

ESSA

Identifying
LEA
Requirements

Weighing in
on State Plan
Proposal

ESSA – Financial Reporting

- 200.35 Per Pupil Expenditures.
 - Current expenditures per pupil from Federal, State and local funds, for the preceding fiscal year, for each school district (LEA) and for each school served by the LEA
 - In the aggregate; and
 - Disaggregated by source of funds, including –
 - (1) Federal funds, and
 - (2) State and local combined plus federal funds intended to replace local tax revenues, which must not include private sources.
- *200.35(c) Uniform Procedures.* A State must develop a single statewide procedure to calculate district current expenditures per pupil and a single statewide procedure to calculate school-level expenditures per pupil.

- Uniform Procedures

- (1) The numerator consists of current expenditures, which means actual personnel costs (including staff salaries) and nonpersonnel expenditures of Federal, State and local funds used for public education. Current expenditures would not include community services, capital outlay and debt services.
- (2) The denominator consists of aggregate number of students enrolled in the PK-12 to whom the State and LEA provide free public education on or about October 1.

- Timeline

A State may delay inclusion of per-pupil expenditure data until not later than the following June 30 (for FY2018 the State report cards for the 2017-2018 school year must be disseminated by June 30, 2019). A State may request a one-time one year extension.

ESSA – Financial Reporting

- What are the plans to help DOE and districts accomplish this new reporting requirement?
 - Working with School Business Officials (ASBO) to bring together a workgroup to help us outline a “uniform procedure”.
 - Researching how student membership counts are determined; what other data collections may help us “jump start” the calculations of school level costs per pupil (PRF); monthly calls with school business officials to communicate our progress and reinforce the required tracking of federal expenditures in their financial accounting; and contacting Software Unlimited to see if there are options to assist us in this effort.
 - Currently we are also awaiting further guidance from the Federal government regarding clarification of “private source revenues”.



Transferability Authority

- LEAs may transfer funds they receive by formula under certain programs to other programs, to better address local needs.

ESSA Transferability Changes

- Additional programs from and to which an LEA may transfer funds.
- Removed the limits on the amount of funds that may be transferred.

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Programs for neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – English language acquisition & enhancement
- Title IV, Part A – Student support and academic enrichment
- Title V, Part B – Rural and low income schools (RLIS)

What rules and requirements apply to transferred funds?

- Funds transferred are subject to the rules and requirements of the receiving program.

Transferability and Equitable Services

- Before an LEA may transfer funds, it must engage in timely and meaningful consultation with appropriate private school officials.
- The LEA must provide private school students and teachers equitable services under the program based on the total amount of funds available to each program after the transfer.

Transferability Versus REAP

- Should an LEA eligible for REAP-Flex use Transferability? No
 - REAP eligible LEAs already have more flexibility to use funds that Transferability provides.

Transferability Compared to REAP Flex

- REAP Flex allows the use of applicable program funds to carry out activities authorized under the other programs.
- REAP expands the allowable use of program funds, but the funds are not actually transferred from one program to another.
- Funds are not subject to all of the rules and requirements of the programs authorizing the activity.



Title II Part A Formula Changes

- The previous law included a hold harmless base amount equal to the LEA's combined allocations in Federal FY 2001 (SY 2001-02) for:
 - Eisenhower Professional Development Program
 - Class-Size Reduction Program
 - The hold harmless amounts made up 92% of the amounts allocated to SD LEAs in SY 2016-17.

New LEA Distribution Formula

- Hold Harmless was eliminated.
- 20 percent based on relative numbers of children ages 5 -17 who reside in the LEA based on the most recent Census data.
 - 80 percent based on the relative numbers of children ages 5 -17 who reside in the LEA from families with incomes below the poverty line based on the most recent Census data.

Title II A & Census Data

- Hold Harmless amounts were established in SY 2001-02 based on student counts and 1997 Census Data.
- SY 2017-18 Title II A allocations will be based on 2015 Census Data.
- Significant Population Changes have occurred over this time period.

