



Discover a World of Opportunity™

## ESSA FUNDS

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Stakeholder Engagement

September 2019

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# STAKEHOLDER ENGAGEMENT

## Overview of requirements under the Every Student Succeeds Act

### Plans developed in partnership with stakeholders

- Parents and families have opportunities to be involved in planning and feedback
- May examine and comment on needs assessments, planned priorities, and action plans

Parents have the right to be involved! Please see our annual cycle on next page to view opportunities to provide feedback

### Parent Notifications and Access

- Parents must be notified if student is assigned by teacher not meeting license or certification requirements
- Parents must be notified if student is identified as an English Learner
- Access to Assessment Information and policies
- District must have effective methods of outreach to families of ELs

### Title I Annual Meeting

- Title I schools discuss programs in place
- Parent opportunity to participate in planning, review, and improvement of programs

### Implement parent and FACE policy

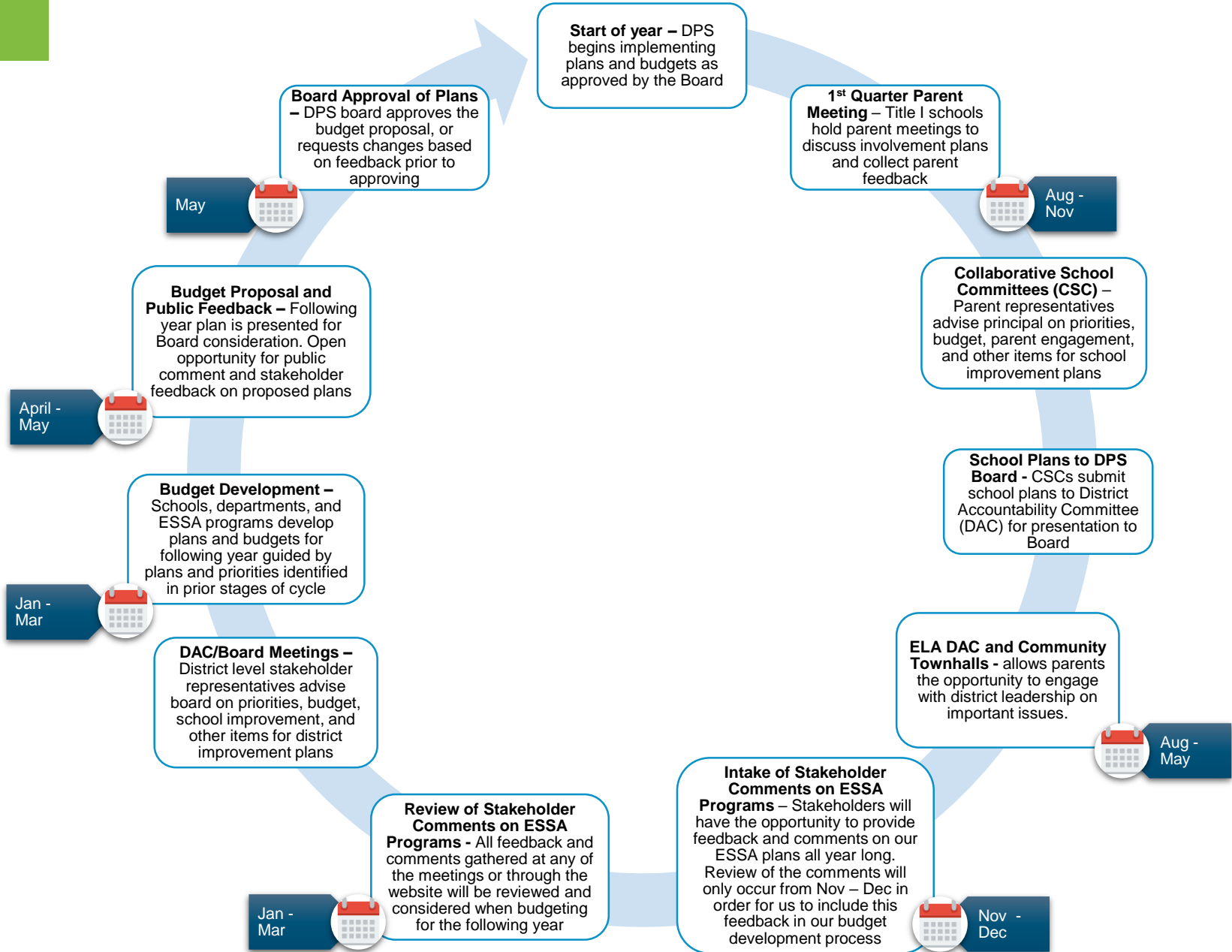
- District and schools are required to develop family and community engagement policies
- Goals: Build school capacity to effectively engage parents and families, build family capacity to better support students

Visit [face.dpsk12.org](http://face.dpsk12.org) to learn about district family and community engagement activities, and your school website for info on activities at your school!

