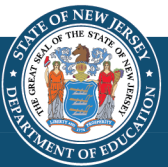


New Jersey Department of Education



Title I Committee of Practitioners (TICOP)

Division of Educational Services
September 23, 2022





Welcome



“Our hardest and most important work lies ahead. It'll be what we're judged against, and I want to be very, very clear: as educators and leaders, we're either closing educational opportunity gaps or making them worse with the decisions we're going to make in the next coming months and years. This means acknowledging that many of the students who have been underserved during the pandemic are the same ones who have had to deal with barriers to a high-quality education since well before COVID-19”.

- ~Miguel Cardona, US Secretary of Education ~



AGENDA



Commissioners Welcome

Dr. Angelica Allen-McMillian, Acting Commissioner

Review of May 20, 2022, TICOP Meeting Highlights

Ms. Peggy Porche

Discussion: TICOP Name Change
TICOP Name Change

Ms. Peggy Porche

Maximizing Federal Funds Website

Ms. Diana Pasculli and Dr. Peter Frank

Risk Assessment Tool

Ms. Kate Czehut, Director
Office of Fiscal and Data Services

Collaborative Monitoring
Frequent Findings

Dr. Jamar Purnsley, Director
Office of Fiscal Accountability and Compliance
Ms. Lisa D. McCormick, Director
Office of State Aid Unit

Federal Updates

Ms. Rebecca Wills
Special Assistant to Commissioner
Federal Liaison

ESEA Implementation





Title I Committee of Practitioners (TICOP)



Commissioner's Welcome

Dr. Angelica Allen-McMillian

Acting Commissioner

New Jersey Department to Education





Title I Committee of Practitioners(TICOP)



Review

May 20, 2022

Meeting Notes





For Your Consideration



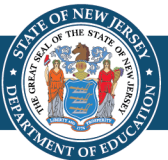


Title I Committee of Practitioners(TICOP)



Proposal:

New Year, New Name





Title I Committee of Practitioners(TICOP)



ESSA Section 1603(b) requires each State Educational Agency (SEA) receiving funds under Title I Part, A to establish a state committee of practitioners (COP) to advise the SEA in carrying out its responsibilities under Title I Part A.



TICOP Addresses



- Title I, Part A
- Title II, Part A
- Title III
- Homeless and Migrant
- Assessments
- Title I, Part D
- Title IV, Part A
- Gifted and Talented
- Accountability and Performance
- Non-Public



Title I Committee of Practitioners(TICOP)



The California Practitioners Advisory Group (CPAG)

“The advisory committee will also serve as the state’s committee of practitioners under federal Title I requirements”.





Title I Committee of Practitioners (TICOP)



Next Step

You will receive a short questionnaire after this meeting asking for your comments and suggestions.

The final discussion and vote will be conducted at the January 20th meeting..



