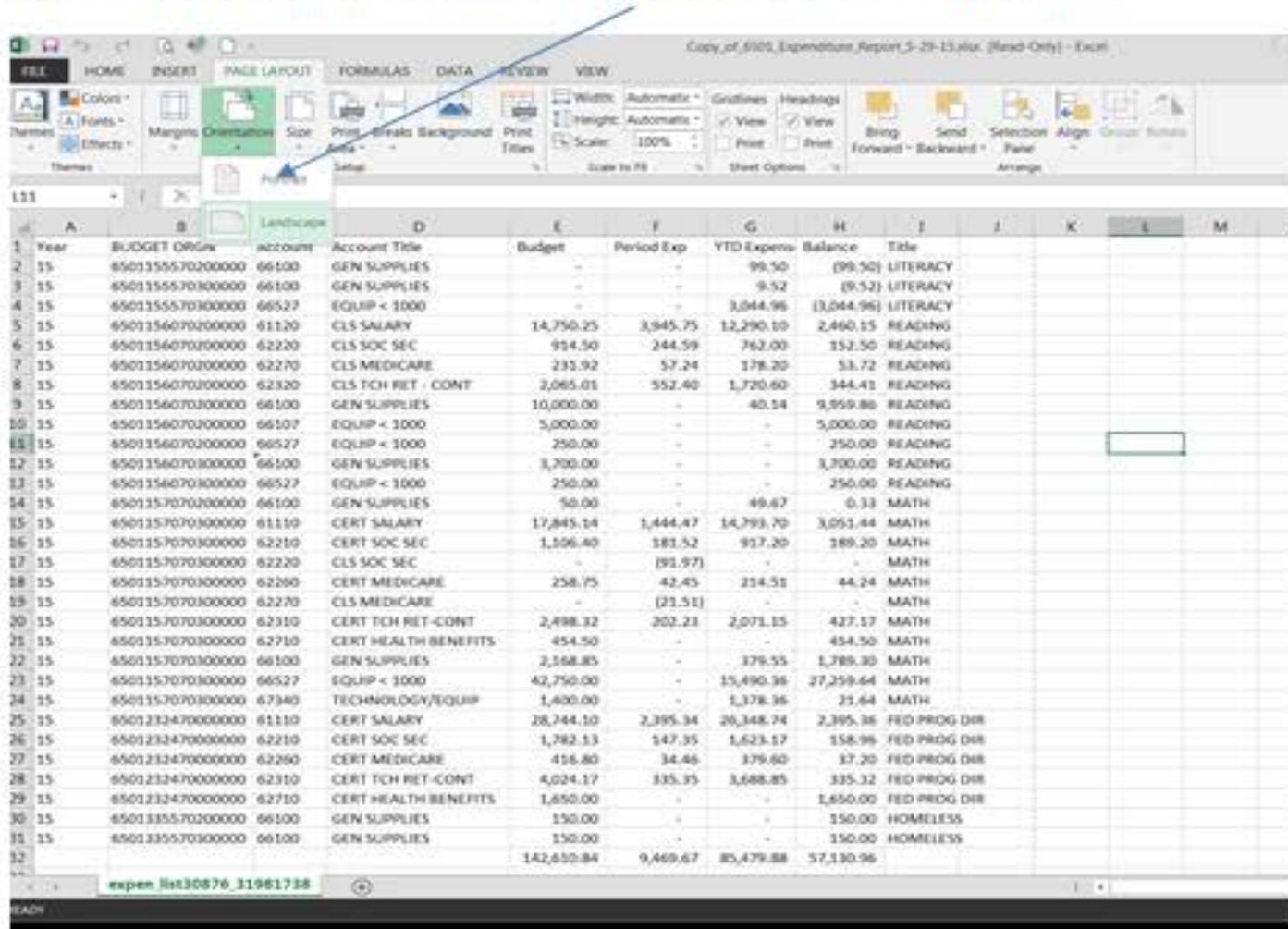
Click EXCEL button to send this data to excel file.

