



NJAFPA General Membership Meeting FY 2016 ESEA: Title I, Part A

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ESEA Reauthorization...

A reauthorized ESEA should ensure:

The federal government has a limited but critical role in ensuring that all students are held to high expectations and provided with the supports necessary to meet those expectations. It's imperative that lawmakers stay true to this vision and work toward a law that helps raise achievement for all students, especially low-income students, students of color, English learners, and students with disabilities.

1. Statewide, annual assessments for all students that are aligned with college- and career-ready standards.

2. Statewide accountability systems that expect and support all students to graduate from high school ready for college and career, including:

Ratings based predominantly on performance on statewide annual assessments, high school graduation rates, and other measures of college and career readiness, with an expectation of more progress for groups that are behind; and

State and locally developed rewards for strong performance and supports and interventions where any group consistently underperforms.

3. Low-income students and students of color have equitable access to strong teachers.

4. Targeting of Title I dollars to the highest-poverty schools and districts.

5. Robust, accessible public reporting at the school, district, and state levels to provide parents and the public key measures of achievement, attainment, and opportunity for all groups of students.

6. An effective role for the U.S. Secretary of Education in enforcing the law.

<https://www.youtube.com/watch?v=PRaoQQ2LzXg>

<https://www.youtube.com/watch?v=ZMPNGIkz5GU>

ESEA Reauthorization

- July 2015 – House & Senate passed proposals
- H.R. 5 – Student Success Act
 - Title I renamed – Aid to Local Educational Agencies
 - Consolidates Title III & Title VI into Title I, Part A
 - Eliminates 21st Century Schools
- S.1177 – Every Child Achieves Act of 2015
 - Similar to current law

Authorization Levels

- **H.R. 5:**

- Authorizes grants from FY 2016 – FY 2019
- Programs at specific dollar level or percentage of level similar to FY 2015
- Adds \$942 million by consolidating Titles III & VI
- Eliminates School Improvement Grants (SIG)

- **S. 1177:**

- Authorizes grants from FY 2016 – FY 2021
- Programs at ‘such sums as necessary’
- Eliminates many of same programs as House
- Maintains School Improvement Grants (SIG)

Title I, Part A - Formula

- Currently, 4 Grant Programs with distinct formulas [Basic, Concentration, Targeted, Education Finance Incentive Grant (EFIG)]
- H.R. 5 – Makes slight changes to weights used in population factors for Targeted and EFIG
- S. 1177 – Allocates all appropriations in excess of \$17 billion using a new formula for ‘Equity Grants’

Distribution of Funds

- **H.R. 5:**

- Keep current method or use new 'state option' called 'Title I Portability'
 - Redistribute entire Title I, Part A funds via formula based on each LEA's share of enrolled eligible children

- **S. 1177:**

- No Title I Portability
- Modify way LEAs annually rank schools to receive grants
 - Consider separate poverty weights for elementary and middle schools from high schools

Maintenance of Effort (MOE)

- H.R. 5 – Removes MOE
- S. 1177 – Retains MOE
 - If fail to meet, LEA could escape penalty if it met requirements in 5 preceding years (currently, 2 preceding years)
 - Changes in organizational structure of LEA
 - Another example of exceptional or uncontrollable circumstances for which ED may grant a waiver

New Programs

- **H.R. 5:**

- **Formula Grants:**

- Local Academic Flexible
- Teacher & School Leader Flexible

- **Competitive Grants:**

- Family Engagement in Education
- Schools of the Future Act

- **S. 1177:**

- **Formula Grants:**

- Improving STEM Instruction & Student Achievement
- Safe & Healthy Students
- Innovative Technology Expands Children's Horizons (I-TECH)

- **Competitive Grants:**

- Literacy Education for All, Results for the Nation
- Grants for Education Innovation & Research
- Early Learning Alignment & Improvement
- Full-Service Community Schools
- Family Engagement in Education

H.R. 5 – Formula Grants

- Local Academic Flexible Grant –
 - Block Grant of \$2.3 billion, annually
 - Funds allocated to states in same proportion as preceding fiscal year's Title I, Part A Grants to LEAs
 - States must spend –
 - No more than 17% for state activities and administration
 - At least 75% for a local competitive grant program
 - At least 8% for awards to non-governmental entities to improve academic achievement

H.R. 5 – Formula Grants

- Teacher and School Leader Flexible Grant –
 - Block Grant (replaces several competitive grants formerly under Title V)
 - Authorized at approximately \$697 million annually
 - Funds allocated to states based on their relative share of school-aged population
 - States must award competitively 92% of their allocation to LEAs or organizations partnered with an LEA to support activities such as performance-based pay and professional development

