



**From *NCLB* to *ESSA*, the
Every Student Succeeds Act
In New Jersey**





Agenda

ESSA Overview

Coordinated Use of *ESEA* Funds Example

General Funding Updates

Title I, Part A: Improving Basic Programs

Stakeholder Engagement Requirements for Districts

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Title III, Supporting English Learners and Immigrant Students

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The Every Student Succeeds Act (ESSA)

The *Every Student Succeeds Act (ESSA)* reauthorizes the *Elementary and Secondary Education Act (ESEA)*, which, when passed in 1965, committed new federal funding to help ensure equitable access to educational resources and opportunities.

- States and districts **are eligible for funds** if they comply with the specific requirements outlined in the law
 - Funding is heavily weighted to go to districts **with students living in poverty**
 - Most funds funnel through the state and **go directly to schools and districts**
 - Federal funds make up only a **small percentage of a district's budget** (typically, less than 10%)
- **To qualify** for funding under the law:
 - **Every several years**, each state must apply to the U.S. Department of Education
 - **Every year**, each school district must apply to the State

See our video overview a: <http://www.state.nj.us/education/ESSA/>



ESSA State Plan

The New Jersey Department of Education (NJDOE) must submit a plan describing New Jersey's strategy for how it will implement ESSA's requirements and support the success of all students by:

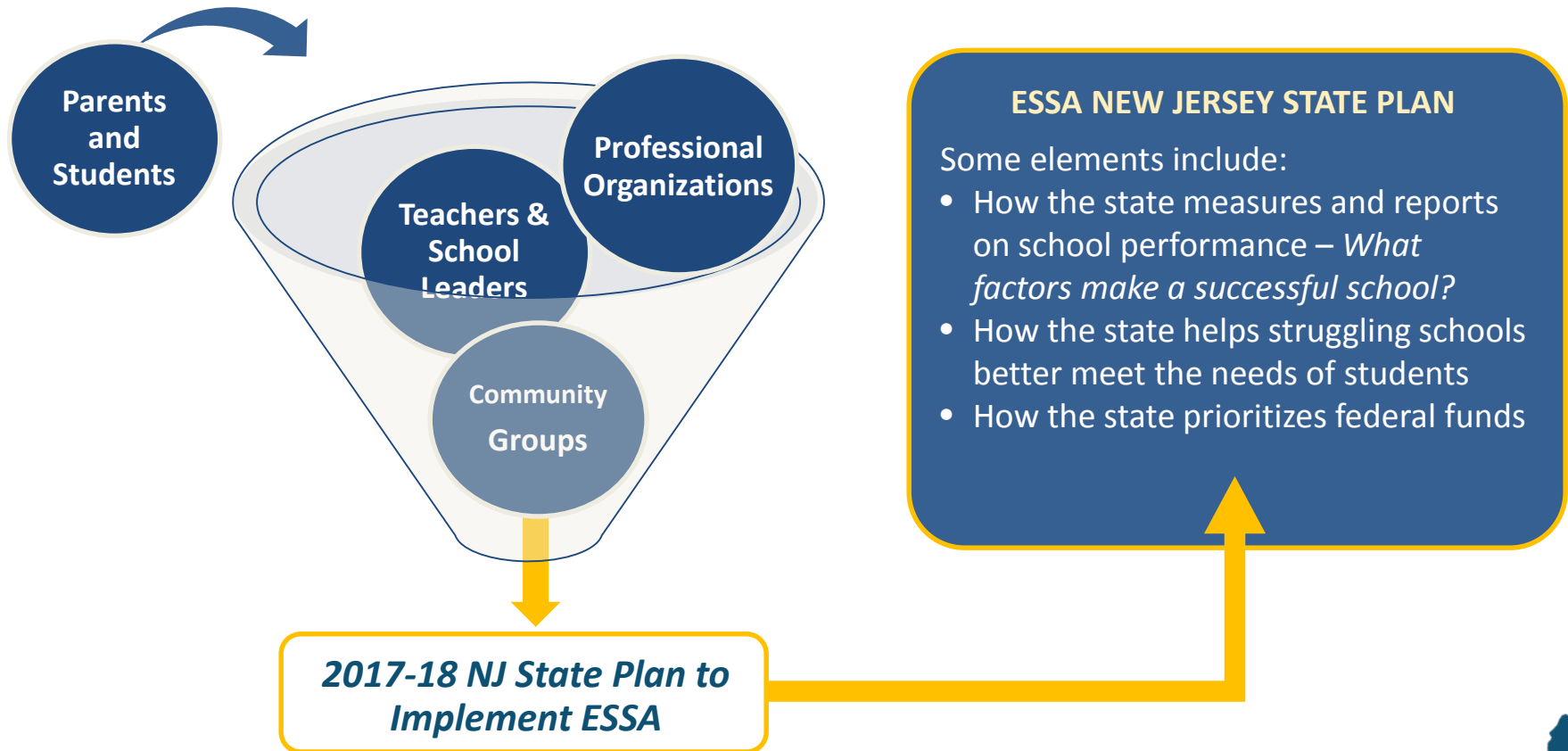
- Setting **long-term goals** for schools and students
- **Measuring and reporting** how all students are progressing toward achieving the NJ Student Learning Standards and graduating high school prepared for college and career
- Identifying schools and districts in need of **additional support and how we differentiate support to those schools and districts based on their needs**
- Determining **how state-level funds will be used** to further support New Jersey students and educators





