



AGENDA



Advisory Committee for Federally Funded Programs

TEAMS Chat Box Monitor

Ms. Leslie Sansone, Principal Clerk
Division of Educational Services

Moderator's Welcome

Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Greetings

Ms. Kathy Ehling, Assistant Commissioner
Division of Educational Services

Review of January 20, 2022, ACFFP Meeting
Highlights

Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Federal Updates

Ms. Aida Epifanio, Federal Liaison
Office of Strategic Operation

Office of Supplemental Educational Programs

Ms. Leslie Franks-McRae, Director
Division of Educational Services

Office of Fiscal and Data Services

.Dr. Katherine Czehut, Director
Division of Educational Services

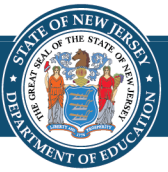
ESEA Implementation Updates





Call To Order

Dr. A. Charles Wright,
Executive Director/Deputy Assistant Commissioner
Division of Educational Services



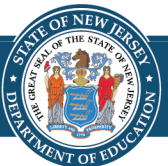


Greeting

Ms. Kathy Ehling

Assistant Commissioner

Division of Educational Services





Review

January 20, 2023

Meeting Notes



Federal Update



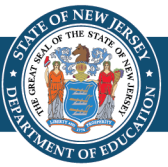
Ms. Aida Epifanio, Federal Liaison
Office of Strategic Operations



New Jersey Department of Education



March 2023 Federal Update



Agenda



- Reminder: ESSER funds expenditures
- Raise the Bar: Lead the World – Secretary Cardona
- National K–12 Supports
- Addressing the Teacher Pipeline: Augustus F. Hawkins Centers of Excellence Program Grants
- Bipartisan Safer Communities Act (BSCA) – Stronger Connections Updates





ESSER Reminders



- ESSER funds (CARES, CRRSA, ARP): additional funding to support local educational agencies (LEAs) in preparing for and responding to the impact of COVID-19 on educators, students, and families.
 - **September 2023:** deadline to obligate all ESSER II funds.
 - **September 2024:** deadline to obligate ARP ESSER funds.
- Allowable uses, accounting guidance and other resources:
<https://www.nj.gov/education/esser/resources/>
- **Maximizing Federal Funds:**
<https://www.nj.gov/education/federal/funding/index.shtml>





Raise the Bar: Lead the World



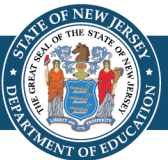
- [Raise the Bar: Lead the World](#): USED's vision and priorities for 2023
- The key focus areas include:
 - Achieve Academic Excellence
 - Boldly Improve Learning Conditions
 - Create Pathways for Global Engagement



SY 22-23 National K-12 Supports



- [Office of Educational Technology \(OET\) & Cybersecurity and Infrastructure Security Agency \(CISA\)](#): maximizing investment in innovative, technology-based learning strategies and resources to help K-12 schools better protect against cybersecurity threats.
- [Title IX and Athletic Opportunities in K-12 Schools](#): new resource to support equal opportunity in athletic programs consistent with Title IX of the Education Amendments of 1972.
- [Overdeck Family Foundation Family Engagement Learning Series](#): USED partnership with Carnegie Foundation of New York and Overdeck Family Foundation to launch a Family Engagement Learning Series.





SY 22-23 National K-12 Supports, con.



- [National Center on Safe Supportive Learning Environments \(NCSSLE\)](#): hosts webinars, conferences, and learning events on a wide variety of topics related to improving conditions for learning.
- [Engage Every Student Initiative](#): helps communities use ARP funds, alongside other state and local funds, to ensure that every child who wants a spot in a high-quality out-of-school time program has one.
- [National Partnership for Student Success](#): aims to recruit 250,000 new tutors and mentors to help catch students up academically and thrive. Additionally, NJDOE has launched a counterpart effort, the [New Jersey Partnership for Student Success](#).





NJ's WPU Receives Hawkins Program Award



- February 2023: USED announced its first-ever awards, totaling over \$18 million, for the [Augustus F. Hawkins Centers of Excellence Program](#) which aims to increase high-quality teacher preparation programs for teachers of color, strengthen the diversity of our teacher pipeline, and address teacher shortages.
- Only 12 institutions nationwide were awarded funding.
- [William Paterson University of New Jersey](#) was awarded \$1.6M to provide support to school districts on reducing barriers in teacher recruitment, placing teacher candidates in high need areas, and supporting high need areas through university-district partnerships.

Bipartisan Safer Communities Act (BSCA) – Stronger Connections Updates



- The BSCA Stronger Connections Program includes \$1 billion through Title IV, Part A (ESEA) for SEAs to award subgrants to high-need LEAs to establish safer and healthier learning environments, among other programs and activities.
- NJDOE has received an allocation of \$20.9M of which 99% will be awarded to approximately 15 “high-need” LEAs via a competitive grant process. More information on this NGO was sent via recent Broadcast.
- March 15th, 10am: NJDOE will host a webinar, in correspondence with the Bipartisan Safer Communities Act, focusing on school culture and climate. Registration for this webinar is open to all LEAs.

