

New Jersey Department of Education



Advisory Committee for Federally Funded Programs

Division of Educational Services
September 20, 2024





AGENDA



Advisory Committee for Federally Funded Programs

TEAMS Chat Box Monitor

Ms. Leslie Sansone
Office of the Executive Director

Greetings

Ms. Kathy Ehling
Assistant Commissioner
Division of Educational Services

Review of May 17th ACFFP Meeting
Highlights

Ms. Peggy Porche
Office of the Executive Director

Federal Update/State Plan Update

Ms. Diana Pasculli, Executive Director
Division of Educational Services

ESSA Implementation

NJDOE Staff with Region IV Representative



Call To Order & Greetings

Ms. Kathy Ehling
Assistant Commissioner
Division of Educational Services



Review of ACFFP Meeting Highlights May 17, 2024

Ms. Peggy Porche
Office of the Executive Director
Division of Educational Services



Federal Update/State Plan Update

Ms. Diana Pasculli, Executive Director
Division of Educational Services





ESSA Implementation



Office of Supplemental Educational Programs




Broadcast – Title IA Preschool Funds



Using Title I Part A Funds to Expand Access to Preschool Education

New Jersey Department of Education (NJDOE) updated its Using Title I, Part A Funds for Preschool Programs guidance to further support LEAs and schools. Expanding access to high-quality preschool has been a core priority for New Jersey, and the guidance highlights how New Jersey's LEAs and schools can expand preschool access and improve program quality by strengthening partnerships with Head Start and community-based organizations.

 **STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**
A Division of the State Superintendency of Education

Date: August 7, 2024
To: Local Educational Agency Leads
Route To: Principals, LEA Registrars, School Nurses, all Staff Involved in the Student Enrollment Process
From: Kathy Ehling, Assistant Commissioner
Division of Educational Services

Enrollment of Students Based Upon Immigration Status

This memorandum is to ensure that all local education agency (LEA) personnel are aware of federal and state laws that prohibit denying the enrollment of students in public schools based on immigration status. In *Plyler v. Doe*, 457 US 202 (1982), the United States Supreme Court held that undocumented children living in the United States could not be excluded from public elementary and secondary schools based on their immigration status. The *United States Department of Education's* [10010 September 6, 2013 letter to Chief State School Officers](#) affirms that school districts are prohibited from requiring students to disclose or document their immigration status, making inquiries of students or parents that may expose their undocumented status, or engaging in any practices that hinder the right of access to public schools.

New Jersey Administrative Code [N.J.A.C. 6A:22-3.1](#) prohibits the barring of any student from public elementary and secondary schools based on immigration/visa status, except for students on F-1 visas. Districts should continue to enroll all students between the ages of 5 and 20 who are domiciled in the district or who are otherwise entitled to attend pursuant to [N.J.A. 18A:38-3](#) and its implementing regulations, [N.J.A.C. 6A:22-3.1](#), et. seq.

Additionally, [N.J.A.C. 6A:22-3.4](#) prohibits school districts from making enrollment contingent upon the receipt of information or documentation. Such prohibited documents include, but are not limited to, power of attorney/guardianship documents; income tax returns; documentation or information relating to citizenship or immigration status; and social security cards. When enrolling students, a school district may request verification of residency; however, the district cannot deny enrollment based on a failure to present a particular form. Further, when requesting documentation of a student's age, school districts may not prohibit enrollment if the parent/guardian cannot present a birth certificate or a foreign birth certificate.

The USD Office of Civil Rights and the United States Department of Justice Civil Rights Division issued [examples of acceptable enrollment policies](#), such as requesting proof of residency in the school district, as well as policies that may not be used by schools to deny enrollment to any child.

Distinguishing Between Immigrant and Migrant Students
It is important to note that immigrant does not necessarily mean migrant.

Immigrant: Under [Section 1201 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\(c\)](#), a migrant student is a student who: (a) is 21 years of age or younger; (b) is, or whose parent/guardian is, a migratory fisher, dairy worker, lumber, or agricultural worker; and, (c) 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. Note: A [National Certificate of Eligibility \(NCE\)](#), an official record of eligibility determination for migrant students, must be on file in the district verifying the student's migrant status. A young adult may also qualify as a migrant student if he/she has moved on his/her own for the same reasons. Any child or youth may be a migrant student independent of their nationality, ethnicity, or race.