Developing the *ESSA* State Plan

ESSA offers an opportunity to expand how New Jersey defines a high-quality education and to emphasize and reward additional qualities that make for a successful school





Timeline 2016-17

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.
Federal			Final Regulations Released						US Department of Education Reviews and Approves State Plans		
State Plan Development			NJDOE Releases Initial Summary of State Plan and Feedback To Date	Technical State Plan Release		NJDOE Submits Plan to US Dept. of Education Pending Final Regulations				State Plan Goes Into Effect	
	Stakeholder Roundtables and Focus Groups			Stakeholder Feedback on State Plan			Ongoing Stakeholder/NJDOE Collaboration for District ESSA Spending Guidance				
District Support		NJDOE Technical Assistance Sessions								ESSA District Spending Rules Go Into Effect	Districts Receive from NJDOE Federal Allocations and Apply for Grants





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U.S. Department of Education Guidance on Federal Spending

In recent years, the U.S. Department of Education has encouraged states, schools and districts to use federal funds in a coordinated approach. This has led to guidance on how to use federal funds to support:

- [Early Childhood Education](#)
- [Arts and Humanities](#)
- [Science, Technology, Engineering and Math](#)
- [Operating Schoolwide Programs](#)
- [Supporting Well-Rounded Education](#)
- [Supporting Effective Educators for All Students](#)



Steps to Deciding How to Use *ESEA* Funds

- **Step 1:** Identify the needs of students through a comprehensive needs assessment
 - Convene Stakeholders
 - Review Data
 - Identify Root causes
- **Step 2:** Identify appropriate interventions
- **Step 3:** Identify available funding to support interventions



Identifying the Need: Data Review

Middle School Data Review: Persistent achievement gap between economically disadvantaged students and their peers

Subgroup	% Meeting Standards in Mathematics
Schoolwide	85%
White	93%
African-American	87%
Hispanic	88%
Students with Disabilities	80%
Economically Disadvantaged	65%





Identifying the Root Causes

Consultation with stakeholders (educators, administrators, parents, students) and review of additional data led to conclusion that **the following root causes contributed to low achievement for economically disadvantaged students:**

1. Most math teachers in the school have **0-3 years experience**
2. Economically disadvantaged students **feed from elementary school with little technology**
3. Hispanic students were **misidentified as English proficient**
4. High rate of chronic **absenteeism for economically disadvantaged subgroup** due to bullying



Using Federal Funds to Address Root Causes and Support Low-Performing Students

Root Cause	Intervention	Expenditure	Funding Source
Most math teachers in school have between 0-3 years experience	Content area professional development	Math coach (salary, benefits) or extend mentorship for these teachers	Title II, Part A
Economically disadvantaged students feed from elementary school with little technology	Technology lab for all students	Computers, stipends	Title I, Part A
Hispanic students misidentified as English proficient	Sheltered English training	Stipends, consultants, travel	Title III
High chronic absenteeism in economically disadvantaged subgroup due to bullying	School-based social worker trained	Salaries, benefits, other (conference fees, travel)	Title IV





Activity – Identifying Your Need

Complete the first page of the planning template



Coordinated Use of ESEA Funds to Meet Identified Student Needs A Planning Template for School Districts

Disclaimer: This document is *for school district planning purposes only* and **will not** be collected or reviewed by the NJDOE.

School District Name	
Student Population	
# of Schools in District	

Identified Need(s)/Priorities: What is a specific need or priority in your school district or a school within your district? This could be related to academics, family and community engagement, school climate or culture (including discipline and absenteeism rates), or other needs related to student outcomes.

What is the need/priority?	
How do you know this is a need/Priority? Is there any data?	
Are you currently implementing any programs/activities to address this need? If so, what are you currently doing?	What are a few barriers to meeting this need or carrying out this priority?





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School District Funding: General

Expected Impact: The NJDOE expects minimal impacts on most New Jersey school districts. However, the greatest impact will be felt by:

- **Districts receiving significant Title I funding**, which may see a slight reduction (due to larger state set-aside for school improvement);
- **Districts that have had significant changes to the number and/or percentage of students in the district living below the poverty level** (as Title II hold-harmless is going away and more funding will be funneled to students in poverty); and/or
- **Districts with a large non-public school presence** (as all Title I and Title II funds must now be proportionately shared)



Overview: Title by Title Impact on Funding

	Major Changes to Funding	District Planning
Title I, Part A	<ul style="list-style-type: none"> State set-aside increased from 4% to 7% Nonpublic share calculated from full allocation before any school district set-asides 	Due to larger state set-aside, plan for 80% of previous year's allocation
Title II, Part A	<ul style="list-style-type: none"> Hold Harmless eliminated: annual allocation based on formula: <ul style="list-style-type: none"> 80% distributed based on students living in poverty 20% distributed based on total student population Nonpublic allocation: no longer allows for class-size reduction expenditures to be left out of calculation of nonpublic share 	Plan about 85% of previous year's allocation (consider nonpublic share and losing hold harmless)
Title III, Part A	<ul style="list-style-type: none"> Minor changes to how immigrant population calculated 	Plan about 85% of previous year's allocation
Title IV, Part A	<ul style="list-style-type: none"> Newly reauthorized funding stream, will provide bump in funding to some school districts 	For rough estimate of Title IV allocation, divide your Title I allocation by 30





Transferability of Funds Expanded Under ESSA

ESSA Allows for Funds to be Moved Between More Titles

Under *NCLB* school districts could transfer only Title II, Part A funds into Title I. Under *ESSA*:

May <u>transfer all or some</u> of state funds received under:	May <u>transfer funds into</u> the following Titles:
<ul style="list-style-type: none"> Title II-A, Supporting Effective Instruction Title IV-A, Student Support and Academic Enrichment 	<ul style="list-style-type: none"> Title I-A, Improving Basic Programs Operated by LEAs Title II-A, Supporting Effective Instruction Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement Title IV-A, Student Support and Academic Enrichment





Uses of Funds - What has not changed?