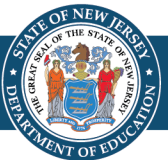






Office of Supplemental Educational Program

**Ms. Leslie Franks McRae, Director
Division of Educational Services**





FY 2023 ESEA Distinguished Schools Award



- Sponsored by the National Association of ESEA State Program Administrators.
- Only two (2) schools selected each year, per state.
- For a school to qualify, it must have:
 - A poverty rate of at least 35% for the selected year (may use state's average poverty rate to qualify a school if below 35%);
 - A demonstration of high academic achievement (which may include high academic growth) for two (2) or more consecutive years; and
 - Met or exceeded State-determined accountability criteria based on two (2) or more consecutive years of achievement data.





Selection Categories



- **Category 1:** Exceptional student performance and academic growth for two (2) or more consecutive years.
- **Category 2:** Closing the achievement gap between student groups, as determined by each state.
- **Category 3:** Excellence in serving special populations of students (e.g., homeless, migrant, English learners, children in foster care, etc.).

FY 2023 New Jersey Distinguished Schools



Category 1: Exceptional student performance and academic growth for two (2) or more consecutive years

Columbus School

Lodi Public School District

[ESEA 2023 Conference Presentation](#)

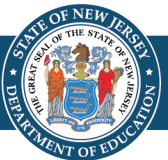


Category 3: Excellence in serving special populations of students (e.g., homeless, migrant, English learners, children in foster care, etc.)

Reeds Road Elementary School

Galloway Township School District

[ESEA Conference Presentation](#)





NAESPA (Host of the ESEA Conference)



- **February 1 – 4, 2023 Indianapolis, IN**
- **National Association of ESEA State Program Administrators (NAESPA)**
- **Updates from the U.S. Department of Education Program Leadership Panel**
 - Office of Elementary and Secondary Education
 - Office of Special Education Programs





Lift Up!



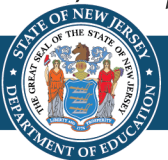
Anchored in evidence-based practices, *lift up students* to reach their potential through maximized access and expanded opportunities.

Anchored in unwavering appreciation and high-quality professional development, *lift up teachers and administrators* to their joint focus on student success.

Anchored in ongoing collaboration and partnership, *lift up parents and communities* to meaningful connections and active involvement.

Lift up yourself every day to maximize your potential.

Lift up each other - for together, there is nothing we can't do!



National & New Jersey Teacher of the Year



Kurt Russell – NAESPA Keynote Speaker National Teacher of the Year

- 1) Are we willing to confront the uncomfortable?
- 2) Are we willing to have those tough conversations?
- 3) Are we willing to stand up and speak out to ensure ALL students, especially those most disadvantaged, receive the best possible education?

*Photo courtesy of Christine Girtain
NJ State Teacher of the Year 2022-2023*





- **June 8 and 9, 2022 USED Monitored:**
 - Education for Homeless Children and Youth Program (EHCY);
 - American Rescue Plan – Homeless Children and Youth (ARP-HCY) Program; and
 - Title I, Part A LEA Homeless Reservation.
- **December 2009 USED Previous Monitoring:**
 - EHCY



USED Examined



- Procedures and guidance for the identification, enrollment, and retention of students experiencing homelessness, including the focus in the ARP-HCY program on increasing identification of children and youth experiencing homelessness in historically underserved populations;
- Self-assessment instrument and supporting documentation;
- Technical assistance provided to LEAs with and without subgrants;
- The consolidated State plan and the ARP-HCY State plan;
- LEA and regional applications for ARP-HCY subgrants; and
- Local evaluations of projects in the Essex Regional Educational Services Commission, Monmouth/Ocean Educational Services Commission, Northern Region Educational Services Commission, and Camden City School District.



Monitoring Results



| Topic Number | Description | Status |
|--------------|--|---|
| 1 | SEA monitoring and evaluation | Action Required |
| 2 | SEA and LEA performance evaluation | Met Requirements with Recommendation and a Commendation |
| 3 | SEA policy and coordination | Met Requirements with Recommendation |
| 4 | SEA professional development and technical assistance | Met Requirements |
| 5 | SEA fiscal oversight of LEA subgrants for EHCY and ARP-HCY | Met Requirements with Recommendation |
| 6 | SEA set-aside oversight for EHCY and ARP-HCY | Met Requirements |
| 7 | SEA fiscal oversight of the Title I, Part A LEA homeless set-aside | Action Required |





ESEA Complaint Policy & Procedures



Pursuant to 20 U.S.C. 7844 (*ESEA* Sec. 8304 (a)(3)(C)), a State Educational Agency (SEA) must adopt written procedures for the receipt and resolution of complaints alleging violations of the law in the administration of **all ESEA programs.**



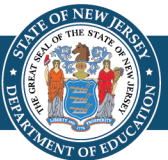


ESEA Complaint Policy & Procedures



Covers resolving a **written** complaint presented by any individual or organization that alleges either:

1. A school, school district, or other agency authorized by a school district or the New Jersey Department of Education (NJDOE) (referred to herein as "authorized agency,"); and/or
2. The NJDOE itself violated the law in the administration of education programs authorized by the *Elementary and Secondary Education Act of 1965 (ESEA)* as amended by the *Every Student Succeeds Act (ESSA)*.