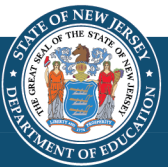


New Jersey Department of Education

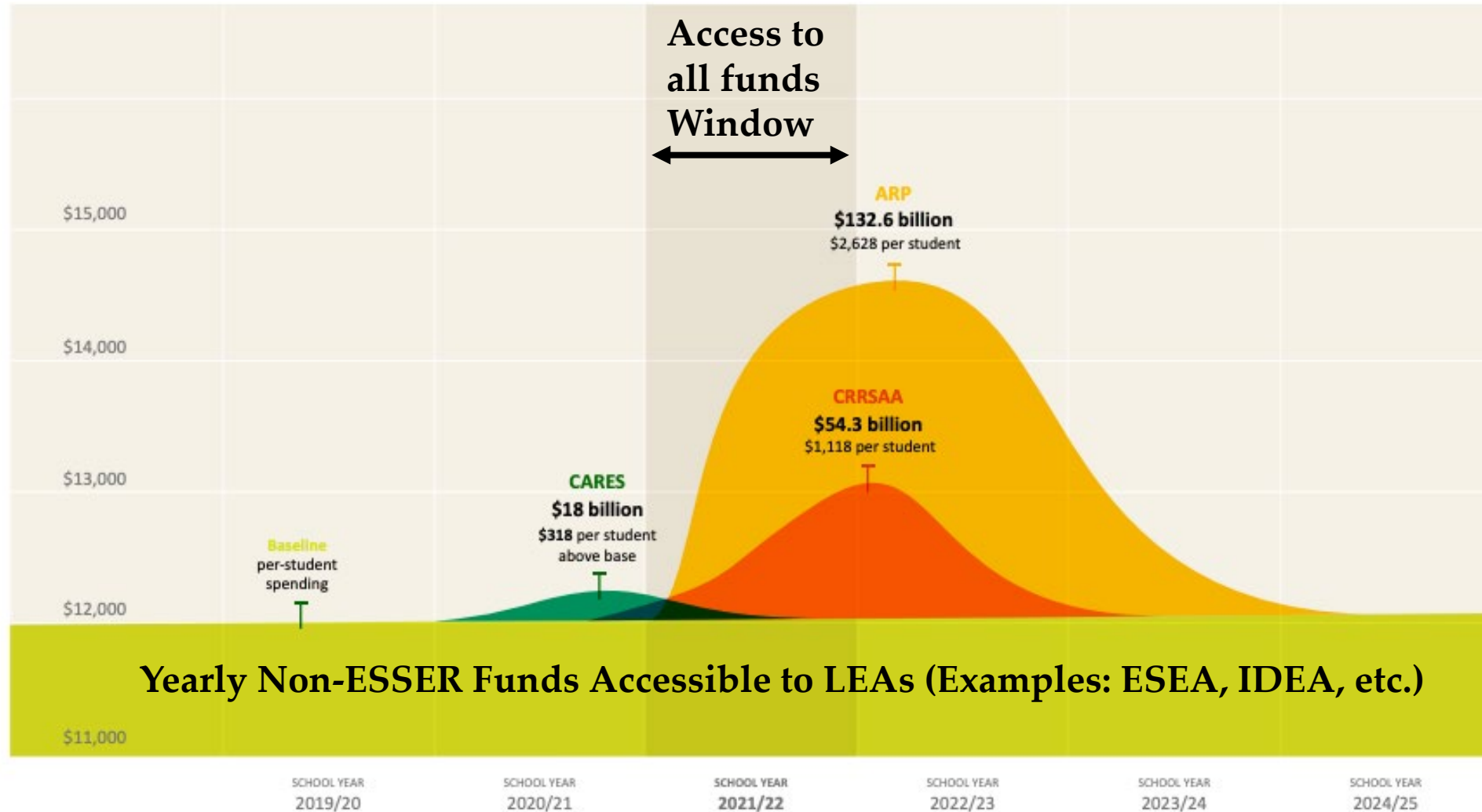


Maximizing Federal Funds Website Overview

October 19, 2022
Jill Dobrowansky
Peter Frank
Diana Pasculli



Fiscal Landscape Requiring Smart Spending



Recommended Navigation From The Homepage

Maximizing Federal Funds

The Maximizing Federal Funds website provides school and school district leaders, Local Educational Agencies (LEAs), grant administrators, educators, and other stakeholders with information about how different Federal funds may be used to meet their specific, identified needs.

[Text Version of Federal Funding Word Cloud](#)

Maximizing Federal Funds Website Resource

It is designed as an extension to the 2017 New Jersey Department of Education resource entitled "[Unlocking Your Federal Funds](#)," which provided information on Federal funding flexibilities under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act of 2015 – ("ESSA").

This resource is best used within LEA's cycle of continual improvement. On a continual basis, LEAs in collaboration with diverse stakeholders identify students' needs, particularly the needs of the most vulnerable and those most impacted by COVID-19. Once these needs are identified, the examples below can provide ideas and inspiration about how to best use ESSER money and how to pair it with more sustainable Federal funding streams to have the most positive and lasting impacts on students and schools.

Disclaimer

Although this resource discusses Federal laws and regulations, it is intended solely to provide general information and does not constitute legal advice. This guidance provides a general overview of allowable activities, but whether or not a particular cost can be supported with Federal funds depends on the underlying facts and circumstances and State and Federal rules (e.g. New Jersey Treasury Office of Management and Budget (OMB) and Uniform Grant Guidelines, respectively). Therefore, an activity listed in this resource may not be allowable in all circumstances, and conversely, an activity not listed in this resource may be allowable. This guide was created to demonstrate how programs, strategies, or initiatives may be supported with Federal funds. Please note a school or local education agency is under no obligation to use its Federal funds for those programs or activities highlighted in this guide.



Understanding and Combining
ESSER and Federal Funds



Examples of ESSER Uses
Maximized With Federal Funds



Understanding and Combining Federal Funds

The guidance summarizes and explains how to combine funds effectively.



Maximizing Federal Funds

[Maximizing Federal Funds Home](#)

Understanding and Combining ESSER and Federal Funds

[Examples of ESSER Uses Maximized With Federal Funds](#)

[Home](#) / [Maximizing Federal Funds](#) / [Understanding and Combining ESSER and Federal Funds](#)

Understanding and Combining ESSER and Federal Funds

Recognizing the significant challenges our country's schools face throughout and emerging from the pandemic, the U.S. Congress and the President approved three rounds of ESSER funding. Additionally, in consultation with stakeholders, the New Jersey Department of Education created specialized grants for local education agencies (LEAs). A major focus of these funding streams is to support education initiatives intended to accelerate learning and address the academic and mental health impacts of COVID-19 for students, families, and educators.

This unprecedented influx of additional funding LEAs an opportunity to meaningfully rethink traditional education policies and practices to best meet the needs of all students, particularly the most vulnerable and those most impacted by COVID-19. Rather than seeing these new funds as short-term, one-time supports, LEAs may consider how best to leverage ESSER funds in conjunction with existing Federal funding streams to have lasting impacts on students and school communities.

The ESSER funds come with very few restrictions on how they can be spent, allowing LEAs great leeway in making decisions most appropriate for their local needs. Long-term funding streams (such as Title IA, Title IIA, Title III, IDEA, and others) have more restrictions on how specific populations are supported, and educational goals are met. This guide outlines an array of different activities LEAs might choose to implement with ESSER funds that may be able to be supported with other Federal funding streams in the local community.

See the Department's pages on [ESSER](#) and [ESSA](#) for greater details on each funding stream and their lists of allowable uses. The information below provides an overview of different funding streams and how to combine them.

[Federal Entitlement Grants Descriptions](#)

[Chart of New Jersey ESSER One-Time Grants and Timelines](#)

[Combining ESSER And Entitlement Grants: Braiding and Blending](#)

[Questions and Considerations For Effective Spending Decisions](#)

Helpful Background





Examples of ESSER Uses by Strategic Priorities



The guidance organizes activities by current strategic priorities.

Examples of ESSER Uses Maximized With Federal Funds

There is significant flexibility in how local education agencies (LEAs) may spend ESSER funds to address needs caused or worsened by COVID-19 and emerge stronger post-pandemic. The examples below offer a range of activities for consideration. The activities span uses for staff, students, and families, including stipends, consultants, programs, trainings, and material items. For each activity, a "Y" meaning "Yes" indicate other Federal funding sources that may support and sustain impact by fund braiding, as described in the [Understanding ESSER and Federal Funds](#) tab. An "N" meaning "No" indicates that the federal program is an unlikely funding source.

