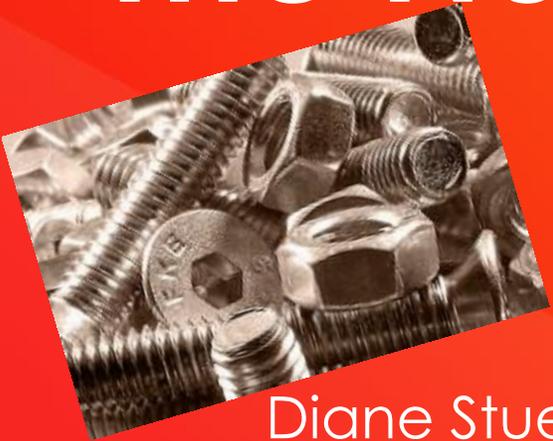




CHAMPIONS
For Equity in Education

The Nuts & Bolts of Implementing ESSA Title Programs



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NDE Mission: To lead and support the preparation of all Nebraskans for learning, earning, and living

Strategic Priorities

- Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success
- Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

For 2018-19

- ESSA Consolidated Application tentatively scheduled to open mid-late September
 - Includes Title I-A, Title I-D, Title II-A, Title III-EL, Title III-IE, & Title IV-A
 - Application is in GMS and process is the same
 - General goals are tied to AQuESTT Tenets and **ALL** require responses
- **Student Success and Access**
 - Positive partnerships, relationships, and student success
 - Transitions
 - Educational opportunities and access
- **Teaching and Learning**
 - College and Career Ready
 - Assessment
 - Educator Effectiveness

- **Goal 1**: Identify how the district is currently addressing the Positive Partnerships, Relationships, and Student Success tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year?
- **Goal 2**: Identify how the district is currently addressing the Transitions tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year? Description should include how the District will implement strategies to facilitate effective strategies for students from preschool to elementary grades, elementary grades to middle grades, middle grades to high school, and from high school to post-secondary education (includes college, military, work, etc.)
- **Goal 3**: Identify how the district is currently addressing the Educational Opportunities and Access tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year?

- **Goal 4**: Identify how the district is currently addressing the College and Career Ready tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year?
- **Goal 5**: Identify how the district is currently addressing the Assessment tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year?
- **Goal 6**: Identify how the district is currently addressing the Educator Effectiveness tenet. If the District does not currently address this tenet, what is the goal for supporting it during the current school year?

Goals 7-9 are ESSA Specific

- **Goal 7**: Identify the goals for meeting student academic needs based on sources of data.
- **Goal 8**: Response required if Title II-A funds will be used for professional development activities. Identify the goal(s) for meeting the ESSA requirement of providing ongoing high-quality evidence-based professional development. Describe how staff are included in the conversation to provide input and gain an understanding of the plan for professional development.
- **Goal 9**: What nonpublic school needs were identified during the consultation and what plans are in place to meet the nonpublic school(s) needs?

New Formula Grant for 2018-19

Title IV-A Student Support and Academic Enrichment (SSAE)

- This was a competitive grant last year (11 recipients)
- Formula grant for 2018-19
- Minimum grant of \$10,000
- Districts may use funds for:
 - Well-rounded educational opportunities
 - Safe and healthy students
 - Effective use of technology
- Option to consort funds or transfer to another program included in the application.
- **The 11 recipients from 2017-18 may carryover unspent funds, but will be outside of GMS.**

Homeless

- Every District is required to set-aside \geq \$100 to be used for children and youth experiencing homelessness or used in the event that such students move into the district. *(ESEA §1113(c)(3)(A)(i))*
 - This is included in the Title I section of the ESSA Consolidated Application
 - Districts receiving a McKinney-Vento grant must match amount of allocation with Title I-A funds.
- District liaisons will be required to be trained and tested using an online program provided by NDE.
- The District liaison is the superintendent unless the district has indicated otherwise by including the information on the ESSA Consolidated Application Contact Information page.
 - For Districts that assign all of their funds to an ESU, the superintendent will be considered the homeless liaison UNLESS you contact Cathy Mohnike at cathy.Mohnike@Nebraska.gov with name of liaison.

Equitable Services

- ESSA Requires a State Ombudsman to help ensure equitable services and other benefits for nonpublic children, teachers and other educational personnel, and families.
 - Primary responsibilities of ombudsman are to monitor and enforce the equitable services requirements in Titles I-A, I-C, II-A, III-A, IV-A, IV-B.
 - Tim Vanderheiden is serving as Nebraska's Ombudsman.
- Consultation to include the following:
 - Discussion as to how the amount of available funds for equitable services is determined;
 - Determine who will provide services and how they will be provided;
 - Districts must submit documentation to NDE indicating a written affirmation signed by the officials of each participating Nonpublic school.
 - This is accomplished through NDE's Nonpublic Consultation process, which is submitted through the Consolidated Data Collection (CDC).