Broadcast – Immigrant Students

Enrollment of Students Based Upon Immigration Status

Additionally, N.J.A.C. 6A:22-3.4 prohibits school districts from making enrollment contingent upon the receipt of information or documentation. Such prohibited documents include, but are not limited to, power of attorney/guardianship documents; income tax returns; documentation or information relating to citizenship or immigration status; and social security cards. When enrolling students, a school district may request verification of residency; however, the district **cannot deny enrollment based on a failure to present a particular form.**

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DEPARTMENT OF EDUCATION
Division of Educational Services

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New Jersey Administrative Code N.J.A.C. 6A:22-3.3 prohibits the barring of any student from public elementary and secondary schools based on immigration/visa status, except for students on F-2 visas. Districts should continue to enroll all students between the ages of 5 and 20 who are domiciled in the district or who are otherwise entitled to attend pursuant to N.J.A.C. 18A:18-1 and its implementing regulations, N.J.A.C. 6A:22-3.2, et. seq.

Additionally, N.J.A.C. 6A:22-3.4 prohibits school districts from making enrollment contingent upon the receipt of information or documentation. Such prohibited documents include, but are not limited to, power of attorney/guardianship documents; income tax returns; documentation or information relating to citizenship or immigration status; and social security cards. When enrolling students, a school district may request verification of residency; however, the district cannot deny enrollment based on a failure to present a particular form. Further, when requesting documentation of a student's age, school districts may not prohibit enrollment if the parent/guardian cannot present a birth certificate or a foreign birth certificate.

The USED Office of Civil Rights and the United States Department of Justice Civil Rights Division issued examples of acceptable enrollment policies, such as requesting proof of residency in the school district, as well as policies that may not be used by schools to deny enrollment to any child.

Distinguishing Between Immigrant and Migrant Students

It is important to note that immigrant does not necessarily mean migrant.

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 1359(c), a migrant student is a student who: (a) is 21 years of age or younger; (b) is, or whose parent/guardian is, a migratory fisher, dairy worker, lumber, or agricultural worker; and, (c) 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. Note: A National Certificate of Eligibility (NCE), an official record of eligibility determination for migrant students, must be on file in the district verifying the student's migrant status. A young adult may also qualify as a migrant student if he/she has moved on his/her own for the same reasons. Any child or youth may be a migrant student independent of their nationality, ethnicity, or race.



Broadcast – Migrant Students


Mandatory Identification and Recruitment of Migrant Students

Migrant: 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; and
- Has received a National Certificate of Eligibility (COE) which is an official record of eligibility determination for migrant students.

Immigrant: Immigrant children and youth refers to individuals who:

- Are aged 3 through 21; and
- Were not born in any state; and
- Have not been attending one or more schools in any one or more states for more than 3 full academic years.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
A Matter for the New Jersey Department of Education

Date: September 4, 2024
To: Local Educational Agency Leads
Route To: District Registrars, District Homeless Liaisons, Principals, School Nurses, All District Staff with Enrollment Responsibilities
From: Kathy Eklund, Assistant Commissioner
Division of Educational Services

Mandatory Identification and Recruitment of Migrant Students

This letter serves as a reminder of the federal requirement for identifying and recruiting eligible migratory students residing in New Jersey and clarifies the distinction between the terms "migrant" and "immigrant."

Migrant vs. Immigrant
Migrant: As defined under [\(20 USC Section 1307-11\)](#), 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; and
- Has received a [National Certificate of Eligibility \(COE\)](#) which is an official record of eligibility determination for migrant students.

Immigrant: Under [Section 3301 of the Every Student Succeeds Act \(ESSA\)](#), the term "immigrant children and youth" refers to individuals who:

- Are aged 3 through 21; and
- Were not born in any State; and
- Have not been attending one or more schools in any one or more States for more than 3 full academic years.

What is the Migrant Education Program?
The purpose of the federal MEP is: (1) to ensure eligible children of migratory farm workers and migratory fishers are provided with appropriate educational support services to help reduce the educational gaps that result from repeated moves; and (2) to ensure these children have the opportunity to meet the same challenging state educational content and student performance standards that all children are expected to meet.

Two grantees were selected through a competitive grant process to assist local education agencies (LEAs) with identifying, recruiting, and providing services to eligible migratory children, youth, and their families—one serving the Northern region of the state and the other serving the Southern region. It is important for LEAs to know their [regional MEP contact](#) to ensure all eligible students are identified and receive the [National COE](#) in order to secure adequate funding to support migrant students across New Jersey's 21 counties.

