Revised State Template for the Consolidated State Plan
The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.
Introduction
Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan
Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA’s choice:

- April 3, 2017; or
- September 18, 2017.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department’s website.

Alternative Template
If an SEA does not use this template, it must:
1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan
An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

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1 Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.
Consultation
Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor’s office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances
In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).
# Table of Contents

Cover Page  

Programs Included in Consolidated State Plan  

Overview of Development of Alabama Consolidated State Plan  

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)  

Title I, Part C: Education of Migratory Children  

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk  

Title II, Part A: Supporting Effective Instruction  

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement  

Title IV, Part A: Student Support and Academic Enrichment Grants  

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

Title V, Part B, Subpart 2: Rural and Low-Income School Program  

Education for Homeless Children and Youth program, McKinney- Vento Homeless Assistance Act, Title VII, Subtitle B  

Appendix A: Executive Order Number 16  

Appendix B: Measurements of Interim Progress  

Appendix C: College and Career Readiness Dashboard  

Appendix D: NOTICE TO ALL APPLICANTS
## Cover Page

### Contact Information and Signatures

<table>
<thead>
<tr>
<th><strong>SEA Contact</strong> (Name and Position):</th>
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By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

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</table>
Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☑ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

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

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.
Overview of Development of Alabama Consolidated State Plan

Prior to the development of the ESSA Consolidated State Plan, the Alabama State Department of Education (ALSDE) developed accountability systems to meet the requirements of two state laws; Act No. 2012-402 (A-F Report Card) and Act No. 2015-434 (Alabama Accountability Act).

Alabama Act No. 2012-402, requires the State Superintendent of Education to develop a school grading system reflective of school and district performance and to create the Legislative School Performance Recognition Program. Alabama's goal is to provide another transparent layer of accountability as it relates to Elementary and Secondary education in the State. This law requires the state to use state-authorized assessments and other key performance indicators that give a total profile of the school or school system, or both, a school’s grade, at a minimum shall be based on a combination of student achievement scores, achievement gap, college and career readiness, learning gains, and other indicators as determined by the State Superintendent of Education to impact student learning and success.

Alabama Act No. 2015-434 requires the identification of public K-12 schools as failing to be based on either of the following:

a. Is designated as a failing school by the State Superintendent of Education.

b. Does not exclusively serve a special population of students and is listed in the lowest six percent of public K-12 schools based on the state standardized assessment in reading and math.

Act No. 2015-434 was an amendment to the original Act, Alabama Act No. 2013-64, which was deemed the Alabama Accountability Act of 2013. As a result of the Alabama Accountability Act, Alabama students that are eligible to attend a school identified as a failing school can receive educational choice options as specified in the law.

With Acts No. 2012-402 and No. 2015-434 already in place and constituting existing accountability requirements, in January, 2016 an agency task force was created to review the Every Student Succeeds Act (ESSA). A month later the Alabama State Department of Education (ALSDE) conducted a webinar with city and county Superintendents to explain the requirements of the new law.

On March 14, 2016 then Governor Robert Bentley issued Executive Order Number 16 (Appendix A) establishing an ESSA Implementation Committee.

The Alabama ESSA Committee appointees were:

- Two vice chairs, appointed by the State Superintendent of Education
- Two appointments by each Alabama State Board of Education member, excluding the Governor
- The Secretary, Department of Early Childhood Education
- The Education Policy Advisor, Office of the Governor
- Director, Governor’s Office of Minority Affairs
- Three representatives in workforce development programs or related entities, appointed by the Governor
- A representative of the Alabama Public Charter School Commission, appointed by the Governor
- One member from the Alabama Senate, appointed by the Senate President Pro Tem
- One member from the Alabama House of Representatives, appointed by the Speaker of the House of Representatives
- Additional members as needed, appointed by the Governor
The committee chair, Secretary of Early Childhood Education, Ms. Jeana Ross, was appointed by the Governor from among the members.

The committee was organized into six workgroups each with a specific focus. The workgroups addressed the following areas:

- Standards, Assessment, and English Learners
- Accountability
- Schools and District Improvement
- Educator Effectiveness
- Early Learning
- Title Programs, Grants, and Requirements
- Data Collection and Reporting

On May 9, 2016 the initial Implementation Committee meeting was convened. Multiple workgroup sessions were held during May, June, July and August culminating in a summary of progress meeting on August 18 in the Auditorium of the Alabama State Capitol.

Several hundred people were introduced to the original components of the ESSA consolidated state plan when the ALSDE conducted an eight-stop Community Engagement Tour to share it with the public and solicit input for improvements. The engagement tour stops and dates were as follows:

- August 9, 2016 Carver High School, Montgomery
- August 16, 2016 Auburn High School, Auburn
- August 18, 2016 Helena High School, Helena
- August 23, 2016 Parker High School, Birmingham
- August 25, 2016 Davidson High School, Mobile
- September 6, 2016 The Academy for Academics and Arts, Huntsville
- September 13, 2016 Tuscaloosa Career Academy, Tuscaloosa
- September 20, 2016 Anniston High School, Anniston

The Implementation Committee accepted additional ideas and comments from the public via a jotform link provided by the Office of the Governor that was active through October 30, 2016. The first draft of the ESSA key decisions document was presented to the Alabama State Board of Education on November 10, 2016, and serves as the foundation of this document.

In the fall of 2016, State Superintendent of Education Michael Sentance established three advisory groups in core academic subjects: mathematics, reading and science. Prodded by the deficiencies and troubling trends in Alabama’s NAEP scores and other academic indicators, these three groups were charged with reviewing the curriculum, teacher preparation and professional development of educators. The advisory groups were broadly constituted of business leaders, academics, K-12 educators and administrators, school board members and parents. The membership of the committees came from recommendations of constituency groups, legislative leaders, and members of the State Board of Education. After intensive work, the groups presented their recommendations to the State Board of Education in May 2016. Their work constituted the core of the state’s comprehensive strategic plan. This strategic plan was then presented in nine forums throughout the state.

It is important to note that the work of the ESSA Implementation Committees, in conjunction with the work of three strategic planning committees, provided the core components shared by both this ESSA plan and Alabama’s new long-range strategic plan, Alabama Ascending. Collectively, Alabama’s ESSA plan and strategic plan constitute two parts of a cohesive focus that will support and drive the state’s future educational success.
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²

Under Alabama law, the State Board of Education appoints Courses of Study Committees. Based upon the submitted recommendations of the Courses of Study Committees, along with the State Superintendent of Education the State Board is then responsible for prescribing the minimum contents of courses of study for all public, elementary and high schools in the state. The State Courses of Study Committees consist of 28 members to be selected as follows:

(1) One elementary teacher (grades K through six) and one secondary teacher (grades seven through 12) from each of the seven congressional districts who are teaching in the course of study areas to be revised during their terms of office;

(2) Four members from the state at-large actively engaged in a supervisory or administrative capacity in the field of education and who are knowledgeable or who have had previous teaching experience in the course of study areas to be revised during their term of office;

(3) Three members who are employees of state institutions of higher learning and who are specialists in the course of study areas to be revised during their terms of office; and

(4) Seven additional members appointed by the Governor, one from each of the seven congressional districts, each of whom shall be either a business or professional representative not employed in the field of education. The Governor's appointees shall have expertise and be actually involved in the course of study field under consideration and shall be confirmed by the Senate. Courses of Study contain the content standards for each content area.

The following list shows the adoption dates for the most recent content standards in each content area:

- Arts Education Course of Study adopted 2017
- Career and Technical Education Course of Study adopted 2008
- English Language Arts Course of Study adopted 2016
- World Languages Course of Study adopted 2017
- Health Education Course of Study adopted 2009
- Mathematics Course of Study adopted 2016
- Physical Education Course of Study adopted 2009
- Science Course of Study adopted 2015
- Social Studies Course of Study adopted 2013

The standards revision procedure that is a part of the Courses of Study development process supports Alabama’s commitment to equity of opportunity for all students and is the foundation for an education system that challenges all children with world-class expectations for understanding English and its rich literature, mathematics, history and the requirements of a democracy, the sciences and the arts. Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement and a commitment to helping all children find their success in school, careers, and their lives.

²The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.
Alabama’s assessment system will be completely aligned to these standards and will effectively measure the state’s ability to help students master the same.

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR §200.5(b)(4));
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      ☐ Yes
      ☑ No

   ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR §200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR §200.6(b) and (f); and
         3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
      ☐ Yes
      ☐ No

   iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR §200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR §200.6(f)(2)(ii) and (f)(4));
   i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

   Alabama defines languages other than English that are present to a significant extent in the participating student population as those languages that account for 2% or more of the student population. In Alabama, the only language that meets this criteria is Spanish.

   Most commonly spoken languages in Alabama for LEP students
   1. Spanish: 17,160
   2. Korean: 512
   3. Arabic: 472
   4. Chinese: 415
   5. Vietnamese: 350
ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

At the present time, Alabama does not provide assessments in languages other than English.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Beginning in the 2018-2019 school year, Alabama will provide Spanish assessments for those students who are not English proficient.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

Alabama’s timeline for developing a Spanish assessment is currently in progress. In spring of 2019, Alabama plans to offer assessments to English Learners in Spanish.

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

An EL Advisory Committee will be convened in the 2017-2018 school year to request input as we move forward in the development of a content assessment in Spanish.

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Major racial and ethnic subgroups that will be included in the ALSDE accountability system include:
1) American Indian/Alaska Native
2) Asian
3) Black or African American
4) Hispanic/Latino
5) Native Hawaiian/Pacific Islander
6) Two or more races
7) White
b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Alabama has not identified any additional subgroups of students other than those that are statutorily required.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students that Alabama has determined is necessary to carry out requirements under Title I, Part A of the ESEA for accountability purposes is 20.

b. Describe how the minimum number of students is statistically sound

ESSA Section 200.17(a) (A) prohibits a state from using disaggregated for reporting purposes or accountability determinations if the number of students in the subgroup is insufficient to yield statistically reliable information. After conducting analysis of various minimum n counts over all accountability reportable subgroups, stakeholders determine that for maximum district and school level support using the minimum n of 20 was sufficient as oppose to the reporting minimum n of 10. In addition, Alabama utilized an n count of 20 in its July 2015 approved Renewal Request for accountability reporting. As a result, reporting accountability data in this manner creates consistency as well as the opportunity for true data comparison among stakeholders. Lastly, using a minimum n of 20 for accountability reporting provides both statistical reliability across accountability measures and protects the privacy of those subgroups that are too small to report without disclosing personally identifiable information.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
Alabama held listening tours across the state as it relate to the development of the ESSA State Plan and collaborated with the ESSA Accountability Workgroup to determine a minimum n count for accountability reporting purposes. The ESSA Accountability Workgroup represented superintendents, legislators, principals, teachers, parents, educational organizations as well as the Governor’s office. Feedback was received throughout the state. Discussions were held among the accountability workgroup with data comparisons being completed for various n counts. Conversations took place relative to changing from the minimum n count of 20 which was used in the ESEA Renewal Request to utilizing a minimum n count of 30. However, after data comparisons revealed the loss of the opportunity to report and support 636 subgroups throughout the state, the decision to continue utilizing the n count of 20 was recommended for the ESSA Plan. Below you will find the comparison between the 20 and 30 n count utilizing 2015-2016 data.

Table 1: N Count Comparison

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d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.3

Alabama suppresses aggregate data reporting for subgroups smaller than the minimum n-size.

e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

Alabama’s minimum number of students for reporting purposes is lower than the minimum number of students for accountability purposes. The reporting minimum number is 10.

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3 Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.
iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
   a. Academic Achievement (ESEA section 1111(c)(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The Alabama State Department of Education has updated its strategic plan to fulfill the promise of public education to every student entering kindergarten in the fall of 2017 through an expansive process that involved the entire state. The ALSDE consolidated state plan aligns with the updated vision and goals of Alabama. Alabama’s goals are: to have Prepared Graduates, create Multiple Pathways to Careers and Higher Education, maintain Superior Educator Preparation Programs, support Continuous Improvement of World-Class Educators, create Equitable and Accountable Systems, promote Healthy and Safe Systems and Schools and to truly Engage Families and Communities.