Obligation of Funds for Equitable Nonpublic Services

- Funds allocated for educational services and other benefits to eligible nonpublic school children, teachers and other educational personnel, and families **must** be obligated in the fiscal year for which the funds are received.

Can a District transfer funds from one grant program to another?

- If a District is required to provide nonpublic equitable services, the nonpublic school must agree to any transfer of funds.
- Public District cannot leave only the nonpublic portion in a specific grant and transfer the rest.
 - Equitable services are determined on the amount of funds remaining **after** transferring funds.
- If nonpublic equitable services are not required the public district makes the decision regarding transferring funds from one grant to another.

May the District Carryover Unobligated Funds?

- In general, to ensure that equitable services are provided in a timely manner, a District must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. *(ESEA §§ 1117(a)(4)(B) and 8501(a)(4)(B)*
 - If extenuating circumstances arise, and equitable Nonpublic allocations are not spent, funds may remain available for the provision of equitable services under the respective program during the subsequent school year.
 - In determining how such carryover funds will be used the District must consult with appropriate nonpublic school officials. *(ESEA § 1117(b) and 8501(c)*

New Questions--Title I-A

10. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by...
- A. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
 - B. Identifying students who may be at risk for academic failure.
 - C. Providing additional educational assistance to individual students the District or school determines need help in meeting the challenging State academic standards.
 - D. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

New Questions--Title I-A

11. Describe how the District will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.
12. Describe the strategies the District will use to implement effective parent and family engagement.
13. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in a school operating a targeted assistance school (TAS) program will identify eligible children most in need of services.
--If no TAS, that may be marked as NA.

New Questions--Title I-A

14. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
15. If determined appropriate by the local educational agency, describe how the agency will support programs that coordinate and integrate (A) academic and career and technical education content through coordinated instructional strategies, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Title I-A and Nonpublic Students

- Who may receive services?
- Would they have been able to receive Title I-A services if attending a public school?
 - Are students geographically eligible? Do they live in an eligible Title I school attendance area?
 - Are any geographically eligible children also academically eligible?
 - Services may be provided to any nonpublic student residing in an eligible attendance center—not just low-income students.

Title I-A and Nonpublic Students (2)

- Services must be allowable and comparable to those provided to public school students and teachers participating in the program.
- Services can be different than those provided to public school participants.
- Needs of nonpublic school students and teachers must be assessed and evaluated.
- Nonpublic services are always Targeted.
- No funds are provided directly to the nonpublic school.

Determining Title I-A District Level Allocations

- State required to reserve 7% of allocation for Comprehensive Support and Intervention (CSI) and Targeted Support and Intervention (TSI) prior to determining District level allocations.
- District allocation calculation takes into account hold harmless rules.

Determining Title I-A Allocations for Equitable Nonpublic Services

- Determined on a per pupil amount which includes **ALL low-income students** attending public and nonpublic schools.
- A district **must** determine the proportionate share of Title I funds available for equitable services based on the total amount of Title I funds received by the District prior to any allowable expenditures.
- Includes funds transferred into Title I from other programs.
 - This has been incorporated into the Title I-A section of the ESSA Consolidated Application.

Example: Determining the Amount of Title I Funds for Equitable Services

Public School Attendance Area	Number of Public School Low-Income Children	Number of Nonpublic Low-Income Children	Total Number of Low-Income Children
School A	500	110	610
School B	300	19	319
School C	200	5	205
School D	<u>350</u>	<u>16</u>	<u>366</u>
TOTAL	1350	150	1500
PROPORTIONATE SHARE	90%	10%	
TOTAL ALLOCATION \$750,000	\$675,000	\$75,000	

Example: Equitable Services for Parents and Families of Eligible Nonpublic Students

District's Title I Allocation	1% for Parent and Family Engagement	Proportionate Share for Nonpublic Parent and Family Engagement	Funds for Equitable Services for Parents and Families
\$750,000	\$7,500	\$750	\$75,000 - \$750 <hr/> \$74,250
Based on total allocation from previous slide	Required 1% reserve for Parent and Family Engagement if District Allocation \geq \$500,000	District's required reserve of \$7,500 X 10% (Proportionate share determined on previous slide)	Amount remaining for nonpublic instruction and professional development

Title I-A Within District Allocations

- A District must rank its schools above the 75% poverty threshold without regard to grade span and serve those schools in rank order of poverty before it serves any schools with a lower poverty.
- A District **may**, but is not required to, serve high schools with 50% or more poverty before it serves any elementary or middle schools with a poverty at or below 75%.