LEA Responsibilities
The New Jersey Department of Education (NJDOE) has assured the U.S. Department of Education that migratory students, including out-of-school youth (OSY), would be actively identified and recruited year-round in every district in the state. Identification means determining the presence and location of migratory children. Recruitment means contacting the migratory families, describing the benefits of the NJDOE's Migrant Education Program (MEP) to the child and their family, obtaining the necessary information to document the child's eligibility, and enrolling them in the MEP.




Broadcast – MKV/EHCY Students



Important McKinney-Vento Education for Homeless Children and Youth EHCY Updates

Tuition and Transportation
Pursuant to N.J.A.C. 17-2.8(c)2, when a student's district of origin/residence is outside of New Jersey, the State of New Jersey assumes fiscal responsibility for the student and pays the school district in which the child is currently enrolled. For information regarding the process for tuition reimbursement for state responsible homeless students, please see the [Tuition Reimbursement for State Responsible Homeless Children and Youth Guidance](#).

 **STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**
Ensuring a bright future for every child

Date: August 28, 2024
To: Local Educational Agency Leads
Route To: Superintendents, District Homeless Liaisons, District Registrars, Building Principals, Business Administrators, Directors of Special Education Services
From: Kathy Shling, Assistant Commissioner
Division of Educational Services

Important McKinney-Vento Education for Homeless Children and Youth (EHCY) Updates

McKinney-Vento Credentialing Course Registration
The federal McKinney-Vento (MKV) Act, as reauthorized by the Every Student Succeeds Act (ESSA), recommends that local education agency (LEA) personnel providing MKV services (e.g., district homeless liaisons (DHL), superintendents, principals, school attorneys, registrars, transportation directors, school counselors, school social workers, Title I directors and teachers, etc.) participate in professional development to better meet the needs of children and youth experiencing homelessness (42 U.S.C. §§ 11432(g)(4) & 11432(a)(3)).

To assist LEAs, the New Jersey Department of Education (NJDOE) continues to offer the [McKinney-Vento District Homeless Liaison](#) training program at no cost to LEAs. These online webinars are self-paced, on-demand, and interactive learning opportunities. Participants learn about identification, enrollment, dispute resolution, transportation, and more under the MKV Act to help move students toward stability and success. Upon completion, participants earn a certificate which may count towards professional development hours.

Registration for the course is completed directly at [McKinney-Vento.org](#). Note:

- Register using your LEA email address; a personal email address is invalid;
- All LEA personnel must select "Homeless program coordinator" whether or not assigned to that role;
- Complete the instructions to establish your account; and
- Contact support@mcKinney-vento.org directly if you have issues with the registration process.

Ongoing Support for LEAs
The NJDOE will continue hosting Office Hours monthly for DHLs and other LEA personnel. We encourage you to join these one-hour sessions on the 4th Thursday of every month from 8:45 a.m. to 9:45 a.m. The sessions are optional, informal discussions providing attendees the opportunity to ask questions of the EHCY State and Regional team and to share best practices. [Click here to join the meeting](#) or call (908) 409-5032, Phone Conference ID: 472 618 879.

SY 2024/2025 NJDOE MKV Regional Grantee Directors
In addition to providing quarterly technical assistance to LEAs, Regional Grantees establish formal and informal memorandums of agreement with other service providers, including public and private child welfare and social services agencies, federally qualified health centers, domestic violence shelters, and childcare providers. The NJDOE encourages LEA personnel to collaborate with their respective County Regional Grantee to assist with the timely delivery of services to students experiencing homelessness.





OSEP Office Hours



Title I, Part A

Bi-weekly

Topics:

- Educational Stability
- Chronic Absenteeism
- Schoolwide Transition

Title III

Quarterly

Topic:

- NJSMART ML Data Elements

MKV/EHCY (Regions & County Staff)

Bi-weekly

Topics:

- Regional and County Questions & Concerns

MKV/EHCY (District Homeless Liaisons)

Monthly

Topics:

- Federal and State Updates
- Community Partnerships
- LEA Concerns

BSCA/ Stronger Connections Grant

Monthly

Topics

- LEA Highlights
- LEA Questions

Migrant Education (Regional Grantees)

Monthly

Topics:

- Identification & Recruitment
- Data Management



OSEP Would Like to Hear From You



What Technical Assistance (TA) is needed?