Year	BUDGET UNIT	Account	Budget	Period Exp	YTD Expense	Encumbrances	Balance	Title	Account Title	Budget Organ
15	0501151106100000	61110	2000.00	130.00	475.00	0.00	1525.00	TITLE 1 BEFORE/SCHO	SALARY-CERTIFI	0501151106100000
15	0501159106000000	61110	80053.00	6671.10	23348.95	0.00	56704.95	TITLE 1 INSTRUCTION	SALARY-CERTIFI	0501159106000000
15	0501217006000000	61110	547.67	49.64	114.10	0.00	433.57	PARENT INVOLVEMENT	SALARY-CERTIFI	0501217006000000
15	0501217006100000	61110	594.94	49.57	123.82	0.00	471.02	PARENT INVOLVEMENT	SALARY-CERTIFI	0501217006100000
15	0501232469900000	61110	7511.40	625.90	3129.81	0.00	4381.59	TITLE 1 FEDERAL PROGI	SALARY-CERTIFI	0501232469900000
15	0501159106000000	61120	46608.96	3084.08	13594.28	0.00	33014.68	TITLE 1 INSTRUCTION	SALARY-CLS	0501159106000000
15	0501151106000000	62210	114.60	0.00	0.00	0.00	114.60	TITLE 1 BEFORE/AFTER	SOC SEC-CERTIFI	0501151106000000
15	0501151106100000	62210	191.00	6.20	29.45	0.00	161.55	TITLE 1 BEFORE/SCHO	SOC SEC-CERTIFI	0501151106100000
15	0501159106000000	62210	4963.29	360.49	1177.24	0.00	3786.05	TITLE 1 INSTRUCTION	SOC SEC-CERTIFI	0501159106000000
15	0501217006000000	62210	33.96	2.48	6.20	0.00	27.76	PARENT INVOLVEMENT	SOC SEC-CERTIFI	0501217006000000
15	0501217006100000	62210	36.09	2.66	6.50	0.00	30.31	PARENT INVOLVEMENT	SOC SEC-CERTIFI	0501217006100000
15	0501232469900000	62210	405.71	25.53	177.62	0.00	288.09	TITLE 1 FEDERAL PROGI	SOC SEC-CERTIFI	0501232469900000