Proposal to Collect Student Participation in Title I, Part A Programs

**Ms. Katherine Czehut, Director
Division of Educational Services**





ESEA Requirement



- Annually, state educational agencies must provide the number of students who “participate in and are served by Title I, Part A funded programs” in each local educational agency (LEA) with at least one school that operates a Title I, Part A schoolwide program (SWP) or targeted assistance (TAS) program.
- At present, the U.S. Department of Education only collects student participation in Title I, Part A funded programs that take place during the regular school year, or the instructional period not including intersession or summer sessions.



Current Collection Method



- The NJDOE currently collects student participation in Title I, Part A funded programs through the Title I Performance Report in the EWEG system, as aggregate counts of students who participated in or were served by Title I, Part A funded programs.
- We also collect information on each student's participation in science, mathematics, or language arts Title I TAS programs.



Current Limitations



- Aggregate counts collected through EWEG do not always align with student enrollment collected through NJSMART.
- The inability to identify students served by Title I, Part A programs limits the NJDOE's ability to support programming.
- The three data fields in NJSMART cannot be used to fulfill the ESEA data reporting requirement.

Proposed Collection Method, Phase 1



- Add one data field to the 2022-23 End of Year student data collection in NJSMART to capture participation during the regular school year.

| Description | Definition | Code |
|---------------------------------------|---------------------------------------|------|
| Public Targeted Assistance Program | Public Targeted Assistance Program | 01 |
| Public Schoolwide Program | Public Schoolwide Program | 02 |
| Private school students participating | Private school students participating | 03 |
| Local Neglected Program | Local Neglected Program | 04 |
| Was not served | Was not served | 05 |



Questions on Phase 1?





Proposed Collection Method, Phase 2



- Develop a student-level program participation data collection to link individual students to each Title I, Part A program run in a district year-round.

Thank You



New Jersey Department of Education Website
nj.gov/education

Office of Data and Fiscal Services
Dr. Katherine Czehut, Director
katherine.czehut@doe.nj.gov





ESSA Implementation





Office of Grants Management



Mr. Martin Egan, Director

Jill Dobrowansky, Planning Associate

Division of Finance and Business Services



Important Dates



| | ESSER II (CRRSA) | ESSER III (ARP) |
|---------------------------------------|--|--|
| Project Period | March 13, 2021 – September 30, 2023 | March 13, 2022 – September 30, 2024 |
| Amendments Due By | July 15, 2023 | July 15, 2024 |
| Reimbursement Request Deadline | September 15, 2023 | September 15, 2024 |
| Liquidation Period Ends | October 15, 2023 | October 15, 2024 |
| Final Expenditure Report Available | TBD | TBD |
| Final Expenditure Report Due By | TBD | TBD |

* All dates are subject to change as determine by State and/or Federal Guidance



Fiscal Dashboard ARP ESSER



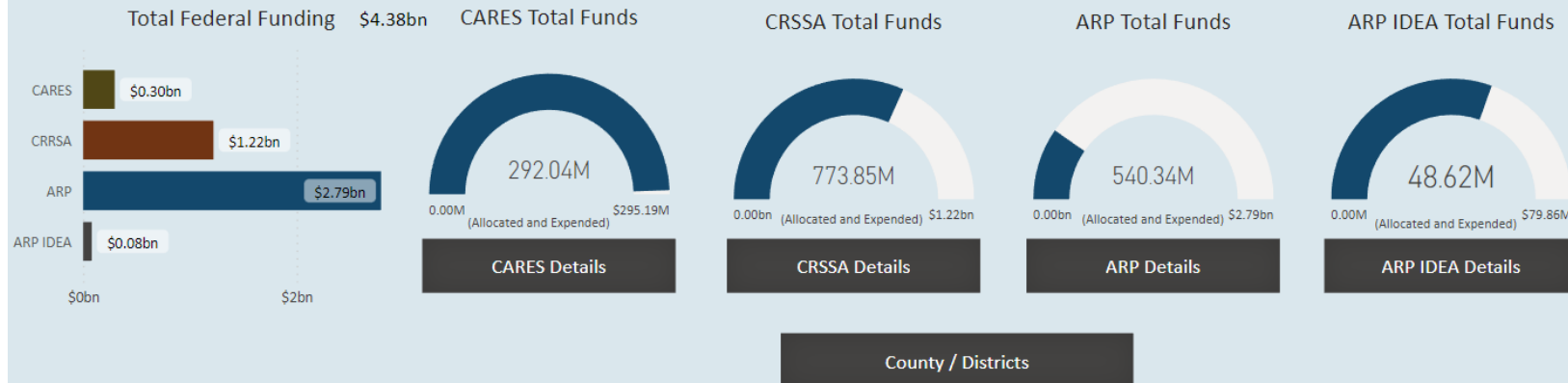
Updated as of 2/10/2023

Federal Education Funding Dashboard

Since the onset of the COVID-19 pandemic, the New Jersey Department of Education (NJDOE) has developed and implemented a series of coordinated policy strategies that dramatically expanded the State's and local educational agencies' (LEAs') efforts to identify and address the academic and mental health impacts of the COVID-19 pandemic on New Jersey students and educators. These efforts will pave the way forward for our education community, investing heavily in the recovery and resiliency of all our students, educators, and schools.