Please put ideas for
general recommended
TA in the chat

For Specific ESSA
Program TA Request



<https://tinyurl.com/tjx34n4>





Federal Grants Update

Division of Business and Financial Services

Jill Dobrowansky, Office of Grants Management





ARP-ESSER III



- Project Period ends 9/30/2024.
- Final Expenditure Reports are open. Multiple TA and Office Hours are scheduled to support LEAs in the end of program close-out.
- [ARP Final Report Broadcast Memo](#)
- 20 LEAs submitted and approved for Late Liquidation for construction projects.





ESEA – IDEA - Perkins



- Project Period Ends:
 - Perkins Secondary & Post-Secondary 6/30/2024
 - ESEA & IDEA 9/30/2024
- Final Expenditure Reports are released. Multiple TA and Office Hours are scheduled to support LEAs in the end of program close-out.
- [ESEA Final Expenditure Report Broadcast](#)
- [IDEA Final Expenditure Report Broadcast](#)





FY25 ESEA Original Applications



- FY25 ESEA Application Submissions (as of 7/29/2024)
 - 655 Expected Applications
 - 569 Total Submitted
 - a. 52 approved
 - b. 501 submitted by 7/26 due date
 - c. 16 submitted by 7/28
 - 6 Extensions Granted by OGM
 - As of 9.5.2024 only 2 LEAs outstanding and OGM is working with them.





Contact Information

[EWEG Help Desk](#)

[ESSER Help Desk](#)



Contact Information

[EWEG Help Desk](#)

[ESSER Help Desk](#)



Office of Assessments

Mr. John Boczany, Director
Division of Teaching and Learning Services





Spring 2024 NJSLA Reporting



- All reports are available to districts in the PearsonAccess^{next} (PAN) system.
- A Broadcast Memo was released on September 11, 2024 detailing the timeline for providing scores to parents and reporting results to local boards of education.
 - October 15, 2024 is the deadline to provide results to parents.
 - November 12, 2024 is the deadline to present results to local boards of education.





NJSLA and NJGPA



- NJDOE has secured contracts with the current vendors to administer the New Jersey Student Learning Assessments (NJSLA) and New Jersey Graduation Proficiency Assessment for the 2024-25 school year.
 - NJSLA-English Language Arts (ELA)
 - NJSLA-Mathematics (M)
 - NJSLA-Science (S)
- There are no changes to the blueprint of the assessments for the upcoming administration.





Dynamic Learning Maps (DLM)



- The DLM Instructionally Embedded (IE) assessment is again being offered as an optional tool for districts to utilize from September through December 2024.
- The DLM Year End (YE) assessment, administered in the spring, will continue to be utilized for accountability purposes.



ACCESS for ELLs



- The ACCESS for ELLs and WIDA Alternate ACCESS are New Jersey's English language proficiency assessments fulfilling the requirement for testing under ESSA.
- The WIDA Alternate ACCESS added the Kindergarten assessment last year, so both versions are now offered from K-12.





- The National Assessment for Educational Progress (NAEP) will be conducting field testing and administering the Long-Term Trends assessment this school year.
- Districts that receive Title 1 funds and were selected for NAEP participation are required to participate as part of the stipulation for receiving the funds.



2024-2025 Statewide Assessments



- The 2024-2025 Assessment Calendar is posted on the Assessment website.

Fall 2024

- NJGPA
- NJSLA-ELA/M Fall Block
- DLM IE
- NAEP

Spring 2025

- ACCESS for ELLs
- WIDA Alt. ACCESS
- DLM YE
- NJSLA-ELA/M/S
- NAEP

Summer 2025

- NJGPA





Thank You!



New Jersey Department of Education: nj.gov/education

assessment@doe.nj.gov





Overview of the Comprehensive Needs Assessment

Region 4 Comprehensive Center



Region 4 Comprehensive Center: A Valuable Partner



The U.S. Dept of Education funds 20 Comprehensive Centers to support states in implementing ESSA. The Region 4 CC supports NJ, as well as DE, PA, MD, and DC.

The R4CC is led by Policy Studies Associates, with support from RMC Research and SRI International.