When braiding Federal funds is possible, remember that all existing provisions under each funding statute still apply. LEA administrators should ensure that all Federal regulations are followed, especially in tracking funds. At the same time, LEAs are encouraged to think about how an activity could benefit a broader range of students and thus could be supported by multiple funding streams. Finally, per Uniform Grant Guidance, all costs associated with funded activities must be "necessary and reasonable" to accomplish project or program objectives.




LEARNING ACCELERATION

Learning Acceleration



MENTAL HEALTH

Mental Health



CAREER-READINESS

Career-Readiness




SUMMER AND EXTENDED DAY LEARNING

Summer and Extended Day Learning



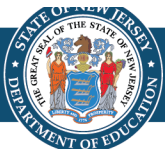
NEW JERSEY TIERED SYSTEMS OF SUPPORT (NJTSS)

New Jersey Tiered Systems of Support (NJTSS)



POSITIVE SCHOOL CLIMATE

Positive School Climate





Exemplary ESSER Uses With Braiding Rows



The guidance provides 70+ rows of activities and likely funding sources.

[Home](#) / [Maximizing Federal Funds](#) / [Examples of ESSER Uses Maximized With Federal Funds](#) / [Learning Acceleration](#) / Principle 1

Principle 1

Provide conditions for teaching and learning that will foster social and emotional well-being of students, families, and educators.

Improving academic outcomes for all students requires attending to the social and emotional needs of all students, particularly students who have experienced health, economic, and/or social trauma during the pandemic. LEAs are encouraged to explore and implement protocols for assessing students' social and emotional and academic needs, evaluate resources available, and prioritize actions. The focus should remain on nurturing strong relationships with students and their families to reengage students and recover from the impacts of COVID-19. The following activities support this principle.

Key for tables: Y = Yes, N = No

Activities that may be funded

1. Ensure that all staff are implementing a LEA's tiered system of supports. Educate families on available student supports.

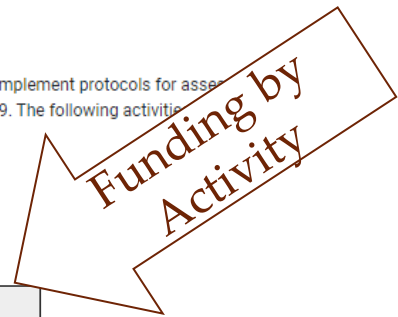
ESEA Title I-A	ESEA Title II	ESEA Title III-A	ESEA Title IV-A	McKinney-Vento	Adult Education and Family Literacy Act	IDEA	Perkins	Early Childhood Programs
Y	Y	Y	Y	Y	Y	Y	N	Y

2. Establish building-level wellness teams to address the SEL needs of both students and staff. Develop protocols for identifying and supporting students who may be experiencing social, emotional, behavioral, and/or mental health challenges.

ESEA Title I-A	ESEA Title II	ESEA Title III-A	ESEA Title IV-A	McKinney-Vento	Adult Education and Family Literacy Act	IDEA	Perkins	Early Childhood Programs
Y	Y	Y	Y	Y	N	Y	N	Y

3. Offer parent education programs, in multiple languages and scaffolded to address different levels of interest/engagement, focused on helping family members be more involved and supportive of their children's education, including families of students from special populations such as English language learners, special education, and homeless/migrant. Provide training on computer literacy. Provide childcare coverage and refreshments to encourage families to attend (where appropriate and taking all community health provisions into consideration).

ESEA Title I-A	ESEA Title II	ESEA Title III-A	ESEA Title IV-A	McKinney-Vento	Adult Education and Family Literacy Act	IDEA	Perkins	Early Childhood Programs
Y	Y	Y	Y	Y	N	N	N	N



Combining Federal Funds



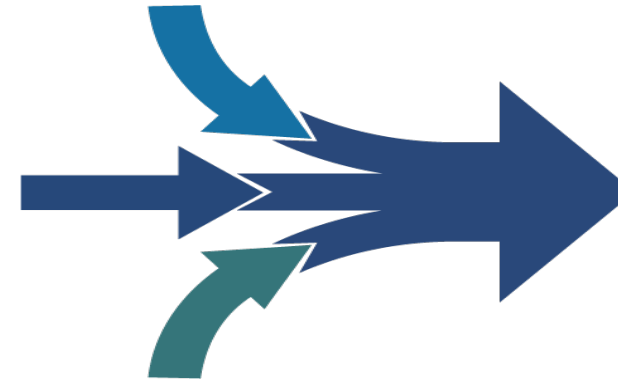
Braiding Funds

- Coordinated to meet one purpose.
- Individual funding streams maintain identity for eligibility and reporting.



