



STATE, FEDERAL & PRIVATE ACCOUNTABILITY OFFICE PRESENTS

DISTRICT ADVISORY COUNCIL OVERVIEW
OF FEDERAL FUND COMPLIANCE & ALLOCATIONS

MAY 15, 2018

EVERY STUDENT SUCCEEDS ACT ESSA

Full Implementation July 1, 2017



ESSA EVERY STUDENT SUCCEEDS ACT

- To serve campuses that have 75% or better of their students residing in their attendance area that are Economically Disadvantaged
- Support the needs of the students to meet state standards
- Supplemental services
- Campus and District initiatives
- Everything is part of the District & Campus Plan

ESSA CHANGES

Evidence Based Means an activity, strategy
or intervention that Demonstrates a
statically-significant effect on improving
student outcomes

Implementation- July 1, 2018-June 30, 2019



REQUIREMENTS

- Whole Child services
- Explanation of Expenditures (EOE)
- Field Trips- Must be submitted Prior
- Out of State Travel –Must be submitted Prior
- Food & Beverage Costs For Family/Parent Engagement Only
- Exceptions- snacks during testing, if needed

FEDERAL FUNDS MUST BE USED TO
SUPPLEMENT
AND IN NO WAY CAN
SUPPLANT
STATE AND LOCAL
REQUIREMENTS OR RESOURCES

SUPPLEMENT NOT SUPPLANT
(SNS)



**GUARDED
FUNDING**

TEA STRATEGIC PRIORITIES

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



Increase transparency, fairness and rigor in district and
campus academic and financial performance



Ensure compliance, effectively implement legislation
and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)

COMPREHENSIVE NEEDS ASSESSMENT CNA

DISTRICT LEVEL

Texas Education Code

District Level

Section 11.251 (b), 11.252 (a)(1)

“(1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs”

CAMPUS LEVEL

Texas Education Code

Campus Level

Section 11.253 (b)

“(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).”

Texas Education Code

ESSA SCHOOLWIDE PROGRAM REQUIREMENTS FOR CAMPUS IMPROVEMENT PLAN (CIP)

(Element 1) SWP Comprehensive Needs Assessment

(Element 2) SWP Campus Improvement Plan Requirements

(Element 3) Parent and Family Engagement Requirements

COMPREHENSIVE SUPPORT AND IMPROVEMENT



✧ ESSA Section 1111(d)(1)(B)

(ii) includes **evidence-based** interventions

(iii) is based on a school-level **needs assessment**

✧ ESSA Section 1111(d)(C)(i)

permit **differentiated** improvement activities that utilize **evidence-based** interventions

TITLE I ALLOCATIONS

- Historical Allocations

2015-2016	2016-2017	2017-2018
30,248,968	28,532,959	24,784,032

- Preliminary Allocation- Planning Amount
- Needs identified in the comprehensive needs assessment

TITLE I, PT A

- Decrease enrollment = Decrease in Title I entitlement
- Decrease in poverty = Less funding
- Needs identified in the comprehensive needs assessment

TITLE I PART A- PRELIMINARY

- Planning Amount= **\$23,554,829**
- Major funding given to campuses using a ranking and formula
- Remaining funding goes to required set asides and district initiatives

2018-2019 TITLE I PRELIMINARY ALLOCATIONS & CATEGORIES

Preliminary Title I Part A Allocation for 2018-2019	\$ 23,554,830
<i>Campus Allocations</i>	\$ 19,742,591
Indirect cost	\$ 670,090
Childcare at campuses	\$ 375,559
Private Schools	\$ 221,700
Program Evaluation	\$ 137,175
Grant Administration	\$ 514,629
Homeless	\$ 177,412
Parent Support	\$ 126,354
Transition Team	\$ 20,000
Human Resources	\$ 50,000
Area 1 Elementary Support	\$ 30,000
Middle School Office	\$ 308,139
High School Office	\$ 101,116
Learning Support Staff	\$ 182,031
Teaching and Learning Support Team	\$ 541,540
Tutors	\$ 150,000

TITLE II PART A

- Supporting Effect Instruction
- *2018-2019 Preliminary Allocation*
\$2,289,782

ESSA, TITLE II, PART A

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- Wide Range of Targeted professional development:
 - Selecting and implementing formative assessments;
 - Effectively teaching children with disabilities and English learners;
 - Understanding effects of trauma and mental illness on students;
 - Identifying students who are gifted and talented;
 - Providing high-quality instruction and instructional leadership in science, technology, engineering, and math; and
 - Integrating rigorous academic content, CTE, and work-based learning to help students prepare for post-secondary education and work force.