NJDOE/R4CC Project Highlights



R4CC has supported offices across NJDOE over the past five years, but two highlights include:

Maximizing
Federal Funds
Website

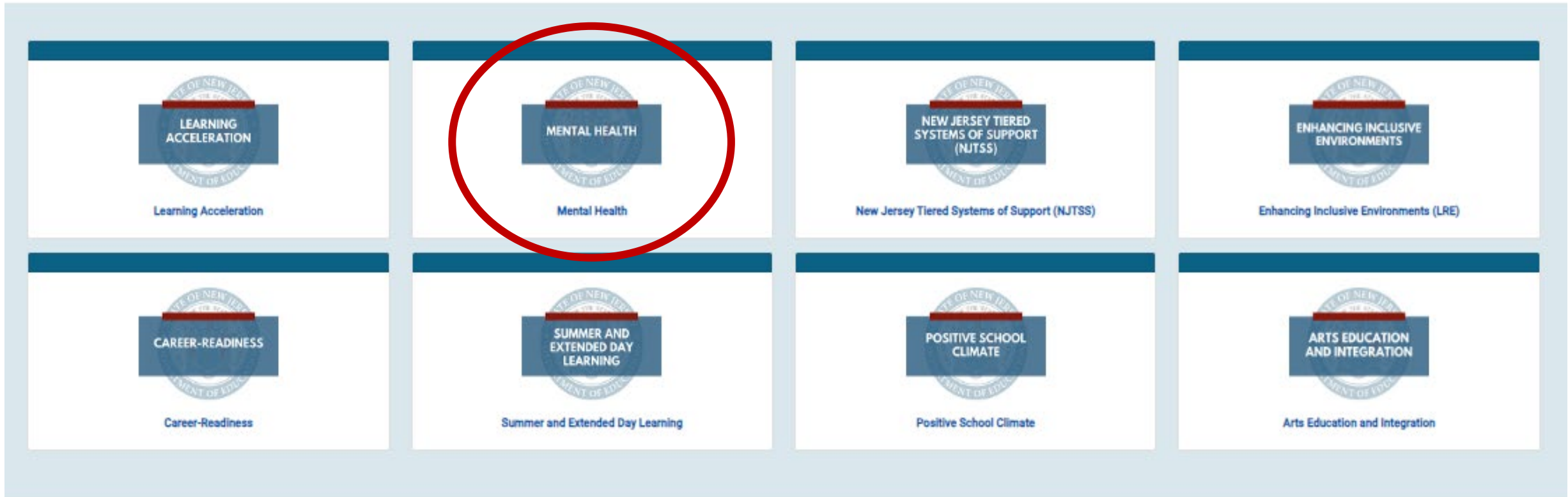
Building a
Better Needs
Assessment



Project 1: Maximizing Federal Funds website,
developed to help LEAs use various Federal funds to
continue effective programs.



Maximizing Federal Funds Website



Using Federal Program Money Differently



Activities that may be funded

1. Develop a PBIS intervention system. Support a team of staff in researching and integrating culturally responsive programs such as the CASEL framework for wellness 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	N	Y	Y	Y	N	Y	N	Y

2. Enhanced data systems by building data pipelines.

- Modify student information systems (SIS) to capture mental health data; improve reporting mechanisms to receive timely reports. Implement data collection efforts for all students to ensure strong systems to monitor early warning signs of emerging SEL needs,
- Leverage tools such as the NJDOE school climate survey to gather feedback from stakeholders. Provide survey translations and accommodations to support families with language and literacy needs.

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	N	Y	Y	Y	Y	Y	N	Y



Advice for Maximizing 2.0



What other topics should be considered for addition?

Learning
Acceleration

Mental Health

NJTSS

Enhancing
Inclusive
Environments

Career
Readiness

Extended
Learning

Positive School
Climate

Arts
Integration

Chronic
Absenteeism
(coming soon)

How could NJDOE better disseminate this information and help LEAs use it meaningfully?



Project 2: Building a culture of continuous improvement at the SEA and LEA levels, starting with a **high-quality needs assessment.**





Culture of Continuous Improvement



The NJDOE is committed to fostering a **culture of continuous improvement in education** with the goal of helping districts engage in systematic, data-driven, ongoing efforts **to improve student outcomes and reduce gaps in performance** across student groups.