Parent Notification

- Districts receiving Title I-A funds are required to notify parents that they may request and the District will provide information regarding professional qualifications of the student's teachers and paraprofessionals.
 - This includes ALL schools; not just those having a Title I-A program.
- Districts are required to provide notice to the parent/guardian of a student identified as an English Learner within 30 days of the start of the school year (or for students identified later in the school year, within two weeks).
 - Must include the reason for identification, parents' rights, and other important information.

Title I Parent and Family Engagement Policy §1116(2)(A-B)

- Must be developed jointly with, agreed on with, and distributed to parents and family members of participating children.
 - Involve parents and family members in jointly developing the District Title I-A plan;
 - Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;

Title I Parent and Family Engagement Policy § 1116(2)(C-F)

- Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local programs;
- Conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools having Title I-A programs.
- Use information from annual evaluation(s) to design evidence-based strategies for more effective parental involvement, and to revise parent and family engagement policies, if necessary;
- Involve parents in school activities, for the purposes of developing, revising, and reviewing the parent and family engagement policy.
 - This may include establishing a parent advisory board.

Parent/Family Engagement Policy

--Points of Clarification--

- Title I-A Parent/Family Engagement Policy does **NOT** require approval of the local School Board.
- **It is a requirement of the District/School—not the local School Board**—to conduct an annual evaluation of the content and effectiveness of the Title I-A Parent/Family Engagement Policy.
 - Annual self-review of Schoolwide Program
 - Annual self-review of Targeted Assistance Program

Parent/Family Engagement Policy

--**Points of Clarification**-- (2)

- NDE looks for **evidence of parental participation and input** on annual evaluation, compact development, policy development, etc.; however **this is not required to be included in local School Board minutes.**
 - NDE would expect to see pertinent documentation when reviewing information on parent and family engagement.

ESSA Qualified Paraprofessionals

- ESSA eliminated the “highly qualified teacher” requirements, but **continues the paraprofessional requirements as required by NCLB.**
 - A high school diploma or GED, and
 - Completion of two years of college, or
 - An Associate degree, or
 - Demonstrated, through a formal state or local assessment:
 - Knowledge of and ability to assist instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
 - Information on Nebraska’s para requirements:
[Nebraskahttps://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html#Paraprofessional](https://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html#Paraprofessional)

Title I-A Comprehensive and Targeted Support and Improvement

- State required to set aside 7% of Title I-A funds to provide support in underperforming schools.
 - Schools will be identified for Comprehensive Support and Improvement (CSI) beginning in the 2018-19 school year--based on 2017-18 data.
 - Targeted Support and Improvement (TSI) schools will be identified in 2019-20—based on 2018-19 data.

Support for Improvement (SFI)

- Required application for schools **identified** for Comprehensive Support and Improvement (CSI).
- Will be a competitive application / comprehensive plan
 - Required needs assessment
 - Focused on improving student outcomes that include required indicators:
 - Proficiency on annual assessments
 - Student growth (Elementary & MS) or Graduation Rate (HS)
 - Another statewide indicator that allows for meaningful differentiation in school performance (Chronic absenteeism)
 - Progress in achieving English language proficiency
 - Indicator of school quality or student success (EBA)
 - Includes evidence-based interventions
 - Identifies resource inequities
 - Is approved by the school, District, and NDE
 - Periodic monitoring and review by NDE

Support for Improvement (SFI) Application

- If interested in serving on a committee to provide input into the development of the SFI Application / Comprehensive Plan, please leave your business card/contact information in my plastic bag OR send an email to diane.stuehmer@nebraska.gov.

Foster Children and Title I

- Provisions in Title I-A promote educational stability for children in foster care.
- **Provisions went into effect on December 10, 2016.**
 - Intended to minimize disruptions for children in foster care.
 - Requires SEAs and LEAs to collaborate with child welfare agencies to ensure educational stability for children in foster care.
 - A child in foster care will remain in the child's school of origin, unless a determination is made that it is not in the child's best interest to remain in that school.
 - If a determination is made that it is not in the best interest of the child to remain in school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment.

Foster Children and Title I (2)

- A District that receives Title I-A funds must have in place clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of a child's time in foster care.
- District must designate a point of contact (POC) regarding children in foster care.
 - Contact information to be listed on ESSA Consolidated Application

Determining Title II-A Public and Nonpublic Equitable Services Allocations

- Hold-harmless provision, based on the amount an LEA received for FY 2001 under former Eisenhower Professional Development and Class-Size Reduction programs, was Eliminated. (*§ 2101(a)*)
- Formula for determining District allocations is based on following: (a) 20% on relative numbers of individuals ages 5-17 (most recent Census data) and (b) 80% based on families with incomes below the poverty line in most recent Census data.
- Equitable nonpublic services determined on **enrollment of public and nonpublic schools.**

