

DCSD Application for 2024-2025 ESSA Title Funds

Summary

The Every Student Succeeds Act (ESSA) provides supplemental funding for school districts across the country. Based upon estimated preliminary allocations, Douglas County School District (DCSD) is estimated to receive total Title funding for Titles I, II, III, III Immigrant Set-Aside, & IV of \$2,513,450 for the 2024-2025 school year. The funds must be used in compliance with the specific requirements of each Title program. Funds must supplement, not supplant, a district's general operating budget. To access the funds, DCSD will submit a detailed application to the Colorado Department of Education by June 30, 2024.

Title IA – Supplemental funding focused on providing additional instructional time to address the needs of a Title I identified school's lowest performing students and those students found to be at most risk for not meeting academic standards. Programming includes support for evidence-based programs and strategies, intensive instructional interventions (inclusive of additional FTE in the form of literacy and math interventionists and instructional paraeducators at all Title I schools); behavioral supports which may be in the form of additional FTE at Title I schools; extended-time programs (after school tutoring and summer school programming); parent involvement; supplemental instructional supplies; and professional development for staff. Additionally, these funds support all services required by the McKinney-Vento Act for all district homeless students with the use of the Title I Homeless Set-Aside.

Title IIA – Supplemental funding intended to increase student academic achievement by improving educator quality. These funds are used for the direct support of professional development and coaching of teachers, paraeducators, principals and assistant principals, as well as any specialized staff positions (e.g., special education, ML, GT, mental health, etc.). Funds provide for courses in a variety of areas as outlined in the Uses of Funds including training, literacy supports (e.g., Orton Gillingham), GT trainings, ML trainings, and a variety of MTSS (Multi-tiered Systems of Support) courses. Funds also support Alternative Licensing Programming for teacher and special education cohorts for recruitment and retention efforts.

Title IIIA – Supplemental funding designed to improve the education of Multilingual Learners by helping these students learn English and meet challenging academic content and student academic achievement standards. The supplemental programming supports are inclusive of ELD instructional strategies and resources, parent outreach, professional development for ESL and classroom teachers, coordinated activities with community partners to enhance learning for students, and parent engagement activities in the Use of Funds summary.

Title III Immigrant Set-Aside – Supplemental funding designed to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families.

Title IVA – Supplemental funding designed to support activities that provide well-rounded educational opportunities; improve school conditions for student learning (safe and healthy students); and improve the use of educational technology in order to improve the academic achievement and digital literacy of all students. The supplemental programming supports prevention efforts at middle schools to teach the CO Social Emotional Wellness Standards as they relate to nutrition, sleep and drug misuse; technological resources to support student learning for qualified low-income students and other at-risk learners as needed; supports for qualified low-income students to participate fully in experiential learning activities as well as college and career fairs; and support for low-income students on ACT WorkKeys exam fees; and other supports as outlined in the summary.

Proposed Uses of 2024-2025 ESSA Title Funds

Title I: Improving Academic Achievement of the Disadvantaged (estimated preliminary allocation \$1,434,500)

- Intensive instruction at highest poverty schools (Hope Online Middle (77.20%); Hope Online High (83.69%); South Ridge Elementary (49.11%); Sedalia Elementary (58.65%))
 - Literacy, Math, Behavior, and Counseling Intervention for Hope Online Middle (schoolwide plan – ~4 FTE); Hope Online High (schoolwide plan – ~ 7 FTE); South Ridge Elementary (schoolwide plan – ~2.5 FTE); Sedalia Elementary (schoolwide plan - ~ 2 FTE)
 - Math and Literacy Instructional Coaching
 - Supplemental Educational Services (tutoring and summer school)
 - Supplemental instructional and professional development resources
 - Parent Involvement Activities inclusive of literacy and math support activities
- Homeless Student Liaisons and Student Support Specialist (2.7 FTE) and Homeless Student Assistance Support Services (for all homeless students in all district and charter schools)
- Bookkeeping, accounting and coordination

Title II: Educator Quality (estimated preliminary allocation \$683,200)

- Professional Development for DCSD leaders and staff
- Alternative Licensure Programming for teacher licensure and special education cohorts for Recruitment and Retention efforts
- Staff development with an emphasis on strategies for at-risk learners; co-teaching & collaboration strategies; GT students; ELLs; Twice Exceptional (2E); MTSS supports, etc.
- Professional Development for literacy interventions inclusive of Orton Gillingham, and other literacy trainings to support school staff districtwide
- PD/Coaching supports for Gifted & Talented teachers and staff supporting G/T students
- Charter and private school professional development support
- Bookkeeping, accounting and coordination

Title III: English Language Acquisition and Language Enhancement (estimated preliminary allocation \$285,000)

- District Multilingual Learner (ML) Feeder Contacts (inclusive of charter school supports)
- Family Engagement/Professional Development Coordinator to support coaching of staff related to ELD programming, family engagement practices, and professional development of ESL teachers districtwide
- Coordinated activities with community partners to enhance student learning
- Parent and family engagement activities inclusive of literacy nights and math nights
- Family Engagement Leads inclusive of parent outreach for ML families
- Supplemental Instructional Supplies to support students
- ML Coaching Supports for staff at Title I Charter School (Hope Online)
- Professional Development for the district's ESL teachers and classroom teachers (inclusive of Title I schools) focused on:
 - Intensive English Language Development strategies
 - Book Studies
 - Strategies focused on most critical missed targets and growth gaps

Title III Immigrant Set-Aside (estimated preliminary allocation \$750)

- Supplemental Instructional Supplies to support students and support family engagement

Title IV: Student Support and Academic Enrichment (estimated preliminary allocation \$110,000)

- Support of ACT WorkKeys and other exam fees and resources for qualified low-income students
- School Safety and Mental Health supports inclusive of professional development trainings internally and with outside experts
- FTE for Middle School Prevention Nurses (.4 FTE total - other portion of FTE supported by School Health Professional Grant Funds) to teach the CO Social Emotional Wellness Standards as they relate to nutrition, sleep and drug misuse and create a robust referral process for students to get the appropriate interventions
- Technological resources to support student learning for qualified low-income students and other at-risk learners as needed
- Supplemental instructional supplies to support well-rounded student coursework and activities
- Supports for qualified low-income students to participate fully in experiential learning activities, college and career fairs, etc.
- Charter and private school professional development support