### Parent Involvement Set Aside

- 1% of Title IA is reserved for parent involvement activities
- 95% of this set-aside is distributed to schools when they develop their budgets for the following year
- School leaders receive guidance on implementing these programs, and parents have the opportunity to be involved in deciding how these funds are spent at their schools

# DISTRICT PLAN & PRIORITY DEVELOPMENT



# OPPORTUNITIES TO PROVIDE FEEDBACK

## Plans developed in partnership with stakeholders

- Parents and families have opportunities to be involved in planning and feedback
- May examine and comment on needs assessments, planned priorities, and action plans

## School Meetings, Forums and Committee Meetings, Board Meetings

- These events occur throughout the school year giving parents, families, employees and community members an opportunity to be engaged and provide input in the planning phase for spending our ESSA funds.

## ESSA Programs Website

- The ESSA Programs website will have a web form open and available all year for stakeholders to submit feedback.
- Comments will only be collected and reviewed once a year in January and reviewed from January – February to help drive our planning for budget development.

## Communications

- Emails will be sent out several times throughout the year notifying stakeholders of their right to be engaged in this process and the variety of ways they can become involved.

# PURPOSE OF ESSA PROGRAMS

## Title I, Part A: Improving the Academic Achievement of the Disadvantaged

- Intended to support student achievement and growth at the school level for schools with the highest numbers of at-risk students
- School wide programs:
  - Upgrade the educational program of the entire school
  - Special attention to providing services to students identified as at-risk

## Set-Asides Under Title I, Part A

- Required: Neglected, Homeless, Non-Public Schools, Parent Involvement
- Optional: Preschool, Family Literacy, District Managed Activities

## District Managed Activities (DMA) Under Title I, Part A

- Intended to provide additional services and supports
  - Title I schools
  - Title I schools identified as comprehensive support (CS), targeted support (TS) and improvement or additional targeted support (A-TS) and improvement with focus on the reasons the school was identified

## Title I, Part D-Neglected & Delinquent

- Improve educational services for children and youth who are neglected or delinquent
- Provide neglected and delinquent children and youth services so that they can successfully transition from institutionalization to further education or employment; and
- Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education.

# PURPOSE OF ESSA PROGRAMS-CONTINUED

## Title II, Part A: High Quality Teachers and Principals

- Increase student academic achievement
- Improve the quality and effectiveness of educators
- Increase the number of educators who are effective in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective educators

## Title III: Supplemental Supports for English Learners

- Improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Content standards

## Title III: Immigrant Set-Aside

- Provide enhanced instructional and supplemental support opportunities for immigrant students and their families

## Title IV: Student Support & Academic Achievement

- intended to improve students' academic achievement by:
  - providing all students with access to a well-rounded education,
  - improving school conditions for student learning, and
  - improving the use of technology in order to improve the academic achievement and digital literacy of all students

# CURRENT ESSA PROGRAMS

## Federal ESSA Funds Enhance Crucial Programs

### Great Schools in Every Neighborhood \$28M



**Schoolwide**  
Increasing budgets 5% at high-poverty schools. Title I is allocated to over 50,000 FRL students at 159 schools, which principals use to support implementing improvement plans



**Tiered Framework**  
Interventions targeted at root causes of poor performance include Diagnostic reviews, turnaround design, tutoring, academic deans, and supplemental FTE to schools



**Effective Educators**  
Build a community of educators dedicated to equitable instruction and outcomes for all students through inclusive and culturally responsive instruction.

### College & Career Ready \$245K



**Technology**  
Enhancing curriculum, instructional core, and educator capacity in STEM, engineering, digital design, computer science, and web design.

### Closing the Opportunity Gap \$4.7M



**Needed Support**  
Breaking through barriers by providing food, supplies, and transportation to our homeless, foster, migrant, and military children



**Transforming ELA**  
We push the boundaries of effectiveness by implementing innovative training programs, personalized learning, and modeling the best dual language schools and newcomer centers



**Engaging Families**  
School-based parent activities, literacy programs, and family training involve the entire household and community in support of minority and immigrant children



**Highest Risk**  
We're working to prevent expulsion by identifying troubled youth early, while improving instruction and helping with credit recovery for institutionalized neglected and delinquent

### Foundation for Success \$50K



**Early Education**  
Individualized instruction provided to ELs and students reading significantly below grade level address specific learning needs, literacy skills, and English development

### Caring for the Whole Child \$1.04M



**Healthy Schools**  
Programs to improve health at schools include universal health and vision screenings, immunizations, chronic disease supports, and 1:1 nurses



**Outreach**  
Establishing community partnerships, enrolling children in Medicaid, and mentoring through Denver Kids improve our student's life and learning



# CURRENT ESSA DISTRIBUTION

More than 84% of Title spending is at the school level

## ESSA Direct Cost % By Program