Uniform Grant Guidance

2 CFR 200.403 *Factors affecting allowability of costs*

“ costs must meet the following general criteria in order to be allowable under Federal awards:

- . . . Be **necessary** and **reasonable** for the performance of the Federal award and be **allocable** thereto under these principles.”



Uses of Funds - What has not changed?

Uniform Grant Guidance

Critical questions for meeting the “necessary and reasonable” standard:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address?
3. How will the expenditure be evaluated to measure a positive impact on student achievement?





Uses of Funds - What has not changed?

Uniform Grant Guidance

Critical questions for meeting the “necessary and reasonable” standard:

- 1. Schoolwide programs:** How will the expenditure upgrade the entire educational program, especially for the lowest achieving students?
- 2. Targeted Assistance programs:** How will the expenditure increase the academic achievement of the school’s lowest performing students?



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Title I, Part A – Improving Basic Programs Operated by State And Local Educational Agencies

<p>Purpose (ESSA §1001)</p>	<p>“ . . . to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”</p>
<p>How much money does NJ receive?</p>	<p>2016-17: \$342,324,337</p>
<p>Who is eligible to receive funds?</p>	<p>Local Education Agencies (LEA) with a minimum poverty rate of 2% and at least 10 census poverty students that represent at least 2% of enrollment</p>
<p>How are funds distributed?</p>	<p>SEA Level:</p> <ul style="list-style-type: none"> • Up to 1% for Administrative Costs • Up to 7% for School Improvement Activities <p>LEA Level: ≈ 92% in subgrants to LEAs</p>



School Use of Title I Funds

Schools receiving Title I, Part A funds must design and implement programs to support eligible Title I students using one of two models:

	Schoolwide Model	Targeted-Assistance Model
Which schools are eligible to operate this model?	Any school with at least 40 percent poverty or any school below 40 percent poverty with a waiver issued by the state	Any Title I school that does not operate a schoolwide program
Which students can be served by this model?	All students in the school, particularly those of students struggling to meet state academic standards	<p>Programs and services must be provided to students who:</p> <ul style="list-style-type: none"> • Are failing, or at risk of failing, to meet state standards • Participated in certain federally-funded preschool programs • Received services under the Migrant Education Program • Are in a local institution for neglected or delinquent children or are attending a community day program, or • Are homeless



Eligibility to Run a Schoolwide Program

Who is eligible to run a schoolwide program?

- Schools with a minimum poverty rate of 40% or that receive a waiver from the 40% threshold from the state

To operate a schoolwide program, a school must:

- [Submit initial Intent to Operate Application](#)
- [Conduct a Comprehensive Needs Assessment \(CNA\)](#)
- [Develop a Title I Schoolwide Plan](#)
- [Provide Documentation of Stakeholder Engagement In CNA process and plan development process](#)





Criteria for Waiver from Poverty Threshold

Who must apply for a waiver to run a schoolwide program?

- Schools with a minimum poverty rate of less than 40%

Waiver criteria: Schools will be required to submit:

- Data substantiating low performance of two or more subgroups
- An evaluation of the school's current targeted assistance process*

* Specific waiver application process is being developed; further guidance and application will be released spring 2017





Uses of Title I Funds – New Language

ESSA lists **additional allowable uses of Title I, Part A funds**, which include:

- Counseling
- School-based mental health programs
- Mentoring services
- Strategies to improve students' skills outside academic subject areas
- Schoolwide tiered model to prevent and address problem behavior, early intervening services (IDEA coordination)
- Preparation for and awareness of postsecondary education and workforce opportunities (career and technical education)
- Advanced Placement, International Baccalaureate exams (preparation for, test fees)
- Dual or concurrent enrollment, or early college high schools





School District Allocations for 2017-18

Reality: Less funds available for distribution to LEAs

- 2016-17 (NCLB): School Improvement Set-Aside = **4%**
 - **\$13,692,973** retained by State
- 2017-18 (ESSA): School Improvement Set-Aside = **7%**
 - **\$23,962,704** retained by State

For school districts, it is safe to estimate receiving 80% of 2016-17 allocation





Nonpublic Allocation

Bottom line: *ESSA* requires the proportional share of Title I funds to be used for programs and services to benefit nonpublic school children to “be determined **based on the total amount of funds received by the local educational agency** prior to any allowable expenditures or transfers”

Next Steps:

- The NJDOE is waiting for additional guidance from the U.S. Department of Education regarding equitable services for nonpublic school children under Title I
- The NJDOE will provide targeted guidance on this topic in winter 2017

See current [NJDOE Guidance on Nonpublic Participation](#)





Fiscal Requirements: Supplement, Not Supplant

ESSA requires school districts to prove that *funding*, rather than *specific programs or activities*, are supplemental