When will we know Title II A amounts?

- Federal government is currently funded by a Continuing Resolution until late April.
- Assuming Appropriations bill is passed in April.
 - State allocations may not be known until May/June
 - LEA allocations may not be know until June/July

Title IIA Allowable Uses

DOE Website – Title IIA

<http://doe.sd.gov/oess/ESSA-TITLEIIA.aspx>

The purpose of Title II Funding is to provide grants to State educational agencies and subgrants to local educational agencies to:

- Increase student achievement consistent with the challenging State academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Acceptable Use of Funds

Acceptable LEA Use of Fund Activities under ESSA shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students include the following areas:
(please click each link for more detailed information)

Evaluation and Support Systems and Working Conditions Feedback	Recruitment, hiring and retention, including recruitment from other fields	Assessment Development and Assessment Data Review	School Library Services, STEM and Computer Science	At-Risk Youth In-services and Child Abuse
Professional Development	Teaching Children with Disabilities	Teaching Early Learners	Gifted and Talented Learners	Class-Size Reduction

Non-Regulatory Guidance for Title II, Part A

Every Student Succeeds Act

Resources

Grant Allocations	Grants Management System	Highly Qualified Teachers	DOE ESSA Webpage
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Title I Part A Equitable Services

- Expenditures for equitable services to eligible private school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend private schools.

Title I Change to Requirement

- An LEA must determine the amount of funds available for providing equitable services prior to any reservations previously taken **“off the top”** of an LEA’s Title I allocation, including reservations for administration, parental involvement, and district-wide initiatives.

Title I Proportionate Share for Equitable Services

- Determine the total number of children from low-income families residing in each participating public school attendance area who attend public and private schools.
- Determine the overall proportion of these children who attend private schools.
- Based on this proportion, determine the amount of funds available for equitable services based on that proportion of the LEA's total Title I allocation.

Title I Proportionate Share Example

\$1,000,000 LEA Allocation

EXAMPLE OF DETERMINING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES			
Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	1,350	150	1,500
PROPORTIONATE SHARE	90%	10%	
	\$900,000	\$100,000	

Title I Administrative Costs for Equitable Services

- From the proportionate share of Title I funds available to provide equitable services, an LEA may reserve an amount that is reasonable and necessary to administer equitable services.
- An LEA determines this amount separately from the funds needed to administer the Title I program for students in public schools.



Changes to Title I Equitable Services

- Ombudsman- monitors and enforces Title I equitable services requirements to ensure that private school children, teachers and other education personnel receive services equitable to those in public schools (ESEA section 1117(a)(3)(B))

Changes to Title I Equitable Services

- Consultation now includes:
 - How the proportionate share of funds is determined;
 - Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
 - Whether to provide equitable services on a school-by-school basis or pooling funds;
 - When, including the approximate time of day, services will be provided; and
 - Whether to consolidate and use Title I equitable services funds in coordination with funds available for services to private school children under other ESEA programs.
- (ESEA section 1117(b)(1)).

Consultation

- LEAs and private school officials must have the goal of reaching agreement on how to provide equitable services, the results of which must be transmitted to the SEA ombudsman. (ESEA section 1117(b)(1))
- If an LEA disagrees with the view of the private school officials regarding any of the issues subject to consultation, it must provide private school officials written reason why it disagrees. (ESEA section 1117(b)(2))
- An LEA must maintain a written affirmation of meaningful consultation, signed by the private school officials. The affirmation must provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is no equitable. (ESEA section 1117(b)(4))

An SEA must provide Title I equitable services directly or through contract if appropriate private school officials have:

- Requested the SEA to provide such services; and
- Demonstrated that the LEA has not met the Title I equitable services requirements in accordance with the procedures for making such a request, as prescribed by the SEA.

