Learning Communities for School Success Grant Program – Application process made easy!

www.attendanceinstitute.org
Today’s Agenda

• Who we are and why you should care
• Backdrop for LCSSP
• Purpose of the LCSSP Grant
• Essential Components in Grant Application
• Important Dates
• How We Can Help
• Additional assistance & Information

www.attendanceinstitute.org
Introductions

S. Lee Funk, Ed.D.
Executive Director
Attendance Institute

Jerry Wooden
Vice-President
School Innovations & Achievement
Attendance Institute

- We host webinars like this across the country
- Track and analyze new legislation that relates to student attendance
- Translate the new requirements into everyday language that can be readily understood and provide concrete examples of how the changes will impact district operations
- Examine attendance and absenteeism data to create a community-specific roadmap to attendance improvement
- Uncover attendance barriers and target solutions to improve school attendance rates, increase family engagement, and create a culture of high expectations and educational success
- Publish research on the link between attendance and achievement gains and effective practices for improving both
Help you, your students and their families achieve great things – the creator of unparalleled products, most notably:

- Attention2Attendance
- Partnering4StudentSuccess
- Mandates
- School Accountability Report Cards
- IDEA-ESEA Insider
- Cabinet Report
Backdrop for LCSSP

Percentage of Grade 4 and Grade 8 Students Who Reported Missing 3 or More Days of School in the Previous Month, By Grade: 1994-2015

Percentage of Grade 4 and Grade 8 Students Who Reported Missing 3 or More Days of School in the Previous Month, By School-wide School Lunch Eligibility: 2015

Backdrop for LCSSP

State and Local Indicators

Based on data that is collected across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS).

State indicators by LCFF priority area are:

- Academic Indicator [ELA and math]
- English Learner Progress
- Chronic Absenteeism
- Graduation Rates
- Suspension Rate
- College/Career Readiness
SECTION 1111(c) OF THE ESEA: GOALS

- Each State must establish ambitious long-term goals and measurements of interim progress for all students and each subgroup of students in two areas:
  - **Academic achievement** as measured by proficiency on annual statewide assessments;
  - **Graduation rates** as measured by the four year adjusted cohort graduation rate (ACGR) and, at the State’s discretion, extended-year ACGRs; and

- Each State must establish ambitious long-term goals and measurements of interim progress for English learners in one additional area:
  - Increases in the percentage of such students making progress in achieving **English language proficiency (ELP)** as measured by the statewide ELP assessment.
STATEWIDE ACCOUNTABILITY SYSTEMS
SECTION 1111(c) OF THE ESEA: INDICATORS

- Each State must establish at least five indicators that can be disaggregated by subgroup to annually measure:

1. For all schools, **academic achievement**, as measured by proficiency on the annual assessments (and may also include growth for high schools);

2. For elementary and secondary schools, a measure of **student growth** or **another valid and reliable statewide academic indicator**;

3. For high schools, the **four-year ACGR** and, at the State’s discretion **extended-year ACGRs**;

4. For all schools, **progress in achieving ELP**, as defined by the State and measured by the statewide ELP assessment; and

5. For all schools, at least one indicator of **school quality or student success**.
Backdrop for LCSSP

- Student engagement
- Educator engagement
- Student access to and completion of advanced coursework
- Postsecondary readiness
- School climate and safety

Any other indicator the state chooses that meets the requirements

California
Delaware
Illinois
Louisiana
Maryland
North Carolina
Oklahoma
Tennessee
Washington
Purpose of the LCSSP Grant

**Proposition 47** - reduced penalties for non-serious and nonviolent property and drug crimes

Required savings be spent to:
- Support truancy (unexcused absences) prevention,
- Mental health and substance abuse treatment
- Victim services

25% allocated to the CDE for administration of a grant program to reduce truancy and support pupils who are at risk of dropping out of school or who are victims of crime
Purpose of the LCSSP Grant

AB 1014/SB 527 Co-joined Legislation for:

CDE to administer grants and coordinate assistance to LEAS to identify and implement evidence-based, non-punitive programs and practices to keep our most vulnerable pupils in school, consistent with each LEA’s LCAP including goals for pupil engagement and school climate.

*EC Section 33431* authorizes LEAs to apply for three-year grants and describes the grant process.
Purpose of the LCSSP Grant

Priority Local Educational Agencies

• Before the initial application deadline, the CDE will conduct targeted outreach to LEAs most likely to be given priority and offer the LEAs technical assistance as they develop their grant applications.