Alabama has been diligently engaging stakeholders in conversations surrounding the selection of academic and school quality or student success indicators.

In Alabama’s July 14, 2015 ESEA Renewal Request, the goal was to decrease the percentage of non-proficient students in each ESSA accountability subgroup by 50%. In reviewing the data, a strong focus was placed on the various gaps that existed throughout the subgroups in comparison to the all students subgroup.

As outlined in ESSA, we have the opportunity to revisit past practices for identification. Based on supporting data and feedback, it was decided that Alabama should continue using this methodology while focusing on the educational lifespan of students entering Kindergarten in the fall of 2017 and that cohort of students actually graduating in 2030. Therefore, Alabama will reduce by 50% the number of students not proficient in 2030.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix B.

Measurement of interim progress towards long-term academic goals, found in Appendix B, have been determined utilizing ACT Aspire, the state’s current accountability assessment. Though the actual goal of decreasing non-proficient students in each sub-group by 50% by the end of the 2030 school year will not change, new baselines will need to be determined after the rollout of our new accountability assessment in 2018-2019.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

ALSDE’s goal is to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2030 school year. Long-term goals as well as annual targets for improvement have been established for the state as well as each district and school for all applicable subgroups. Data will be published annually; however, progress towards meeting the 2030 overall goal will be monitored by measurement of actual progress towards periodic targets every three years.
b. **Graduation Rate.** *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The ALSDE, in keeping with input from multiple stakeholder groups, has established ambitious long-term goals with measurements of interim progress for all students and subgroups for the four-year adjusted cohort graduation rates. Alabama’s long-term goal is to reduce the percentage of non-graduating students by 50% by 2030. This is calculated by first identifying the 2015-2016 baseline cohort graduation rate for all students and for each individual subgroup, subtracting the percentages from 100%, and then dividing the result by 50% to determine the expected improvement.

Table 2: Graduation Rate Comparison

<table>
<thead>
<tr>
<th><strong>Four-Year Adjusted Cohort Graduation Rate</strong></th>
<th>Subgroup</th>
<th>Baseline (2015-2016)</th>
<th>Long-Term Goal (2030)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students</strong></td>
<td></td>
<td>87.1%</td>
<td>93.6%</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td></td>
<td>90.4%</td>
<td>95.2%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td>91.6%</td>
<td>95.8%</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td></td>
<td>84.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td><strong>Economically disadvantaged students</strong></td>
<td></td>
<td>80.8%</td>
<td>90.4%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td></td>
<td>86.5%</td>
<td>93.3%</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Other Pacific Islander</strong></td>
<td></td>
<td>86.3%</td>
<td>93.1%</td>
</tr>
<tr>
<td><strong>Students with disabilities</strong></td>
<td></td>
<td>54.0%</td>
<td>77.0%</td>
</tr>
<tr>
<td><strong>Students with Limited English Proficiency</strong></td>
<td></td>
<td>64.4%</td>
<td>82.2%</td>
</tr>
<tr>
<td><strong>Two or More Races</strong></td>
<td></td>
<td>89.5%</td>
<td>94.7%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td>88.6%</td>
<td>93.5%</td>
</tr>
</tbody>
</table>
2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Not Applicable

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix B.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Because the goal is to half the difference between subgroup baselines and 100% graduation rates, subgroups with lower baselines have trajectories that include larger annual increases. As such, graduations gaps will progressively decrease over time.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

To fulfill ESSA requirements, ALSDE has created long-term goals for English learners to determine increases in the percentage of students making progress in achieving English proficiency that are both ambitious and achievable.

Alabama considers a student’s initial English proficiency level at the time of identification and the amount of time the student has spent in the language instruction education program in establishing the expected timeline for English language acquisition. Alabama completed the process of setting ELP goals by reviewing current research related to growth in proficiency among English learners, investigating models proposed by other states, and reviewing data from the ACCESS 2.0 assessment.

Baseline Data
ACCESS for ELLs recently went through a standards setting study in 2016 in order to meet the rigorous language demands of College and Career Readiness standards. Alabama will use the 2016-2017 school year test results for baseline data.

Expected timeline to English Language Proficiency
AL has defined “growth” or “progress” as an increase by equal intervals each year so all students meet the proficient cut score within five years after their initial year. This model uses cumulative growth to determine the students expected level of proficiency based on his/her number of years in the district. The previous year’s growth is counted toward the current year’s growth target (Table 3).
Table 3: Cumulative Growth by Proficiency level

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>2.9</td>
<td>3.9</td>
<td>4.8</td>
</tr>
<tr>
<td>1.1</td>
<td>2.0</td>
<td>3.0</td>
<td>3.9</td>
<td>4.8</td>
</tr>
<tr>
<td>1.2</td>
<td>2.1</td>
<td>3.0</td>
<td>3.9</td>
<td>4.8</td>
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<tr>
<td>1.3</td>
<td>2.2</td>
<td>3.1</td>
<td>3.9</td>
<td>4.8</td>
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<tr>
<td>1.4</td>
<td>2.3</td>
<td>3.1</td>
<td>4.0</td>
<td>4.8</td>
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<tr>
<td>1.5</td>
<td>2.3</td>
<td>3.2</td>
<td>4.0</td>
<td>4.8</td>
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<tr>
<td>1.6</td>
<td>2.4</td>
<td>3.2</td>
<td>4.0</td>
<td>4.8</td>
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<tr>
<td>1.7</td>
<td>2.5</td>
<td>3.3</td>
<td>4.0</td>
<td>4.8</td>
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<tr>
<td>1.8</td>
<td>2.6</td>
<td>3.3</td>
<td>4.1</td>
<td>4.8</td>
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<tr>
<td>1.9</td>
<td>2.6</td>
<td>3.4</td>
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<td>4.8</td>
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<tr>
<td>2.0</td>
<td>2.9</td>
<td>3.9</td>
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<td>4.7</td>
<td>4.8</td>
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<tr>
<td>Met Cut Score</td>
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</tbody>
</table>
The EL Committee reviewed research regarding English language acquisition in development of the expected timeline for English language development. The research indicated that the average time for English learners to achieve academic English language proficiency was 5-7 years. The studies included:


**Progress in Achieving English Language Proficiency**

To calculate the progress ELs make in learning English, a student’s overall proficiency level of the two most current ACCESS for ELLs 2.0 test scores are compared. It is not required that the two student data points be consecutive years. This means all students are included in the percentage of progress a student makes in learning English even if a student leaves the state or country and returns. Table 2 illustrates the target percentage for all LEAs. The same percentages are used for each of the schools in each of the districts to calculate results for the school.

<table>
<thead>
<tr>
<th>Progress Targets based on 2017 baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>40%</td>
</tr>
<tr>
<td>2018</td>
<td>42%</td>
</tr>
<tr>
<td>2019</td>
<td>44%</td>
</tr>
<tr>
<td>2020</td>
<td>46%</td>
</tr>
<tr>
<td>2021</td>
<td>48%</td>
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<tr>
<td>2022</td>
<td>50%</td>
</tr>
<tr>
<td>2023</td>
<td>52%</td>
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<tr>
<td>2024</td>
<td>54%</td>
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<tr>
<td>2025</td>
<td>56%</td>
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<tr>
<td>2026</td>
<td>58%</td>
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<tr>
<td>2027</td>
<td>60%</td>
</tr>
<tr>
<td>2028</td>
<td>62%</td>
</tr>
<tr>
<td>2029</td>
<td>64%</td>
</tr>
<tr>
<td>2030</td>
<td>66%</td>
</tr>
</tbody>
</table>

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Alabama has adopted the definition for English language proficiency as the achievement of a 4.8 composite score on the WIDA ACCESS for ELLs 2.0 English language proficiency assessment which:

- assesses each of the four language domains (reading, writing, listening, and speaking)
- addresses the different proficiency levels of ELs, and
- is aligned with our State’s challenging academic standards.
The cohort for this analysis includes all English learners. Currently, LEAs are required to improve the percentage of students who have attained proficiency by the percentages illustrated in Table 3, using targets established based on multiple years of statewide district data.

Table 5: Interim progress in Achieving English Language Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>15%</td>
</tr>
<tr>
<td>2018</td>
<td>17%</td>
</tr>
<tr>
<td>2019</td>
<td>18%</td>
</tr>
<tr>
<td>2020</td>
<td>20%</td>
</tr>
<tr>
<td>2021</td>
<td>21%</td>
</tr>
<tr>
<td>2022</td>
<td>23%</td>
</tr>
<tr>
<td>2023</td>
<td>22%</td>
</tr>
<tr>
<td>2024</td>
<td>24%</td>
</tr>
<tr>
<td>2025</td>
<td>25%</td>
</tr>
<tr>
<td>2026</td>
<td>27%</td>
</tr>
<tr>
<td>2027</td>
<td>28%</td>
</tr>
<tr>
<td>2028</td>
<td>30%</td>
</tr>
<tr>
<td>2029</td>
<td>31%</td>
</tr>
<tr>
<td>2030</td>
<td>33%</td>
</tr>
</tbody>
</table>

ACCESS for ELLs recently went through a standards setting study in 2016 in order to meet the rigorous language acquisition demands of College and Career Readiness standards. Therefore, Alabama will re-calculate the target percentages with the 2016-2017 baseline data once we have two years of data with the New ACCESS for ELLs 2.0 assessment. In keeping with the state’s strategic plan, baseline data will begin with 2016-2017 data and continue through 2029-2030.

iv. Indicators (ESEA section 1111(c)(4)(B))

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Alabama’s new strategic plan embraces utilizing multiple measures for student success. Through promoting and supporting this new vision, Alabama can create a system of public education that is equitable, accountable and just. Through meetings with various stakeholders, the Alabama ESSA Accountability Workgroup, and Alabama Ascending tours, it was apparent that stakeholders shared an interest in having indicators supportive of Alabama’s personal allegiance to the continuous self-improvement and commitment to helping children find their success not only in school but in their careers and lives thereafter.
As a measure for academic achievement, Alabama will measure student proficiency for both reading and mathematics in grades 3-8 and high school. Annually, we will measure the academic achievement of all students and each accountability subgroup in grades 3-8 and high school. In addition, Alabama’s commitment to success extends to high schools and success thereafter. As a result, we will include growth at the high school level focusing on actual learning gains of students within our academic achievement indicators.

As outlined in ESSA, we had the opportunity to revisit past practices for the development indicators and long term goals. Based on supporting data and feedback, it was decided that Alabama should continue using the method of decreasing the number of students not proficient by 50% while focusing on the educational lifespan of students entering Kindergarten in the fall of 2017 with that cohort of students actually graduating in 2030. Therefore, as a long term goal, Alabama will reduce by 50% the number of students not proficient in 2030.

Alabama has developed a visualization supporting the use of multiple measures within its accountability system. This visualization identifies our commitment to growth at all levels of performances, in addition to measuring student achievement based on proficiency. It also identifies the support for teachers and administrators within the strategic plan. Alabama will work with Institutes of Higher Education to ensure that graduates are prepared to support our students in their quest for success. In addition, the continuous improvement of Alabama’s educators is a major focus in the overall plan and a key contribution to Alabama districts and schools meeting their overall 2030 goals in the ESSA Plan.

In the state strategic plan, we have identified additional commitments to the improvement of student success based on other specific metrics, but those metrics will not be included in the accountability ratings. However, Alabama, has completely aligned the goals within its newly created strategic plan with its ESSA State Plan. Therefore, beginning in 2017-2018, the following indicators and strategic goals will be included in Alabama’s Accountability System:
b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Through the development of Alabama’s new strategic plan, we embrace the concept that creating prepared graduates does not start in high school. Therefore, understanding that all students at all grade levels will benefit from challenging, world-class standards in all subjects, we are refocusing statewide support and resources on early grades in reading/language arts and as well as in middle/high school literacy especially in areas where student subgroup performance is weakest and/or historically underperforming. In addition, we are developing and promoting evidence based strategies for closing achievement gaps. We will expand the use of formative and summative assessments to create appropriate benchmarks for improvement. As a result, Alabama has identified the importance of growth at every grade level and will be using growth/learning gains as an indicator for schools both with and without a grade 12. This data will be reported annually for all students and separately for all other ESSA accountability subgroups.

c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates.