SNS Compliance Prior to ESSA	SNS Compliance Under ESSA
<p>Three conditions were applied to see if an LEA broke SNS rules:</p> <ol style="list-style-type: none"> 1. If Title I funds used to provide services required under federal law or local law, 2. Title I funds used to provide services that were funded by federal funds in prior year(s) 3. Title I funds used for Title I eligible students participate in a program that is supported by other funds for rest of population 	<p>Law requires <u>LEAs</u> to demonstrate that the <u>LEA</u> methodology used to allocate state and local funds to each school in the district ensures each Title I school receives the funds it would otherwise be eligible for were it not a Title I school</p> <p>Explicitly prohibits requiring districts to identify that an individual cost or service is supplemental</p>

As of 2017-18 these are no longer in effect





Spending for 2017-2018

- Based on the changes described, here are some considerations as you plan spending Title I, Part A funds for the 2017-18 school year:
 - How may changes to funding allocations affect your school or school district?
 - If your schools fall under 40% poverty, will you apply for a waiver to run a schoolwide program in any of your schools?
 - Will changes to how supplement, not supplant is applied affect how you spend your Title I, Part A funds?
 - Will you use your Title I, Part A funds for a program or service not related to math/English Language Arts (for instance, for districtwide preschool, full-day kindergarten or other programs or services)?



Activity – How Can You Use Title I Funds to Address your Identified Needs?

Complete the Title I section of the planning template



Planning Instructions: As each entitlement grant is presented, jot down some ideas about how funds from each grant can be used in a coordinated way to improve or enhance what you are currently doing to meet the need/priority or new or different programs or activities that you could implement.

Funding Source	Funds Rec'd from This Source	Activities/Programs We Could Support With These Funds
Title I, Part A	\$	

Rationale: How will this program/activity help meet your identified need?

Blank area for providing rationale for the program/activity.





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Context

- Stakeholder engagement takes place in most districts already for budgets and various initiatives to ensure buy-in and strong implementation
- Similarly, it is important to conduct stakeholder engagement for the development and implementation of district's *ESEA* plan
- Different than some initiatives, *ESEA* has specific requirements for stakeholder engagement in order for districts to receive funding



Stakeholder Engagement Requirements in *ESSA*

- ESSA has many specific requirements for stakeholder engagement as districts develop their ESEA plans across all Titles (outlined on the next slide)
- ESSA focuses on “timely” and “meaningful” consultation as defined below in guidance from the US Department of Education:
 - **Timely consultation:** The US Department of Education emphasizes in its stakeholder engagement guidance that “meaningful engagement starts at the beginning of the process, **when initial planning is getting started**; not at the end, when a plan is nearing completion”¹
 - **Meaningful consultation:** While specific to the state plan, proposed federal regulations emphasize that meaningful consultation must include a **diverse, representative group of stakeholders; be transparent; and take place at multiple points** during the design, development and implementation of the plan¹

¹USED Policy Letter, June 23, 2016: <http://www2.ed.gov/policy/elsec/guid/secletter/160622.html>





Specific Requirements

The following chart lists the **minimum stakeholder engagement requirements** for developing and implementing the district’s ESEA plan:

Stakeholders	Title IA	Title IIA	Title III	Title IVA
CITATION	1112(a)(1)(A), 1112(b)(7-10)	2102(b)(3)(A) & 2102(b)(2)(D)	3116(b)(4)(C)	4106(c)(1&2)
Teachers	X	X	X	X
Principals	X	X	X	X
Other School Leaders	X	X	X	X
Parents/Family Members	X	X	X	X
Paraprofessionals	X	X		
Specialized Instructional Support Personnel	X	X		X
Administrators	X		X	
Other Appropriate School Personnel	X	X		
Non-Public Schools	X	X	X	X
Community Partners/Community-Based Organizations/Community Members	X	X	X	X
Researchers			X	
Early childhood education programs (where applicable)	X			
Institutions of higher education (where applicable)	X		X	
Employers (where applicable)	X			
Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)				X
Indian tribes or tribal organizations (where applicable)				X
Other Stakeholders/Other Organizations with Relevant Experience		X	X	
Public or private entities			X	





Additional Stakeholders to Consider

In addition to involving required stakeholders, the NJDOE recommends you consider some or all of the following as you create district plans:

- Mayors, local school board members, other locally elected officials
 - Parents from geographically diverse areas, perspectives, and backgrounds who are representative of *ALL* students served by the district
 - Students (primarily at the secondary level)
 - Civil rights and advocacy groups
 - Business leaders
- Other related state and local governmental bodies (e.g. health and human services)
 - Philanthropic community
 - GED and workforce programs
 - Teacher preparation programs
 - Other districts (in order to form consortium and for sharing best practices)



Non-Public Consultation Requirements

School districts must consult with private school officials during the design and development of programs for Title IA, IC, IIA, IIIA, IVA, IVB with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

- **Topics for Discussion:** Full list of mandatory topics for the district/non-public consultation are included in appendix, but generally the required topics are: What services will be provided? When will they be provided? Where, and by Whom?
- **Documentation:** Each year, districts must keep a record of and provide to the state documentation signed by officials from each participating nonpublic school indicating that timely and meaningful consultation did, or did not, take place.
- **Timing:** Consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs. Such meetings shall continue throughout implementation and assessment of services provided.
- **Ombudsman:** A new position of ombudsman has been created in the law at the state DOE level to monitor and enforce compliance with the equitable services provisions pertaining to the participation of non-public school students and teachers.