Blending Funds

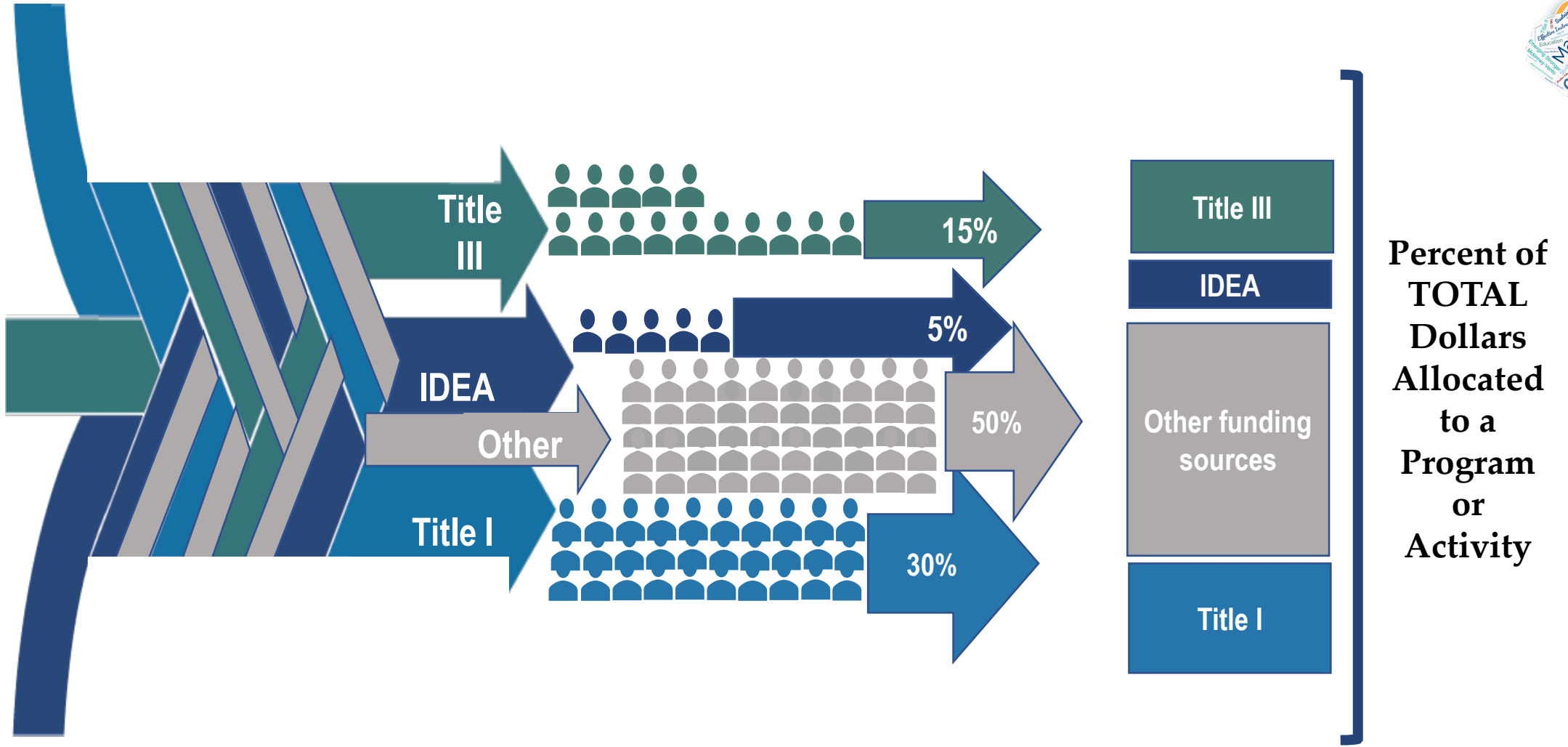
- Consolidated into one funding stream to meet one purpose.
- Individual funding stream loses its identity



ESSER funds may be “braided” or used in combination with, but not “blended” with, funding under ESEA, IDEA, AEFLA, Perkins V, and McKinney-Vento, or any other education funds.



Braiding Funding Streams by Student Groups



Sample Scenario: Braiding Row



A district plans to offer a summer program to mitigate learning loss.

IDEA	Title I, Part A	Title II	Title III	Other
Can be used for costs related to programming for students with disabilities attending the program or for modified curriculum costs	Can be used for costs related to materials and supplies for the summer program	Can be used for costs related to professional development for teachers and paraprofessionals for the program	Can be used for costs related to supporting English Learners in the program	Varies

The above is meant to be illustrative and is not an exhaustive list.

Sample Scenario: Braiding Breakdown



A district plans to utilize a variety of funds for its summer program. The total cost of the program will be **\$150,000 (Table 1)**, which the district covers through various funding streams based on the estimated ratio of student populations served (**Table 2**).

Table 1. Estimated costs of a summer program

Summer Program Components	Estimated costs
Personnel	\$100,000
Materials and supplies	\$10,000
Transportation	\$15,000
Staff training	\$10,000
Other	\$15,000
TOTAL	\$150,000



Table 2. Funding allocations for summer programming based on estimated percent of students served

Grant	Estimated percent of students served	Percent of TOTAL costs covered	TOTAL Dollars Allocated
IDEA	15%	15%	\$22,500
Title IA	20%	20%	\$30,000
Title II	N/A	10%	\$15,000
Title III	10%	10%	\$15,000
Other	45%	45%	\$67,500
TOTAL		100%	\$150,000





Maximizing Federal Funds: Key Takeaways



- Non-regulatory guidance
- Conversation tool
- Part of a needs assessment
- Source of model activities examples
- Living resource that expands with time and user insights



Thank You!

New Jersey Department of Education Website
nj.gov/education



Maximizing Federal Funds URL
<https://www.nj.gov/education/federalfunding/index.shtml>

Email Contact
esser@doe.nj.gov

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New Jersey Department of Education

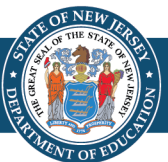
Collaborative Federal Monitoring Risk Assessment Tool



Office of Fiscal and Data Services

Division of Educational Services

September 23, 2022





Goals for Today's Presentation



- Review the reasons for conducting a risk assessment
- Describe the indicators included in this year's risk assessment
- Consider future modifications to the risk assessment



Why Assess Risk?



- Uniform Guidance at 2 C.F.R. § 200.331(b) requires that pass-through entities evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the sub-award.
- The NJDOE relies on a risk assessment to identify LEAs in need of greater support to ensure compliance with Federal grant requirements.