Alabama’s strategic plan identifies prepared graduates as one of our goals. To support this goal, Alabama is working to ensure that we have rigorous, intellectually challenging, Alabama specific standards that support higher quality instruction of all students. As one of the measures for the success of this goal, we have indicated that we will increase the four year cohort graduation rate to 94% by 2030. With a current graduation rate of 84%, we are expecting to improve 1% annually through 2022. At that point, the expectation is that annual improvement will move to .5% from the year 2023 through the year 2030. The chart below shows the actual four year cohort projections for 2016 through 2030.
Alabama will include five-year cohort graduates in the new accountability system.

Students with the most significant cognitive disabilities will be assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Progress in achieving English Language Proficiency is the growth a student makes on ACCESS for ELLs 2.0. Each year, following the year Alabama has chosen for its baseline data capture, students will be expected to make acceptable growth toward the language proficiency goal of a 4.8.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Through meetings with various stakeholders, the Alabama ESSA Accountability Workgroup, Alabama Ascending tours participants, and other stakeholders have shared a vested interest in ensuring that students in Alabama were successful not only in school but also in their careers and lives thereafter. Through much research, continuous feedback and data analysis, it was determined that student attendance has a major impact on overall success of students. Therefore, Alabama will include attendance, with a major emphasis on chronic absenteeism, as a metric within its accountability systems for schools with a grade 12 and for schools without a grade 12.

Alabama understands the impact school has on career and or college success. As a result, we have included our college and career ready indicator as another measureable indicator for high schools in this area. Students have multiple opportunities to be declared college and/or career ready. Students can be identified as college or career
ready by the successful completion of one of six options. Our goal in the new strategic plan is that our students will benefit from challenging, world-class standards in all subjects. One of the supporting structures for this goal is that all graduates in the classes of 2021-2024 will earn at least one college or career readiness indicator. By 2025-2030, all graduates will earn at least one college-readiness indicator and one career readiness indicator. As a measure of success, our goal is to increase the college and career readiness rate of graduates to 100% by 2022. A screen shot of Alabama College and Career Readiness Dashboard can be found in Appendix C.

![College and Career Readiness Rate](image)

v. **Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))**
   a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The ALSDE has recently organized and is finalizing the staffing plan of its Office of School Improvement and Turnaround (OSIT). A primary function of this office will be to create and review existing policies and practices for school improvement and intervention, in addition to developing supports for the LEAs requiring assistance. These supports will include evidence-based improvement strategies and models; addressing human capital capacity through professional learning and development; school and district audits with action planning to address priority needs; matching schools and districts with vetted external partners to address specific needs; and technical assistance by a cadre of OSIT staff which includes academic content experts, school improvement and strategy personnel, in addition to climate, culture, and mental health specialists.

Schools and districts will receive differentiated levels of support according to the classification assigned by the ALSDE utilizing a review of multiple sources of data to determine the specific classification of all schools within the state. The classification of the schools will be based on all accountability indicators measured within the ESSA Plan. The indicators measured will include:

1. Student proficiency
2. Learning Gains (Growth)
3. English Language Proficiency
4. Attendance (Chronic Absenteeism)
5. Graduation Rate for schools with a grade 12 only
6. College/Career Ready Rate for schools with a grade 12 only.
A review of all of the indicators above will determine the tier in which the school falls relative to support. Three tiers of support will be used to identify the type of service provided. The tiers are as follows:

1. Foundational Services: ALSDE staff will support all districts and schools with evidence-based online resources, to include a searchable library of district and school improvement research and a calendar of professional development opportunities. Foundational schools are granted considerable autonomy and flexibility, and have access to tools and resources as needed. An annual needs assessment must be conducted and the results must be used to implement and/or improve conditions in the school that are not effectively supporting the needs of all students.

2. Targeted Services: ALSDE staff will target student subgroups by providing services to individual districts and to groups of districts in a Leadership Team Learning Network. Schools receiving these services are defined as Targeted Support Schools. Targeted Support Schools are schools that exhibit significant proficiency gaps among traditionally low performing student subpopulations. Targeted Support schools receive ALSDE assistance and engage with the ALSDE staff in the needs assessment process, root cause analysis and in the identification and implementation of evidence-based interventions.

3. Comprehensive Services: ALSDE staff will target systematic change by providing services to schools and districts individually and in groups through a Learning Network and onsite coaching. Schools receiving these services are defined as Comprehensive Support Schools. Comprehensive Support Schools are those schools that are performing in the bottom five percent of schools within the state, based on accountability data (Schools that meet the following criteria: summative score ranking, graduation rate below 67% or targeted school for 3 years). Comprehensive Support Schools must implement evidence-based practices established within the ALSDE framework. They are assigned a liaison by the ALSDE to engage their leadership team in analysis of data, school practices and processes, and are closely monitored for implementation and impact. Schools will be identified for services beginning the Fall of 2018.

b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Alabama has developed proposed weights for all indicators included within its ESSA State Plan. For schools without a grade 12 the following weights will be utilized:

1. Academic Achievement as measured by proficiency: 40%
2. Growth as measured by Learning Gains: 40%
3. Progress in ELP: 15%
4. School Quality: Attendance (Chronic Absenteeism): 5%

For Schools with a grade 12 the following weights will be utilized:

1. Academic Achievement as measured by proficiency: 20%
2. Growth as measured by Learning Gains: 30%
3. Graduation Rate: 20%
4. Progress in ELP: 15%
5. School Quality/School Success
   a. Attendance (Chronic Absenteeism): 5%
   b. College and or Career Ready: 10%
The pie charts below represent the proposed weights for Alabama’s ESSA indicators.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.
vi. Identification of Schools (ESEA section 1111(c)(4)(D))

a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Alabama will utilize a support model that identifies every school within the state based on multiple performance levels beginning 2018-2019. Factors that will be considered in the identification of schools:

- Identification in the bottom 6%* (no less than the bottom 5% as required by ESSA guidelines) of the schools
- High Schools with a Graduation Rate less than 67%
- History of being identified among the bottom 6% for 3 years
- Scoring an F in the area of achievement on the state report card

*The 6% identifications is in alignment with the Alabama Accountability Act (AAA).

b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Alabama will identify all public high schools in the state with a graduation rate of less than 67% as comprehensive support and improvement schools.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State- determined number of years, including the year in which the State will first identify such schools.

Alabama will identify schools with consistently underperforming subgroups of students that are performing at or below the performance of all students in the lowest performing schools and have not improved over a three year timeframe after implementing a targeted support and improvement plan.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Alabama will identify schools for comprehensive support and improvement every three years.

e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))
Any school with one or more consistently underperforming subgroups will be identified annually for targeted support and improvement beginning in 2019-2020. Alabama defines consistently underperforming as the same subgroup of students that are performing at or below the performance of all students in the lowest performing schools and have not improved over a three year timeframe.

f. **Additional Targeted Support.** Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Beginning in 2018-2019, any Title I school that is considered low performing will be identified once every three years for additional targeted support. Therefore, additional targeted support schools will be named again in 2021-2022. These schools will be identified by having one or more subgroups of students performing at or below the performance of all students in the lowest performing schools. If the school does not improve after implementing a targeted support and improvement plan over a three year period, it becomes a school that has a chronically low performing subgroup and is then identified for comprehensive support and improvement.

g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

vii. **Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)):** Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Participation is based on the total number of students enrolled on the first day of the state testing window, not just full academic year students. In 2017-2018 in grades 3-8 and 10, students will take the Scantron or the Alabama Alternate Assessment (AAA). In addition, ACCESS for ELLs 2.0 is calculated for participation in reading/language arts for those students who are in their first year of enrollment in a U.S. school and who will not participate in Scantron for reading/language arts or the AAA. Participation rates are calculated for all subgroups.

Schools and districts not meeting the required 95 percent participation rate for statewide mathematics and reading/language arts assessments will be required to complete a plan after one year of failing to meet the requirements. Support and resources will be supplied to the districts and schools to assist personnel with meeting this requirement.

viii. **Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))**

a. **Exit Criteria for Comprehensive Support and Improvement Schools.** Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

In order to exit identified status, schools must perform above the bottom 6% of schools receiving Title I, Part A funds and have sustained improvement for two consecutive years.

b. **Exit Criteria for Schools Receiving Additional Targeted Support.** Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
In order to exit identified status, schools must close the gap between identified subgroups and have sustained improvement for two consecutive years.

c. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools identified for Priority Support under previous iterations of the law and identified under ESSA as a Comprehensive Support School will automatically be elevated to Comprehensive Support and Improvement-Returning (CSI-R) status. In addition, schools that do not exit CSI status within four years will enter CSI-R status. ALSDE will work collaboratively with the LEA and CSI-R school to identify an external partner to conduct a review and needs assessments at both the school and district levels.

The qualitative and quantitative needs assessments will examine previous school improvement efforts/plans, programs, strategies, initiatives, instructional practices, assessments, staffing, systems development, operational processes, and all factors that were intended to bring about change in the school. This will also include an assessment of the leadership capacity/competency, resources, and equity gaps at the school and district level. By using an external partner to conduct the needs assessment, the LEA/school will get an unbiased, objective assessment of the school and district.

d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The Office of School Improvement/Turnaround will review resource allocations by assessment of the following:
- Annual review of progress
- Opportunity gaps (tutoring, etc.)
- Parental involvement/engagement
- Learning support framework
- Feeder pattern trends
- Root cause analysis
- Financial capacity/priority
- Formative assessment process (Year 1 - District/school discretion. Year 2 growth = continue, no growth = ALSDE guides choice)
- Quality indicators (climate, culture, teacher turnover, etc.)
- Leadership capacity (school, central office, and board)
- Monitoring results – if applicable (impact)

The ALSDE is in the formative stages of implementing a system of weighted student allocations in a district that the department has intervened. This funding approach will help to determine opportunities for providing greater equity of per pupil expenditures. At the same time, the approach will allow for properly funding academies, each with a specific focus, that will engender a greater level of intra-district school choice. The state currently has no systematic process in place for determining weighted student allocations, nor for supporting intra-district choice.
e. **Technical Assistance.** Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

As part of its requirement under ESSA the ALSDE will implement a process for approving, monitoring, and periodically reviewing LEA Comprehensive School Improvement plans. This will be offered through a variety of supports to schools and LEAs that could include on-site technical assistance, off-site training sessions, embedded professional learning; virtual learning experiences, guidance documents, and templates to support needs assessment, improvement planning, implementation, and monitoring.

The ALSDE will collaborate with LEAs and Regional Inservice Centers to develop a resource hub of evidenced-based strategies. In addition, the ALSDE will assist LEAs in exploring and identifying appropriate resources in national clearinghouses, such as:

- What Works Clearinghouse
- Results First
- Regional Comprehensive Centers and Regional Laboratories
- Best Evidence Encyclopedia

The ALSDE will also work with LEAs, the business community, and other state agencies to address common needs identified through LEA needs assessments, root cause analyses, and school improvement plan processes.

f. **Additional Optional Action.** If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

5. **Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):** Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.4

Alabama recognizes that there are disparities in the in the teaching force across the state. The ALSDE has completed research to determine where gaps might be found. A synopsis of that research is found in the table below.

**Table 6: Teacher Comparison by Type of School**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Teachers Not Highly Qualified</th>
<th>Teachers Without Certification/Out of Field</th>
<th>Teachers in First Year/Inexperienced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent Difference</td>
<td>Percent Difference</td>
<td>Percent Difference</td>
</tr>
<tr>
<td>High- vs. Low-Poverty Schools</td>
<td>HP-5.5</td>
<td>HP-0.7</td>
<td>HP-4.9</td>
</tr>
<tr>
<td></td>
<td>LP-2.7</td>
<td>LP-0.7</td>
<td>LP-3.5</td>
</tr>
<tr>
<td></td>
<td>2.8</td>
<td>0</td>
<td>1.4</td>
</tr>
<tr>
<td>High- vs. Low-Minority Schools</td>
<td>HM-5.5</td>
<td>HM-0.9</td>
<td>HM-5.0</td>
</tr>
<tr>
<td></td>
<td>LM-3.3</td>
<td>LM-1.5</td>
<td>LM-3.1</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>-0.6</td>
<td>1.9</td>
</tr>
</tbody>
</table>
The sampling of low-needs (both low-poverty and low-minority) schools had a higher percentage of highly qualified teachers than the sampling of those from high-needs schools. In addition, teachers found in low needs schools had more experience than those found in high needs schools.

