

New Jersey Department of Education

Reallocated Title I, Part A Funding

for

Early Learning Transitional Programs

Social and Emotional Learning Programs

STEM Curriculum

Title I Arts Integration

Please be advised that this Powerpoint Presentation has been modified from its original version to be more accessible.



Quote

"When one door closes, another opens. But we often look so regretfully upon the closed door that we don't see the one that has opened for us."

-Helen Keller



Special Allocation Procedures

ESSA Section 1126(c)

- (C) Reallocation. If a State educational agency determines that the amount of a grant a local educational agency would receive under *1124, 1124A, 1125, and 1125(A)* is more than such local agency will use, the State educational agency **shall** make the excess amount available to **other** local educational agencies in the State that need additional funds in accordance with **criteria established by the State educational agency**



Where are “we” now...

- In accordance to ESSA Section 1126(c)
 - The NJ Department of Education (NJDOE) **does** have the authority to reallocate Title 1 funds
 - However, the NJDOE can **not** distribute those reallocated funds as competitive grants.



The Modified Plan....

- The NJDOE will reallocate \$13.5 million in Title I, Part A carryover funds to **640** “approved” Title I schoolwide schools. This reallocation will include eligible charter schools as well as eligible nonpublic schools. The NJDOE will offer these non-competitive grants using Title I, Part A, carryover in the following areas:
 - Social and Emotional Learning;
 - Early Learning Transitional Programs;
 - STEM Curriculum; and
 - Title I Arts Integration



Project Plan



Project Plan Requirements

- Statement of Need;
- Project Description;
- Budget Narrative;
- Affirmation of Consultation; and
- Assurances



Statement of Need

- Target population(s) [include grade levels and ages of served children]
- Data on students' progress toward meeting grant program goals
- Documentation to substantiate stated conditions and/or needs
- Do not address situations beyond scope of the grant program



Project Description

- **Must** align with Statement of Need
- **Must** Include:
 - Plan for implementation of stated programs
 - Assurance of sufficient quality and scope in programs/activities to ensure equitable access and participation among ALL eligible program participants
 - Justification for identified area(s) of improvement
 - Benchmarks to measure and evaluate progress
 - Staff responsible for implementing the programs
- Write clearly and succinctly, focus on quality, not quantity



Constructing the Budget



Budget Design Considerations

- **Must** be well-considered, reasonable, and necessary for implementation of project, and remain within funding parameters of Project Plan
- Each budgeted cost **must** be directly linked to programs and activities outlined in Project Plan
- **The submitted budget is for the grant period February 1, 2019 – September 30, 2019**



Eligible Costs

- Must be reasonable and necessary, and may include:
- Staff salaries, stipends and associated benefits;
- Supplies and materials;
- Consultants to provide professional development;
- Costs associated with parent and family engagement workshops:
- Administrative Costs (5% of total allocation);
- Indirect Costs;
- Field Trips; and
- Equipment



Ineligible Costs

- Include the following:
 - Entertainment costs, including “amusement, diversion, & social activities, as well as any cost associated with such items (i.e., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);”
 - Cash incentives for participation in programs/services;
 - Tuition reimbursement for district personnel;
 - Capital Improvement/Construction costs (including renovations to existing spaces);
 - Purchase/Lease of Vehicles;
 - Salary of Nonpublic Employees;
 - Rental Space and Furniture; and
 - Other Costs not supported by the Project Plan



Budget Factors

- Some parameters used when reviewing the allowability of any grant-funded cost include:
 - Be **necessary** for the grant project
 - Be administratively efficient and **reasonable** for the performance of the project
 - Be **allocable** (linked) to the project plan (goals, objectives, and activities)
 - Have an **appropriate cost basis** to support the requested amount (quantity x unit cost = total request)



General Budget Guidelines

- Budget is the LEAs/school's plan for proposed grant-related expenditures
- Use brief, but specific descriptions and a clear cost basis for each and every budget entry
- The clearer the description of the cost and its grant-related purpose, the less likely the expenditure will be questioned during monitoring



Tips: Salaries and Benefits

- EWEG contains separate tabs for **Instructional** and **Non-Instructional** Salaries and Benefits
- If the same person performs both Instructional (100-100) and Non-Instructional (200-100) duties, be sure to show two cost bases for that staff person



Tips: Other Costs

- **This tab will contain all costs *other than* Salaries, Supplies, and Equipment**
- Group budget entries by function-object code
- Staff Travel:
 - Identify the grant-related purpose of each person traveling and the grant-related purpose for each travel event. Refer to the NGO regarding the state A-5 travel limitations.