The Federal Elementary and Secondary School Emergency Relief Funds continue to play an integral role in our COVID-19 pandemic response. The CARES Act, CRRSA Act, and ARP Act provide vital support to States and LEAs. This Federal Education Funding Dashboard supports the NJDOE's ongoing commitment to transparency through the endemic phase of recovery. The ESSER dashboard will be updated on the 10th and 30th of each month.

What Federal Funding Has New Jersey Received?



<https://www.nj.gov/education/esser/arp/>







School Performance Report Update

Ms. Jessica Merville, Director

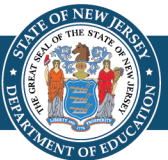
Office of Performance Management



School Performance Report Updates



- The 2021-2022 School Performance Reports will be released in early April.
- Districts will have an embargoed preview of the reports for two weeks prior to the public release.
- The 2021-2022 reports will include assessment and accountability results for the first time since 2018-2019.
- The 2021-2022 reports **will not** include student growth data because student growth percentiles were not calculated.
 - The reports will include a link to the alternate academic growth data used for federal accountability purposes.







Collaborative Monitoring

Dr. Jamar E. Purnsley, Director
Lisa D. McCormick, Director 2
Office of Fiscal Accountability and Compliance



Collaborative Monitoring



Monitoring of
Federal Programs

=

Technical
Assistance

Selection Process for Intensive Support:
Collaborative Monitoring Risk Assessment Tool

Frequency :
Every other week

9 LEAs Identified

7 school districts
2 charter schools

Duration:
3 to 4 days depending
on type and size of LEA



Collaborative Monitoring



Monitoring Schedule

- All LEAs selected for CFM were notified on 1/19/2023
- Commenced on 3/7/2023 with Ocean Gate School District (Ocean County)
- Expected to conclude on 6/30/2023 with Farmingdale Public School (Monmouth County)

Collaborative Monitoring



List of All CFM Selections

| County | District Name |
|---------------|---|
| 1. Ocean | Ocean Gate School District |
| 2. Gloucester | Logan Township School District |
| 3. Middlesex | Academy for Urban Leadership Charter School |
| 4. Essex | Maria L. Varisco-Rogers Charter School |
| 5. Somerset | Hillsborough Township Public Schools |
| 6. Union | Rahway Public Schools |
| 7. Warren | North Warren Regional School District |
| 8. Essex | The District of South Orange-Maplewood |
| 9. Monmouth | Farmingdale Public School |

Collaborative Monitoring cont.



Grants Reviewed

- All ESEA Titled Programs
 - Title I, Part A
 - Title I SIA
 - Title II, Part A
 - Title III
 - Title III Immigrant
 - Title IV, Part A
- IDEA Part B
 - Basic
 - Preschool
- Special Education
- CRRSA ESSER II & Related Subgrants
- ARP ESSER & Related Subgrants
- Perkins V





New Jersey Department of Education

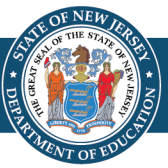


ESSA Identification and Exit Status Update

Office of Comprehensive Support (OCS)

Division of Field Support and Services

March 2023





Purpose of Technical Assistance Session

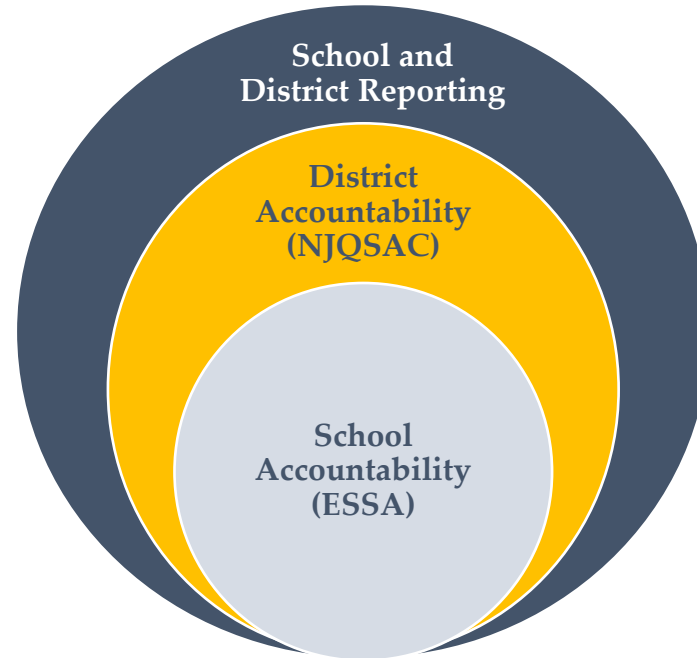
- Provide an overview of the **Every Student Succeeds Act (ESSA)**
- Provide an overview of the NJDOE technical assistance sessions for districts with schools exiting status of needing **Comprehensive and Targeted Support and Improvement**
- Provide an overview of the NJDOE technical assistance sessions for districts with schools in need of **Comprehensive and Targeted Support and Improvement**
- Provide an overview of the NJDOE technical assistance sessions for districts with schools facing more rigorous intervention, or **Comprehensive II**



ESSA School Accountability Overview



School accountability under the ESSA is just one of the New Jersey accountability systems meant to improve student access to high-quality education programs. Its role is to identify schools most in need of support and improvement.