Requirements

- Consultation
- Documentation
- Affected Local Education Agencies
- Appropriate Officials

Consultation

- The LEA is required to consult with appropriate officials from Indian Tribes or Tribal Organizations located within the LEA Sec 8538(a)

Documentation

- The LEA shall maintain agencies records and provide to the SEA an affirmation signed by the appropriate Tribal Officials.

Affected Local Education Agencies

- Any LEA that has an enrollment that is not less than 50% Alaska Native or American Indian students.
- Received a Title VII grant in the previous year that exceeded \$40,000

Appropriate Officials

- Tribal officials that are elected or
- Appointed Tribal leaders or officials designated in writing by an Indian Tribe for the specific consultation purpose.



Changes to the GMS

(1) Consolidated Application

- Title IV, Part A
- Title I, Part A School Selection Step 4
- Title II, Part A
- REAP

(2) Other Application Changes

- IDEA
- Title III
- Perkins





Changes in Title Requirements

Targeted Assistance Program Definition

A program designed to support and supplement a school's educational program in order to help eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.

Section 1115 (b) (1)(A)
ESSA

Schoolwide Program Definition

An upgraded, comprehensive educational program in a school with at least a 40% poverty rate, designed to serve all students so they can meet the challenging State academic standards and developed with the involvement of parents, other members of the community and individuals who will carry out the plan.

Exception: 2017-18 waiver for running a SW program with less than 40%. (More information is available for TA programs interested in moving to a SW program.)

Section 1114 (a)(1)(A)
ESSA

All Title I schools MUST review and update programs and any applicable plans to reflect changes in the law as amended under ESSA.

Foster Care

- Reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA)
- Requires States to report on achievement and graduation rates for children in foster care

Best Interest Determination

- Children in foster care enroll or remain in the school of origin unless there is a determination that it is not in his or her best interest to attend the school of origin

Transportation

- LEAs must provide assurances that they will collaborate with State or local CWAs to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care

Point of Contact

- **SEAs** must provide an assurance that they will designate a POC for CWAs
 - POC cannot be the McKinney-Vento coordinator for homeless youth
- **LEAs** must provide an assurance that they will designate a POC for the corresponding CWA, if the CWA notifies the LEA, in writing, that it has designated a POC

Title I Part A

- State report cards must include disaggregated information on the graduation rates and academic achievement.
- Ensure that school personnel providing McKinney-Vento services receive professional development and other support.

School Districts must provide School Stability

- Consider student-centered factors related to best interest, including factors related to the impact of mobility on the achievement, education, health, and safety of children and youth, giving priority to the wishes of the parent or guardian, or the unaccompanied youth.
- Provide a written explanation including the right to appeal the decision, if after conducting the best interest determination, the LEA determines that it is not in the best interest to attend the school of origin or the school requested. The explanation must be in a manner and form understandable to the parent, guardian or youth.

School Districts must ensure Enrollment and Full Participation

- Homeless children and youth must be enrolled in school immediately, even if they have missed application or enrollment deadlines during any period of homelessness. In the case of a dispute, written explanations must be provided of decisions related to school selection or enrollment made by the school, LEA or SEA, including the right to appeal.

Credit Accrual and College Readiness

- States must have procedures to identify and remove barriers that prevent students from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.
- Local liaisons must ensure that unaccompanied homeless youth are informed of their status as independent students for college financial aid and may obtain assistance to receive verification for the FAFSA.

Preschool Children

- The definition of school of origin includes preschools.

Access to HUD Homeless Assistance

- Local liaisons are authorized to affirm whether children and youth meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness, to qualify them for HUD homeless assistance programs.
- Liaisons must refer homeless families and students to housing services, in addition to other services.

Title III & ESSA What is new?