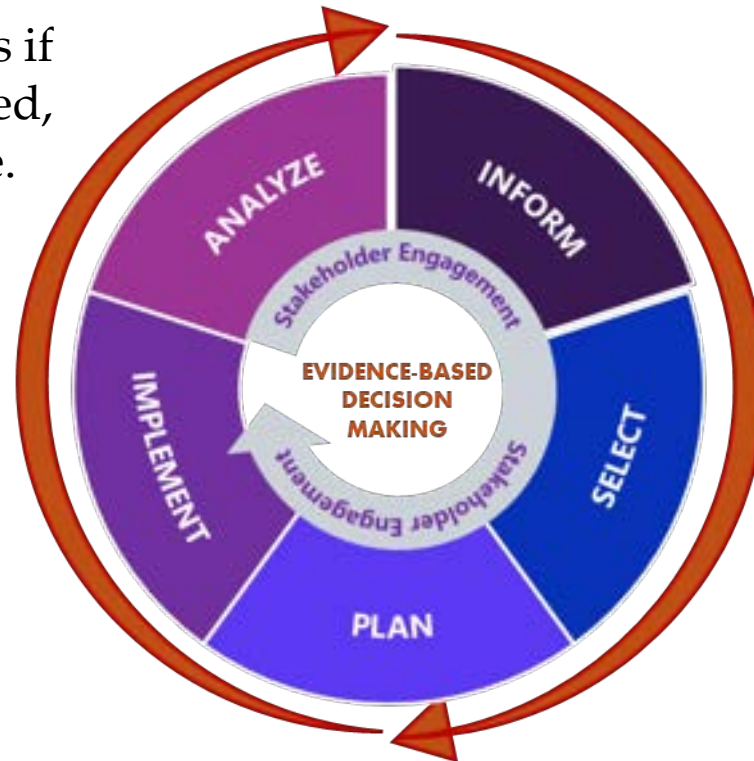


What IS Continuous Improvement?



Teachers engage in continuous improvement all the time.

Then the teacher assesses if the intervention(s) worked, and they repeat the cycle.



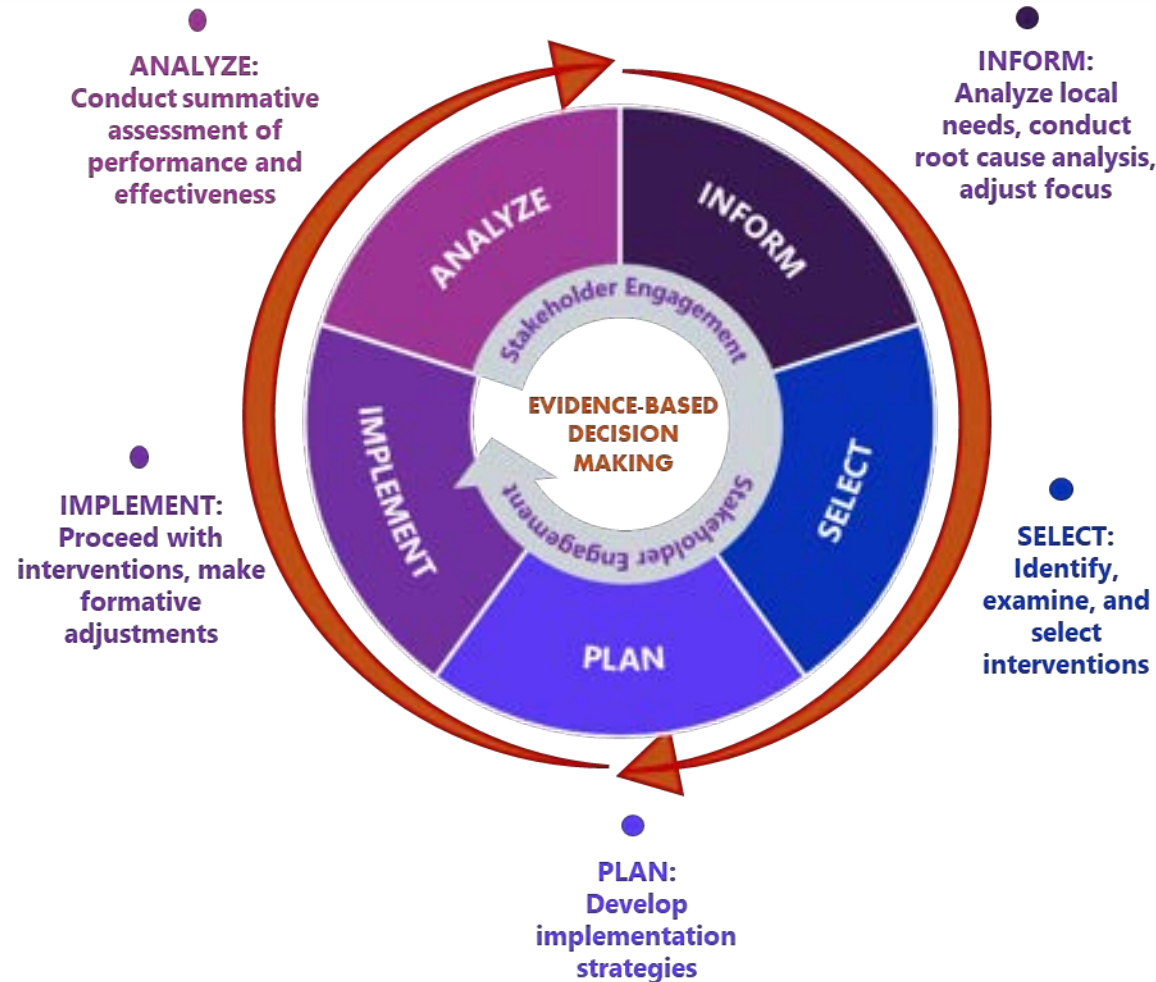
They figure out the needs of different students – *is a 6th grader struggling in math because they don't have a strong grasp of the multiplication tables? does a student need to have short breaks to help them refocus?*