The state’s new strategic plan, addresses how the state will respond to teachers who are ineffective, out-of-field and inexperienced. The definitions for out-of-field and inexperienced teachers follow:

Out-of-field Teacher: An out-of-field teacher is a teacher who (1) holds a valid Alabama certificate and is assigned during the school day to teach in an area(s) for which he/she is not properly certified, OR (2) does not hold any valid Alabama certificate and is assigned during the school day to teach in an area(s).

Inexperienced Teacher: An inexperienced teacher is a teacher who has fewer than two (2) years of teaching experience.

Goal: Ensure that Alabama’s teachers have access to the best available training, research and information to improve their level of instruction.

Supporting Structures:

- Support professional learning in data-informed, high-priority areas that is research-based, extended in duration, and deeply connected to the day-to-day work of teaching and learning.
- Verify that 60% of individual teacher professional development is devoted to augmenting personal content knowledge.
- Continue to develop and fully implement Alabama Teacher Mentoring Program with the goal of providing high quality support to all teachers for their first two years in the profession.
- Support the creation of five and ten year professional learning plans to guide for teachers statewide.
- Offer two-week content institutes in specific academic domains to allow for significant content-specific coursework. This effort would be in addition to the ongoing coursework that would be offered in flexible times and places, including online coursework.
- Support professional learning for principals, superintendents and district leaders in data-informed, high-priority areas that is research-based, extended in duration, and deeply connected to the day-to-day work of teaching and learning. Deepen instructional leaders’ understanding and skills in standards, curriculum, instructional practice, intervention, assessment, data analysis, high-impact feedback, building teacher capacity, and transformational processes.

Goal: Promote Equitable Staffing of All Schools and Systems.

Supporting Structures:

- Encourage partnerships and collaboration between Local Education Agencies and Institutions of Higher Education around teacher preparation in areas/subjects of need, “grow your own” initiatives and high quality student internships in local classrooms.
- Create incentives to recruit academically successful teacher candidates to high-need areas.
- Provide training to instructional leaders on how to support new teachers.
Measures of Success

- Every school will have at least one teacher on staff with a mathematics content major and one teacher with a science content major (need to determine a pathway that individuals would follow to receive a content major).
- The goal for every school will be to have at least one National Board Certified Teacher (NBCT) on staff. Particular emphasis will be placed on supporting certification of teachers in struggling schools or schools with traditionally underserved populations.
- Decrease the number/percentage of out-of-field teachers in high poverty LEAs.

Evaluation and Public Reporting of Progress

LEA Consolidated Plan-Each LEA that receives Title I funding will provide a description of how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Compliance Monitoring - All LEAs receive formal Compliance Monitoring reviews on a four-year cycle, with some LEAs being monitored more frequently based on a risk-based rubric. As part of the monitoring review, LEAs must provide evidence in their LEA Consolidated Plan that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, inexperienced or ineffective teachers. If the monitoring team finds evidence of inequities, the LEA will include in their corrective action plan steps to address the gaps, with specific goals and a timeline by which the inequities will be addressed.

Continuous Improvement Plan – All schools receiving Title I funds must complete the ACIP, Alabama’s Continuous Improvement Plan in the AdvancED online platform every year. Part of both the Title I Schoolwide Diagnostic and the Title I Targeted Assistance Diagnostic include questions about instruction by qualified staff.

- Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?
- Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?
  “Describe how staffing decisions ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.” Schools have space in the diagnostic to answer the question and may upload additional supporting evidence.
- Another component of the diagnostic addresses strategies to attract qualified teachers.
  - What is the school’s teacher turnover rate for this school year?
  - What is the experience level of key teaching and learning personnel?
  - If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Data related to out-of-field and non-certified teachers will be publically reported on the new state report card, which will be posted on the state website, [www.alsde.edu](http://www.alsde.edu), in the fall of 2017.

6. **School Conditions (ESEA section 1111(g)(1)(C)):** Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.
Goals and activities to address school culture, student behavior and discipline infractions are an integral part of Alabama Ascending. Alabama plans to address the goals found in our state plan as outlined below.

**Goal:** Foster the component of effective schools and create cultures that support effective teachers, resulting in environments where excellent teaching and learning are provided for each student.

**Strategies and Activities:** Building a Culture for School Safety
- Provide updates and information on school emergency operations planning to LEA personnel
  - Virtual Alabama School Safety System updates and revisions.
  - National school emergency planning trends
  - Forecast future trends.
  - Address LEAs’ needs and concerns about emergency operations planning at the local-level.

**Goal:** Design and implement alternatives to in-school and out-of-school suspensions.

**Strategies and Activities:**
- Create Restorative Justice Practices for school discipline
- Train LEAs on Positive Behavior Supports philosophy (PBIS) –

**Goal:** Identify and promote activities to address bullying and other negative behaviors. Provide a safe and secure school structure that facilitates learning.

**Strategies and Activities:**
- Bullying PLU/CEU collaborative effort of the ALSDE and Alabama Education Association (AEA):
- Closing Achievement Gaps through Community Conversations that Lead to Collective Action - The Community Conversation focuses on helping a broad cross-section of the community engage in a discussion about how all students can be free of bullying. It is about meeting the educational and social emotional needs of children as well as their health needs and engaging families and communities in addressing those needs as prerequisites to learning in school.

**Goal:** Improve attendance and reduce truancies.

**Strategies and Activities:**
- Participate in School Attendance Awareness Month; National effort conducted by Attendance Works.
- Attendance Matters in Alabama

7. **School Transitions (ESEA section 1111(g)(1)(D)):** Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Alabama plans to address school transitions in a variety of ways including implementing an Early Warning System, training LEAs on Innovative Pathways to Graduation Guide (IPGG) and RtI and expanding the REACH advisor/advisee model statewide.

**Goal:** Expand the early warning system to identify students at-risk of dropping out beginning in the third grade; attain proficiency in reading by Grade 3.
**Strategies and Activities**: Provide training on the six-step implementation process for Graduation Tracking System (GTS) - Early Warning System for identifying students in real time at risk in three areas: attendance, behavior and course credit or grade attainment.

Purpose of the training is to:
- Provide awareness of tool for identifying students at risk early.
- Increase grade promotion rates leading to students graduating on time.
- Decrease the number of students with unacceptable behaviors with restorative justice practices.
- Increase attendance with appropriate interventions/services.

**Goal**: Provide support for students at risk for not graduating.

**Strategies and Activities**: Innovative Pathways to Graduation Guide (IPGG): A Bridge to Student Success
- Train LEAs and schools on the IPGG design.
- Provide guidance as LEAs create alternative or non-traditional pathways for students to be successful.

Program components:
- Processes and procedures to assist LEAs as they customize plans for their local population. LEAs will identify appropriate wraparound support services for students.
- Use best practices for innovative pathways, hold firm high academic and behavioral standards for ALL students while allowing those standards to be obtained at different rates, in different places, and measured by different means.
- Offering students choices in their educational process.

**Goal**: Assist schools in the use of the Response to Instruction framework and Problem Solving Team process to identify and support students who are struggling academically and behaviorally.

**Strategies and Activities**: Implement the Response to Instruction behavioral components state-wide.

Positive school climates feature:
- Safe environments free of violence, bullying, harassment, chronic absenteeism, truancy and substance use;
- Appropriate facilities and physical surroundings;
- Supportive academic settings;
- Clear and fair disciplinary policies;
- Respectful, trusting, and caring relationships throughout the school community; and
- Available social, emotional, and behavioral supports and services.

Pilot with 8-10 LEAs.

**REACH Student Advisory Program**

REACH is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. There are planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.

The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one consistent adult who facilitates weekly/monthly lessons and serves as an advocate for their students. REACH provides a vehicle for schools to ‘link’ to other school and community initiatives and develops the whole child through a system of individualized supports for each student.
The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas:

- School Success Skills
- Academic Planning
- Career Exploration
- Post-Secondary Planning
- Interpersonal/Life Skills
- Work Ethic

REACH provides a systemic approach to student academic, career, and personal/social supports for middle and high school students. It is a research-based program that supports the notion that 'student success is everyone's responsibility.' It is a framework and curriculum for student advisement programs in Alabama. REACH is a fluid system that is easily adapted to each school’s design, culture, and other school-wide programs. It not only provides a structure for delivery of specific academic, career, and personal/social content standards, but it enables each student to obtain essential 21st Century skill content regardless of transitioning from school to school in the State of Alabama. Yet, the structure allows for some adaptations to deliver specific content that may be of specific need in each particular school.

REACH is not a separate “Program,” but instead reaches every component of the educational program. It brings students, school staff, parents, the community, businesses, and other organizations together to enhance each student’s educational experience by connecting rigor, relevance, and relationships. It brings forth systemic change required in Alabama's public schools to prepare our students for today’s global workplace.
B. Title I, Part C: Education of Migratory Children

1. **Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
   i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
   ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
   iii. The integration of services available under Title I, Part C with services provided by those other programs; and measurable program objectives and outcomes

B.1.i. **The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.** Not all enrolled migrant children will receive the same level of services from the MEP program. Migrant children, whether or not they receive direct or “visible” services, such as extended day or summer programs, will still receive some of the “invisible” services provided by LEA staff. Some of these services include advocacy in schools, referrals to other agencies, and parent training activities. Migrant funds are provided for preschool program site-based and home-based. Funding is provided for identification and evaluation of needs for OSY children who have dropped out of school. Some of the services provided through LEAs, State, and Federal educational programs to ensure that migrant children have access to the full range of services available are listed below:

a. **School Counseling and Guidance Services:**
   School counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and address the needs of all students through best practices that are part of the comprehensive school counseling program School counseling programs are an integral component of the overall school instructional program—going beyond just the specifics of classroom instruction and school leadership by addressing the necessity of academic counseling, career counseling and safe and healthy school environments. School counselors’ efforts help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

b. **School Social Workers:**

   School social workers serve as the vital link between home, school and community. They help address non-academic issues in the lives of students and their families to ensure academic success in the classroom.

c. **Gifted Education:**

   There are no barriers for migrant children to participate in opportunities for gifted students.

d. **Special Education:**

   There are no barriers for migrant children to participate in resources for students with disabilities.
e. Credit Recovery Programs:

The state department has developed minimum guidelines to follow for the LEAs that choose to offer Credit Recovery. This provides the opportunity for a student to “recover” credit for a course that he or she was previously unsuccessful in earning academic credit for graduation. Credit Recovery in general, is based on deficiencies rather than a repeat of the entire course, thus helping students stay in school and graduate. Credit Recovery courses may be presented in classrooms or in on-line courses.

f. 21st Century Community Learning Centers:

The 21st Century Community Learning Centers program provides before school, after school, or summer school learning opportunities for eligible students.

g. Homeless Children and Youth Education Program:

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school.

h. English Learners:

Title III is a federally funded program which provides eligible Local Education Agencies (LEAs) with subgrants to support supplemental services for English learners (ELs.) Both the state and those systems utilizing Title III hold students accountable for progress and attainment in English language proficiency. Alabama is a WIDA state and incorporates WIDA standards into its college and career curriculum emphasizing social and academic language enabling ELs to use English to communicate and demonstrate academic, social, and cultural proficiency.

i. Access Virtual Learning:

The “Access Virtual Learning” program offers additional offerings for all Alabama high school students. The courses are Internet-based.

Child Nutrition Programs:

All migrant students are eligible for free lunches based upon their migrant status.