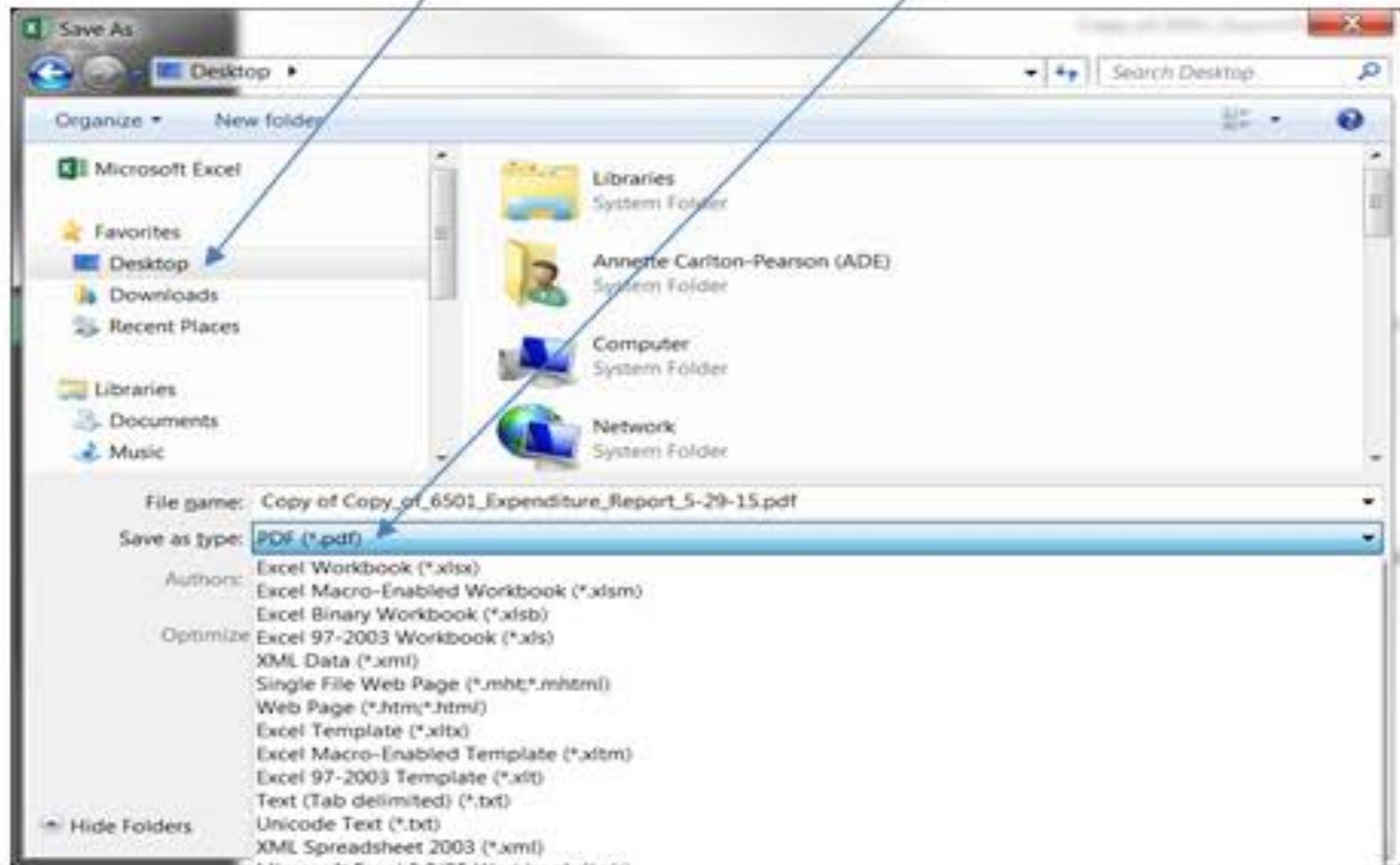
Do a little excel magic, format the number columns for two decimal places, delete columns Budget Organ, Account and Status columns on the far right as they are duplicates. Add a formula after the last line for 'totals' for columns E, F, G, H, and I. Encumbrance column H can be deleted if it equals 0.00 total. Save the file as type 'excel workbook.' End result:

	A	B	C	D	E	F	G	H	I
1	Year	BUDGET ORGN	Account	Account Title	Budget	Period Exp	YTD Expense	Balance	Title
2	15	6501151106000000	61110	SALARY-CERTIFIED	1,200.00	0.00	0.00	1,200.00	TITLE I BEFORE/AFTER SCH
3	15	6501151106000000	62210	SOC SEC-CERTIFIED	114.60	0.00	0.00	114.60	TITLE I BEFORE/AFTER SCH
4	15	6501151106000000	62260	MEDCARE-CERTIFIED	17.40	0.00	0.00	17.40	TITLE I BEFORE/AFTER SCH
5	15	6501151106000000	62310	TCH RET CONT-CERTIFIED	168.00	0.00	0.00	168.00	TITLE I BEFORE/AFTER SCH
6	15	6501151106100000	61110	SALARY-CERTIFIED	2,000.00	100.00	475.00	1,525.00	TITLE I BEFORE/SCHO
7	15	6501151106100000	62210	SOC SEC-CERTIFIED	191.00	6.20	29.45	161.55	TITLE I BEFORE/SCHO
8	15	6501151106100000	62260	MEDCARE-CERTIFIED	29.00	1.45	6.89	22.11	TITLE I BEFORE/SCHO
9	15	6501151106100000	62310	TCH RET CONT-CERTIFIED	280.00	14.00	66.50	213.50	TITLE I BEFORE/SCHO
10	15	6501155506000000	63210	INSTRUCTIONAL SERV	2,980.00	0.00	0.00	2,980.00	LITERACY
11	15	6501155506000000	63310	CERTIFIED	100.00	0.00	100.00	0.00	LITERACY
12	15	6501155506000000	66100	GEN SUPPLIES	8,300.15	0.00	0.00	8,300.15	LITERACY
13	15	6501155506100000	63210	INSTRUCTIONAL SERV	115.00	0.00	112.99	2.01	LITERACY
14	15	6501155506100000	66100	GEN SUPPLIES	11,245.00	0.00	7,796.50	3,448.50	LITERACY
15	15	6501159106000000	61110	SALARY-CERTIFIED	80,053.00	6,671.10	23,348.85	56,704.15	TITLE 1 INSTRUCTION
16	15	6501159106000000	61120	SALARY-CLS	46,608.96	3,884.08	13,594.28	33,014.68	TITLE 1 INSTRUCTION
17	15	6501159106000000	62210	SOC SEC-CERTIFIED	4,963.29	360.49	1,177.24	3,786.05	TITLE 1 INSTRUCTION
18	15	6501159106000000	62220	SOC SEC-CLS	2,889.75	221.56	775.46	2,114.29	TITLE 1 INSTRUCTION
19	15	6501159106000000	62260	MEDCARE-CERTIFIED	1,160.77	84.30	275.30	885.47	TITLE 1 INSTRUCTION
20	15	6501159106000000	62270	MEDCARE-CLS	675.83	51.81	181.32	494.51	TITLE 1 INSTRUCTION
21	15	6501159106000000	62310	TCH RET CONT-CERTIFIED	11,207.42	933.96	3,268.86	7,938.56	TITLE 1 INSTRUCTION
22	15	6501159106000000	62320	TCH RET CONT-CLS	6,525.25	543.78	1,903.23	4,622.02	TITLE 1 INSTRUCTION
23	15	6501159106000000	62710	HLTH BENEF.CERTIFIED	3,632.57	300.00	1,050.00	2,582.57	TITLE 1 INSTRUCTION
24	15	6501159106000000	62720	HLTH BENE.CLS	1,385.10	114.00	399.00	986.10	TITLE 1 INSTRUCTION
25	15	6501159106000000	62730	HLTH BENE.CLS	1,385.10	114.00	399.00	986.10	TITLE 1 INSTRUCTION