Then they try it out.

Then they select an intervention – *a computer game to help the student practice times tables, a beanbag chair in the corner of the classroom that they can move to for a change of pace.*

....THIS is the continuous improvement process!

The Continuous Improvement Cycle



The Continuous Improvement Cycle helps organizations improve by engaging—with a **wide-ranging group of stakeholders**—in a series of strategies or actions that include:

1. Examining their **needs**, conducting root cause analyses, and adjusting focus
2. **Selecting** interventions based on needs
3. **Planning** to develop implementation strategies for selected interventions
4. **Implementing** selected strategies and making formative adjustments
5. **Analyzing selected interventions** based on a summative assessment of performance and effectiveness



Developing Comprehensive Local Needs Assessment Tools



How can the NJDOE organize and align local needs assessment requirements?

INTERNAL ANALYSIS

- Cross-agency working group examined all Local Needs Assessments that various Federal and State programs required of LEAs/schools

GOALS:

- Help internal NJDOE offices understand what is collected/required by other programs
- Build a common lexicon for needs assessments across NJDOE
- Identify areas of overlap and ways to streamline data requests of LEAs

EXTERNAL SUPPORT

- Develop a core needs assessment tool, and possibly collection calendar, to avoid LEAs having to duplicate efforts
- Develop technical assistance resources for LEAs to complete and use needs assessments more effectively
- (*Long-term moonshot goal*): Create a universal grant application for most federal programs



NJDOE Offices in Needs Assessment Working Group



What does this mean for NJDOE staff?



1. **Use common language.** Many programs have requirements to collect baseline data or justify the need for a program; **call these collections “needs assessments”** to help LEAs understand this critical step in the continuous improvement process.
2. **Emphasize the continuous improvement concept.** Talk to LEA staff about how your work fits into the cycle, or on what stage of the cycle you/they are focusing.
3. **Learn from other programs.** Consider borrowing or aligning with needs assessment tools/processes from programs that already require them.
4. **Target support.** This process can be useful for all LEAs but is particularly critical for those that are low-performing.



Needs Assessment Toolkit

(DRAFT)



Start with a Strong Needs Assessment



Conducting a thorough needs assessment is the first step in the continuous improvement cycle (the “Inform” step)



Evidence shows that to improve school performance, there must be a clear understanding of student needs.

What is a needs assessment?



A needs assessment:

- Is a **systems-wide process** used to determine strengths and weaknesses of an LEA
- Is **part of a larger continuous improvement process**.
- Is **data-driven**, i.e., based on information gathered from across programs, policies, and practices within the LEA and from an expansive group of **stakeholders**.
- Includes a **root-cause analysis** of the challenges and answers the “Why?” behind the areas identified for improvement.

You can't
know where
you want to
go if you
don't know
where you
are!





A needs assessment can...



Prioritize critical needs, especially to address inequities among student groups.