Key Takeaways

- Start building a team of stakeholders soon to ensure timely and meaningful consultation can happen
- Develop a team that reflects the diverse perspectives and backgrounds within the community, as well as ensuring the input from the groups and individuals required by law
- Help support your stakeholders to better understand the needs and context of your district, as well as the requirements within the law
- Consider specific requirements as it pertains to consulting with non-public schools in your attendance area (see slide 36)



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Title II, Part A – Supporting Effective Instruction

<p>Purpose</p>	<ul style="list-style-type: none"> • Increase student achievement consistent with the state’s academic standards • Improve the quality and effectiveness of teachers, principals and other school leaders • Increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement • Provide low-income and minority students greater access to effective teachers, principals, and other school leaders
<p>How much funding does NJ receive?</p>	<p>≈\$50 million per year</p> <ul style="list-style-type: none"> • ≈95% must go directly to school districts (see distribution below) • ≈1% may be used for state administration • ≈Up to 4% may be used for state activities
<p>Who is eligible to receive funds?</p>	<ul style="list-style-type: none"> • Nearly all New Jersey School Districts
<p>How are funds distributed?</p>	<ul style="list-style-type: none"> • 80% of state’s allocation is distributed based on each school district’s number of students living in poverty • 20% of the state’s allocation is distributed based on each school district’s number of total students





School District Use of Title II, Part A Funds

Recruiting and Retaining Effective Educators	Improving Quality and Effectiveness of Educators	Increase student academic achievement
<ul style="list-style-type: none"> • Recruiting qualified individuals from other fields to become teachers and leaders • Providing differential/incentive pay for teachers and leaders in high-need areas (STEM, English Learners, Special Ed, etc.) • Providing performance-based pay systems • Securing expert help in screening candidates and enabling early hiring • Providing opportunities for advancement and professional growth, e.g., leadership opportunities and multiple career paths • Developing feedback mechanisms to improve school working conditions 	<ul style="list-style-type: none"> • Offering teacher and leader training on integrating technology into instruction, using data to drive student achievement, engaging families and communities, etc. • Offering professional development activities to promote high-quality Science, Technology, Engineering and Math (STEM) and computer science instruction • Offering professional development activities aimed at effectively teaching children with disabilities and English learners • Training on recognizing and preventing child abuse • Training school leaders on effectively utilizing teacher evaluation • Increasing knowledge base on instruction for early grades • Training and technical assistance for teachers in designing and executing classroom assessments • Providing evidence-based professional development on other topics, as needed 	<ul style="list-style-type: none"> • Developing teacher support and evaluation system based on multiple measures of educator performance, including evidence of student achievement • Implementing evidence-based reduction of class size • Supporting effective school library programs • Creating or improving induction and mentoring programs designed to improve instruction • Providing professional development for teachers and leaders in integrating rigorous academic content, career and technical education and work-based learning • Providing strategies to measure whether young children are progressing • Collaborating with preschool staff to meet the needs of students transitioning to elementary school • Providing training on identifying and supporting gifted and talented students • Carrying out in-service training for school personnel for health and safety





Hold Harmless

- **Hold Harmless:** *ESSA* eliminates the “hold harmless” amount, which was the minimum amount of Title II, Part A funds school districts received each year under *NCLB*
 - Starting in the 2017-18 school year, the amount a school or school district is eligible for each year will be based on both its overall student population and its population of students from families with incomes below the poverty line in the state





Non-Public Allocation

- **Non-public schools:** *ESSA* requires school districts to set aside a proportionate share of all Title II, Part A funds received for services for educators in non-public schools. Under *NCLB*, non-public schools were only eligible for services provided with funds earmarked for professional development





Class-Size Reduction

- **ESSA added a condition** regarding when a school district is allowed to use Title II, Part A funds for “class-size reduction” (i.e., hiring additional personnel)
- The NJDOE is **currently exploring with stakeholders** how it should implement this new requirement

NCLB 2123(a)(2)(B)	ESSA 2103(b)(3)(D)
<p>Funds may be used for: “Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.”</p>	<p>Funds may be used for: “Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers.”</p>



Definition of Professional Development

- **Professional Development:** ESSA requires that professional development activities be:
 - Part of an overall strategy to provide educators with knowledge and skills necessary to enable students to succeed;
 - Sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused





Additional Requirements

- In addition to describing how funds will be used, districts must also provide:
 - Evidence that all school and broader **community stakeholders were consulted** about the use of funds;
 - A description of **how data and ongoing stakeholder consultation will be used** to continually update and improve activities supported with these funds; and
 - **Assurance that funds and/or services** supported with Title II, Part A funds **will be made available to local nonpublic schools**, as applicable.





Spending for 2017-18

- As you plan spending Title II, Part A funds for the 2017-18 school year, keep in mind the following expanded allowable activities permitted under ESSA:
 - **Training to address issues** related to school conditions for student learning, such as **safety, drug and alcohol abuse, and chronic absenteeism**; and
 - Development of programs to recruit, hire and retain effective teachers, **particularly in low-income schools with high percentages of ineffective teachers**



Activity – How Can Your Title II Funds Be Used in Concert with Title I to Address Your Identified Needs?