Other Programs: Title I, Title II, Health Services, Alabama Reading Initiative (ARI) and Alabama Math, Science, and Technology Initiative (AMSTI)

B.1.ii. Joint Planning:

The Comprehensive Needs Assessment (CNA) is the product of joint planning among local, state, and federal programs. Stakeholders from the LEAs, the State Department of Education, Title III, and the Homeless Children and Youth Program were involved in the development of the CNA. The CNA results are aligned with other state initiatives and resources to plan services to meet the unique educational needs of the migrant students. The electronic grant application process (E-Gap) plans from each LEA are submitted to the Alabama State Department of Education each year for review. The E-Gap plans indicate how federal funds are utilized to meet the specific needs in each area.
B.1. iii. The integration of services available under Title I, Part C

The goal of the migrant program is to ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner and to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. These goals are met through a variety of funding sources such as Title I, Part A, Title I, Part C, the Homeless Children and Youth Program, and Title III. The migrant program itself provides assistance with enrollment, school engagement for students and parents, English language acquisition, interpreting, access and referrals to health services and community services, and educational support.

Supplemental services such as assistance with enrollment, school engagement for students and parents, English language acquisition, interpreting, access and referrals to health services and community services, and education support are provided through migrant funding during the school year and during the summer as feasible for preschool students, OSY students, and priority for services students. There are also some educational summer programs offered in the State where there is a collaborative effort between Title III, Part A, and Title I, Part C.

B.1.iv. Measurable program objectives and outcomes.

a. The gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3-8 in reading and math.

   Strategies: Identify existing supplemental programs and resources, use evidence-based instructional strategies for reading and math; match academic supplemental services to students’ needs, increase academic support through after school programs, tutoring, academic summer schools, credit accrual and/or in school tutoring; provide summer school programming that focuses on academic interventions to meet migrant students’ needs; improve communication with migrant parents regarding supplemental academic programs available; build MEP staff awareness of possible programs to increase access for migrant students; and provide supplemental instruction in English language acquisition for migrant students identified as LEP.

b. The percent of migrant parents who participate in school functions and/or migrant program activities will increase.

   Strategies: MEP staffs use of evidence-based preschool instructional strategies; transition field trips; encourage parent participation in all school activities; target the migrant students with the greatest needs; staff to facilitate better communication between home and school to help migrant parents understand school expectations, setting goals with their children, and supporting academics in the home; staff to improve communication skills to reach low-literacy, language-minority parents; and parent education regarding high school graduation, GED, and post-secondary opportunities.
c. The percentage of students who graduate from high school each year with a regular diploma disaggregated by migrant status will increase and the dropout rate will decrease.

**Strategies:** Increase academic support through after-school programs, tutoring, academic summer schools, credit accrual, and/or in school tutoring; offer supplemental credit accrual and credit recovery options leading to graduation; provide supplemental tutorials to increase math and reading proficiency; provide tutorials to increase proficiency in English/language arts; provide educational opportunity and/or career path development; provide referrals to social services; provide opportunities for participation in college/career readiness activities; provide supplemental advising and career counseling strategies to encourage graduation and discourage dropping out; ensure that at-risk migrant students participate in any available dropout prevention activities; ensure that at-risk migrant students are aware of counseling services at the school level; and assist the migrant student and family on transcript review.

d. The number of migrant preschool children attending a high quality preschool program will increase.

**Strategies:** Provide an organized center-based preschool program; use a research based preschool program curriculum; provide activities to involve parents; provide educational materials for home use; increase awareness of available migrant preschool programs; provide opportunities to understand the school experience through scheduled classroom visits, kindergarten information events, and access to preschool literature; coordinate with other early childhood service providers to provide opportunities for parent training on early literacy and school readiness; and facilitate the transition from summer programs to kindergarten.

e. The number of migrant “Out-of-School Youth” identified and recruited will increase.

**Strategies:** Provide OSY recruitment strategies to LEA migrant staff; collaborate with GED services and adult basic education; and identify OSY and provide services to re-engage them in school or work toward a career.

2. **Promote Coordination of Services (ESEA section 1304(b)(3))**: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The central function of the MEP is to reduce the effects of educational disruption by removing barriers to educational achievement. The MEP has been a leader in coordinating resources and providing integrated services to migrant children and their families. MEP projects have also developed a wide array of strategies that enable schools to serve the same migrant students and to communicate and coordinate with one another. In Alabama, inter/intrastate collaboration focuses on the following activities: providing year round ID&R, participating in the OSY CIG, coordinating secondary educational coursework (e.g., Access Virtual Learning and Credit Recovery Programs) and participating in MSIX to more effectively track the movement of migrant students and to transfer educational and health data to participating states.

The timely transfer of records is ensured by two methods:
1. The registrar at each school forwards school records to the receiving school. The transfer of records includes grades, health records, attendance records, a list of the schools attended and the date ranges.

2. The State of Alabama utilizes MIS2000 where information is entered which consists of immunization health records, chronic and acute health conditions, credit accruals, and the names of the schools attended while in Alabama. The information from MIS2000 is uploaded to the MSIX (Migrant Student Information Exchange) program. Receiving schools with MEP programs can view the information that is sent by the sending schools. The MSIX database would verify if there is an immunization record on file and the names of the school attended and whether the student attended during the regular school year of during the summer intercession.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

The state of Alabama periodically conducts a Comprehensive Needs Assessment (CNA) with the assistance of ESCORT. The latest major findings of this needs assessment are as follows:

1. Migrant students have lower scores on state assessments than their non-migrant peers.
2. In general, migrant parents lack skills which limit their ability to assist with academic, supplemental, and enrichment programs that students need from pre-school through grade 12, and these parents do not participate in school activities as frequently as non-migrant parents.
3. Migrant students drop out of school at a greater rate than non-migrant students.
4. Migrant preschool children more frequently lack school readiness skills and are not as prepared for entrance to kindergarten as their non-migrant peers.
5. Migrant out of school youth (OSY) are often not identified and recruited and therefore are not provided information about services and programs available to them.

The findings from the comprehensive needs assessment (CNA) have become a part of the “Migrant Service Delivery Plan.” Performance goals have been based upon the CNA and these goals will be evaluated annually for effectiveness. The CNA results are utilized to determine the State’s priorities for the use of Title I, Part C funds.

The State of Alabama requires that LEAs assist in meeting the needs of migrant children and youth that are served locally in accordance with the goals of the State CNA. The CNA provides the LEA with the information to develop a plan for delivering appropriate services based on students’ identified needs.
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Research suggests one of the most important keys to rehabilitating adjudicated youths is transition. However, transition should not begin at a student’s exit from the adjudicated system. The transition should begin at the student’s entrance into the system to ensure a continuum of education to better provide more choices to adjudicated youths upon exiting the adjudicated system. Because of the varying needs and characteristics of students in the adjudicated system, no agency can implement a successful transition piece in isolation. State agencies, LEAs, parents, families, and community organizations can all potentially help students make a successful transition. While each student’s transition should be individualized, it is essential to have a process in place to ensure transition activities occur. The Alabama State Department of Education (ALSDE) facilitated a design team comprised of practitioners from Local Education Agencies, Adjudicated Youth Facilities, and members of the Alabama State Department of Education. This guidebook is to assist in the transition into adjudicated facilities and back into regular education and job situations, as well as develop procedures for transition. All LEAs will be required to have written procedures, or a transition guidebook, for students transitioning back into local programs. (Attachment 1)

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The objectives and outcomes of Title I, Part D are:

- to provide educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;

- to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

- to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Local Education Agencies (LEAs) and State Agencies (SAs) in Alabama serve neglected and/or delinquent youths in institutions operated or contracted by these agencies. The Alabama State Department of Education provides resources to LEAs and SAs to carry out the purposes of Title I, Part D based upon the submission of a required plan and application. Furthermore, all LEAs receiving Title I funds will submit a transition plan for children who transition between correctional facilities and local programs. Transition procedures and academic outcomes including, but not limited to, reading and mathematics, graduation rate, and career and technical skills will be monitored annually. Appendix _____
D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Alabama is committed to strengthening the professional growth and development of teachers and other school leaders. The state will set aside 1% of the Title II, Part A allocation for administrative costs and 4% for state-level activities with the remaining funds allocated to the LEAs. The Alabama State Department of Education (ALSDE) will use Title II, Part A state-level activities funds to complement the goals in the State Strategic Plan in supporting the continuous improvement of world class educators. The state goal to ensure that teachers and leaders have access to the best available training, research and information to improve their level of instruction will also meet the expectation of increased student academic improvement.

Title II, Part A state-level activities currently funded include the following:

- The ALSDE Strategic Planning Committees for Math, Science and Reading are designing professional development and learning opportunities for content strategies in math, science and reading. These committees are revising the credentialing systems for math, science and reading teachers; providing professional development to deepen teacher’s math, science and reading content knowledge; improving delivery of rigorous content; and building the capacity within the ALSDE and the state’s Higher Education Institutions to assist schools and districts.

- Technology-In-Motion coordinates Alabama eLearning. Alabama eLearning uses a web-based model to provide effective professional development that leads to gains in teachers’ content knowledge, improvements in their teaching practices and increases the achievement of their students. The mission of the Technology in Motion program is to provide professional development that enables educators to become and remain proficient in the use of technology to improve learning.

- Alabama Learning Exchange (ALEX) Web portal delivers and sustains support for teaching, leading and learning through a repository for lesson plans, podcasts, Web resources and learning assets aligned to Alabama’ College and Career Ready Standards. ALEX Resources Development Summits, Girls Engaged in Math and Science(GEM-U), ALEX Certification for Excellence Program, Podcast Camps, Project –Based Learning seminars and training sessions, and Alabama History digital Content eTextbook Resource Project.

- The annual MEGA Conference provides a week-long conference for teachers, principals, and school leaders to explore innovative and effective instructional strategies to help prepare Alabama students in meeting the challenging state academic standards.

- The ALSDE is supporting activities that create a comprehensive status report on educator preparation programs within the state. School leaders will use the information to design programs to effectively assist new teachers’ transition into the teaching workforce. The information gained will be used by school administrations to provide feedback to teacher preparation programs.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (*ESEA section 2101(d)(2)(E)*): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.
Alabama does not intend to use Title II, Part A state-level funds to improve equitable access to effective teachers; however, our State Strategic Plan does outline goals for promoting equitable access to effective teachers through the leveraging of other Federal, State, and local funding.

3. **System of Certification and Licensing (ESEA section 2101(d)(2)(B)):** Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

   The Educator Certification Section of the Alabama State Department of Education (ALSDE) is responsible for certification of teachers, administrators, and instructional support personnel. All individuals must be fingerprinted for a criminal history background check through the Alabama State Bureau of Investigation (ASBI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Following is a brief overview of the certification approaches offered. Detailed information regarding specific certification requirements, as well as, areas of certification offered may be found at www.alsde.edu/edcert (click SBOE Administrative Code).

   **Alternative approaches:** The ALSDE provides certification opportunities for individuals who did not enter the field of education through a traditional route. Individuals who hold a degree in a non-education field may be employed while completing requirements for professional certification. Additionally, individuals who hold advanced degrees or professional credentials in support areas may also seek professional certification. Alternative approaches are offered in most teaching fields and areas of instructional support area.

   **Career and Technical Education approaches:** The ALSDE provides certification opportunities for individuals with experience and training in business and industry.

   **Traditional approaches:** Alabama colleges and universities work in conjunction with the ALSDE to provide high-quality educator preparation programs at the bachelors, masters, and education specialist’s levels. Programs are offered in most teaching fields and areas of instructional support area.

   **Other approaches:** The ALSDE provides opportunities for individuals who desire to enter the field of education in Alabama through other routes.

4. **Improving Skills of Educators (ESEA section 2101(d)(2)(J)):** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   In order to aid in the improvement of skills of teachers, principals, or other school leaders, Title II, Part A state-level funding will be used to assist in creating an Office of Professional Learning that vets the quality of professional development that is provided throughout the state. This office will assist in establishing high-quality and effective professional development that will lead to improved instructional practices centered around personalized learning needs.

