

Key Decision Point in ESSA	Title Programs Work Group Alabama Recommendation
<p>1. States will need to decide if they want to set aside up to 3% of their Title I funds to establish a program of direct student services, and, if so, how much (beginning with the FY2017 funding). If the answer is yes, states will need to:</p>	<p>1. The work group recommends not to set aside monies for a program of direct student services; this recommendation is made in an effort to ensure the greatest amount of flexibility for LEAs.</p> <p>The workgroup recommends that efforts be focused on using Title funds to provide teachers the support, materials, and training needed to be highly skilled and supported in the classroom and on services that directly impact students in order to ensure all students succeed.</p> <p>The workgroup further recommends that a resource guide of examples of uses of Title funds and resulting impacts be developed. Some examples of the practices to be included in the resource guide are as follows:</p> <ol style="list-style-type: none"> a. Mentoring programs b. Expand learning opportunities for students (extended learning day, accelerated learning, summer programs etc.) c. Additional support for ELLs d. Provide additional support during the school day to meet identified needs e. Hiring of tutors, educational experts, and specialists f. Expand career/tech programs g. Increase exposure to music and art h. Increase summer programs i. Increase parental involvement programs j. Additional healthcare services to meet students' needs k. Middle and High School increased support l. Adequate funding for school materials and training for instruction (Science and Math manipulatives and materials for all teachers) m. Increase support for STEM programs n. Increase support for technology o. Increase support for Early Childhood programs p. Increase support for advanced courses and acceleration courses (AP and IB Testing) q. Increase support for tutoring r. Increase Gifted Education opportunities s. Increase stakeholder engagement (Parental Outreach) t. Provide quality Physical Education support u. Increase Library Media resources and support v. Increase support for Guidance Counselors

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1 a. Begin the process of designing such a program;	n/a
1 b. Engage in required consultation with LEAs;	n/a
1 c. Develop grant applications;	n/a
1 d. Develop and implement processes for compiling and maintaining a list of approved “academic tutoring providers” (note: providers of other services do not require state approval); and,	n/a
1 e. Develop a process for monitoring the quality of all providers.	n/a
Key Decision Point in ESSA	Data Collection and Reporting Work Group Alabama Recommendation
1. States will have to determine what additional information they must collect to meet ESSA requirements (new subgroups, school quality and climate data, preschool data, school-level expenditure data, etc.)	1. Additional data collection has been determined for all data points except preschool. The Early Learning work group recommends that Alabama’s State Report Card conform to ESSA requirement that: “State Report Cards must include: (II) the number and percentage of students enrolled in: (aa) preschool programs;”
2. States will have to report on professional qualifications of teachers. As a part of this reporting, states will have to determine what constitutes “inexperienced” teachers.	2. The Educator Effectiveness work group recommends the following definition for Alabama’s plan: An inexperienced teacher is a teacher who has fewer than three (3) years of teaching experience.
3. States must decide if they will include any additional information regarding school progress, beyond what is requires under ESSA.	3. The workgroup recommends to not include any additional information other than that required by ESSA.
4. State will need to meet the requirement that they publicly provide a cross-tabulated (by racial and ethnic group, gender, English proficiency status, and disability status) data on student achievement, high school graduation, the “other academic indicator”, and assessment/non-assessment rates.	4. The ALSDE has developed a platform for reporting the data as prescribed by the USDOE and discussed by the workgroup. The platform will become public by fall of 2017.