ESSA Timeline Summary



Timelines for the ESSA accountability system have shifted since the system was initially established in 2017. After the identification in January 2024, the NJDOE expects to resume identifying a new cohort and exiting schools every three years.

| Timeline | Process | School Year Data |
|---------------|---|-----------------------------------|
| January 2018 | Cohort 1 schools identified and notified | 2016-2017 |
| November 2018 | First year data was re-run using Progress toward English language proficiency (ELP) data | 2016-2017 (with 2017-2018 ELP) |
| January 2019 | Cohort 2 schools identified. Any newly identified schools and schools who status changed between January 2018 and January 2019 were notified. | 2017-2018 |
| January 2023 | Cohort 3 schools identified, and all Cohort 1 and 2 schools evaluated for exit status. All exiting, newly identified, and reidentified schools were notified. | 2021-2022 |
| January 2024 | Cohort 4 schools will be identified and all schools in status for 2023-2024 will be evaluated for exit. All exiting, newly identified, and reidentified schools will be notified. | 2022-2023 |





Federal Waivers

- New Jersey received waivers from the U.S. Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements under ESSA for the 2019-2020 and 2020-2021 school years.
- Under these waivers, the NJDOE did not calculate indicator scores or summative scores, measure progress toward long-term goals, or identify or exit schools for support and improvement for the 2019-2020 and 2020-2021 schools.
- Under the March 2021 waiver, states were required to resume identifying schools for support and improvement in fall 2022 based on 2021-2022 school year data.





ESSA Accountability Indicators

| ESSA Requirement | New Jersey Indicators | Description |
|--|--|--|
| Academic Achievement | (1) ELA Proficiency (2) Mathematics Proficiency | Percentage of students in the school who met/exceeded grade-level expectations on each required annual statewide assessment (NJSLA or DLM) |
| Academic Progress (Elementary/Middle Schools) | (1) ELA Growth (2) Mathematics Growth | Measure of student growth on the annual statewide assessment compared to other students in their academic peer group (median student growth percentiles or mSGP) Note: The NJDOE used an alternate measure of growth for 2021-2022 and will resume using mSGP for 2022-2023 |
| Graduation Rate (High Schools) | (1) Four-year Federal Graduation Rate (2) Five-year Federal Graduation Rate | Percentage of students who graduate in four or five years and meet all state graduation requirements |
| Progress toward English Language Proficiency | Progress toward English Language Proficiency | Percentage of multilingual learners who demonstrate expected annual growth on the ACCESS for ELLs assessment. |
| School Quality or Student Success | Chronic Absenteeism | Percentage of students who are not present 10% or more of their total days in membership |





2022 ESSA Accountability Profiles

- The ESSA Accountability Profiles were redesigned for 2022 and were shared with districts through NJ Homeroom in November 2022.
- The data in these profiles was used as a source of all calculations for the January 2023 identification and exit process.

New Jersey Department of Education
2021-22 ESSA Accountability Profile

Overview
Participation Rate
Academic Achievement
Academic Progress
Graduation Rate
School Quality
ELP

County: District: School:

All information provided in this report is embargoed. Therefore, the information may not be shared with the media or the public until it is released by the NJDOE in the 2021-2022 School Performance Reports. Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles which enable schools and districts to review their progress toward achieving the intent of the ESSA law. Schools and districts can 1) reinvigorate the data for accuracy; and 2) begin to identify areas of need. Data for specific indicators are compared to annual targets and standards, and are reported by student group to identify gaps. With the implementation of ESSA, these accountability profiles have been modified to provide additional data to analyze student performance and progress, and to meet ESSA accountability requirements.

Report Navigation: On the Overview page (first tab), select a County and District from the drop-down boxes above. These two selections provide a district level report in the table below that contain a summary of all the ESSA indicators. Please note the School drop-down box is set to "DISTRICT LEVEL [888]" for this district level report. To view a school level report, select a school from the School drop-down box. The data in the table below will update for the selected school. Use the navigation tabs on the top of the report to view specific indicator data - Participation Rate, Academic Achievement, etc., for either district or school level data.

IMPORTANT: After a specific school has been selected, the table must be reset to view a different district or county report. To reset, you can either 1) select DISTRICT LEVEL 888 in the School drop-down box, or 2) click the **Reset** icon below the table. On the Overview page, a new County and District can be selected.

Download a report: Select the download icon on the top right corner of the report. Next, select the PDF file format option. Next, set Page Size to **Tabloid** and Orientation to **Landscape**. These settings will download a properly formatted report.

