

# Division of Academics & Performance

New Jersey Association of Federal Program  
Administrators  
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**ESEA Title II-A and IV-A  
under *ESSA*, the  
*Every Student Succeeds Act*  
In New Jersey**



Sandy O'Neil  
Title II-A and IV-A Coordinator



# Agenda

Purpose

Funding Updates

Title II, Part A: Supporting Effective Instruction

Title IV, Part A: Student Support and Academic  
Enrichment

Nonpublic Schools and Equitable Services

Resources

Questions



# Purpose



To help stakeholders **understand** the *Elementary and Secondary Education Act (ESEA)* by the *Every Student Succeeds Act (ESSA)*

- **How funds may be spent** under Title II-A and Title IV-A;
- **Federal funding allocations**, including how funds must be used to provide equitable services for nonpublic school students, teachers, and other school personnel;
- **Fiscal requirements**, Uniform Grant Guidance - *2 CFR 200.403*
- **The resources available** to help districts and schools think about how federal funds can be used differently and in a coordinated fashion to address student needs.



# What's New

- Not much!!! The law is the same...
- Everything!!! New interpretations of the law...
- If your questions are not answered, please feel free to email the appropriate NJDOE team member; a list of contact information appears at the end of this presentation and can be found on the [NJDOE's ESSA webpage](#)
- ESEA under ESSA [law](#)

# Transferability of Funds Under ESSA

*ESSA* allows for funds to be moved between titles. Under *ESSA*, districts:

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"> <li>• Title II-A, Supporting Effective Instruction</li> <li>• Title IV-A, Student Support and Academic Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Title I-A, Improving Basic Programs Operated by Local Educational Agencies</li> <li>• Title I-D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk</li> <li>• Title II-A, Supporting Effective Instruction</li> <li>• Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement</li> <li>• Title IV-A, Student Support and Academic Enrichment Grants</li> <li>• Title V-B, Rural Education Initiative</li> </ul>



# 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?





# Fiscal Requirements: Supplement, Not Supplant

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

Three conditions were applied to see if an LEA broke SNS rules:

1. Are Title funds used to provide services required under federal, state, or local law,
2. Are Title funds used to provide services that were funded by non-federal funds in prior year(s)
3. Are Title funds used for students to participate in a program that is supported by other funds for rest of population. Funds cannot be used “just because they are available”.



# Title II, Part A – Supporting Effective Instruction



- **What is the purpose of this grant?**
  - Increase the number and quality 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
- **Who is eligible to receive funds?**
  - Nearly all New Jersey school districts
- **How are funds distributed?**
  - 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**



# Nonpublic Allocation



- **Nonpublic schools:** *ESSA* requires school districts to set aside a proportionate share of all Title II, Part A funds received for services for educators in nonpublic schools.
- If a nonpublic school refuses the services, that allocation will be split equitably between the LEA and all participating nonpublic schools.
- All carryover funds will be reallocated proportionately too.



# It's Great To Share!



- Look to exemplary programs in NJ and other states
  - i.e. Vermont publishes a [Title II-A Allowable Use](#) list that includes suggested activities.
- Caution: Different States have different rules.
  - Just because it is allowable or not allowable in another state does not mean it is or isn't for NJ.
  - If the activity is allowable in another State but NJ REQUIRES schools to provide training (i.e., HIB) it will not be allowable in NJ.



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



# 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)
- Evidence supporting the need for the use of these funds must be provided in the EWEG application

## ESSA 2103(b)(3)(D)

### **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.”**



# Narratives Required in Title II-A Section of EWEG Application

As a result of *ESSA*, districts fill out a few narratives in the Title II-A section of their EWEG application around the following topics:

1. Evidence-Base for:
  1. Class Size Reduction (if applicable)
  2. Professional Development
  3. Other activities (if applicable)
2. Using data and consultation for continuous improvement
3. Ensuring there are no barriers to participation in funded programs and activities



# Narratives Required in EWEG Requiring *Evidence-Base*

In preparation for completing its EWEG application, districts should prepare responses to the following:

1. Description of the evidence that was used to justify the use of Title II-A funds for Professional Development.
2. ***If applicable***, provide a description of the evidence that was used to justify the use of Title II-A funds for Class Size Reduction.
3. Some sources for evidence-based practices can be found on [the NJDOE's ESSA webpage](#)





# Narrative Required in EWEG

## *Continuous Improvement*



Prepare answers to the following on the “District Comments” tab.

- 3. Describe how the local education agency (LEA) will use data and ongoing consultation** with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a LEA that that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title **to continually update and improve activities supported under this part.** (ESEA Section 2102(b)(D)).



# Narrative Required in EWEG

## *Barriers to Participation*

Prepare answers to the following on the “District Comments” tab.