LEA Identification Process



SY 2022-2023 Risk Assessment



Risk Indicators 1 -7



Indicator	Number of Categories	Max Risk Score
Indicator 1: English Language Arts (ELA) Proficiency Rate For Federal Accountability	3	5
Indicator 2: Mathematics Proficiency Rate For Federal Accountability	3	5
Indicator 3: Four- and Five-Year Graduation Rates	3	5
Indicator 4: Accuracy of NJSMART Data Submissions	4	10
Indicator 5: Percent of Funds Drawn Down by June 30 th	5	10
Indicator 6: Percent of ESSER Funds Drawn Down by June 30 th	5	10
Indicator 7: Frequency of Reimbursement Requests	5	10



Risk Indicators 8-14



Indicator	Number of Categories	Max Risk Score
Indicator 8: Frequency of ESSER Fund Reimbursement Requests	5	10
Indicator 9: Number of Application Revision Rounds	4	10
Indicator 10: Late Grant Applications	3	10
Indicator 11: Late Final Expenditure Report Submissions	3	10
Indicator 12: Late ESEA Consolidated Grant Application Revision Submission	2	10
Indicator 13: Total Amount of Federal Awards	7	10
Indicator 14: Audit Findings	4	10



Example Risk Indicator



INDICATOR 8: FREQUENCY OF ESSER FUND REIMBURSEMENT REQUESTS

This indicator examines the frequency with which LEAs submitted reimbursement requests for ESSER funds in SFY 2022. For the purposes of this indicator, all ESSER awards, including CARES/ESSER I, CRSSA/ESSER II and ARP ESSER are considered one, consolidated program.

Category	Description	Risk Score
0	The LEA submitted a reimbursement request in every quarter	0
1	The LEA submitted a reimbursement request in three of four quarters	2.5
2	The LEA submitted a reimbursement request in two of four quarters	5
3	The LEA submitted a reimbursement request in one of four quarters	7.5
4	The LEA did not submit a reimbursement request in any quarter	10

Data Source: EWEG, Payment Status Summary Reports for CARES, Non-Title I CARES, CRRSA ESSER II, ESSER II Learning Acceleration, ESSER II Mental Health, ESSER II Non-Title I, ARP ESSER, ARP ESSER Accelerated Learning Coaching and Educator Support, ARP ESSER Evidence-Based Summer Learning and Enrichment, ARP ESSER Evidence-based Beyond the School Day Activities, ARP ESSER MTSS Mental Health Support Staffing, ARP ESSER Non-Title I and ARP ESSER CARES reallocation.





Aggregate Risk Score



- The Aggregate Risk Score is the percent 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.
2. LEAs under QSAC monitoring and initially placed in the Intensive Support Tier will move down to the Targeted Support Tier.
3. LEAs selected for ESSER integrity monitoring in the current year will not be selected.



Considerations



- Administrator turnover
- Operational indicators, such as consistency across data report submissions



Thank You!



New Jersey Department of Education: nj.gov/education

Office of Fiscal and Data Services

OFDS@doe.nj.gov

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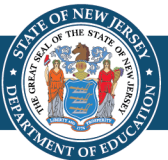






Collaborative Monitoring

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

11 LEAs Identified

8 school districts
3 charter schools

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



Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Findings resulting in the Reversal of Costs

- Inadequately documented expenditures
 - Grant funded staff salaries and wages are not properly supported by Time and Activity Reports, teacher schedules and/or timesheets
 - Missing purchase orders
 - Missing invoice of a material amount or several missing invoices of any amount
 - Missing computing devices or equipment

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Findings resulting in the Reversal of Costs

- Expenditures of funds for items or services in contravention of:
 - Governing federal legislation (e.g., supplanting) and regulations
 - Federal cost principles under the Uniform Grant Guidance
- Spending funds in manner inconsistent with the Allowable Uses selected and approved in the grant application without filing an amendment

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Other Fiscal Findings

- Early draw down of federal funds and/or the failure to maintain adequate supporting documentation of the expenditures claimed
- Submission of reimbursement requests less frequently than monthly or at least quarterly
- Inability to demonstrate compliance with Davis Bacon and related Acts
- Lack of facilities approval by NJDOE

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Other Fiscal Findings

- Expenditures allocated to the wrong federal award
- Account numbers utilized do not contain school level sub-codes
- Lack of tracking logs for computing devices, electronic and equipment
- Failing to submit amendments applications when necessary

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Administrative Findings

- Lack of written **procedures** required by UGG (e.g., cost allowability, mandatory disclosures and cash management)
- Lack of ESEA policies covering SNS, MOE and Comparability and/or outdated references to NCLB and Perkins
- Board meeting minutes don't reflect:
 - the approval to submit grant applications and the acceptance of funds thereafter (including amendment applications)
 - approval of grant funded staff including their salaries,, funding source and percentages

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Administrative Findings

- Incorrect revenue figures recorded on Revenue Reports
- Lack of Revenue Reports produced by the LEA's accounting system
- The appropriations recorded don't align with approved budgets in EWEG
- Use of incorrect revenue and program codes
- Posting of expenditures to the wrong line item
- Confirming orders

Collaborative Monitoring cont.



Common Fiscal Findings - FY 2022

Administrative Findings

- Lack of multiple quotes or use of bidding procedures as required by UGG or PSCL, whichever is most restrictive
- Failing to verify vendors are not debarred or suspended for transactions => \$25,000

Thank You!



New Jersey Department of Education: nj.gov/education

For more information please feel free to contact

OFDS@doe.nj.gov

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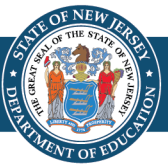




New Jersey Department of Education



September 2022 Federal Update



Agenda



- Strengthening the Teacher Pipeline
- National Academic + Mental Health Supports
- NJ's Blue Ribbon Schools
- Reminder: ESSER funds expenditures





Addressing the Teacher Shortage



- [Joint letter](#) from US ED/DOL released 8/31
- Key points:
 - Establishing Registered Apprenticeship Programs (RAP)
 - Increase collaboration across workforce and education systems
 - Competitive pay via ARP ESSER funding



SY 22-23 National K-12 Supports



- **National Partnership for Student Success**: to recruit 250,000 new tutors and mentors to help catch up academically and thrive.
- **Engage Every Student Initiative**: to help 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, whether through a high-quality summer or afterschool program.
- **Bipartisan Safer Communities Act and the FY22 Omnibus**: to help schools hire more school-based mental health professionals. This fall, the Department will begin the process of disbursing almost \$300 million Congress appropriated in FY22 for these efforts.