H.R. 5 – Competitive Grants

- Family Engagement in Education –
 - \$25 million annually for new program to establish Statewide Family Engagement Centers
 - Comprehensive training and technical assistance to SEAs and LEAs on parental education and family engagement in education programs
 - Does not specify how funds should be awarded –
 - Directs Secretary of Education to ensure each center receives at least \$500,000, to extent practicable

H.R. 5 – Competitive Grants

- Schools of the Future Act –
 - Competitive grant for digital learning partnerships
 - Does not specify authorization level; funds available for 3 years
 - 50% of funds awarded must go to rural schools
 - Eligible partners –
 - One school partner (LEA, charter school network)
 - At least one digital learning partner (e.g., IHE, non-profit organization)
 - An evaluation partner (e.g., IHE or evaluation firm)

S. 1177 – Formula Grants

- Improving STEM Instruction and Student Achievement –
 - Substitute for Mathematics and Science Partnerships program
 - Funding allocated based on states relative share of all school-aged children (35%) and their relative share of school-aged children living in poverty (65%), with states receiving at least 0.5% of the total amount appropriated.

S. 1177 – Formula Grants

- Safe and Healthy Students-Grants to States and LEAs:
 - New block grant to improve safety, health, well-being, and academic achievement during and after school day
 - States must subgrant at least 95% of funding to LEAs
 - Funding allocated to states based on their share of school-aged children living in poverty, after the following set-asides:
 - National activities (up to 5%)
 - Allotments for outlying areas (0.5%)
 - Schools funded or operated by Bureau of Indian Education (BIE) (0.5%)
 - Project School Emergency Response to Violence Program (Project SERV) (“such sums”)

S. 1177 – Formula Grants

- Innovative Technology Expands Children's Horizons (I-TECH):
 - Similar to H.R. 5
 - Funds allocated to states based on formula –
 - At least 90% of each state's allotment must be subgranted to LEAs.
 - Subgrants for teaching educators how to use technology in the classroom and ensuring all schools have technological infrastructure to provide students with digital learning experiences.

S. 1177 – Competitive Grants

- Literacy Education For All, Results for the Nation
 - Competitively awarded grants to SEAs
 - Subgrants to develop/enhance comprehensive literacy instruction plans for children (early childhood–Grade 12)
 - Funds available for 5 years (possible 2-year renewal)
 - SEAs prioritize awards to eligible entities serving greater numbers/percentages of disadvantaged children.
 - At least 95% of award for subgrants to eligible entities (e.g., COs and LEAs) in following proportions –
 - Not less than 15% for children from birth through preschool
 - Not less than 40% for children from kindergarten through fifth grade
 - Not less than 40% for children from grades six through twelve

S. 1177 – Competitive Grants

- Grants for Education Innovation and Research
 - Funds to develop evidence-based, field-initiated innovations to improve student achievement for high-need students.
 - At least 25% of amount provided for this grant program must be awarded to LEAs or partnerships in rural areas.

S. 1177 – Competitive Grants

- Early Learning Alignment and Improvement Grants
- Establish/improve early childhood education for eligible children ages 3 and 4, and whose family income does not exceed 130% of the poverty line
- At least 30% of funding must be directed to states serving eligible children in rural areas.
- Grants available for up to 3 years (no renewal)
- States must match awards with 30% of the amount of grant in 1st year, and not less than 30% of the amount in each of the 2nd and 3rd years.

S. 1177 – Competitive Grants

- Full-Service Community Schools:
 - To encourage ‘full-service community schools’
 - Public elementary and secondary schools that coordinate with COs and public-private partnerships to provide access to year-round services for students, families, and the community
 - Of total appropriation:
 - 10% reserved for states, District of Columbia, and territories
 - 5% reserved for ED for technical assistance and evaluations
 - Remaining 85% available for grants to LEAs
 - Grants last 5 years (possible 5-year renewal)
 - Grantees required to match their awards, but amount determined by sliding scale
 - Funds must supplement, not supplant

S. 1177 – Competitive Grants

- Family Engagement in Education:
 - Similar to program under H.R. 5 to create Statewide Family Engagement Centers
 - Centers to provide comprehensive training and technical assistance to SEAs and LEAs for carrying out parental education and family engagement in education programs

Amendments to *ESEA-NCLB* Application

- Changes among expenditure categories (measured cumulatively throughout fiscal year) in excess of 10% of total award, by title
- Moving funds into a budget category for which no funds were budgeted or approved, previously
- Changes in scope of activities being implemented
- Approval for Title I – Schoolwide Program designation



Title I Distinguished Schools

- Selection Criteria –
 - A minimum poverty at or above 35%; and
 - Performance consistent with **one** of two categories, as follows:
 - Category 1: School that met or exceeded its 2014 Progress Targets:
 - Category 2: School that significantly closed the achievement gap between student groups for two or more current consecutive years.