• Priority (target LEA) criteria:
  - High rate of chronic absenteeism, out-of-school suspension, or school dropout rates for identified subgroups
  - Located in a community with a high crime rate
  - Has a significant “representation” of foster youth
Essential Components in Grant Application

Activities may include but are not limited to:

- Establishing a community school
- Improving attendance and reducing chronic absenteeism
- Restorative practices or other programs to improve retention rates, reduce suspensions, and reduce referral of pupils to law enforcement agencies
- Activities that advance social-emotional learning, positive behavior interventions and supports, culturally responsive practices, and trauma-informed strategies
- Partnerships with community-based organizations to support implementation of evidence-based, nonpunitive practices
- Increasing staff to address ongoing chronic attendance problems
Essential Components in Grant Application

Additional conditions for grant funding include the following:

- A local match is required of at least 20% - from cash expenditures or in-kind contributions

- Grant funds shall be used to increase or improve services the LEA currently provides

- Grant funds shall not be used for law enforcement activities, including personnel or equipment!
Essential Components in Grant Application

At minimum:

• Information about pupil and school needs
• Activities the LEA will undertake with the grant funding
• How the activities will support the LEA’s goals for pupils contained in its LCAP
• How the LEA will measure outcomes and the metrics to be reported in LCAP
# Tentative Dates

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of April 3</strong></td>
<td>Request for Applications (RFA) released and posted on the CDE Web site.</td>
</tr>
<tr>
<td>TBD</td>
<td>CDE Webinar for prospective applicants.</td>
</tr>
<tr>
<td>TBD</td>
<td>Intent to Submit an Application (Attachment A) is due to the Coordinated School Health and Safety Office (CSHSO). <strong>Failure to submit this form will result in disqualification of the application from the reading and scoring process.</strong></td>
</tr>
<tr>
<td>TBD</td>
<td>Final deadline to submit questions.</td>
</tr>
</tbody>
</table>
| **Approximately one month after RFA** | Applications due to the CSHSO by 4 p.m.  
(The application package must include the original application with the signature of the Superintendent or Designee in blue ink and four copies.) No faxed or e-mailed copies will be accepted. |
| TBD                 | Application review and scoring.                                                                   |
| TBD                 | Notice of Intent to Award Funds posted in the lobby of the CDE, 1430 N Street, Sacramento, CA 95814-5901. The list also will be posted on the CDE Learning Communities for School Success Funding Results Web page at http://www.cde.ca.gov/xxxxxx.asp. |
| TBD                 | Appeal period for the proposed grant awards. Appeals must be in writing and received by 4 p.m., on the tenth calendar day following the posting of the Notice of Intent to Award Funds. |
| **June 1, 2017**    | Grant period begins.                                                                               |

**Note:** All dates after the application deadline are approximate and may be adjusted as program conditions indicate without an addendum to this RFA.
How We Can Help!

Let us do the heavy lifting!

• Consult with you on proven practices
• Offer research supporting your application
• Assist you with the actual grant writing
• Provide language for merging grant activities with LCAP
• Provide technical assistance with the grant application process as needed
Graduation Rate Gap:

163,000 students from 23 districts that invested in the Achievement Initiative

Gap between African-American or black students and white students: 5.4%

Gap between Hispanic or Latino students and white students: 3.5%

Gap between American Indian students and white students: 3.0%

White students from all subgroups: 87.0%
The Achievement Initiative: 84.5%
National average: 80.0%

The Achievement Initiative
Creating a culture of ACHIEVEMENT
Incredible Results

Our system automatically measures the data points needed for the grant. Districts can easily access their results and show progress.

More Parent Engagement

• +950% increase in communication and parent engagement

SaveRATE™

• 54% of all students who received a notification did not require a second attendance intervention

3-Year Client Results

• - 25% reduction in Total Absences
  • - 27% Truancy (3 or more unexcused absences)
  • - 30% Excessive Excused Absences (7 or more excused absences)
  • - 50% Chronic Absenteeism (10% or more total absences)
The Achievement Initiative

Our program is built on Attention2Attendance—an award-winning early warning and attendance intervention system designed to:

• Increase learning time by focusing on all students, not just the bottom 10%

• Improve site and parent relationships by communicating in the parent’s home language (currently corresponding in more than 34 languages)

• Enhance school climate by creating a culture where showing up matters

• Increase student success by improving 3rd grade reading proficiency, decreasing dropouts, and increasing grad rates regardless of ethnicity or socioeconomic or English learner status
Our goal is to work with education partners to create a culture of achievement, beginning with creating a culture of “showing up.”