NJ's 2022 National Blue Ribbon Schools



- Cliffside Park School 4, Cliffside Park School District.
- Upper School, Englewood Cliffs School District.
- Glendora Elementary School, Gloucester Township Public School District.
- Frank Defino Central Elementary School, Marlboro Township Public School District.
- Edgar Middle School, Metuchen School District.
- Stony Brook Elementary School, Hopewell Valley Regional School District.
- Center Grove School, Randolph Township School District.
- William J. McGinn Elementary School, Scotch Plains-Fanwood Public School District.
- Redwood Elementary School West, West Orange School District.





ESSER Funds



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 2024: deadline to obligate all ESSER funds

Allowable uses, accounting guidance and other resources:

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

Thank you!







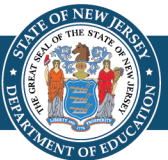
ESSA Implementation





Office of Supplemental Educational Programs

Mrs. Leslie Franks-McRae, Director





Supplemental Educational Programs



Highlights

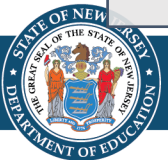
- Technical Assistance (TA) Offerings
- Technical Assistance Request Form
- Enrollment of Students Based Upon Immigration Status
- Gifted & Talented (G&T) LEA Reporting Requirements
- McKinney-Vento Credentialing Courses
- McKinney-Vento Monitoring Overview

Supplemental Educational Programs



October & November TA Offerings

- Title I, Part A Unit
 - Title I, Part A New Director Training (Part 1): Overview of Title I, Part A, Program Models, & Parent and Family Engagement Legislative Requirements
 - Title I, Part A, New Director Training: (Part 2) Allowable and Unallowable Uses of Title I, Part A Funds
 - Newly Transitioning Schoolwide Schools
- Title III & Title III Immigrant/Bilingual Unit
 - New Bilingual/English as a Second Language (ESL) Supervisors TA Session
 - Experienced Bilingual/English as a Second Language (ESL) Supervisors
 - Seal of Biliteracy
 - WIDA's self-paced, on-demand, interactive learning opportunities (certificate)
 - Stockton University's self-paced, 15-hour Sheltered English Instruction (certificate)
- McKinney-Vento & ARP-HCY
 - Quarterly TA/Roundtables for District Homeless Liaisons (DHLs) and other Stakeholders
 - Credentialing Programs (certificate)



Supplemental Educational Programs



Technical Assistance Request Form

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
Division of Educational Services
Technical Assistance Request Form

* Required

Division of Educational Services
Technical Assistance Request Form

7. Area of Inquiry
Please select all that apply *

- Addressing Disproportionality
- Coordinated Early Intervening Services (CEIS)
- Educational Stability for Children in Foster Care
- Fraud and Abuse in Federal Education Programs
- Gifted and Talented Services (e.g., legislation, identification, professional development, programming, etc.)
- McKinney-Vento: Families Experiencing Homelessness (e.g., eligibility, support services, funding instruction, etc.)
- Migrant Education (e.g., identification, recruitment, eligibility, support services, etc.)
- Positive Behavior Supports
- Special Education: Autism Spectrum Disorder
- Special Education: Community-Based Instruction
- Special Education: Co-Teaching
- Special Education: IEP Development
- Special Education: Inclusive Practices and Least-Restrictive Environments
- Special Education: Instructional Strategies
- Special Education: Paraprofessionals

8. Please tell us why you are requesting technical assistance.

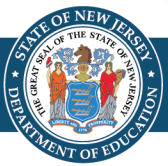
Enter your answer

9. Please tell us the training audience: *

- County Administration
- District Administration
- Teachers
- Child Study Team/Related Service Providers/Counselors
- Paraprofessionals
- Local Board of Education Members
- Other

10. Number of expected attendees: *

Enter your answer



Supplemental Educational Programs



Enrolling Immigrant Students

- **Immigrant:** Under Section 3201 of the Every Student Succeeds Act (ESSA), the term "immigrant children and youth" means individuals who: (a) are aged 3 through 21; (b) were not born in any State; and (c) have not been attending one or more schools in any one or more States for more than 3 full academic years.
- **Migrant:** As defined under ESSA Section 1309 (2), a migrant student is:
 - 21 years of age or younger; and
 - Who is, or whose parent/guardian is, a migratory fisher, dairy worker, lumber or agricultural worker; and,
 - Who in the preceding three years has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

Important Note: A [National Certificate of Eligibility \(COE\)](#), which is an official record of eligibility determination for migrant students, must be on file in the district verifying the student's migrant status.

Supplemental Educational Programs



Gifted & Talented Reporting Requirements

- **Cohort 1 LEAs only - 2022-2023 Quality Single Accountability Continuum (NJQSAC) Comprehensive Review**
 - [G&T Report Content Update Requirements](#)
- **All LEAs NJSMART SID and SMID Data**
 - Upload student and staff data no later than October 15th, 2022.
 - Detailed information can be found:
 - [NJ SMART SID Management Student Data Handbook v8.0 August, 2022](#) (Page 86);
 - [NJ SMART SMID Management Data Handbook v2.4](#) *Updated 8/4/22 (Page 39).



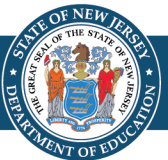
Supplemental Educational Programs



MV Learning

Since the release of the MV Learning of the MV Learning Training Courses:

- 100% (846) of New Jersey's District Homeless Liaisons have successfully completed the Online Credentialing Course; and
- Approximately 22,000 personnel, across 218 LEAs, have successfully completed the Essential Staff Training Courses.