Other Costs Tab

- Use Other Tab for consultant costs (100-300, 100-500, 200-300, 200-500)
- **Note:** Consultants are non-employees of the applicant LEA, who are paid to perform grant-related services on an hourly, daily, or flat-fee basis
- **Note:** If a “flat-fee” is used as the cost basis, the applicant LEA must identify the number of hours or days the consultant will spend on the project



Definition of Equipment

- It retains its original appearance and character with use
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance
- It is nonexpendable, that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it
- Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year
- The unit cost is more than \$2,000



Budget Summary Tab

- Pre-populates automatically once the budget detail pages are saved
- Check all totals against the detail to ensure accuracy



Important!

- **Be sure the submitted budget addresses *all* program requirements in the project plan...**



Nonpublic Participation Requirements

- Equitable Share Provision (ESEA §1117 and §8501)
- Identification of Services
- Documentation of Consultation Meetings(invitational letters/emails, agenda, sign-in sheets, meeting minutes)
- Throughout Entire Grant Project
- Comprehensive Program Planning, Implementation, and Assessment of Grant Activities
- List of Nonpublic Schools:
 - <http://www.nj.gov/education/nonpublic/>



Completing the Project Plan



Basic Project Plan Requirements

- Provide complete information
- Upload the Nonpublic Consultation form
- Submit **no later than 4:00 p.m. on February 1, 2019**



Standard Reminders

- Do not use fancy formatting
- Ensure content is entered in a concise and clear manner
- Save all entries prior to moving to another tab
- Do not double click tabs to open a page
- Utilize PCs



Project Plan Submission Tips

- Do not use the “Back” button on the Browser
- Type long narrative sections in either Word or Note Pad, then copy and paste into the application
- Avoid using special characters in text being pasted into the application (i.e., &, \$, !, %, etc.)



Project Plan Submission

- EWEG is available via the Homeroom page at <http://homeroom@doe.nj.gov>
- Problems with submitting please email the EWEG Help Desk at eweghelp@doe.nj.gov



Project Plan Completion

- Be sure to complete and submit the following required forms as an **upload** to the electronic application:
 - Nonpublic Equitable Participation Summary and Affirmation of Consultation Form



Grant Program Information



Statutory and Regulatory Funding Source

- Grant program(s) **must**:
 - Be in conformance with all federal Title I requirements, as articulated in the ESEA;
 - Established implementation activities as articulated in project plan; and
 - Make satisfactory progress toward completion of submitted project plan.



Reporting Requirements

- Interim Reports:
 - Reporting Period: 2/1/19 – 5/15/19
 - Due Date: 5/31/19
- Final Reports:
 - Reporting Period: 2/1/19 – 9/30/19
 - Due Date: 10/15/19



Reimbursement Requests

- Made through the EWEG system
- Submit requests no later than the 15th of the month
 - **Timely and regularly**
- Last date to submit is **August 15, 2019**
- Expenditures through September 30, 2019 will be captured in the final report due October 15, 2019.