| Student Group | ELA Participation: Met Annual Target | Math Participation: Met Target | ELA Academic Achievement: Met Annual Target | Math Academic Achievement: Met Annual Target | ELA Academic Progress: Met Annual Target | Math Academic Progress: Met Annual Target | 4-year Graduation Rate: Met Annual Target | 5-year Graduation Rate: Met Annual Target | School Quality: Met State Average | ELP: Met Annual Target |
|----------------------------|--------------------------------------|--------------------------------|---|--|--|---|---|---|-----------------------------------|------------------------|
| All Students | Met Target | Met Target | Met with CI | Met Target | Met Target | Met Target | | | Met Target | |
| American Indian | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | | | Below N-size | |
| Asian/Pacific Islander | Met Target | Met Target | Met with CI | Met Goal | Met Target | Exceeds Standard | | | Met Target | |
| Black or African American | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | | | Below N-size | |
| Economically Disadvantaged | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | | | Below N-size | |
| English Language Learners | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | | | Below N-size | Below N-size |
| Hispanic | Met Target | Met Target | Met Target | Met Target | Met Target | Exceeds Standard | | | Met Target | |
| Students with Disabilities | Met Target | Met Target | Met Target | Met Target | Exceeds Standard | Met Target | | | Met Target | |
| Two or More Races | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | Below N-size | | | Not Met | |
| White | Met Target | Met Target | Met with CI | Met Target | Met Target | Met Target | | | Met Target | |





Drivers of School Identification



Performance is combined across all indicators

- Schools are not identified based on performance of one indicator alone, it is based on the overall performance across all indicators.

Increased emphasis on academic progress

- A school may have a relatively high proficiency rate, but low growth may cause a school to be identified for support.

Increased emphasis on student group performance

- All schools identified for targeted support were identified based on student group performance.
- With student group performance making up 50% of the weight for each indicator, high performance from all students can not mask the performance of smaller student groups.





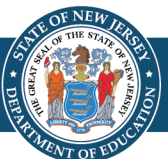
TSI Identification

A school is identified for targeted support and improvement (TSI) for consistently underperforming student groups if:

- One or more student groups misses interim targets and performs below the state average for all available indicators for two consecutive years.

For the January 2023 identification only, the NJDOE received approval through the COVID-19 State Plan Addendum to use 2018-19 and 2021-22 data instead of two consecutive years.

Schools are identified and eligible to exit annually in this category.





Exit Criteria: TSI



A school in TSI status for consistently underperforming student groups has the opportunity to exit status every year. A school may exit status if it no longer has a student group that both:

- Misses interim targets for all available indicators for two consecutive years; and
- Performs below the State average for all available indicators for two consecutive years.





ATSI Identification

- A school is identified for additional targeted support and improvement (ATSI) for a low performing student group if one or more student groups has a summative score **at or below the cut-score used to identify schools for comprehensive support** (the summative score at the bottom fifth percentile of Title I schools).
- Schools are identified for additional targeted support and improvement based on a student group’s overall performance, not based one specific indicator.
- Schools are typically identified for support in this category every three years.





Exit Criteria: ATSI

A school in ATSI status for low-performing student groups has the opportunity to exit status every three years when the identification methodology is used to identify a new cohort of schools. A school may exit status if:

- It no longer has a student group with a summative score that is at or below the 5th percentile of Title I schools; and
- It demonstrates, for the student group for which the school was identified as in need of additional targeted support and improvement, improved student performance on accountability indicators as compared to student performance at the time of identification.



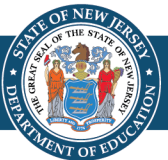


CSI Identification

A school is identified for comprehensive support and improvement (CSI) if any of the following three criteria apply:

- Summative score is at or below the bottom 5th percentile of Title I schools
- Four-year graduation rate at or below 67%
- Title I school that has been identified as in need of targeted support and improvement for three or more consecutive years

Schools are typically identified for comprehensive support and improvement every three years.

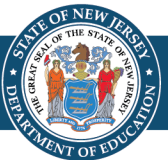




Exit Criteria: CSI

A school in CSI status has the opportunity to exit status every three years when the identification methodology is used to identify a new cohort of schools. A school may exit status if:

- It no longer has a summative score that is at or below the 5th percentile of Title I schools; and
- It demonstrates improved student performance on accountability indicators as compared to student performance at the time of identification for comprehensive support and improvement;
- Its four-year graduation rate is above 67 percent, if a high school; and
- It successfully implemented its approved comprehensive support and improvement plan as confirmed by NJDOE.





Exiting Evidence: CSI

Evidence the NJDOE may use, but is not limited to, in making determinations per N.J.A.C 6A:33-4.1(b)4:

- Consistent, effective implementation of evidence-based interventions;
- The timely expenditure of Federal school improvement funds;
- A robust formative assessment system to monitor student progress throughout the school year;
- Stakeholder engagement in the drafting and monitoring of the annual school plan;
- Principal evaluations;
- Active participation in regularly scheduled collaborative opportunities that facilitate professional learning and develop teacher leaders; and/or
- Job-embedded professional development that supports teachers' mastery of instructional best practices related to annual school plan goals.





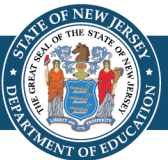
Notifications and Outreach





Notification Process

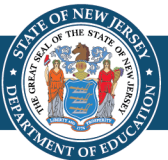
On January 31, 2023, notification letters were sent on behalf of the Acting Commissioner Allen-McMillan to over 150 school districts regarding ESSA identification and exiting of previously identified schools.





OCS Outreach

- Throughout February 2023, the OCS held 12 Technical Assistance sessions across the state in support of ESSA identification and exit notifications that were sent to school districts.
- The OCS engaged approximately 700 practitioners including: superintendents, assistant superintendents, curriculum and instruction staff, federal program administrators, school business administrators, principals, and vice-principals.