Once the 'excel workbook' is save, make sure that all columns total, the spreadsheet will need more magic and on page layout, click on "Orientation" to convert to "landscape".



Once spreadsheet is converted to landscape, save as a "PDF" file onto "desktop":



This is an audit requirement so data can not be manipulated. End result:

Year	BUDGET ORGN	Account	Account Title	Budget	Period Exp	YTD Expense	Balance	Title
15	6501155000100000	61110	CERT SALARY	15,852.96	-	3,257.15	12,595.21	TITLE I EARLY CHILDHOOD
15	6501155000100000	62210	CERT SOC SEC	982.80	-	201.94	780.86	TITLE I EARLY CHILDHOOD
15	6501155000100000	62260	CERT MEDICARE	229.92	-	47.24	182.68	TITLE I EARLY CHILDHOOD
15	6501155000100000	62310	CERT TCH RET-CONT	2,219.28	-	455.99	1,763.29	TITLE I EARLY CHILDHOOD
15	6501159100100000	61110	CERT SALARY	76,664.88	-	25,554.99	51,109.89	TITLE I COM ED
15	6501159100100000	61810	CERT UNUSED SICK	600.00	-	-	600.00	TITLE I COM ED
15	6501159100100000	62210	CERT SOC SEC	3,636.60	-	1,224.14	2,412.46	TITLE I COM ED
15	6501159100100000	62260	CERT MEDICARE	850.56	-	286.31	564.25	TITLE I COM ED
15	6501159100100000	62310	CERT TCH RET-CONT	10,738.58	-	3,577.71	7,155.45	TITLE I COM ED
15	6501159100100000	62710	CERT HEALTH BENEFITS	1,821.00	-	1,200.00	621.00	TITLE I COM ED
15	6501159100100000	66100	GEN SUPPLIES	1,000.00	-	54.00	946.00	TITLE I COM ED
15	6501159100300000	61110	CERT SALARY	27,716.40	-	9,238.80	18,477.60	TITLE I COM ED
15	6501159100300000	62210	CERT SOC SEC	1,411.32	-	470.96	940.36	TITLE I COM ED
15	6501159100300000	62260	CERT MEDICARE	330.00	-	130.13	219.87	TITLE I COM ED
15	6501159100300000	62310	CERT TCH RET-CONT	3,880.32	-	1,293.44	2,586.88	TITLE I COM ED
15	6501159100300000	62710	CERT HEALTH BENEFITS	1,306.00	-	432.00	874.00	TITLE I COM ED
15	6501159100300000	66100	GEN SUPPLIES	250.00	-	-	250.00	TITLE I COM ED
15	6501159200300000	61110	CERT SALARY	14,144.78	-	-	14,144.78	CHAPTER HS SUMMER SCHOOL
15	6501217000000000	61110	CERT SALARY	-	-	3,186.76	(3,186.76)	T-1 PAR INV
15	6501217000000000	62210	CERT SOC SEC	-	-	175.52	(175.52)	T-1 PAR INV
15	6501217000000000	62260	CERT MEDICARE	-	-	41.06	(41.06)	T-1 PAR INV
15	6501217000000000	62310	CERT TCH RET-CONT	-	-	446.14	(446.14)	T-1 PAR INV
15	6501217000000000	62710	CERT HEALTH BENEFITS	-	-	90.00	(90.00)	T-1 PAR INV
15	6501217000000000	63900	OTHER PURC PROF/TECH SVS	111.20	-	-	111.20	T-1 PAR INV
15	6501217000000000	66100	GEN SUPPLIES	214.42	-	-	214.42	T-1 PAR INV
15	6501217000100000	66100	GEN SUPPLIES	2,036.92	-	349.89	1,687.03	T-1
				165,991.92	-	51,694.17	114,297.75	