Title I Reward Schools

- Selection Criteria –
 - Recognized by the NJDOE as High Performing and/or High Progress
 - Reported poverty rate of 35% or higher
 - A served, Title I school for the current year
 - Completion of the Intent to Apply and Formal Application

Family and Community Engagement

- Statutory Authority: *ESEA §1118* (Parent Involvement)
- Parent Requirements:
 - Title I Annual Parent Meeting
 - District Parental Involvement Policy
 - School Parental Involvement Policy
 - School-Parent Compact
- Required Parent Notifications:
 - Right-to-Know Letter
 - Targeted Assistance Notification Letter

Title I Annual Parent Meeting

ESEA §1118(c)(1)(2)

1

- Inform parents of the *ESEA* legislative program requirements

2

- Inform parents of their school's Title I program

3

- Solicit parental input for school-level policies

District-Level Policy

ESEA §1118(a)

1

- Must establish the district's expectation for family & community engagement

2

- Description of how district will implement required district wide parental involvement policy components

3

- Adoption of district wide policy



School-Level Policy *ESEA §1118(b)*

- Build capacity for involvement
- Shared responsibilities for high student academic achievement
- Accessibility

School-Parent Compact

ESEA §1118(d)

1

- School Responsibilities

2

- Parent Responsibilities

3

- Student Responsibilities

Parents' Right-To-Know Letter

ESEA §1111(h)(6)

- Must be sent to all parents at the beginning of the school year.
- Informs parents of their right to request information about the qualifications of their child's teachers.
- Provides definition of a "highly qualified teacher."

Parents' Right-To-Know Letter

ESEA §1111(h)(6)

- Must be sent to all parents at the beginning of the school year.
- Informs parents of their right to request information about the qualifications of their child's teachers.
- Provides definition of a "highly qualified teacher."

Targeted Assistance-Parent Notification Letter

ESEA §1115(b)(2)

1

- Must include entrance criteria

2

- Must include remediation strategies

3

- Must include exit criteria

Ensuring Equitable Services to Nonpublic School Students



ESEA § 1120 Title I, Part A: *Participation of Children Enrolled in Private Schools*

Equitable Service Provision

ESEA §1120

Requires districts receiving Title I, Part A funds to provide services to:

- Eligible nonpublic school students
- Teachers of eligible nonpublic school students
- Families of eligible nonpublic school students.

Equitable Services

Why?

- Census poverty data includes low-income families with nonpublic school children
- Census poverty data used to determine districts' Title I allocations
- Child Benefit Theory: Funds benefit child ONLY

Equitable Services Provision

- **Step 1: Locating Nonpublic Students**
- **Step 2: Counting Nonpublic Students**
 - ❖ Enrollment data, Income data
- **Step 3: Generating Nonpublic Allocation**

Equitable Services Provision

Step 1: Locating Resident Nonpublic Students

- Resident nonpublic schools
- Bordering nonpublic schools
- Transportation Documents
 - ❖ Busing routes, Aid-in-Lieu

Equitable Services Provision

Step 2: *Counting Resident Nonpublic Students*

- ***Enrollment data***: match resident nonpublic students to their public school attendance area
- ***Low-income data***: Contact schools enrolling resident nonpublic students
 - ❖ Various methods: survey, extrapolation, proportionality, equated measure

Equitable Services Provision

Step 3: *Generating Nonpublic Allocations*

- **Who:** Nonpublic students who 1) live in the attendance area of a Title I public school and 2) come from low-income families
- **How:** District enters enrollment and low-income numbers into its annual Title I, Part A application
- **How much:** The same per-pupil amount as public schools students residing in the Title I attendance area

Consultation

When?