Identify gaps in resources, and guide allocation of scarce resources to support activities that will have the greatest impact.

Strengthen alignment of goals, objectives, programs, projects, and activities.

Enable benchmarking and monitoring of implementation and impact.



Why do a needs assessment?



Understanding **inequities** across an LEA is a complex problem.

A thorough needs assessment can not only identify **WHAT the inequities are**, but **WHY they exist** and **HOW to address them**. Using the needs assessment to do a root cause analysis can help surface both explicit and implicit inequities in a school system.

Drilling deep on these issues as part of a needs assessment is essential!





Conducting a needs assessment



- Step 1:** Create a team of stakeholders to manage the needs assessment process
- Step 2:** Compile data, identify gaps, and collect additional data as needed
- Step 3:** Analyze data, begin root-cause analysis, and initiate plan development
- Step 4:** Summarize findings to inform program selection and planning



Step 1. Create a team of stakeholders



Assemble a team that ensures input and/or data are collected from all stakeholders, including, but not limited to:

- Administrators (superintendent, principals, APs)
- Business administrators
- Teachers (classroom, specialists, paras)
- Other LEA/school staff
- Students
- Board of education members
- Families/community members

**Make sure
the right
decision-
makers are at
the table.**





Step 2. Compile and/or collect data



Quantitative and qualitative data are the foundation for any high-quality comprehensive needs assessment.

Include such data categories as:

- Students
- Climate, culture, and safety
- District context, support, and infrastructure
- Teachers and leaders

Think beyond
student
achievement
data!



Step 2. Compile and/or collect data



Quantitative and qualitative data are the foundation for any high-quality comprehensive needs assessment. Below and on the following slides are example data that can be used.

- **Students**
 - **Student enrollment**
 - **Student achievement** (ELA, Math, Science)
 - **Attendance**
 - **Chronic absenteeism**
 - **Discipline**
 - **Access to opportunities/placement** (e.g., special education, honors, CTE, dual enrollment)
 - **College and career** (graduation/drop out rates, post-secondary enrollment)



Step 2. Compile and/or collect data



- Climate, culture, and safety
 - Student, staff, family perceptions
 - Mental health trainings and support
 - Student engagement
 - Staff collegiality
 - Physical environment
 - Office of Civil Rights complaints
 - School safety measures
 - Family engagement

Step 2. Compile and/or collect data



- **District context, support, and infrastructure**
 - **Strategies, interventions, programs, and supports** (PK/K programs, guidance counselors, number of CTE/dual enrollment programs, athletic/arts programs, NJTSS, support specialists)
 - **Budget and funding**
 - **Special ed policies, equity policy**
 - **Health services, including mental health supports**
 - **Facilities**



Step 2. Compile and/or collect data



- **Teacher and leader data**
 - Background and experience
 - Certification status
 - Staff attendance
 - Evaluation
 - Vacancies
 - Recruitment, hiring/placement, retention, promotion
 - Professional development and training
 - Teacher perceptions
 - Other staff

Step 2. Compile and/or collect data



Quantitative data sources:

- Surveys
- District/school administrative data (e.g., student performance, attendance, graduation data; student/teacher demographics; discipline data, etc.)
- Course placement data
- Budget data
- Human resources data (e.g., staff recruitment, hiring, placement, retention, professional development & support, etc.)
- Facilities plans

Qualitative data sources:

- Interviews (e.g., with staff, students, parents, and community members)
- Focus groups
- Classroom observations
- Document analysis
- Strategic planning documents





Conducting a needs assessment



(Toolkit sections still in progress)

Step 3: Analyze data, begin root-cause analysis, and initiate plan development

Step 4: Summarize findings to inform program selection and planning





Considerations



- **Think broadly**, especially when doing a comprehensive needs assessment.
- **Involve a wide-ranging group of stakeholders.**
- **Develop a plan** based on the results of the needs assessment. Consider how that plan will be implemented and evaluated. What baseline data do you need to measure success/impact/effectiveness?
- **Launch the needs assessment process, ideally, in time to impact district budget cycles.**





Advice for Needs Assessment



- What aspects of conducting a needs assessment will be most challenging to LEAs?
- What other supports could the NJDOE provide to facilitate high-quality needs assessments?







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Thank You!

Remember to mark your calendars for the next ACFFP meeting
scheduled for
VIA TEAMS on Friday, January 24, 2025