Upload the documents into the ACSIP Statewide Field Test Financial 15-16 Folder for review.

The ESEA Q&A

Version:
Conference Bill language
Dec. 2, 2015

This working document provides a summary of the key changes to the Elementary and Secondary Education Act (ESEA). The first page is an "at a glance" summary, the subsequent pages provide questions and answers. The analysis comes from the latest conference bill, the Every Student Succeeds Act (ESSA), which Congress published on November 30, 2015. The House passed the bill 359 to 64 on Wednesday, and the Senate is expected to take up the bill next week. We will continue to add analysis in the coming days and also respond to specific questions as we receive them. Please send those questions to david@whiteboardadvisors.com.

ESSA at a Glance

- Assessments are still required, but there are opportunities to develop creative approaches to assessment.
- Schools will be held accountable for (i) two kinds of academic achievement, (ii) English language proficiency, and (iii) "other" indicators of school quality or student success.
- The bill does not include anything about highly qualified teachers or teacher evaluation.
- Interventions exist for the lowest-performing 5% of all schools and all public high schools failing to graduate one-third or more of students. There is also a focus on schools with consistently under-performing subgroups.
- States may reserve up to 3% of their Title I allocations for "Direct Student Services," which would help pay the costs associated with credit recovery courses, personalized learning activities such as high quality academic tutoring, or transportation for students in a choice program.
- There are more opportunities for fiscal flexibility, allowing Title I money to be used for many innovative initiatives.
- The bill does not make any material changes to student data privacy matters.
- The bill is favorable to for-profit organizations.

1

Q&A:

When will there be a new law? The House has passed the bill, and now the Senate must go to a vote, but most education experts anticipate that the President will sign the bill into law by the end of the year. According to Whiteboard Advisors Education Insider's latest FLASH ESEA survey ([get it here](#)), about 75% of insiders now believe that the President will sign a new ESEA into law by the end of December. The remainder expect some delay, but they still see a new law in place by July 2016. On Wednesday, December 2nd, the House passed the conference report. That was the hard part, since some House Republicans did not find the conference bill to be conservative enough. The Senate is expected to vote on – and pass – the bill next week, sending it to the President for signature. We will provide you with updates as they unfold.

What's the layout of the bill? A simple mental blueprint is helpful. There are nine titles (or major sections), but the basic framework is made of three parts: the requirements for the state plans to the federal government, the requirements for the district plans to the states, and other programs that support or clarify the state and district implementation of these plans.