Complete the Title II section of the planning template

Funding Source	Funds Rec'd from This Source	Activities/Programs We Could Support With These Funds
Title II, Part A	\$	
Rationale: How will this program/activity help meet your identified need?		





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Supporting English Learners and Immigrant Students

<p>How much funding does NJ receive?</p>	<p>2016-17: \$20,935,899.00 SEA Level: 5%</p> <ul style="list-style-type: none"> • Up to 2.5% may be used for state administration • Up to 2.5% may be used for state activities • 15% for immigrant set-aside <p>LEA Level: Balance in subgrants to LEAs</p>
<p>Who is eligible to receive funds?</p>	<p>LEAs that reported having ELLs (as defined by <i>N.J.A.C. 6A: 15</i>) in NJ SMART</p>
<p>How are funds distributed?</p>	<p>\$10,000 minimum to accept the award LEAs must join a consortium if award is less than \$10,000</p>





Examples of Spending for 2017-18

Required Uses:

- Increasing English language proficiency and academic achievement
- ELL professional development
- Parent/family/community engagement

Examples of Allowable Uses (not exhaustive of all allowable uses):

- Upgrading ELL programs
- Curricula/materials/software/assessments for ELLs
- Tutorials and materials (including native language) for ELLs
- PreK-12 ELL program improvement
- Early college high school or dual enrollment programs for ELLs
- Improving instruction, including for ELLs with disabilities





Accountability Moved to Title I

ESSA requires states to integrate measures of progress toward English proficiency for English language learners (ELLs) into the overall school-based accountability system under Title I

	<i>No Child Left Behind</i>	<i>Every Student Succeeds Act</i>
Which schools are held accountable for English Learners progress toward learning English?	Schools that accepted Title III funds	All schools with the minimum number of English learners as established by the state’s accountability system
What goals are schools are held accountable for?	Three Annual Measurable Achievement Objectives (AMOs) <ol style="list-style-type: none"> AMAO 1: Progress targets AMAO 2: Attainment targets AMAO 3: District Performance on statewide assessments for the limited English proficient subgroup 	Progress Toward English Language Proficiency: <ol style="list-style-type: none"> Must use progress (growth targets) May use measure of total or percentage of students reaching English proficiency

Title III, Part A – From NCLB to ESSA: What changed?





Immigrant Funds

Who is an immigrant student?

- Not born in any state (includes District of Columbia and Puerto Rico)
- Ages 3-21
- Has not attended a U.S. school for a cumulative total of more than 3 years





Immigrant Funds Spending for 2017-18

Must address unique needs of immigrant students

- Family literacy, parent and family outreach
- Recruitment of specially trained staff (e.g., teachers, paraprofessionals)
- Support services for immigrant students (e.g., counseling, mentoring)
- Activities to acclimate students to American public school system



Criteria to be Eligible for Immigrant Funds

Allocation:

- 15% of state’s Title III, Part A allocation

NCLB	ESSA
LEAs must show:	LEAs must show:
Significant increase in the percentage or number of immigrant students in the preceding fiscal year (FY 2017) compared to the average of prior two fiscal years (FY 2015 and FY 2016)	Significant increase in percentage or number of immigrant students in the current fiscal year (FY 2018) compared to average of prior two fiscal years (FY 2016 and FY 2017)





Spending for 2017-2018

- Based on the changes described, here are some considerations as districts plan spending Title III, Part A funds for the 2017-18 school year:
 - Are your current programs and supports for English learners and immigrant students (if applicable) effective?
 - If so, how can build upon and strengthen those programs and supports?
 - If not, how might you consider using funds differently to more effectively serve this population?
 - Are there any opportunities to use Title III, Part A funds in a coordinated way with other federal, state, and/or local funds to better support English learners and immigrant children (if applicable) in your district?



Activity – Can Title III Funds Be Used in Concert with Other Titles to Address Your Identified Needs?

Complete the Title III section of the planning template

Funding Source	Funds Rec'd from This Source	Activities/Programs We Could Support With These Funds
Title III, Part A	\$	
Rationale: How will this program/activity help meet your identified need?		





Agenda

ESSA Overview

Coordinated Use of ESEA Funds Example

General Funding Updates

Title I, Part A: Improving Basic Programs

Stakeholder Engagement Requirements for Districts

Title II, Part A: Supporting Effective Instruction

Title III, Supporting English Learners and Immigrant Students

Title IV, Part A: Student Support and Academic Enrichment

Closing Remarks



Title IV, Part A: Purpose and Background

The purpose of Title IV, Part A under *ESSA* is to increase student achievement by:

- Providing all students with a **well-rounded education**;
- Fostering **safe, healthy, supportive, and drug free environments** that support student academic achievement; and
- Increasing access to personalized, rigorous learning experiences supported by the **use of technology** to improve the academic achievement and digital literacy of all students.

Background: Title IV, Part A is newly established in *ESSA* (it is not the same as it was under *NCLB*)

- The purpose of the funding source and the allowable uses have expanded





How Much Funding Will New Jersey Receive?