Exiting CSI School Requirements



Sustainability Plan Requirements



Pursuant to N.J.A.C 6A:33-4.1(d)2 the sustainability plan shall:

- Identify the strategies and initiatives directly linked to improvements in academic achievement;
- Demonstrate in the goals section how the school district will continue to provide support to the school to sustain noted improvements; and
- Demonstrate the equitable distribution of resources to support continued school improvement.





Sustainability Plan Overview

- Section 1: Review of Evidence-based interventions
- Section 2: SMART Goals and School-level Submission
- Section 3: Budget planning (school-level)
- Section 4: Specialized Populations planning (school-level)
- Section 5: Progress Monitoring (district level)
- Section 6: Resource Equity Review (district level)
- Section 7: School Assurances and District Certifications





Plan Access and Due Date



- Plan was made available as an application in NJDOE [Homeroom](#) February 21, 2023
- Contact the district Homeroom Administrator to gain access to the OCS Application
- Sustainability Plans are due on **April 3, 2023**



More Rigorous Intervention: Comprehensive II (CII)



CII Identification



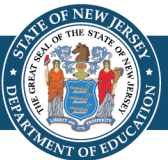
In accordance with N.J.A.C. 6A:33-4.1(b), states are required to pursue more rigorous actions for CSI schools that do not meet exit criteria pursuant to [ESEA §1111\(3\)\(A\)\(i\)\(I\)](#) and the Section 4.3C of the [New Jersey ESSA State Plan](#).





More Rigorous Interventions

- CII more rigorous interventions include:
 - Chief School Administrator's (CSA) submission of a Resource Distribution Report within 45 days of identification of CII status
 - District deployment of a leadership coach for principals of CII schools
 - Boards of Education receiving additional training to strengthen their knowledge and understanding of their governance and oversight responsibilities





Newly Identified Schools



OCS' Theory of Action for Improvement



WestEd, 2017

OCS' Theory of Action of Support



- Customize support to enhance capacity building
- Model accountability and continuous improvement for our schools and districts
- Apply principles of improvement science to create systems for success in schools
- Embrace a collaborative approach to accountability– as we partner with school and district leaders and work together to tackle big challenges through a lens of support
- Build relationships based on trust and humility to foster supportive partnerships





Fiscal Year (FY) 23 Title I, SIA Allocations



The following schools will receive a FY 23 SIA allocation in January 2023:

- **Newly Identified Schools:** Schools that were not previously identified prior to January 2023 identifications for Comprehensive or Targeted Support and Improvement.
- **Schools with Changes in Status:** Schools that were previously identified for Targeted Support and Improvement prior to the January 2023 identifications but were identified for Comprehensive Support and Improvement in Cohort 3.

Title I, Part A and SIA Funds Purpose



Title I – Schoolwide

Is designed to upgrade the entire educational program in a Title I school.

School Improvement Award (SIA)

Funding that allows for the implementation of evidence-based practices that address priority performance needs in schools identified for comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

- CSI schools must use SIA funds to benefit all students.
- TSI schools must prioritize identified subgroups.



Title I, SIA Funds

Evidence-Based Requirement (ESEA§8101(21)(B))



The SIA can **only** fund practices that meet one of the following evidence requirements:

- Tier I: Strong evidence from at least one well-designed and well-implemented experimental study;
- Tier II: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- Tier III: Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.





Title I, SIA Fiscal Deadlines

2022-2023

Project Period: July 1, 2022 – September 30, 2023

- Encumber funds by September 30, 2023
- Liquidate funds by October 15, 2023
- 2022-23 funds may be carried over into 2023-24 project period (July 1, 2023 – September 30, 2024)
- **SIA funds should be "drawn down" monthly as required by Uniform Grant Guidance.**



Fiscal Title I, SIA Award Planning

For the revised FY 23 allocation



| Schools that completed an Annual School Plan (ASP) for FY 23 | Schools that DID NOT complete an ASP (including identified non-Title I schools) |
|--|--|
| Update ASP for this year to budget and expend the Title I, SIA funds for the support and enhancement of interventions included in this plan. | The Department will contact these schools to provide guidance on developing a plan to support the use of Title I, SIA funds. |
| Update/Amend district's Elementary and Secondary Education Act (ESEA) application in EWEG | Update/Amend district's ESEA application in EWEG |





What's Next?

Your systems are perfectly designed to get the results that you are getting.

Stephen R. Covey

quote fancy





Communication/Messaging Supports

- The Department has designed supports that can be customized to suit the district’s communication needs. They will be available when the School Performance Reports are released in Spring 2023.
- Documents will include:
 - School Performance Reports
 - Executive Summary
 - Technical Guide





Program Supports



- **February:** Outreach by OCS on building an approvable ASP, Parent and Family Support Overview and Parent and Family Support Materials, Title 1, SIA Allowable Usage Guidance
- **March:** Outreach from OCS support teams to schools and districts, webinars for schools who have never used the Annual School Planning System (ASPS) in early March followed by regional "drop-in sessions" for schools to work on their plan
- **April/Early May:** Regional/District-specific collaborative workshops for all schools on technical use and deployment of the ASPS and planning Title I, SIA for FY 23 and FY 24 funds



Thank You!