- The required state plan (which goes to the federal government) establishes the basic framework for state standards, academic assessments, the statewide accountability and reporting system, the approach to school improvement and support, and how the state will support evidence-based district program strategies and fiscal flexibility and transparency.
- The required district plan (which goes to the state) gets into the weeds of how districts will use the federal funds to ensure that all children receive a high-quality education and close student achievement gaps. Each district has to describe at least 13 aspects of its work. This includes, for example, how it will monitor student progress, implement effective parent and family engagement, coordinate its services with early childhood education programs, integrate career and technical education content, facilitate effective transitions from middle grades to high school and from high school to postsecondary education, and more. Many of the conditions are administrative in nature.

2

- The other titles and programs support or clarify the work of the states and districts to carry out their plans. Notably, the bill repeals 49 programs and creates a new \$1.7 billion dollar Student Support and Academic Enrichment Grant that is almost a block grant, except that it steers at least 20% of the formula funds (which go to a district, or a consortium of districts) towards well-rounded educational programs, at least 20% toward safety and health programs, and an undefined portion (up to 60%, one presumes) towards activities to support the effective use of technology, though no more than 15% can go toward technology infrastructure. Among the repealed programs are the Investing in Innovation (I3) Fund and the Innovative Approaches to Literacy (IAL) program. The conference bill does spare a few programs from consolidation, such as 21st Century Learning Centers, Promise Neighborhoods grants, and the Preschool Development Grant. It also includes a Full Service Community School program.

What is the law trying to achieve? It's notable that this bill does not focus on "college and career readiness," as did some earlier reauthorization drafts. In fact, those words are not in the bill at all. Rather, this bill asks states and districts to take a holistic approach to student learning. For example, a district has to describe how it plans to implement a well-rounded program of instruction, how it will identify students who may be at risk of academic failure, and how it is improving the overall school conditions for student learning. This is a big departure from the current No Child Left Behind Act (NCLB). NCLB asked states and districts to focus their efforts on interventions for students in Title I schools that were failing or at risk of failing the state's academic achievement standards, as measured by annual assessments. This bill, in contrast, seeks to ensure that "all children receive a high-quality education and close student achievement gaps." There is a broader concept of student learning at play here, and that means that there will be a broader meaning of what costs are allowable under the program. This will be an important issue.

What about the Common Core standards? Each state has to establish challenging academic standards (prior language about "high-quality" standards has been removed). It is up to the states to make the decision about which standards to use, and the federal government is prohibited from providing

incentives for a specific set of standards.

What are the basic assessment requirements? For mathematics and language arts, states must administer an assessment in all grades 3-8, and at least once in grades 9-12. In the case of science, an assessment must be administered not less than one time in each of the three grade spans: 3-5, 6-9, and 10-12. At the state's discretion, the assessments may be administered in a single summative assessment or through multiple state-wide interim assessments during the academic year.

Can students opt out of the assessments? That is not for the federal government to decide (a common response in this bill). The bill allows states to create their own rules on testing opt-out, and parents should know about their rights. Parents must receive an annual notification that they may request information regarding state and local policies on participation in assessments. Whatever happens with opt-out needs to reconcile with the federal requirement for a 95% participation rate for all students, as well as for students in subgroups, in the annual state assessment(s). This requirement will be a weighted consideration in the accountability program of the state, but how it will play into the program remains left to the states to decide.

Can states be creative with the assessments? The Secretary is authorized to allow up to seven participating states and consortia that include not more than four states to pilot a three-year assessment and accountability demonstration program. Such a system may include competency-based assessments, instructionally embedded assessments, performance-based assessments that combine into an annual summative determination, and other mastery- or proficiency-based programs. States also retain the right to develop and administer computer adaptive assessments, so long as they meet minimum standards for quality consistency and student access.

Can districts use their own assessments? Districts can submit a nationally recognized high school academic assessment to the states for approval (this would be something like the ACT or SAT). The state can approve such an assessment so long as it meets certain conditions provided in the bill.

What are the indicators that states need to use for school accountability? Elementary and middle schools must, for all students and subgroups, annually measure: (1) two kinds of academic achievement, (i) proficiency and (ii) growth (or an equivalent when growth is not available); (2) English language proficiency; and (3) not less than one "other" indicator of school quality or student success. These other indicators may be student engagement, educator engagement, school climate, postsecondary readiness or something else that makes sense to the state. Here we may see some interesting ideas around "college and career readiness" sneak back into the picture, such as a readiness portfolio. High schools also have to include their four-year and extended graduation rates in the mix.