- **About \$9 million for the 2017-18 school year**
 - 95% must go directly to school districts
 - Up to 1% may be used for state administration
 - Remainder of funds may be used for state activities





Eligibility and Distribution

- **Eligibility:** If a district received Title I-A funds in the prior year, it is eligible for Title IV-A funds
- **Distribution:** In accordance with U.S. Department of Education guidance:
 - If there is enough funding available, **NJDOE must allocate at least \$10,000 in Title IV, Part A funds to each school district that received Title I-A funds in the prior year**
 - After each district receives \$10,000, the remainder of the funds is distributed based on the proportion of Title I-A funds a district received in the prior year relative to the total amount of Title I-A funds distributed in the state (i.e. if a district received 4% of all Title I-A funds last year, it will be allocated 4% of the remainder of the Title IV-A funds this year)





Allocating Title IV, Part A Funds for 2017-2018

≈ \$6,000,000*

≈ \$3,000,000*

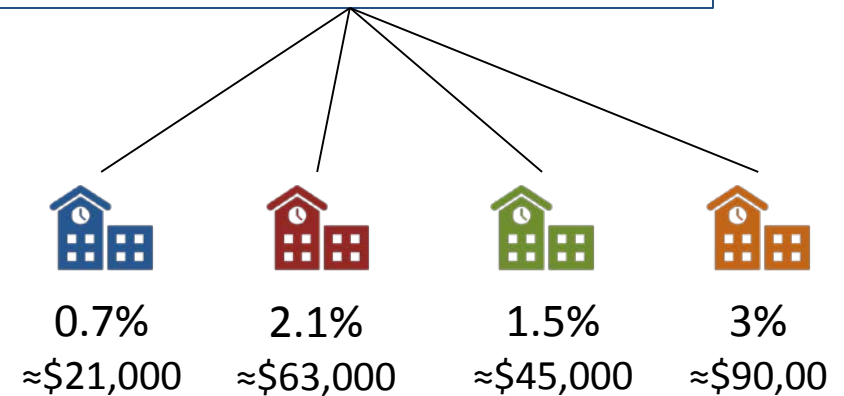
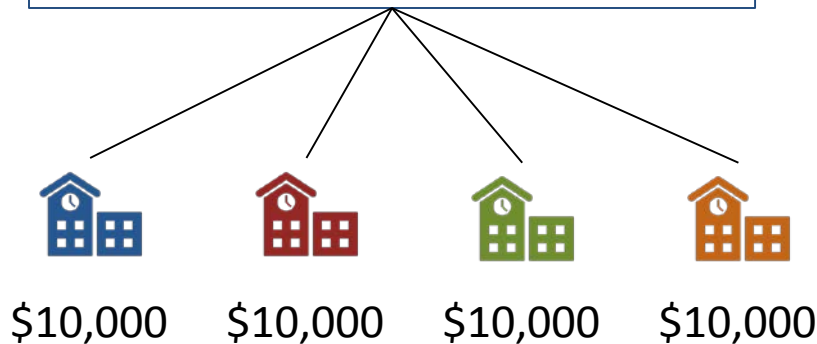
Step 1

Allocate \$10,000 to each district that received Title I-A funds in the prior year



Step 2

Allocate remaining funds based on proportion of Title I-A funds each district received last year



*These numbers are based on preliminary allocations from U.S. Department of Education and are subject to change based on final allocations



School District Use of Title IV-A Funds

Title IV-A is a district-level (not a school-level) grant. In accordance with the law, however, priority of programs and services must be provided to schools that:

- **are among those with the greatest needs**, as determined by the district;
- have the **highest numbers of students from low-income families**;
- **are identified** for by the state's accountability system **as in need of support**; and/or
- **are identified as a persistently dangerous** ([see NJDOE guidance](#))

[See U.S. Department of Education Guidance \(slide 24\)](#)





School District Use of Title IV-A Funds *cont.*

Provide a Well-Rounded Education	Improve the Use of and Access to Technology
<ul style="list-style-type: none"> • College and career guidance and counseling programs • Accelerated learning programs • Programs and activities to improve instruction and student engagement across multiple disciplines (e.g. visual and performing arts, STEAM, Health and Physical Education, civics, economics, etc.) • Programs and activities that promote volunteerism and community involvement • Increasing student access to and improving student engagement and achievement in World languages 	<ul style="list-style-type: none"> • Provide educators, school leaders, and administrators with the necessary professional learning tools, devices, content, and resources. • Build technological capacity and infrastructure • Develop innovative strategies for the delivery of specialized or rigorous academic courses or curricula • Carry out blended learning projects • Provide professional development in the use of technology • Provide students in rural, remote, and underserved areas with access and resources to high quality digital learning experiences <p>Note: There is a 15% cap applied to technology infrastructure for all grant awardees</p>
Improve School Conditions for Student Learning	
<ul style="list-style-type: none"> • Drug and violence prevention activities • School based mental health services and partnership programs that <ul style="list-style-type: none"> ○ Integrate health and safety practices into school or athletic programs ○ Support a healthy, active lifestyle ○ Help prevent bullying and harassment ○ Improve instructional practices for developing relationship-building skills ○ Provide mentoring and school counseling to all students ○ Establish or improve school dropouts and re-entry programs ○ Establish learning environments and enhance students’ effective learning skills • High quality training for school personnel related to emergency and crisis situations • Child abuse awareness and prevention programs • Design and implement a plan to reduce exclusionary discipline practices in schools • Designate a school or LEA site resource coordinator to provide resources and support to schools and community partners 	