- During the design and development of the Title I program [ESEA §1120(b)]
- Throughout the Title I program
- Before and after the program (Evaluation)

Consultation

Scheduling Meetings

- Send invitation to **ALL** nonpublic schools enrolling resident students (documented effort)
- Agenda
- Meeting Minutes
- Refusal form

Consultation

Agenda

- Needs of eligible children
- Services to be provided
- How, where and by whom
- Evaluation of the program
- Size and scope of the services
- Data for poverty count
- Activities for teachers and families of participants
- Third-party contract

Resources for Implementing ESEA § 1120(Nonpublic Services)

- ESEA § 1120 Legislation and Guidance
 - <http://www.state.nj.us/education/title1/leg/>
- Equitable Services Provision
 - <http://www.state.nj.us/education/title1/leg/policy/equitable.shtml>
- Nonpublic Planning Documents and Templates
 - <http://www.state.nj.us/education/grants/entitlement/nclb/>
- Complaint Policy and Documentation
 - http://www.state.nj.us/education/grants/nclb/issues/complaint_policy.htm

Consolidated Monitoring and Oversight Process


Selection of Districts

- Risk Assessment Model
 - Amount of grant award
 - Level of expenditures
 - Timeliness of report submission
 - Previous programmatic and/or fiscal findings
 - Resolution of previous findings
 - Substantiated misuse of funds or fraud

How Are Districts Selected?

- Follow up to previous visits
- Size of the NCLB grant
- Issues of interest (i.e., media)
- Random selection
- At the request of NJDOE offices
- Follow up to OFAC audit

Notification Process

- Initial e-mail from monitoring team
 - tentative dates
 - asked to confirm 
- Formal letter
 - confirm date/time/location
 - documentation needed



Prior to the Visit



NJDOE Reviews

- Comprehensive Needs Assessment
- School Performance Report data
- ESEA/NCLB Consolidated Application via EWEG

Documentation Needed

- NCLB Consolidated Application
- Needs Assessment Documents
- Title I Parent Involvement Policy
- School Parent Compacts
- Documentation of Title I Annual Parent Meeting(s)
- Student Criteria for Title I Services
- List of Title I Students Participating in Targeted Assistance Program
- Letter to Parents regarding Student Participation in Title I

Documentation (continued)

- List of all paraprofessionals in the district and their hire date – current
- Professional development plans and expenditures
- TPAF/FICA Reimbursement report (if completed, if not the prior year)
- Documentation of Neglected and Delinquent Collaboration

Documentation (continued)

REMEMBER.... Supporting documentation such as:

- Teacher/Staff/Class/Master schedules
- Staff roster
- Time sheets
- Agendas, sign-in sheets, committee minutes and meeting notes
- Parent letters and evidence of distribution in ALL appropriate and representative languages
- Procedure/policy documents
- Comparability report
- Financial documents (CAFR, lease agreements, inventory records, invoices, purchase orders)

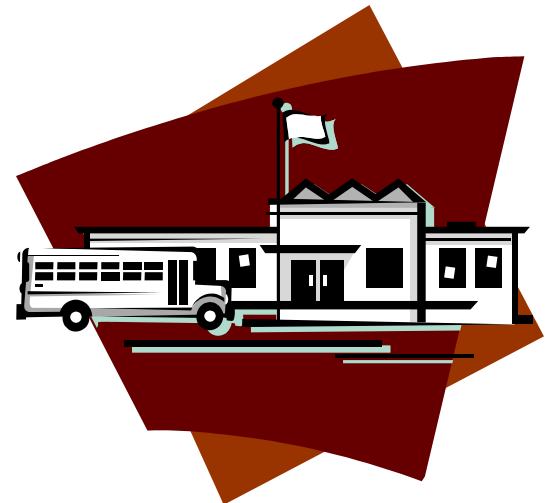


Who Should Be Present?

- NCLB Project Director
- Business Administrator
- Superintendent (available to be interviewed as needed)
- Title I staff (available to be interviewed as needed)

On-site Process

- Review of documentation on-site
- Interview appropriate staff
- Exit conference/wrap-up and next steps



Follow-Up Activity

- Written correspondence including action items if findings/recommendations
- Revisions to ESEA/NCLB Consolidated Application

Web Site Resources

NJ Department of Education

<http://www.nj.gov/njded/titleI/>

<http://www.nj.gov/njded/grants/nclb/>

<http://www.state.nj.us/education/grants/nclb/waiver/>

Title I Parental Involvement Notification:

<http://www.state.nj.us/education/titleI/program/parent/resources/Requirements.pdf>

US Department of Education Guidance

<http://www.ed.gov/print/programs/titleIparta/legislation.html>

<http://www.ed.gov/esea/flexibility>

NCLB Consolidated Subgrant Reference Manual

<http://www.nj.gov/njded/grants/entitlement/nclb/nclbrefman.pdf>

USDE Uniform Grant Guidance

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/granteepresentation.pdf>

Community Eligibility Provision

<http://www.fns.usda.gov/sites/default/files/SPI9-2014os.pdf>

Contact Us...

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