4. **Describe the steps the local education agency 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. Please describe how any of the following six barriers (gender, race, national origin, color, disability, or age) may prevent students, teachers, etc. from such access or participation in, the Federally-funded project or activity. *These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans (Title IIA Non-Regulatory Guidance p. 3).*



# Break for Questions: Title II, Part A

# 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 **effective use of technology** to improve the academic achievement and digital literacy of all students.



# 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

≈ \$6,000,000\*

## Step 1

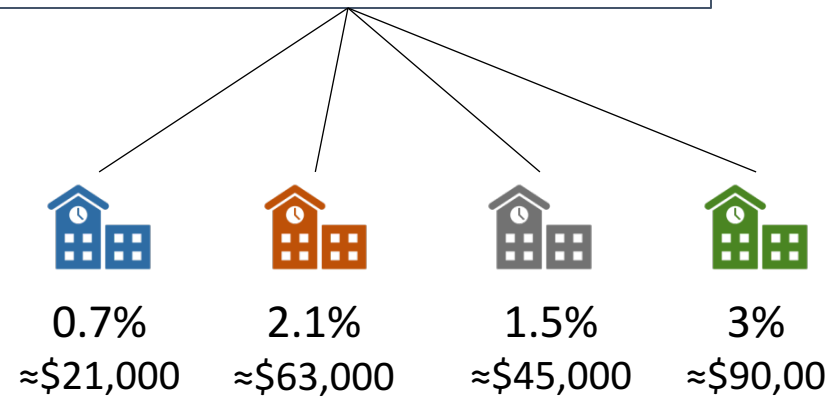
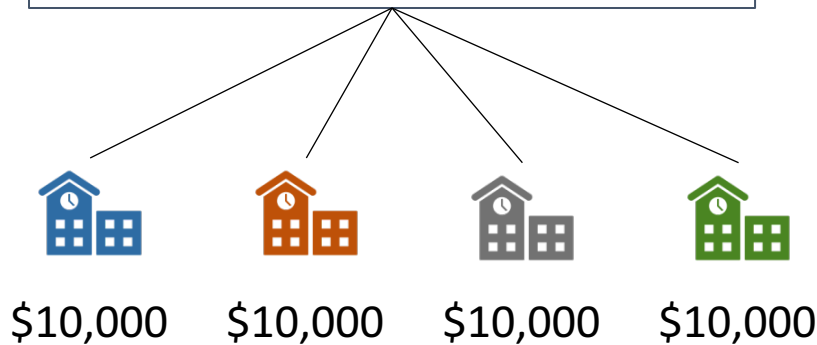
Allocate \$10,000 to each district that received Title I-A funds in the prior year



≈ \$3,000,000\*

## 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

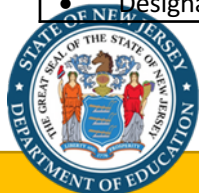
**Title IV-A funds is a district-level (not a school-level) grant.** While funds are managed and spent at the district-level, the law requires that priority of programs and services be provided to schools that:

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



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







# 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



# Break for Questions: Title IV, Part A

# Consultation with Nonpublic Schools: ESSA Requirements



Each LEA must complete and submit for each nonpublic school with which they have consulted either:

- A Refusal of Funds Affirmation form; **OR**
- An Affirmation of Consultation form

(ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B))





# Equitable Services for Nonpublic Schools Guidance

- Includes:
  - Consultation forms
  - Title I-specific templates (sample letters and survey tools)
  - Guidance on identifying Title-I eligible nonpublic schools students

## [Equitable Services Guidance](#)





# Evidence-Based Guidance

Repositories of programs, strategies, and activities with evidence of effectiveness at improving a variety of student outcomes in different contexts

## [Evidence-Based Resources](#)



# U.S. Department of Education ESSA Guidance

Title- and topic-specific guidance published by the U.S. Department of Education to help states and districts consider how different funding sources could be used alone or in a coordinated way to address students' needs

[U.S. Department of Education \*ESSA\* Guidance](#)



# Break for Questions: Resources





# Contacts

- **Office of Supplemental Educational Programs**
  - Title I Questions: [titleone@doe.state.nj.us](mailto:titleone@doe.state.nj.us)
  - Title III Questions: [ell@doe.state.nj.us](mailto:ell@doe.state.nj.us)
- **Office of Standards**
  - Title II Questions: [sandy.oneil@doe.state.nj.us](mailto:sandy.oneil@doe.state.nj.us)
  - Title IV Questions: [titleIVA@doe.state.nj.us](mailto:titleIVA@doe.state.nj.us)
- **Applications and Reporting**
  - EWEG assistance: [eweghelp@doe.state.nj.us](mailto:eweghelp@doe.state.nj.us)
- **Equitable Services for Nonpublic Schools**
  - Nonpublic Ombudsman: [nonpublic.ombudsman@doe.state.nj.us](mailto:nonpublic.ombudsman@doe.state.nj.us)



**Thank You**