Special Rules

- The amount of money a district receives in Title IV determines how it must spend its funding:
 - **If receiving \$10,000 - \$29,999**, a school district may spend its funds on any allowable activities
 - **If receiving at least \$30,000**, a school district **must conduct a needs assessment related to all three programmatic areas**: well-rounded education, safe and healthy schools, and access to technology. The district must also spend its funds accordingly:
 - At least 20% on well-rounded education activities and programs
 - At least 20% on safe and healthy school activities and programs
 - A portion on effective use of technology activities and programs





Transferability under Title IV-A

Title IV-A funds may be transferred to and used for activities under:

- Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
- 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; or
- Title V, Part B, Rural Education

Note: If you transfer into another Title, those funds take on the characteristics of that Title





Spending for 2017-2018

- Based on the changes described, here are some considerations as districts plan spending Title IV, Part A funds for the 2017-18 school year:
 - **Consortia considerations**, to efficiently address the needs of more students by delivering services through economies of scale
 - **Use needs assessment** to determine which allowable activity under Title IV-A can best address district priority problems
 - **Use existing internal and external resources** to fulfill activities under Title IV-A
 - **Transferability considerations**, using Title IV-A funds to strengthen existing programs and activities from other titles



Activity – Can Your Title IV Funds Be Used in Concert with Other Funds to Address Your Identified Needs?

Complete the Title IV section of the planning template

- To get a sense of what your school district might receive in Title IV, Part A funds, divide your Title I allocation by 30:

$$\frac{\textit{Title I, Part A Allocation}}{30} = \textit{Title IV, Part A}$$

Funding Source	Funds Rec'd from This Source	Activities/Programs We Could Support With These Funds
Title IV, Part A	\$	
Rationale: How will this program/activity help meet your identified need?		





Agenda

ESSA Overview

Coordinated Use of *ESEA* Funds Example

General Funding Updates

Title I, Part A: Improving Basic Programs

Stakeholder Engagement Requirements for Districts

Title II, Part A: Supporting Effective Instruction

Title III, Supporting English Learners and Immigrant Students

Title IV, Part A: Student Support and Academic Enrichment

Closing Remarks



Closing Remarks

The NJDOE wants to be a partner to help you leverage your federal funds to best meet the needs of your students and educators. We encourage you to reach out early and often during your planning process.



Ongoing/Upcoming Support

- **Mid/Late December** – Each part of this presentation will be recorded and posted along with an FAQ document at: www.state.nj.us/education/ESSA/
- **Mid/Late December** – The NJDOE will release two *ESSA* guidance docs:
 - *ESEA* Spending Handbook (overview of entitlement grants)
 - Activity/Need Based Guidance (demonstrates how *ESEA* funds may be used to support specific priorities/initiatives)
- **Winter/Spring 2017**
 - Non-public webinar, including updated guidance on consultation and funding rules
 - Electronic Web-Enabled Grants system (EWEG) technical assistance sessions (through NJDOE Grants Office)
 - ***Are there other areas you'd like targeted technical assistance in?***





Contacts

- **Office of Supplemental Educational Programs**
 - Title I Questions: titleone@doe.state.nj.us
 - Title III Questions: ell@doe.state.nj.us
- **Division of Teaching and Learning**
 - Title II Questions: sandy.o'neil@doe.state.nj.us
 - Title IV Questions: titleIVA@doe.state.nj.us
- **Applications and Reporting**
 - EWEG assistance: eweghelp@doe.state.nj.us
- **Equitable Services for Nonpublic Schools**
 - Nonpublic Ombudsman: nonpublic.ombudsman@doe.state.nj.us



Appendix





Grant Programs Not Reauthorized in *ESSA*

- **Math and Science Partnership Grant**
 - NJDOE extending 1-year with carryover funds
- **School Improvement Grant (SIG)**
 - *ESSA* requires 7% of Title I funds be retained by the state and distributed to Comprehensive/Targeted Schools to assist with school improvement activities
- **AP Reimbursement for Low-Income Students**
 - *ESSA* eliminates this specific grant program, but school districts may use a portion of their Title I, Part A or Title IV, Part A funds to defray costs of AP/IB or industry credential assessments for low-income students
- **Title II, Part A State Agency of Higher Education (SAHE) Subgrants**
 - This money was reserved for subgrants to eligible partnerships, which consisted of, at minimum, at least one low-income school district and at least one institution of higher education (IHE). Under *ESSA* these funds may be used more flexibly for state-level activity to support educator recruitment, retention, and development





Timeline For Planning, Applying for, and Reporting on Federal Entitlement Grants August 2016 – July 2017

Uniform Entitlement Grant Period: *IDEA, Perkins, and ESEA* grant period is July 1 – June 30 each year

Action Items	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Previous year's <i>IDEA, Perkins, and ESSA</i> final reports due; published by NJDOE												
Title I, Part A Comparability Report Due (for current year)												
Title I, Part A Performance Report Due (report on students served and impact of 2015-2016 Title I, Part A funds)												
Districts begin stakeholder engagement around spending federal funds (recommended)												
Conduct district needs assessment												
Match needs to anticipated federal funding sources (<i>ESEA, Perkins, IDEA, etc.</i>); coordinate spending to meet needs (recommended)												
New Jersey will release federal spending guidance on on-going basis												
Perkins Secondary application opens in EWEG												
ESEA and IDEA applications open in EWEG												
NJDOE holds EWEG planning/work sessions												
Final IDEA, Perkins, and ESEA school district applications due to NJDOE through EWEG												
Grant Periods begin (<i>IDEA, Perkins, ESEA</i>)												