   Title II, Part A state-level funding will support the needs of educators statewide by funding MEGA Conference, a weeklong professional development conference, designed to assist teachers, principals, and other school leaders with resources to identify students’ specific learning needs. This conference offers sessions designed to meet the needs of students with disabilities, students at-risk of failing and not meeting state academic standards, English Language students, gifted and talented students, students transitioning from neglected and delinquent facilities, homeless students, and foster care students.
5. **Data and Consultation (ESEA section 2101(d)(2)(K))**: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The state and LEAs will continue to review data and ongoing consultation regarding professional qualifications of teachers, including the number and percentages of inexperienced teachers, those teaching with emergency or provisional credentials; and teachers who are not teaching in the subject or field for which the teacher is certified or licensed. The state and LEAs will also analyze equity gaps to determine priorities to fund strategies to address identified needs.

6. **Teacher Preparation (ESEA section 2101(d)(2)(M))**: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

**Background Information**

- Since 1997, Alabama rules for the approval of educator preparation programs have required Alabama colleges and universities to guarantee the success of new teachers who are assigned to teach the subject(s) or at the grade level for which they were prepared. The guarantee stipulates help to be provided for up to two years at no cost to the recent graduate or the employer. Very few school or school system administrators have called on educator preparation institutions to provide assistance to properly certified, but struggling new educators. A concerted effort will be made to encourage school and school system administrators to take advantage of the assistance that educator preparation institutions are willing to provide. More open communication about the problems faced by new educators will have an impact on students taught by those new teachers, as well as on preparation programs. Colleges and universities have a vested interest in improving the performance of their graduates.

- In 2013, the Alabama State Board of Education (ALSBE) adopted a more rigorous set of rules for the approval of educator preparation programs. The new rules, effective for individuals admitted to a program July 1, 2017, and thereafter, include higher grade point average (GPA) requirements for admission to and completion of educator preparation programs at the bachelor’s, master’s, and education specialist degree levels. Requirements for bachelor’s degree GPAs were raised from 2.50 to 2.75 for individual admission and completion, with a 3.0 cohort requirement for admission). Requirements for the master’s degree completion GPA was raised from 3.0 to 3.25. Requirements for the education specialist degree completion GPA was raised from 3.35 to 3.50.

- During the 2016-2017 academic year, Alabama State Superintendent of Education Michael Sentance appointed strategic planning committees for mathematics, reading, and science. Committee recommendations were submitted to Mr. Sentance on May 15, 2017, and were incorporated into Alabama Ascending. The committee recommendations and the contents of Alabama Ascending include multiple components focused on improving educator preparation and requirements for certificate renewal.

- Alabama has phased in a new system for reviewing educator preparation programs. The Continuous Improvement in Educator Preparation (CIEP) program review process is designed to ensure approved programs produce well-prepared and effective educators able to improve P-12 student learning. CIEP is used with the Alabama Core Teaching Standards (ACTS, pages 263-275,
With regard to the assessment of prospective educators’ knowledge and skills, (the Alabama Educator Certification Assessment Program, AECAP) for admission to bachelor’s degree level programs, Alabama adopted a new and more rigorous test of basic skills effective for tests taken after July 2017. On several occasions, Alabama has adopted new and more rigorous content knowledge tests required for certification. In the near future, the ALSBE will be asked to adopt the multi-state scores for content knowledge tests provided by Educational Testing Service (ETS) for all certification areas for which the current Alabama passing score is less than the multi-state score. In addition, effective fall 2018, applicants for initial certification will be required to document a passing score on edTPA, a nationally scored performance assessment measure.

Additional Actions to be Taken

As of June 1, 2017, all program reviews are conducted using the Continuous Improvement in Educator Preparation (CIEP) model. Alabama’s program review process has moved from an input model looking at syllabi to ensure standards and general plans for assessment of knowledge and abilities to a more complex model focusing on curriculum, field experiences, and specific key assessments and data analysis. CIEP has been purposefully designed to:

- Respond to requests from members of the Alabama State Board of Education (ALSBE) for more detailed information about program quality as they make decisions about program approval.
- Provide more approval options to the ALSBE based on review team recommendations (initial or continuing approval for up to seven years; conditional approval for up to three years; probationary approval for one year; and denial of approval).
- Ensure Alabama educator preparation providers (EPPs) have the opportunity to prepare successfully for the higher expectations in the Educator Preparation Chapter of the Alabama Administrative Code adopted by ALSBE in August 2015 and the standards of the Council for the Accreditation of Educator Preparation (CAEP).
- Provide both greater accountability and flexibility for programs.
- Provide more data-based information about program quality to CAEP and state visiting teams.
- Allow the educator preparation staff in the Alabama State Department of Education to provide ongoing oversight and support rather than the prior process of waring seven years until the next comprehensive review.
- Encourage Alabama EPPs to seek and attain national recognition of by the appropriate specialty professional association (SPA), such as the National Council of Teachers of Mathematics (NCTM). National recognition is accepted in lieu of the CIEP process in terms of assessing compliance with program-specific standards, but does not waive the need to comply with Alabama standards applicable to all teaching fields.
- Two new options will be made available for the preparation of Pre-K teachers.
- For each Praxis II content test used in Alabama as a prerequisite for certification, the ALSBE will be asked to raise the minimum passing score to at least the multi-state score.
The ALSBE will be asked to adopt an updated Educator Preparation Chapter of the *Alabama Administrative Code*. Revisions will include editing to match terminology in the most recent Educator Certification Chapter of the *Alabama Administrative Code*, standards from specialized professional associations (such as the National Council for Teachers of Mathematics) adopted since 2015, accepted recommendations for the strategic planning committee for mathematics, reading, and science, etc.

Effective September 1, 2018, applicants for initial certification based on completion of an ALSBE-approved program will be required to document a passing score on edTPA, a performance assessment instrument to be scored by national rather than state scorers. The same requirement will be applied to individuals completing alternative certification approaches that lead to the receipt of renewable Professional Educator Certificate.

Alabama will produce a more comprehensive statewide educator preparation report card and expect each institution to publicly provide state and institution-specific report card information.
E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Standardized Entrance Procedures

Alabama has clearly defined entrance and exit procedures for English learners.

Initial assessment of English language proficiency is conducted using W-APT, WIDA/MODEL, and WIDA Online Screener to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language-minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

Alabama is a member of the WIDA consortium and has adopted the WIDA Screener Online Assessment to help determine eligibility for placement, for students in grades 1-12, in to the LEA’s Language Instruction Educational Program (LIEP). The WIDA Screener assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure students’ language needs are properly identified and addressed through the LEA’s educational program. Alabama has adopted the WIDA-ACCESS Placement Test (W-APT™) and WIDA/MODEL as the statewide entrance assessments for kindergarten. The LEAs may access both these resources through their Federal Program Coordinators, EL Coordinators, EL Teachers, and WIDA website.

The WIDA Screener yields an overall composite score based on the language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

- Any student in grades 1-12 scoring an overall composite score below 5.0 on the WIDA Screener Online must be classified as an English learner and will require placement in an English language instruction educational program.
- Any student scoring an overall composite score of 4.0 or above on the Screener may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student’s English language proficiency is needed to determine placement and should be supported by additional evidence, such as previous schooling in English or recommendations from previous teachers.
- Concerning kindergarten placement; a) a student scoring an overall composite score below 24 on W-APT Kindergarten must be classified as an English learner; b) a student scoring an overall composite score below 40 on WIDA/MODEL Kindergarten must be classified as an English learner. A W-APT™ score of 25 and above or a WIDA/MODEL score of 40 and above is considered proficient. The student may not need EL services, but academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency.

Alabama uses a standardized single-criterion exit procedure for English Learners. All ELs in grades K-12 participate in the annual ELP assessment (ACCESS for ELLs 2.0) that is aligned with Alabama’s ELP standards. Students who reach an overall composite of 4.8 in the reading, writing, listening, and speaking domains on the WIDA ACCESS for ELLs 2.0 annual assessment are exited from services and are reclassified as former ELs.
Parents receive an annual individualized report at the beginning of the school year informing them of their child’s progress and/or attainment of the State’s ELP standards in a language they can understand.

WIDA recently conducted a standards setting study for the ACCESS for ELLs 2.0 assessment to meet the language demands of academic content standards and assessments. After thorough research, consultation with the EL workgroup, and discussions with WIDA, we have determined that our current English proficiency cut score standard is strong, and will keep this as the standard of proficiency.

EL students who make an overall proficiency level of 4.8 on ACCESS for ELLs® 2.0 will exit the EL program and continue to be immersed in the language in a regular classroom setting with support if necessary. If a student does not make an overall proficiency score of 4.8, they will continue receiving core English language instruction and may keep receiving supplemental language acquisition services from the school system.

Alabama is in compliance with requirements in the Individuals with Disabilities Education Act of 2004 (IDEA) and ESSA in that it has developed and implemented alternate assessments for students with significant cognitive disabilities who cannot participate in state and districtwide assessments, even with accommodations. Alabama uses the Alternate ACCESS for ELLs secure large-scale English language proficiency (ELP) assessment. It is administered to students in grades 1–12 identified as ELs with the most significant cognitive disabilities who are unable to meaningfully participate in ACCESS for ELLs 2.0. This paper–based assessment is given annually to monitor student's progress in acquiring academic English.

Alabama is working with WIDA and other WIDA consortium states in a process for determining criteria on what proficiency means for students with significant cognitive disabilities. Part of the ongoing work is how to determine a student’s ELP when the student’s disability prevents assessment in one or more domains of the Alternate ACCESS for ELLs.

2. **SEA Support for English Learner Progress (ESEA section 3113(b)(6))**: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

**SEA Support for English Learner Progress**

Alabama will continue to collaborate with educators, parents, experts, and other stakeholders to identify best practices and to provide LEAs assistance in meeting interim and long-term goals and in fully implementing the challenging state academic standards.

**School Assistance Meetings for Understanding English Learners (SAMUELs)**

LEAs will continue to be provided with professional development associated with best practices for English learners in the form of SAMUELs conducted by State ESL Coaches. SAMUEL professional development trainings emphasize effective instructional practices for teaching ELs that go beyond “good teaching.” The training expands what educators know about regular classroom practices by specifically addressing the language demands of students who are developing skills in reading, writing, listening, and speaking in a new language. Professional development will be centered on the WIDA English Language Development Standards, as well as evidence-based classroom practices that support English learners in accessing content in all settings. SAMUELs are developed and conducted by State ESL Coaches who are master practitioners borrowed from LEAs around the state. Thousands of administrators, EL teachers, content teachers, EL paraprofessionals, and central office personnel take advantage of SAMUEL trainings.
WIDA Professional Development
Alabama is an active member of the WIDA consortium and continually use their materials, resources and professional learning opportunities to support educators who serve English learners. Alabama will continue to host webinars and workshops that focus on standards-based instructional practices, assessments, and data analysis.
Various delivery platforms is utilized to maximize learning opportunities for all LEA staff. Face-to-face trainings, webinars, and district-specific technical assistance will continue to be offered on an ongoing basis to foster a culture of high expectations for all English learners in Alabama schools.

Alabama English Learner Guidebook
Alabama has issued practical guidance for providing services to students who are English Learners through the Alabama English Learner Guidebook. This document provides requirements and guidance for policies, procedures, and practices for identifying, assessing, and serving ELs.

MEGA
Alabama Federal Programs and Special Education Sections provide a summer conference for over two thousand educators to engage with local and national experts to explore innovative and effective instructional strategies to help ELs and all students in English and content standards.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring
Monitoring of federal programs is conducted to ensure English learners and immigrant students in selected programs in K-12 school systems comply with state and federal regulations to ensure students:
1. Attain English proficiency.
2. Develop high levels of academic attainment in core academic subjects.
3. Meet the same challenging state academic standards as all children are expected to meet.

Alabama monitors on an ongoing basis through annual desk audits, and a cycle based on risk assessment or a four-year monitoring period.

LEAs conduct an annual evaluation of the language instruction education program to determine the effectiveness of programs, practices, services and procedures. Systems may use formative and summative assessments for making education decisions about programs and practices for English learners and immigrant students.