Resources for Early Learning Transitional Programs

- [Preschool Implementation Guidelines](#)
- [Kindergarten Implementation Guidelines](#)
- [First through Third Grade Implementation Guidelines](#)
- [How Summer Programs can Boost Children's Learning](#)
- [Transitions and Alignment from Preschool to Kindergarten](#)
- [Transitions to Kindergarten](#)
- [Pre-Kindergarten Teachers' use of Transition Practices...](#)
- [How ESSA can Help Students Transition](#)



Resources for Social and Emotional Learning Programs

- [The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions](#): This article presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.. The findings add to the growing empirical evidence regarding the positive impact of SEL programs.
- [School Climate and Social and Emotional Learning](#): This brief reviews research on how positive school climates support SEL and how improved SEL contributes to improved school climate in elementary and secondary schools. The brief discusses school climate, SEL, and blended models that have effects on school climate and social and emotional competence.
- [Linking Schools and Afterschool Through Social and Emotional Learning](#): In this third brief in our series Beyond the Bell: Research to Action in the Afterschool and Expanded Learning Field, we share the policy context reflecting a growing interest in SEL, talk about how afterschool and in-school educators differ in how they implement SEL practices, and, finally, offer suggestions for how afterschool and in-school educators can work together to support the social and emotional development of young people.
- [Teaching the Whole Child](#): This Research-to-Practice Brief aims to do the following:
 1. Identify the teaching practices that promote student social-emotional learning, which in turn are critical for student academic learning.
 2. Showcase how three popular professional teaching frameworks embed practices that influence not only student academic learning but also student social and emotional competencies



Resources for Social and Emotional Learning Programs cont'd

Programmatic Support

- [NJDOE Social and Emotional Learning](#): This website hosted by the NJDOE, offers users a set of resources to consider as they plan to develop their SEL programs.
- [The School Climate Transformation Project \(SCTP\) School Climate Strategy Resource Guide](#)
- This guide supports specific tasks in a data-driven process to improve school climate, including:
 - Identifying a range of evidence-based strategies to address school climate improvement;
 - Selecting strategies that are aligned to school climate needs and goals that represent a good fit with the culture and context of school;
 - Designing a comprehensive plan for school climate improvement in which strategies are coordinated and connected; and
 - Implementing strategies to the highest quality using research-based core components.



Resources for Social and Emotional Learning Programs cont'd 2

Programmatic Support

- [New Jersey Tiered Systems of Support \(NJTSS\)](#): NJTSS is a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement, NJTSS builds upon intervention and referral services (I&RS) and gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students.
- [The New Jersey School Climate Survey \(NJSCS\)](#): The revised NJSCS includes four validated questionnaires to support local school climate and culture improvement activities, as an integral part of their continuous efforts to improve student's educations and prevent at-risk student behavior.
- [Parent and Family Engagement Assessment Tool](#): The **NJTSS Parent and Family Engagement Assessment Tool** is available to New Jersey schools to strengthen family engagement practices. The tool offers an opportunity to assess a school's practices across five domains and initiates a roadmap to build and strengthen educators' and families' dual-capacity to create the types of learning partnerships that will provide life-long benefits to all students.
- [CASEL Guide: Middle School and High School Edition](#): The *2015 CASEL Guide* applies a systematic framework for assessing the quality of SEL programs. Specifically, the *Guide* identifies and rates well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The main purpose of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. The Guide also describes the significant advances the SEL field has made in the past decade, establishes new definitions of SEL at the secondary level, provides suggestions for future research and practice in SEL, and describes innovative approaches to educational practice (e.g., programs that promote mindful awareness) that may also contribute to students' social and emotional development.



Resources for Social and Emotional Learning Programs cont'd 3

Programmatic Support

- [CASEL Guide: Pre-School and Elementary School Edition](#): *The 2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition* provides a systematic framework for evaluating the quality of classroom-based SEL programs. It uses this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The primary goal of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. It also documents the significant advances the SEL field has made in the past decade, establishes new and more rigorous standards for SEL program adoption, and provides suggestions for next steps for SEL research and practice.
- [Social and Emotional Learning Interventions Under the Every Student Succeeds Act](#): The authors review recent evidence on U.S.-based SEL interventions for K–12 students to better inform the use of SEL interventions under ESSA. This report discusses the opportunities for supporting SEL under ESSA, the standards of evidence under ESSA, and SEL interventions that meet the standards of evidence and might be eligible for federal funds through ESSA. Federal, state, and district education policymakers can use this report to identify relevant, evidence-based SEL interventions that meet their local needs.
- [The Center on Great Teachers and Leaders: Incorporating Social and Emotional Learning Into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators](#): This toolkit provides educators with resources for integrating social and emotional learning into their classrooms.
- [Creating Opportunities through Relationships Learning Modules](#): Strong relationships between teachers and students are a powerful tool to foster engagement and learning. When a teacher and student share a strong positive connection, it can drive a student's motivation to learn and also be a resource to help them deal with the everyday challenges they face in school. The Creating Opportunities through Relationships (COR) Model addresses the essential pieces of a relationship and how they work together.