When will this new indicator mix begin? The new framework would go into effect in the 2017-2018 school year, making the 2016-2017 school year something of a trial run year.

How are the indicators weighted? The non-academic factors (the "other" above) cannot be afforded greater weight than the other factors. What that means will likely be left to the states to sort out. The Secretary of Education will certainly not have a say in the matter. The bill prohibits the Secretary from influencing the weight of any measure or having any meaningful say in state and local policies. Also, the state has to include all student and subgroup participation rates on the state assessments as a weighting factor. As noted above, how that will be done is also left to the states to sort out.

What must states do with these indicators? States need to develop their own statewide accountability system. The state must establish state-designed long-term goals that include measures of interim progress that keep track of the all-student category and each individual subgroup. This system has to meaningfully differentiate all public schools in the state on an annual basis.

Are any categories of school differentiation required? Beginning in 2017-2018, states have to identify the lowest-performing 5% of all schools, as well as all public high schools failing to graduate one-third or more of students (which is a graduation rate of 67% or less). This is the "comprehensive support and improvement" category of schools (CSI). This identification has to be done at least once every three years.

This is a carry-over of the current waiver requirement to identify "priority schools."

What interventions does the law require for these CSI schools? The state is required to notify each district that is identified by the state-designed system. The district is then required to develop and implement a comprehensive support and improvement plan. Such a plan would be locally designed and rooted in evidence-based interventions, among other considerations. It would also include a review of district and school level budgeting that may contribute to resource inequalities (note that this is a common theme in the bill that focuses on fiscal transparency and efficacy). Such a plan may include a public school choice option that provides all students enrolled in the school the option to transfer to another public school served by the district. Students with the greatest need (lowest-achieving) would get priority access to the choice program.

To support this work, each state must reserve 7% of its Title I allocation and distribute the funds through grants to eligible districts that demonstrate the greatest need and a strong commitment to improving student achievement and outcomes in these schools. The grants may be either competitive or by formula, and for not more than 4 years. (Long live the School Improvement Grant.)

What other differentiation is required by the law, besides the CSI schools? States are required to notify districts of schools with consistently under-performing subgroups. These are the Targeted Support and Improvement schools (TSI). Each school receiving such notification is required to develop and implement a school-level targeted support and improvement plan, which focuses on improving student outcomes for that particular subgroup. This is a locally developed intervention plan that is evidence-based and monitored by the district.

When can a school exit CSI or TSI? The state establishes its own state-wide exit criteria. If there are no improvements in four years or less in CSI schools, then the state is authorized to ratchet up the intervention and use state-determined intervention strategies to make improvements.

What about tutoring, course-choice, and support for advanced course work? States may (they do not have to) reserve up to 3% of their Title I allocations for "Direct Student Services." These are funds that the

state can use to support districts that have been identified for CSI. The funding can be used to pay the costs associated with advanced course work, credit recovery, accelerated courses, AP or IB courses, personalized learning activities such as high-quality academic tutoring, or transportation for students who transfer from a school identified for support and improvement by the state to a better performing (non-identified) school. There are a lot of interesting policy opportunities packed into this state reservation.

Will it be easier to combine federal, state, and local funding for innovative programs? The bill makes big changes to the “supplement not supplant” rule (SNS). To comply with the new SNS requirement, districts would now have to demonstrate that “the methodology used to allocate state and local funds to each school ... ensures that [the] school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under this part.” In other words, the method of distributing state and local funds must ensure that schools get their due of state and local funding. The bill goes on to say that compliance does not include a review of individual cost or services (as it does today). If the districts can meet this methodology test, then that is the end of it.