We are addressing a common denominator – a factor that effects every student

- We bring a uniform and consistent process to all school sites
- We send timely and early interventions
  - In a family’s home language
  - Increase parent engagement
  - Remove administrative burden from staff
- The initiatives build on your Attention2Attendance data, implementing positive communication campaigns to specific grades or student groups
- We get real-time data so you know what’s working
  - You’ll get comprehensive and comparative analysis
  - You’ll get LCAP reporting
- Our program improves attendance across your entire student population
  - That’s increasing learning time
  - That’s improving outcomes
  - That’s when we start closing the achievement gap

More than two million students strong. Join the Movement
Additional Assistance

The CDE will provide assistance to all LEAs interested in submitting applications.

CDE is authorized to use up to $300,000 to contract with an LEA “for the purpose of conducting regional meetings, training, and other technical assistance activities as needed to support the grantees receiving moneys for dropout and truancy prevention programs pursuant to legislation.”
Learning Communities for School Success Program

This program was established following the passage of Proposition 47, the Safe Neighborhoods and Schools Act (SNSA).

California voters passed Proposition 47, the SNSA, in November 2014. Subsequent legislation in 2016, Assembly Bill 1014 (Thurmond) and Senate Bill 527 (Liu) established the Learning Communities for School Success Program.

The SNSA reduced the penalties for certain non-violent, non-serious drug and property crimes. Statue savings resulting from these changes are to be spent on mental health and drug programs, kindergarten through twelfth grade students, and crime victims.

Subsequent legislation requires that 25 percent of the monies available through criminal justice system savings are to be allocated to the California Department of Education (CDE) for administration of a grant program to reduce truancy and support pupils who are at risk of dropping out of school or who are victims of crime. Co-joined legislation, AB 1014 and SB 527, established the Learning Communities for School Success Program, which will be funded through the savings in the criminal justice system. The program is chaptered in California Education Code sections 33430-33436.

The CDE will administer the Learning Communities for School Success Program. Fiscal Year 2016-17 is the first year of funding for the program’s three-year local educational agency competitive grants. The grants are to be annually awarded using continuously appropriated funds identified by the California Department of Finance as the annual savings resulting from Proposition 47.

Grant Applications

Requests for Applications (RFA) to receive program grants are tentatively scheduled to be available at this Web page on March 1, 2017. A webinar to provide technical assistance to local educational agencies applying for grants will be scheduled approximately one week after the release of RFAs.

Legislation

Proposition 47 is the voter-approved initiative which authorized the Safe Neighborhood and Schools Act in 2014. The Learning Communities for School Success Program was established by AB 1014 and SB 527, the co-joined legislation which authorized funding for state grants for the program. Text for Proposition 47, AB 1014, and SB 527 can be accessed at the links below.

- Proposition 47 (POF)
- Passed by California voters in 2014.
- Proposition 47 also known as the Safe Neighborhoods and Schools Act.

- AB 1014
- This legislation is a co-joined bill that established the Learning Communities for School Success Program.

- SB 527
- This legislation is a co-joined bill that established the Learning Communities for School Success Program.

Questions: Brian Uslan | buslan@cde.ca.gov | 916-323-2562

Last Reviewed: Wednesday, February 8, 2017
PRESENTERS

Ryan J. Smith
Executive Director
The Education Trust—West

Dr. Sandy Addis
Director
National Dropout Prevention Center/Network Clemson University

Dr. Elaine Allensworth
Lewis-Sebring Director
University of Chicago Consortium on School Research

Dr. Tamarah Pfeifer
Associate Deputy Director
Navajo Schools, Bureau of Indian Education, U.S. Dept. of the Interior

S. Lee Funk, Ed.D.
Executive Director
Attendance Institute

Yaeko Rodrigues
Director of Research
Attendance Institute

CULTIVATING SUCCESS II

2017 SUMMIT FOR STUDENT ACHIEVEMENT

TUESDAY, MAY 9, 2017 • SAN FRANCISCO • REGISTER

www.attendanceinstitute.org
Thank You

Dr. Lee Funk, Executive Director
Attendance Institute
916-217-3190
leef@attendanceinstitute.org

Jerry Wooden, Vice President
School Innovations & Achievement
916-669-5180
jerryw@sia-us.com

Brian Uslan, Education Programs Consultant
California Department of Education
916-323-2562
buslan@cde.ca.gov