Technical Assistance
Alabama provides ongoing technical assistance to all LEAs, but especially to those with ELs that are not making progress in achieving English proficiency. It is the State’s intent to answer questions, offer guidance, and exchange ideas and information to promote program improvement to assist LEAs to meet federal requirements. The Federal Programs Title III/EL workgroup along with the State ESL Coaches conducts the EL Regional Meetings and EL Mini-Regional Meetings to provide educational personnel updated information concerning effective instructional practices addressing ELs and their families. During these meetings, assistance is provided to help LEAs in: identifying and implementing effective language instruction educational programs and curricula for teaching ELs; helping ELs meet the same challenging state academic standards that all children are expected to meet; and strengthening and increasing parent, family, and community engagement in programs that serve English learners.
F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. **Use of Funds (ESEA section 4103(c)(2)(A))**: Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   The Alabama State Department of Education’s (ALSDE) Students Support and Academic Enrichment (SSAE) program will support its LEAs as we collaborate and work to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. LEAs have broad flexibility to use the SSAE program funds for a variety of activities to improve student outcomes and address the opportunity gaps identified through local needs assessment.

   The ALSDE will use Title IV, Part A, Subpart 1 State-level funds to support activities to address behaviors identified through the ALSDE’s data collection sources such as Attendance Reports, School Safety Reports, Student Health Reports and Students Incident Reports (discipline). Some examples of State-level activities, not an exhaustive list, follow:
   
   - Promoting community and parent involvement in schools
   - Providing school-based mental health services and counseling
   - Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
   - Establishing or improving dropout prevention
   - Identifying and utilizing strategies to address chronic absenteeism
   - Supporting re-entry programs and transition services for justice-involved youth
   - Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
   - Implementing systems and practices to prevent bullying and harassment
   - Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
   - Establishing community partnerships

2. **Awarding Subgrants (ESEA section 4103(c) (2)(B))**: Describe how the SEA will ensure that awards made to Title II Part A, subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   The ALSDE will make SSAE subgrants to LEAs by formula based on our LEAs related shares of funds under Title I, Part A for the preceding fiscal year. The ALSDE will ensure all LEAs have at minimum $10,000 to be consistent with ESEA section 4105(a)(2).
G. Title IV, Part B: 21st Century Community Learning Centers

1. **Use of Funds (ESEA section 4203(a)(2))**: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   The SEA reserves 5% for administration and state-level activities. 2% of the grant award the SEA receives will be used for administration while 3% will be used for state-level activities. Administration funds will be used for salaries and benefits, travel, rent, utilities, professional services, materials and supplies, and indirect cost to the SEA. State-level activity funds will be used for the Auburn University Truman-Pierce Institute contract. The state-level activity funds will also be used for salaries and benefits for four Technical Advisors who provide state-wide technical assistance to grantees.

2. **Awarding Subgrants (ESEA section 4203(a)(4))**: Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   **Application Review and Selection Process**

   **Phase One – Review of Application Components**
   Each application received will be reviewed by the ALSDE to determine if all the required components are enclosed and complete. In addition, each application will be checked for submission compliance. Partial and/or incomplete submissions for each required component of the RFA will not proceed to Phase Two.

   **Phase Two – Federal Compliance Review**
   The ALSDE will determine and ensure each application has met all the 21st CCLC program requirements as stipulated by state, local, and federal laws. Based on the ALSDE’s assessment of each applicant’s risk of non-compliance pertaining to federal and state statutes, the application may not progress to the next phase.

   **Phase Three – Reader Review and Scoring**
   Each application will be evaluated and scored by a panel of independent readers. The ALSDE requires all readers submit a Vita/Résumé to ascertain their accomplishments and eligibility. Each reader is then thoroughly screened and must attend a grant reader training prior to the process. Readers also sign the ALSDE Conflict of Interest Policy. The readers will use the 21st CCLC Application Scoring Rubric as their evaluation instrument. Applications are then scored based on the quality of the proposal and the capacity of the applicant to implement the program. Competitive priority points will only be added to applications that are in compliance with federal statute and exceed the standard base expectation. (Please refer to the Priorities portion of the RFA and the RFA Scoring Rubric.)

   **Phase Four – ALSDE Post-Reader Review Assessment**
   Upon completion of the Reader Review process, the ALSDE will review all reader scores and comments to address any outstanding issues or concerns. Revisions such as a reduction of funding or denial of a particular non-allowable expense may result.

   **Phase Five – Notification of Awards**
   Based on available funding and the overall application score, the selection of awarded grants will then be determined. Applicants that have been recommended for funding will receive a letter of notification and a list of FY18 21st CCLC grant awards will be posted on the ALSDE Web site at [http://www.alsde.edu](http://www.alsde.edu) in the eGAP Document Library.
Principles of Effectiveness

Each eligible applicant receiving an award must use funding to carry out and implement a broad array of activities that advance student achievement. Therefore, all 21st CCLC program activities must be based on the following Principles of Effectiveness as identified in the USDOE guidelines, (ESSA, Title IV, Part B, Section 4205 [b]):

- **Principle 1** – Applicants must conduct a needs assessment based on a thorough analysis of objective data pertaining to the population intended to be served – both in the school and community – regarding the need for out-of-school programming and activities. If awarded funding, grantees must develop systems to ensure the ongoing assessment of programmatic school and community needs.

- **Principle 2** – Applicants must develop goals and measurable objectives that directly relate to identified needs; impact regular school and student success; improve regular school day attendance and behavior; and implement academic enrichment to enhance student educational achievement.

- **Principle 3** – Applicants must demonstrate the use of evidence-based research (please refer to Appendix A) which provides evidence that the program, strategies, or activities will help students meet the state and local academic achievement standards and accomplish the projected goals and objectives of the project.

- **Principle 4** – If awarded funding, grantees must ensure the periodic evaluation of the program's achievement toward its stated goals and objectives. The results of each assessment must then be used to refine, improve, and strengthen the project.

**Evidence of the utilization of the Principles of Effectiveness must be made available to federal, state, or local representatives upon request. (This standard is also applicable to local community public requests.)**
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

An LEA’s Comprehensive Needs Assessment will determine the use of Title V funds. The use of funds must align with an LEA’s Consolidated Plan, and be closely aligned with the purposes and allowable activities in Title I Part A, Title II Part A, Title III, Title IV Part A, and parent involvement activities. Title V objective outcomes will be evaluated the same as other Title programs.

2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Technical assistance will be available via site visits, phone calls, email, face to face meetings, conferences, webinars, etc. A technical assistance visit is designed to provide support to an LEA in meeting the federal program requirements. LEAs may be provided official Technical Assistance annually either by official request from the LEA or through procedures defined in Alabama Code §16-6B-3.
I. Education for Homeless Children and Youth program, McKinney- Vento Homeless Assistance Act, Title VII, Subtitle B

1. **Student Identification (722(g)(1)(B) of the McKinney-Vento Act):** Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Each local education agency (LEA) in Alabama has designated a homeless education coordinator or liaison to act as the contact person for the identification of homeless children and youth and for related programs and services. The LEA liaison for homeless children and youth facilitates the process of identifying eligible students and assessing special needs. Currently the liaison works with designated LEA level school-based personnel, and representatives from other services agencies to identify and assess the needs of homeless children and youths. Factors used to identify homeless children including the following:

- Inappropriate clothing
- Frequent tardiness or absenteeism
- Lack of books or other school supplies
- Frequent and/or inconsistently reported changes in address.
- Symptoms of malnutrition
- Poor hygiene and grooming
- Behavioral changes that otherwise are unexplained
- Changes in school performances that otherwise are unexplained
- Aggressive behavior toward adults or other children
- Withdrawal from peer interaction
- Signs of physical abuse, sexual abuse, or emotional abuse
- Chronic fatigue and inability to concentrate
- Chronic health problems that unattended
- Low-self esteem
- Difficulty establishing relationship and trust in peers and/or adults
- Inability to participate in school or peer activities due to providing care for parents or siblings.
- Living in a motel or other temporary residence.
- Consistently unprepared for schoolwork.

The ALSDE collaborates with the Alabama Department of Human Resources, the Alabama Department of Public Health, Housing and Urban Development, Alabama Food Assistance Programs, Alabama Post-Secondary Department, Domestic Violence Agencies, Department of Early Childhood Education, local housing authorities, YMCAs, and local shelters for battered women. Representatives from these groups identify needs, develop strategies to address the needs, provide educational and support services to students experiencing homelessness and provide professional development and training to individuals who work with homeless children and youth.

During the 2016-17 school year, a state level advisory committee was established to assist with developing an action plan for state level activities. Starting in 2017, and each year thereafter, the state coordinator will facilitate the work of the advisory committee. A summary report on the current state of Alabama’s homeless education programs along with the results a LEA homeless needs assessment will direct the committee’s annual work. Results from the committee work for the action plan will be shared with Federal Programs Coordinators at the Federal Programs Annual Fall Conference and/ or The Alabama Association of Federal Education Programs Administrators (AAFEPA). Homeless Liaisons and Coordinators will have access to the action plan through the ALSDE website.
2. **Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act):** Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The process was adopted by the Alabama State Board of Education in May 1999, however, the procedure will be revised during the 2017-18 school year. Alabama’s process to resolve disputes that may arise over school selection or enrollment in school by a homeless student at the LEA and ALSDE level is as follows:

- The student or guardian shall be referred to the LEA liaison for homeless children and youth. The LEA liaison must follow their board policy to carry out the dispute resolution process as expeditiously as possible.
- In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school, pending resolution of the dispute.
- The parent or guardian of the child or youth shall be provided a written explanation of the LEA’s decision regarding school selection or enrollment including the rights of the parent, guardian, or youth to appeal the decision at the local level with a final appeal made at the state level.
- Final appeals made to the state requires that designated administrative personnel from the LEA involved in the dispute notify the State Homeless Coordinator immediately to determine an interim resolution to avoid delay in enrolling the student in school.
- To comply fully with statutory requirements (722)(g)(1)(C) of The McKinney Vento Act, ALSDE will presume that keeping a child or youth in the school of origin is in the child’s best interest unless this is against the wishes of the parent. The decision may be reviewed later, based on a written request for such a review.
- The State Superintendent of Education or an appointed designee, must address the issue within (10) days of the receipt of the written request. If the dispute remains unresolved after response to the written request.
- The State Superintendent or an appropriate designee may assign ALSDE staff to make an on-site visit to gather or clarify information. A follow-up response or determination must be made within sixty (60) days.
- The State Superintendent of Education will conduct a hearing on disputes that remain unresolved after these steps.
- The LEA liaison for homeless children and youth and/or the ALSDE Homeless Education Coordinator may assist in resolution of the dispute.
- The ruling of the State Superintendent of Education is final.

The proposed revisions will be submitted to the Alabama State Board of Education for approval. After the approval, notification of the revisions will be made to each LEA by written communication from the State Superintendent of Education to LEA superintendents, federal programs coordinators, homeless education coordinators and liaisons for homeless children and youth. A copy of the approved state plan will be placed on the ALSDE website under the Federal Programs section.

3. **Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act):** Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The Alabama State Department of Education, with assistance and guidance from the state’s Homeless Education Advisory Committee conducts annual training sessions in March, April and July for LEA liaisons for homeless children and youth and other designated persons from all school districts and charter schools in Alabama. Each LEA is required to send designated staff to one of these training sessions. The March and
April City and County Homeless Liaison training is conducted jointly by ALSDE, state agencies, and advocacy groups that provide support and assistance to homeless children and families. The purpose of the training is:

- To provide awareness training and disseminate information related to the prevalence of homelessness, circumstances that may result in homelessness, and how to access support system for meeting the needs of homeless children and their families;
- To provide training on state-level expectations and procedures for identifying homeless children and youth, enrolling these individuals in public schools and providing educational and support services that allow these students to succeed academically, emotionally, physically, and socially;
- To share examples of “best practices” within the state and the southeastern region of the United States that result in effective programs and services for homeless children and youth; and
- To provide a training module that can be used to train other LEA personnel, school administrators, and student support personnel in each school.