This may come across as dull and insignificant, but it is not. The change would make it easier for school leaders to use federal funds to help to procure innovative technologies that help to deliver a high-quality education to all children. No longer would a district have to worry about whether a particular program or service is considered core or supplemental. (That analysis may have made sense in the 70’s, but it doesn’t make sense in today’s digital environment, for a long list of reasons.) As long as a district is distributing its state and local funds appropriately, then districts and schools can use federal funds to contribute to smart investments in academic programming that will reasonably serve the law’s objectives (which, as noted, are broader and more holistic than those of its predecessor). This increased procurement flexibility is also supported by the bill’s encouragement to use the schoolwide funding model, which is the long-standing authority that allows schools to blend federal, state, and local funds to improve the academic program of the entire school. Finally, the conference report documents the lawmakers’ intentions: “The Conferees intend that a local educational agency may choose to use Title I money for many innovative initiatives to provide students a well-rounded education... or using funds to support efforts to expand and replicate successful practices...”

How does the bill promote the blending of federal, state, and local funds? The bill encourages the use of the Title I schoolwide fiscal model. This model allows districts to consolidate their federal, state, and local funds to upgrade the entire educational program of a school. To do this, at least 40% of the children need to come from low-income families, although the state can now easily waive that requirement. The district must also develop a “schoolwide plan” over a 1-year period, unless the state waives that requirement. This planning document lays out the district’s strategy to support a well-rounded education program. The bill makes it clear that this approach can include early learning services and dual or concurrent enrollment programs, which would include tuition and fees for innovative delivery methods of such programs. This can be supported by the state’s 7% reservation that may be used for “reducing barriers and providing operational flexibility for schools in the implementation of [CSI or TSI] activities.”

How does the bill treat for-profit providers of educational services? The bill is favorable to for-profit organizations. It frequently includes references to services and supports provided by for-profit external providers with expertise in evidence-based strategies. These entities are commonly listed alongside nonprofit entities and educational service agencies in the bill.

Does the bill address student privacy? The conference bill includes neither revisions to FERPA nor new language impacting student privacy issues. It simply requires compliance with existing privacy laws.

Does the bill retain Title I portability? Title I “portability” is not part of the conference bill. However, it does include the pilot program that would allow up to 50 school districts to pool their state and local dollars with federal dollars, and to distribute those dollars according to a weighted student funding formula. The pilot may be expanded to all districts in the 2019-2020 academic year. Unlike the “portability” debate, the weighted distribution authority is with the school district and not the state. This is an important distinction.

How does the bill change maintenance of effort? The bill keeps maintenance of effort at 90% of the fiscal effort or aggregate expenditures for the second preceding fiscal year. It does include an exception for a

precipitous decline in financial resources, a lesson learned from the Great Recession. (Comparability does not appear to be in the bill, but that is still under review.)

What is the fate of the Preschool Development Grants? The conference bill authorizes the Preschool Development Grants program. This competitive grant program will help to improve coordination, quality, and access for early childhood education and will be administered by the U.S. Department of Health and Human Services jointly with the Department of Education.

How does the bill change transferability? The conference bill removes the 50% limitation and replaces it with "all or any lesser amount" of Title II Part A, or Title IV Part A.

What is the role of literacy education in the new bill? The conference bill includes a new "Literacy Education for All, Results for the Nation" program. This program invests in improving state literacy instruction plans and distributes funding across the learning spectrum. The state has to provide not less than 15% for birth-Kindergarten grants, not less than 40% for K-5 grants, and not less than 40% for grades 6-12 grants. It does not prescribe what has to happen, but only that the programs must be "evidence-based" and ensure high-quality "comprehensive literacy instruction" (as defined in the bill) for students most in need.

How does the bill change Title III? The conference bill does away with the current Title III AMAO structure. Instead, it would require states to measure progress toward language proficiency, and it clarifies the state responsibility to establish statewide entry and exit procedures. The accountability for English learners is embedded into the Title I monitoring of English proficiency.

The bill authorizes subgrants to eligible entities to improve the education of English learners by providing effective professional development, providing and implementing effective activities and strategies that enhance or supplement language instruction educational programs, providing community participation programs and family literacy services, and other activities. Yet, as with the prior Title III program, "Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State and

local funds, that in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth.⁶ This will continue to present challenges for program administrators, and Congress is not signaling an increased investment in Title III to make the juice worth the squeeze.

As noted in the opening paragraph, this is a working document. We will update the document in the coming days and respond to questions as they come in. Those questions will be added to the document.