New Jersey Department of Education: nj.gov/education

Office of Comprehensive Support: OCS@doe.nj.gov

ASP Technical Support: ASP@doe.nj.gov

Title I Schoolwide Programs: Schoolwide@doe.nj.gov

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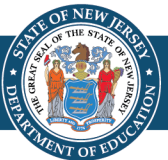
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Collaborative Federal Desk Monitoring

Ms. Barbara Haake
Office of Fiscal and Data Services





Goals for Today's Meeting



- Review the Federal monitoring requirements.
- Provide an overview of the Risk Assessment Tool.
- Review the desk monitoring process.
- Provide answers to any outstanding questions.



Uniform Grant Guidance



- The Uniform Grant Guidance at 2 C.F.R. § 200.331(b) requires that pass-through entities such as NJDOE evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the sub-award. Additionally, under 2 C.F.R. § 200.331(d), NJDOE must monitor the activities of the subrecipient as necessary to ensure that the sub-award is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the sub-award.
- Further, under 2 C.F.R. § 200.303(a), non-Federal entities must establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the federal award.



Uniform Grant Guidance, cont.



- Evaluate each subrecipient's *risk* of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring described in paragraphs (d) and (e) of this section, which may include consideration of such factors as:
 - Subrecipient's prior experience with the same or similar sub-awards;
 - The results of previous audits;
 - Whether the subrecipient has new personnel or new or substantiality changed systems; and
 - The extent and results of Federal awarding agency monitoring.



Objectives of Desk Monitoring



- Meet the requirements of the Uniform Grant Guidance.
- Supplement the work done by the “Onsite Monitoring”.
- Focus on data and support Local Education Agency (LEA) performance.
- Identify unique issues that require targeted support.



LEA Identification Process



SY 2022-2023 Risk Assessment Tool



Risk Indicators



| | Indicator | Categories |
|----|---|------------|
| 1 | Four- and Five-Year Graduation Rates | 3 |
| 2 | Compliance with Locally Administered Assessment Data Collection | 3 |
| 3 | Accuracy of NJSMART Data Submissions | 4 |
| 4 | Percentage of Funds Drawn Down by June 30th | 5 |
| 5 | Percentage of ESSER Funds Drawn Down by June 30th | 5 |
| 6 | Frequency of Reimbursement Requests | 5 |
| 7 | Frequency of ESSER Fund Reimbursement Requests | 5 |
| 8 | Number of Application Revision Rounds | 4 |
| 9 | Late Grant Application | 3 |
| 10 | Late Final Report Submission | 3 |
| 11 | Late Revision Submission | 2 |
| 12 | Total Amount of Federal Awards | 7 |
| 13 | Total Amount of ESSER Awards | 7 |
| 14 | Audit Findings | 4 |



Example Risk Indicator



INDICATOR 14: AUDIT FINDINGS

| Category | Description | Risk Score |
|----------|--|------------|
| 0 | The LEA's Comprehensive Annual Financial Report (CAFR) noted no deficiencies and disclosed no instance of non-compliance | 0 |
| 1 | The LEA's CAFR contained between one and three deficiencies | 5 |
| 2 | The LEA's CAFR contained four or more deficiencies | 7.5 |
| 3 | The LEA's CAFR contained a qualified or modified opinion | 10 |

Data Source: LEA FY 2020 CAFR, Special Audits Unit





Aggregate Risk Score



- The Aggregate Risk Score represents, for each LEA, the percentage of total assessed risk levels out of all possible risk levels.
 - First, each LEA's Assessed Risk Levels are added together to determine the total assessed risk levels.
 - Next, the highest possible risk levels are summed to determine the total possible risk levels.
 - Finally, the total assessed risk levels are divided by the total possible risk levels to determine the Aggregate Risk Score.



Adjustments



1. LEAs that received intensive or targeted support within the last three years will not be selected for monitoring.
2. LEAs that are under QSAC monitoring in the current year and initially placed in the Intensive Support Tier will move down to the Targeted Support Tier.



Programs Monitored



- Title I
- Title I SIA
- Title II
- Title III & Title III Immigrant
- Title IV
- ARP HCY II (FY22)
- IDEA- Part B Basic & Preschool (fiscal only)
- ARP IDEA Basic & Preschool (fiscal only) FY22
- Elementary and Secondary School Emergency Relief (ESSER) Funds - ESSER II (FY21), and ARP ESSER (FY22)



Preparing for Desk Monitoring



- The Required Document list was provided to LEAs prior to the information session held on February 1st.
- Documents to be uploaded to Homeroom by February 24th.
- NJDOE monitoring tools are provided on Homeroom's CFDM portal's main page for information purposes.
- NJDOE staff will be available to answer any questions from the LEAs throughout the monitoring cycle. LEAs were invited to request a virtual meeting prior to the documentation due date, for clarification.



Post Monitoring



- . Written report of findings will be issued to LEA 30-60 days after monitoring. A virtual meeting will be scheduled to discuss findings and requirements for resolution.
- LEAs are required to submit Corrective Action Plan (CAP) to NJDOE in accordance with N.J.A.C. 6A:23A-5.6.
- LEAs will submit evidence to support resolution of any findings.
- A CAP follow-up report will be issued by NJDOE following the acceptance of the CAP documentation



Thank You!



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Office of Fiscal and Data Services

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