Resources for STEM Curriculum

- National Science Board (2018, January) [*Science & Engineering Indicators 2018.*](#)
- Straus, K. (2018, May 17) [*These Are the Skills Bosses Say New College Grads Do Not Have*](#)
- Pethohoukis, J. (2018, January 8). [*Yes, AI can create more jobs than it destroys. Here's how*](#) [Web log post]. Retrieved March 22, 2018
- Jones, C. (2018, May 22). [*Latino, African-Americans have less access to math, science classes, new data show.*](#) Retrieved on May 23, 2018
- Bohmstedt, G. (2015, September 22). [*School composition and the Black-White Achievement Gap.*](#) Retrieved on April 14, 2018
- Frey, W. H. (2018, March 14). [*The U.S. will become “minority white” in 2045, Census projects.*](#) Retrieved on April 14, 2018
- Schwantes, M. (2017, November 24). [*Research says this required job skill will trump emotional intelligence by the year 2020.*](#) Retrieved on April 14, 2018
- White, E. (2018, May 18). [*State of STEM: Defining the landscape to determine high-impact pathways for the future workforce. STEMConnector.*](#) Retrieved from Honey, M., Pearson, G., Schweingruber, H. (2014) *STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research*. Washington, D.C.: National Research Council



Resources for STEM Curriculum cont'd

- Nichols, J., Kendall-Taylor, N., & Levine, M. H. (2017, February 2). [*STEM starts early: Grounding science, technology, engineering, and math education in early childhood.*](#)
- Honey, M., Pearson, G., Schweingruber, H. (2014) *STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research*. Washington, D.C.: National Research Council
- Sawchuk, S. (2018, May 22). [*Is STEM oversold as a path to better jobs?*](#) Retrieved
- Traphagen, K., Traill, S. (2014, February). [*How cross-sector collaborations are advancing STEM learning.*](#)
- Sawchuk, S (2018, April 25) [*High Schoolers Should Take 4 Years of Learner, More Relevant Math, Teachers' Group Says.*](#)
- Klein, A. (2018, April 28) [*How Can Districts and States Use ESSA to Bolster STEM and Computer Science?*](#) [Weblog post]



Resources for STEM Curriculum cont'd 2

- Maltese, A.; Tai, R. (2010) *Eyeballs in the Fridge: Sources of Early Interest in Science*. International Journal of Science Education. v32 n5, 669-685.
- Advance CTE (2013, December) [CTE is your STEM strategy](#),
- Mathematical Science Board. (1997). *Toward Excellence in K-8 Mathematics*. Washington, DC: National Research Council.
- Harackiewicz, J (2018, May 22). [To hook students on STEM, start with their parents](#).
- Jones, C. (2018, May 22). [Latino, African-Americans have less access to math, science classes, new data show](#). Retrieved on May 23, 2018



Resources for Title I Arts Integration

- [ESSA and the Arts](#)
- [ESSA Arts Resources](#)
- [In ESSA, Arts are Part of "Well Rounded Education"](#)
- [Art Educators](#)



Quote 2

- “Our moral imperative is to look at unintended consequences and make the correct actions for the students of New Jersey.”
 - Dr. Lamont O. Repollet, Commissioner



When in Doubt, Please Reach Out...

- Title1Redirect@doe.nj.gov
- Anthony.Wright@doe.nj.gov
 - 609-376-3812