A second level of training is provided during the summer and fall at state level conferences. Additionally, on-going training is provided or brokered as needed by ALSDE. Updated guidance and other information is disseminated through e-mail, webinars, and other forms of communication on a daily basis. District training and technical assistance for homeless education can be requested or is determined from a needs assessment for compliance. Training and technical assistance topics that will continue to be addressed include:

- Determining appropriate placement of runaways in alternative programs that will meet their needs;
- Providing tutoring and counseling services for youth who show signs of being potential runaways or for those who are runaways;
- Coordinating between and among support services providers, juvenile authorities, and runaways to (1) develop plans for runaways to complete their education and to develop skills that will make them employable, and (2) make sure that their needs for school supplies, clothing, toiletries, and other basic needs are met;
- Using the Response to Intervention (RTI) process to devise alternatives for potential runaways and actual runaways;
- Teaching conflict resolution skills to runaways and other children and youth;
- Maintaining confidentiality and privacy issues to support personnel who work with homeless children and youth;
- Handling domestic violence and
- Informing parents and school personnel regarding the rights and resources available to the parents of homeless children.

The ALSDE monitors the Homeless Education program. The Federal Programs staff of ALSDE conducts systematic technical assistance and monitoring of federally funded programs in each of the state’s 139 LEAs on a 3-year cycle or based on a risk assessment. This process ensures that ALSDE staff have substantial opportunities to provide technical assistance and oversight of all programs annually. Also, the ALSDE will continue to collaborate with other agencies and entities that provide programs services and/or advocacy for at-risk children to ensure that homelessness is addressed specifically and consistently among those groups.

4. **Access to Services (722(g)(1)(F) of the McKinney-Vento Act):** Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing
barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The Alabama State Department of Education requires that all students, including homeless children and youth have equal access to educational programs and support services that are needed to meet the same challenging state academic achievement standards as other students. “Homeless children” is a named, targeted subgroup of students in the Even Start Family Literacy Program, in the Title I funded preschool programs, in the Community Education Extended Day programs, in the 21st Century Community Learning Center programs, and in state-funded at-risk programs that are administered through the ALSDE’s Prevention and Support Section. Information that is disseminated in print and during training sessions and conferences accent the requirements that homeless children and youth have equal access to the named programs. Training that is provided by ALSDE for Response to Intervention/Instruction (RTI) specifically addresses inclusion and the provision of appropriate educational and support services for homeless children and youth. During 2017-18 school year, the Homeless Education Advisory Committee will begin a review of LEA policies and procedures to ensure that homeless children and youth are adequately and specifically included as eligible participants in preschool programs, secondary programs, have access to credit recovery programs, extracurricular activities, magnet schools online learning, career and technical education, advanced placement, and charter school programs.

5. Strategies to Address Other Problems (722(g)(l)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

The Alabama State Board of Education adopted a policy and ALSDE has implemented the provision found in the McKinney-Vento Act which states homeless children must be allowed to enroll in school and be provided the same opportunities to succeed in school as all other children. While ALSDE staff are not aware of any situation where homeless children are being denied school enrollment and access to programs, there is still evidence of barriers to enrollment and in-school success. ALSDE has implemented a comprehensive monitoring system which includes a desk audit and an on-site review of the Homeless Education Program. If it is determined during a monitoring review that an LEA’s policies for student enrollment in schools do not clearly include all students, a recommendation is made by the review team that the policies be revised. Similarly, if it is determined by the monitoring review team that the LEA’s enrollment practices and procedures are not fully aligned with an inclusive policy or that the procedure may serve as a barrier to homeless and/or other groups of students, the LEA is cited for noncompliance and is required to submit a corrective action plan to describe an immediate and satisfactory remedy.

In 2001, ALSDE was asked to craft a series of statements and procedures to be used in a model policy and procedures manual for local boards of education. Training provided to local boards of education was revised to reflect the increased emphasis on eliminating barriers to school enrollment based on residential status and English-speaking status. The ALSDE will continue to monitor LEAs to ensure that such barriers are not evident in policies or practices and to ensure that enrollment disputes are handled expeditiously and satisfactorily without delays are lapses in students’ time spent in school.
The ALSDE comprehensive monitoring system includes items related to eliminating barriers to enrolment and specifically addresses the following for all LEAs in the state (1) residency requirements; (2) lack of social security numbers, and (3) lack of immunization records. Additional items on the monitoring instrument are applied to LEAs that received federal funds under the previous Stewart B. McKinney Homeless Assistance Act. The monitoring instrument has been revised to reflect provisions as amended by the Every Student Succeed Act (ESSA).

Problems related to the education of homeless children and youth are addressed in training and information disseminated through e-mail, webinars and all other forms of communication. The LEA liaisons for homeless children and youth maintains frequent and systematic contact with the state Homeless Coordinator to address issues that arise in an efficient and effective manner.

6. **Policies to Remove Barriers** (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

A statewide Homeless Education Advisory Committee has been established and will convene in the summer of 2017 to review current state level policies, procedures, trainings and practices related to providing educational and educationally related services to homeless children and youth. The committee members were selected in spring of 2016 and spring 2017 and will convene in summer 2017 to begin the review process. The Advisory Committee will meet twice a year to ensure committee recommendations to strengthen the existing policy can be made to LEAs annually, all recommendations to ALSDE Homeless education policies will be made as McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B is amended.

ALSDE will ensure compliance with the “Local Education Agency” described in section (722)(g)(1)(I) of the McKinney-Vento Act through the following:

- ALSDE will put forth and facilitate the approval of the revised Homeless State Plan by the State Board of Education
- ALSDE will continue professional development and training on Homeless eligibility under The McKinney-Vento Education Assistance Act.
- State Homeless Coordinator will work with the State Advisory Committee to review LEAs’ existing policies and practices for the enrollment and retention of Homeless children and youth.
- On-going training with ALSDE staff, state Homeless Coordinator and State Advisory Committee will begin in the summer of 2017 to training district Homeless liaisons on preventing truancy and excessive absences for homeless children and youth.
- On-going training for LEAs Homeless Coordinator related to outstanding fees and fines as a school barrier for homeless children and youth will be included in training beginning in the summer 2017.

7. **Assistance from Counselors** (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The ALSDE Homeless Coordinator will collaborate with the ALSDE Counseling and Guidance Section to provide on-going professional development and training for city and county Homeless Liaisons. The ALSDE will ensure compliance with (722(g)(1)(K) through training and technical assistance. The annual
Trainings held in March and April of each year are the required trainings for city and county Homeless Liaisons. The topics which will continue to be addressed at the trainings include:

- ACT/SAT fee waivers;
- Participation in Financial Aid Workshops;
- Assistance with completion of FAFSA and filling out the exemption form when parent incomes are not available;
- Requests for Waiver of College Application forms;
- Participation in school-based academic and community service programs;
- Participation in school-based mentorship programs, clubs and organizations;
- Providing opportunities for enhanced credit accrual and recovery;
- Assistance with college interest research;
- Assistance with college program connections, including programs like Upward Bound, Talent Search and GEAR UP;
- Participation in college visits and tours of local colleges and assistance with transportation for students;
- School Counselor requirements to collaborate with local colleges;
- Teach admissions officers and financial aid administrators about youth homelessness in the community, so they will be more receptive to students’ requests for fee waiver and other assistance.
Appendix A: Executive Order Number 16

EXECUTIVE ORDER NUMBER 16

WHEREAS, on December 10, 2015, the Every Student Succeeds Act (ESSA), a bipartisan federal bill reauthorizing the 50-year-old Elementary and Secondary Education Act (ESEA), was signed into law;

WHEREAS, the ESSA replaces the previous version of the law, No Child Left Behind (NCLB), and takes decisions out of the hands of the federal government, shifting power and control over education back to the states;

WHEREAS, offering greater stability and flexibility, the ESSA allows states to determine best practices for the implementation of academic standards, testing, accountability, school improvement, and teacher quality;

WHEREAS, giving states control of academic standards, prohibiting the Secretary of Education and any other federal agent from incentivizing states into adopting specific standards, this flexibility will allow governors to tailor state plans to best fit the needs of local communities;

WHEREAS, this gubernatorial implementation enables governors to bring together education stakeholders and agencies and create opportunities to align the education pipeline, from early childhood with K-12 and into postsecondary education and the workforce;

WHEREAS, under the ESSA, section 1005, amending 20 U.S.C. § 6311, states are charged with developing individual state plans;

WHEREAS, the Alabama State Department of Education is the entity tasked with developing the state plan for Alabama; and

WHEREAS, sections 1005 and 8032 also require the state educational agency to develop the individual state plan in consultation with the Governor, members of the state legislature and the state board of education, as well as local educational agencies, representatives of Indian tribes in the state, educational stakeholders, parents, and others.

NOW, THEREFORE, based upon these considerations and for other good and valid reasons thereto, I, Robert Bentley, Governor of the State of Alabama, by virtue of the authority vested in me by the Constitution and laws of the State of Alabama, do hereby establish the Alabama Every Student Succeeds Act (ESSA) Implementation Committee (the Committee).

BE IT ORDERED, that the Committee shall be comprised of the following members, or their designees:
Executive Order Number 16
Page Two

- Two vice chairs, appointed by the Superintendent, Alabama State Department of Education
- Two appointments by each Alabama State Board of Education member, excluding the Governor
- The Secretary, Department of Early Childhood Education
- The Education Policy Advisor, Office of the Governor
- Director, Governor’s Office of Minority Affairs
- Three representatives in workforce development programs or related entities, appointed by the Governor
- A representative of the Alabama Public Charter School Commission, appointed by the Governor
- One member from the Alabama Senate, appointed by the Senate President Pro Tem
- One member from the Alabama House of Representatives, appointed by the Speaker of the House of Representatives
- Additional members as needed, appointed by the Governor

**BE IT FURTHER ORDERED,** that the Governor shall appoint the Committee chair, who shall serve at the Governor’s pleasure.

**BE IT FURTHER ORDERED,** that this Committee shall meet at the call of the chair and shall develop the state plan as outlined in Title 1, Part A, Section 1005 of the reauthorized ESSA (ESSA State Plan), in collaboration with the Alabama State Department of Education. By December 1, 2016, the Committee shall submit the ESSA State Plan to the Governor, the Alabama State Board of Education and the Alabama State Department of Education.

**BE IT FURTHER ORDERED,** that this Executive Order shall become effective immediately upon its execution and shall remain in effect until amended or modified by the Governor.
Appendix B: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

### Academic Achievement

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### Reading and Math Student Achievement Measures of Interim Progress

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<th>School Code</th>
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<th>School Name</th>
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<th>2028-2029 Reading Goal</th>
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Measures of Interim Progress will be reset with 2016-2017 data as the baseline.
Student Achievement Measures of Interim Progress: Combine Proficiency
2015-2016 Baseline Proficiency Numbers
n-count = 20 or more students
Student Achievement Measures of Interim Progress: Reading Proficiency
2015-2016 Baseline Proficiency Numbers
n-count = 20 or more students

[Graph showing trends in reading proficiency from 2015-2016 to 2028-2029 for different student groups, including All Students, American Indian/Alaska Native, Asian, Economically Disadvantage, Black or African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Students with Disabilities, Students with Limited English Proficiency, Two or More Races, and White.]
Student Achievement Measures of Interim Progress: Math Proficiency

2015-2016 Baseline Proficiency Numbers

n-count = 20 or more students

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<th>Hispanic/Latino</th>
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<td>2028-2029</td>
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1. Graduation Rates

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<th>Subgroup</th>
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<td>93.08</td>
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</table>

Graduation Rate Measures of Interim Progress
2015-2016 Baseline Rate
Minimum n-count = 20 or more

Measures of Interim Progress will be reset with 2016-2017 data as the baseline.
2. Progress in Achieving English Language Proficiency

Table 3: Interim progress in Achieving English Language Proficiency

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<td>2018</td>
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<tr>
<td>2019</td>
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<tr>
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<td>2026</td>
<td>27%</td>
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<td>2029</td>
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<tr>
<td>2030</td>
<td>33%</td>
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Appendix D:

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS The purpose of this enclosure is to inform you about a new provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.
Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.