Supplemental Educational Programs



Education for Homeless Children and Youth (EHCY) Monitoring

Monitoring of
EHCY Programs

=

Technical
Assistance

Selection Process for Intensive Support:
Monitoring Risk Assessment Tool

Frequency:
Annually

Local Educational
Agencies (LEAs)
Identified

6 LEAs monitored

Duration:
3 days



Supplemental Educational Programs



LEA Selection

District Name	Jun. 2021 Enrollment	Jun. 2021 Estimated Homeless Count (2.5% ENR)	Jun. 2021 NJSMART Homeless Count	SY 2020-21 Avg. NJSMART Homeless count	SY 20-21 Avg. Estimated Homeless count (ENRx2 & FL)	Is the SY20-21 NJSMART avg less than 5% of the Free Lunch Count?
Elizabeth Public Schools	27174	679.35	207	211.50	747.58	Yes
Jersey City Public Schools	27261	681.53	296	277.50	681.55	Yes
Newark Public School District	40082	1002.05	762	725.50	1102.93	Yes
Passaic City School District	12974	324.35	35	58.00	449.36	Yes
Paterson Public School District	25669	641.73	203	204.00	687.37	Yes
Union City School District	12988	324.70	21	21.50	335.37	Yes





Supplemental Educational Programs



Monitoring Schedule

- Elizabeth Public Schools - Commenced 6/30/2022
- Jersey City Public Schools - Commenced 6/30/2022
- Newark Public Schools – Commenced 6/30/2022
- Passiac Public Schools - Commenced 6/30/2022
- Paterson Public Schools – Commenced 6/30/2022
- Union City Public Schools - Commenced 6/30/2022



Supplemental Educational Programs



Framework

- Federal Legislation
- USDE Non-Regulatory Guidance
- Uniform Grant Guidance (2 C.F.R. Part 200)
- New Jersey Statutes
- New Jersey Administrative Code
- NJDOE Guidance

Supplemental Educational Programs



Scope of Work Performed

Examination of the following, including but not limited to:

- Document reviews
- Interviews with program staff
- Mid-year reports
- End-of-year reports
- Student identification data
- Personnel
- Operations
- Instruction and Program
- Governance
- Fiscal Management

Supplemental Educational Programs



Monitoring Status

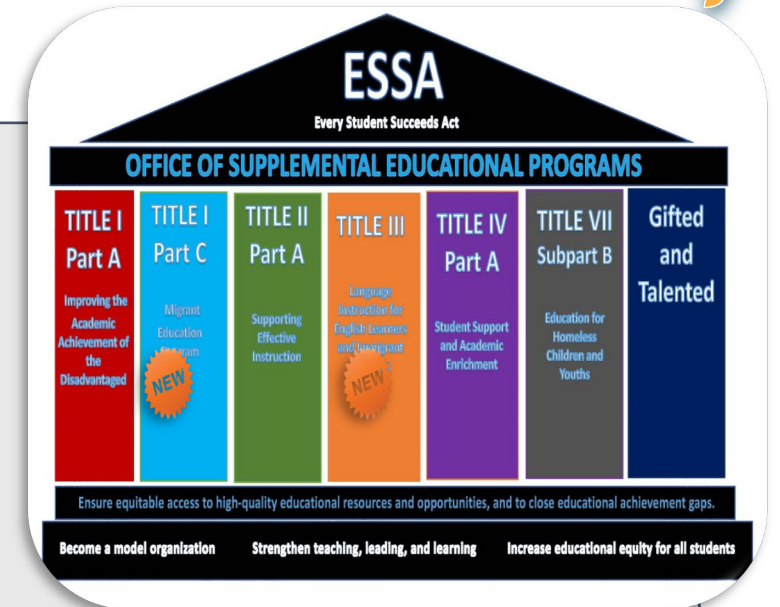
- **Elizabeth**
 - Monitoring performed (8/11/2022)
 - Report pending
- **Newark**
 - Monitoring performed (9/19/2022)
 - Report pending
- **Union City**
 - Monitoring performed (9/22/2022)
 - Report pending
- **Jersey City**
 - Monitoring in progress
 - Report pending
- **Paterson**
 - Monitoring progress
 - Report pending
- **Union City**
 - Monitoring in progress
 - Report Pending

Supplemental Educational Programs



Contact OSEP

- Title I, Part A - Titleone@doe.nj.gov
- Title II, Part A - TitleIIA@doe.nj.gov
- Title III, Bilingual/ESL - ELL@doe.nj.gov
- Title IV, Part A - TitleIV@doe.nj.gov
- School Wide - Schoolwide@doe.nj.gov
- Educational Stability - Edstability@doe.nj.gov
- Migrant Education Program - Migrated@doe.nj.gov
- McKinney Vento (Homeless) Program - McKinney.Vento@doe.nj.gov
- Gifted & Talented - Gifted@doe.nj.gov





Title I, Part D

Ms. Francine Stromberg, Coordinator

Office of Fiscal & Data Services





Performance and Accountability

John Iko, Accountability Systems Analyst
Office of Performance Management





School Performance Reports



- The 2020-2021 School Performance Reports were released in April 2022 at njschooldata.org.
 - These reports do not include all data due to the COVID-19 pandemic, but there is a link to an “Impacts of COVID-19 on Data Availability” resources on the report homepage.
- The NJDOE expects to release the 2021-2022 School Performance Reports in spring 2023.
 - The 2021-2022 reports will be the first reports to include assessment and accountability data since the 2018-2019 reports.
- Reminder to districts to submit narrative data in the NJ SMART Performance Reports Submission between October 18 and November 21. That information will be included in the 2021-2022 reports and gives districts a ways to share additional information in their own words.