ESEA:

- A. LEP
- B. ELP Standards
- C. Title III Accountability
- D. Parent Notification

ESSA:

- A. English Learner
- B. ELP Standards
required under Title I
- C. EL Accountability
moved to Title I
- D. Parent Notification is
required under Title I



Title IV, Part A

- New block grant-type program
- Formula granted to States based on share of Title IA
- *State may reserve up to 1% for administration, 4% for State activities*
- Subgranted to LEAs based on share of Title IA
–*LEA may spend up to 2% on administration*

Title IV, Part A

Intended to increase capacity of state education agencies (SEAs), local educational agencies (LEAs), and local communities to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV, Part A

LEAs receiving at least \$30,000 must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas and must use:

- At least 20% of funds on at least one “**well-rounded educational opportunities**” activity
- At least 20% on at least one “**safe and healthy students**” activity
- Some portion funds to support **effective use of technology** (no more than 15% on technology infrastructure)

Allocations

- The SEA allocates funds to LEAs by formula in the same proportion as the LEAs prior year's Title I, Part A allocations.
- Minimum allocation: \$10,000 (ratable reduction).

Title IV A Ratable Reduction

- If the SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of \$10,000, it must ratably reduce all LEA allocations above \$10,000, until no LEA is below \$10,000.
- Current interpretation from US ED guidance. US ED has indicated they may provide more clarification.

Title IV Part A Funding

- The federal government is operating under a continuing resolution through April 2017.
- There has not been a final appropriation for Federal Fiscal Year 2017 (covers SY 2017-18).
- It is uncertain what level of funding may be available under the program.



Starting with the 2017-18 Report Card:

- New subgroups: Foster Care, Military Connected, Homeless students
- Preschool, post-secondary going rates
- School and district financial information by funding source
- Federal OCR reporting: behavior, discipline, chronic absenteeism, etc.
- Teachers: out of field and inexperienced, broken down by poverty

Starting in 2017-18 school year, district and school websites must provide the following state and local assessment information:

- Subject matter assessed;
- Purpose for which the assessment is designed and used;
- Source of the requirement for the assessment; and
- Where such information is available:
 - Amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - Time and format for disseminating results

Assessment Requirements

Required Assessments & Test Windows

Test	Grades	Test Window
ACCESS 2.0 Screener	All grades	Within 30 days of student enrollment
ACCESS 2.0	All ELL students grades K-12	Last Monday in January through first Friday in March
Smarter Balanced (ELA & Math)	Grades 3 – 8 & 11	First Wednesday in March through first Friday in May
MCAA (alternate ELA & Math)	Grades 3-8 & 11	Same as for Smarter Balanced
South Dakota Science Assessment & Alt Science	Grades 5, 8, 11	First Wednesday in April through first Friday in May

Reporting Results

Families must receive student results as soon as practicably possible.

- ACCESS 2.0 reports are sent to districts in early May. Reports can be printed in home languages as needed through WIDA AMS.
- Smarter Balanced reports are posted within 3 weeks of test submission. Reports can be provided with final report cards.
- MSAA reports are provided to districts in mid-August for download.
- SDSA & SDSA Alt reports will be provided in late fall 2017 due to the field test. In subsequent years, reports will be provided within 3 weeks of test submission.

Testing Transparency

- TESTING TRANSPARENCY.—
- (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- At the present time, South Dakota law requires all students participate in required assessments .



Text BECKYNELSON416 to 37607 once to join

What is driving this discussion?

- 1) Proactive Admissions
- 2) Proposal to Expand College and Career Readiness
- 3) CTE Data Collection

What district data elements could be included?

Proactive Admissions	College & Career Readiness
Courses & Grades	Courses & Grades (proposal)
GPA	GPA (proposal)
Class Rank	

Benefits & Implications

- 1) Proactive Admissions – increase likelihood of transition to college (2 & 4 year)
- 2) Proposed CCR indicator – provides more comprehensive view of student success
- 3) Need for accurate data
- 4) Aggregate data – subject to public records request



Do you support using district edition data?

Yes

No

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What topic would you like additional information on that could be delivered in a webinar?



What have you heard that you would like clarification on?



Reminder: DOE Table Talks on ESSA @ 2:00