TITLE II HISTORY

2015-2016	2016-2017	2017-2018
\$3,576,376	\$3,251,163	\$2830,797

Preliminary Planning Amount for 2018-2019
\$2,289,782

TITLE II PART A ALLOCATION CATEGORIES

Social Emotional Learning	\$ 632,828	SEL staffing to support Campuses
Educator Quality	\$ 326,032	Principal/Teacher/Leader Development
<u>Campus/District Accountability</u>	<u>\$35,620</u>	<u>Support campuses</u>
Program Evaluation	\$52,299	Evaluate PD programs
Accountability/PEIMIS	\$ 49,615	Support
Indirect Cost	\$76,174	Required to manage
Grant Administration	\$100,000	Operational for administering grant
Neglected/Delinquent Facilities	\$6,371	Support to facilities for professional development
Private School Participation	\$ 201,601	Support for AISD qualified student in Private Schools that select to participate
Multilingual Education	\$ 73,679	BE PD support to Campuses
Human Capital	\$ 560,738	Recruitment of Teachers and Principals, and Assisting with additional certifications for teachers in high need content areas
Teaching & Learning Math	\$91,330	PD/Support to Struggling Campuses
Teaching & Learning Science	\$83,494	PD/Support to Struggling Campuses

PURPOSES OF TITLE III §3102(3-4)

- **NEW:** To assist teachers (including preschool teachers), principals and other school leaders, SEAs, LEAs...
- and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings.

TITLE III SNS PROVISION, §3115(G)

Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

INTENT: To ensure services provided with Title III funds are in addition to, and do not replace or supplant, services that students would otherwise receive.



TITLE III HISTORY & PLANS

2015-2016 LEP	2016-2017	2017-2018
\$3,105,606	\$3,337,211	\$ 3,221,758

2018-2019 Preliminary Allocation= \$3,060,670 Plans Underway

2015-2016 Immigrant	2016-2017	2017-2018
\$ 437,695	\$875,126	\$853,279

2018-2019 Preliminary Allocation=\$ 808,279 Plans Underway

TITLE IV NEW

The newly enacted bipartisan *Every Student Succeeds Act* (ESSA) includes a flexible block grant program under Title IV, Part A, Student Support and Academic Enrichment Grants, which is authorized at \$1.65 billion in FY 2017. Title IV, Part A authorizes activities in three broad areas:

- 1) Providing students with a well-rounded education (e.g. STEM, arts, civics, IB/AP, health and physical education).
- 2) Supporting safe and healthy students (e.g. school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education).
- 3) Supporting the effective use of technology (e.g. professional development, blended learning, technology devices).



TITLE IV HISTORY & PLANS

2015-2016	2016-2017	2017-2018
\$ 0	\$ 0	\$ 562,224

2018-2019 Preliminary **\$566,602**

Grant Administration- \$95,112

Private Non Public Schools- \$28,797

Child Study Team- \$344,552

Education Quality- \$93,763

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS

EDGAR

- Detailed reference used on a regular basis to run a compliant federal education program.
- Covers critical cross-cutting compliance:

The application process

Financial management

Procurement

Inventory management

Time and Effort

Allowability

Record Retention

Program Oversight

Audit resolution

UPCOMING TRAINING

- ESSA & EDGAR Policies & Procedures are in the final stages of Updates
- Training will commence Summer, 2018
- All Principals, Bookkeepers and Central Office Staff will be trained.
- Documentation will be made available for Audits

EQUITY PLAN

- Part of the District Improvement Plan
- Submitted to TEA- November 1, 2018
- Update report from 2017-2018 to be shared 1st DAC meeting-2018-2019
- Documented Evidence that it is Reviewed by DAC, campuses, stakeholders, board

FOSTER CARE UPDATE

- We Must Provide Transportation to School of Origin if Requested by Foster Care Parent
- Campuses Must Enroll All Homeless and/or Foster Care Students
- We Must Increase Documentation of Foster Care Student Enrollment
- It is not Anticipated that we receive additional funds to provide service for Foster Care Students
- The district has update policies
- The District and Each Campus Must post Foster Care Services on their website –Finalizing for 2018-2019

QUESTIONS?



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