ESSA School Accountability (1 of 2)



- As a reminder, the NJDOE received waivers from USED in both March 2020 and 2021 that waived accountability-related requirements under ESSA for both the 2019-2020 and 2020-2021 school years.
- The NJDOE also received approval for our COVID-19 State Plan Addendum which requested changes to how the NJDOE will implement the ESSA Accountability system in 2022.
- The NJDOE will resume implementing the ESSA school accountability system this fall based on data from the 2021-2022 school year.
 - Schools will be identified for comprehensive and targeted support and all currently identified school will be eligible to exit status if exit criteria are met.





ESSA School Accountability (2 of 2)



- The NJDOE expects to release a broadcast memo this fall that will outline the NJDOE's plan and timeline for implementing the accountability system this fall and will also highlight any changes to the system for this year.
- One of the first steps in the school accountability process will be the review of the redesigned ESSA Accountability Profiles in November.





Assessments

Mr. John Boczany
Office of Assessments





Spring 2022 Reporting



- New Jersey Student Learning Assessment (NJSLA) and Dynamic Learning Maps (DLM) Individual Student Reports (ISRs) arrived in district by September 9, 2022.
 - October 10, 2022, is the deadline to distribute results to parents/guardians within the 30-day requirement.
 - November 9, 2022, is the deadline for districts to present assessment results to their local boards of education within the 60-day requirement.
 - [Spring 2022 Statewide Assessment Results](#)



Fall 2022 Start Strong



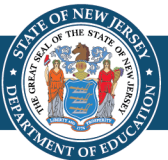
- The testing window has been extended by three weeks to now close on October 21, 2022.
 - [Update for Fall 2022 Start Strong Assessments](#)
- Districts should be creating Reporting Groups to allow teachers to have immediate access to OnDemand reports.



2022-23 Graduation Assessment Requirement



- On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. This law also prohibits the results of the NJGPA field test (First Pathway), a substitute competency test (Second Pathway), or portfolio appeal (Third Pathway) from being used as a prerequisite for graduation for students expected to graduate in the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. The graduation assessment requirements for the classes of 2024 and 2025 remain in place and are available for districts on the [Graduation Assessment Requirements webpage](#).
- Additional information regarding the NJGPA field test legislation can be found in the [broadcast released on July 15, 2022](#).



Thank You!



New Jersey Department of Education: nj.gov/education

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(609) 376-3960

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Non-Public

Dr. Constance Webster
Non-Public Ombudsman





CRRSA EANS



Coronavirus Response and Relief
Supplemental Appropriations (CRRSA)
Emergency Assistance to Nonpublic
Schools (EANS)





CRRSA EANS Purpose



- The purpose of the CRRSA EANS program is to provide services or assistance to eligible nonpublic schools to address the impact that the Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on nonpublic school students and teachers.



CRRSA EANS in New Jersey



On February 23, 2021, New Jersey received an EANS formula grant in the amount of \$68,749,847 to provide awards to nonpublic schools in the State.

The New Jersey Department of Education (NJDOE) is responsible for the administration of the CRRSA EANS program.





CRRSA EANS



- The State calculated allocations of EANS funds to each nonpublic school based on student enrollment and its Free/Reduced Meals (FRM) counts, as submitted in its 2019-2020 Nonpublic School Enrollment Report
- Each nonpublic school has also been allocated an amount based on COVID-19 impact.



CRRSA EANS Eligibility Criteria



- Is non-profit;
- Operates in accordance with New Jersey State law;
- Was in existence prior to March 13, 2020, the date the President declared the national emergency due to COVID-19; and
- Did not, and will not, apply for and receive a loan under the Small Business Administration's Paycheck Protection Program (PPP) (15 U.S.C. 636(a)(37)) that is made on or after December 27, 2020.



CRRSA Allowable Uses



- Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus
- Educational technology
- Redeveloping instructional plans for remote or hybrid learning or to address learning loss
- Leasing sites or spaces to ensure social distancing
- Reasonable transportation costs
- Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss





Allowable Uses Cont.



- Supplies to sanitize, disinfect, and clean school facilities
- Personal Protective Equipment (PPE)
- Improving ventilation systems, including windows or portable air purification systems
- Training and professional development for staff on sanitization, the use of PPE, and minimizing the spread of infectious diseases
- Physical barriers to facilitate social distancing
- Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety



CRRSA EANS



- CRRSA EANS – 288 Eligible Participating Nonpublic Schools
- Program ends September 30, 2023



ARP EANS



- American Rescue Plan Emergency Assistance to Nonpublic Schools Program (ARP EANS) (February 1, 2022)



ARP EANS



- The American Rescue Plan (ARP) Act set aside an additional 2.75 billion dollars for a second round of allocations under the [Emergency Assistance to Nonpublic Schools](#) (EANS) program. New Jersey's ARP EANS award is \$70,592,991.



ARP EANS



- Under ARP EANS, services or assistance are limited to nonpublic schools that enroll a significant percentage of students from low-income families and are most impacted by the COVID-19 emergency.



ARP EANS



- New Jersey's significant poverty percentage is 22.3%, which is based on the State's average percentage of students from low-income families in nonpublic schools as reported in the FY2020 Nonpublic Enrollment Report.
- If a nonpublic school does not meet the state's low-income threshold, the nonpublic school is not eligible to participate in the ARP EANS program.



Allowable Uses



- Allowable uses are the same as the allowable uses for CRRSA EANS.



ARP EANS



- 83 Eligible Nonpublic Schools
- Program ends September 30, 2024



Additional Information



[CRRSA EANS](#)

[ARP EANS](#)







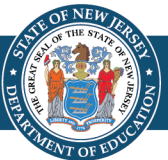
Title I Committee of Practitioners (TICOP)



Have a Great Remainder of Your Day!

Look forward to seeing you the next TICOP meeting:

Friday, January 20, 2023



Thank You!



New Jersey Department of Education Website
nj.gov/education

Title I Committee of Practitioners
TICOP@doe.nj.gov

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