Example: Formula to Determine Title II-A Equitable Expenditures

A. Number of Students Enrolled		
A1	Public District Enrollment	9170
A2.1	Nonpublic #1 Enrollment	291
A2.2	Nonpublic #2 Enrollment	126
A2.3	Nonpublic #3 Enrollment	28
A2.4	Nonpublic #4 Enrollment	64
A2	Nonpublic Total Enrollment	509
A3.	Total Enrollment – Public & Nonpublic (A1 + A2)	9679
B. Title II-A Allocations		
B1	Total District Allocation	\$300,000
B2	Admin. Costs (for Public & Nonpublic)	\$5,000
B3	District Allocation minus Admin. Costs (=B1-B2)	\$295,000
C. Per Pupil Rates		
C1	$B3 \div A3$	\$30.48
D. Nonpublic Equitable Services		
D1	Amount District must reserve for equitable services for Nonpublic (=A2 X C1)	\$15,513
E. Public Share of Grant		
E1	Amount available for Public District Teachers and other educational personnel (=B3-D1)	\$279,487

Using Title II-A Funds

- Professional development activities may be provided for teachers, principals, and other school leaders.
- Class size reduction (CSR) is allowable; **however**, the reduced class size **must** be **evidenced based**. *Title II-A funds cannot be used for CSR in nonpublic schools.*
 - Class size reduction with Title II-A funds is limited to grades K-3, schools identified for CSI, or in classrooms where the ratio is <18 students per teacher.
 - If funds are being used for CSR, teacher must be identified by name, grade level, building, and class size achieved because of the use of II-A funds on the Title II-A section of the ESSA Consolidated Application.

Title II-A Activities a District May Provide to Nonpublic School Participants

- Professional development activities for teachers, principals, and other school leaders to address specific needs of their students.
- Any use of Title II-A funds for the benefit of nonpublic students must:
 - Be an allowable use of funds under *ESEA § 2103(b)(3)*.
 - Meet the specific needs of students enrolled in a nonpublic school, and not the school itself.
- The public agency must retain control of the funds used to provide services.
 - Payments cannot be made directly to a Nonpublic School.
- Equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees must be independent of the nonpublic school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (*ESEA § 8501(d)*)

Title II-A State Reservation

- Nebraska will be reserving 3% from State's allocation for statewide activities.
- These funds will be used for State activities to support principals and/or other school leaders.

English Learners (ELs)

- Title I Accountability for ELs
 - The intent is to make accountability for ELs a priority.
 - Under NCLB the focus was on district-level accountability. Under ESSA the focus is on school-level accountability.

Transferability

- Any District may choose to transfer funds.
- No limit on amount of funds that can be transferred.
- The District must engage in timely and meaningful consultation with appropriate nonpublic school officials.
- The District must provide nonpublic school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.
 - Nonpublic must agree to the transfer of funds.

When Can Federal Funds be Spent/Obligated?

- **Project Start Date**

- The beginning date when funds can be obligated for approved grant award activities.
- Cannot precede (1) the receipt of an approvable application with a budget request for funds for formula grant programs or (2) notification of approval and issuance of the grant award notification (GAN) for competitive and discretionary grants
- Cannot precede the beginning of the fiscal year for which the funds are appropriated.
- The project start date is included on the GAN.

- **Approval Date**

- The date when the application is approved.
- Formula grant recipients can begin obligating funds upon approval and issuance of the GAN subject to the limitations of the project start date.

- **Project Ending Date**

- The last date that funds can be obligated or spent on an approved project
 - All activities for a project must be completed with the project starting (approval) and ending dates.

Can Funds be Obligated Prior to Approval of the Grant?

- Yes; if it is a continuing activity from the previous school year.
 - E.G. Paying the salary of a Title I teacher.
 - E.G. Professional Development that is continued from the previous school year; such as Marzano training
- Yes; if prior approval is requested and approved via email.
- No; if not a continuing activity and pre-approval is not requested and approved.

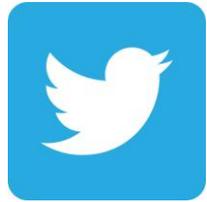
When Should Reimbursements be Requested?

- NDE recommends requesting reimbursements at least once each semester.
- When requesting reimbursement, include appropriate documentation.
- When entire amount of grant has been spent, Final Reimbursements can be requested—any time during the school year.
- For Districts with remaining 2017-18 Title I Accountability funds, please spend those funds and request Final Reimbursements as soon as feasible.

Resources

- NDE Federal Programs website:
<https://www.education.ne.gov/federalprograms/Index.html>
- NDE ESSA website:
<https://www.education.ne.gov/ESSA/index.html>
- NDE AQuESTT website:
<https://aquestt.com/>
- USDE ESSA website:
<https://www2.ed.gov/policy/elsec/leg/essa/index.html>

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Every Student Every Day



