

New Jersey Department of Education

Entitlement Grants



NJASBO
January 2020

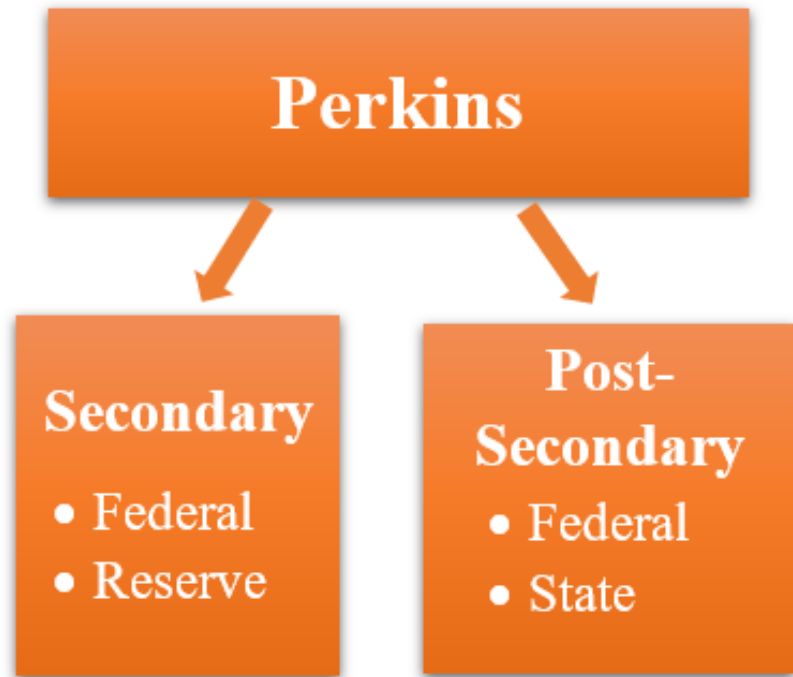
Overview

Goals for this section:

- Overview of Federal Entitlement Grants
- Allocations
- Grant Cycle
- DUNS numbers
- Board Resolutions
- Application Process in EWEG
- Important Dates
- Project and Liquidation Periods
- Reimbursement Requests
- Amendments
- Contact Information



Entitlement Grants



IDEA Consolidated

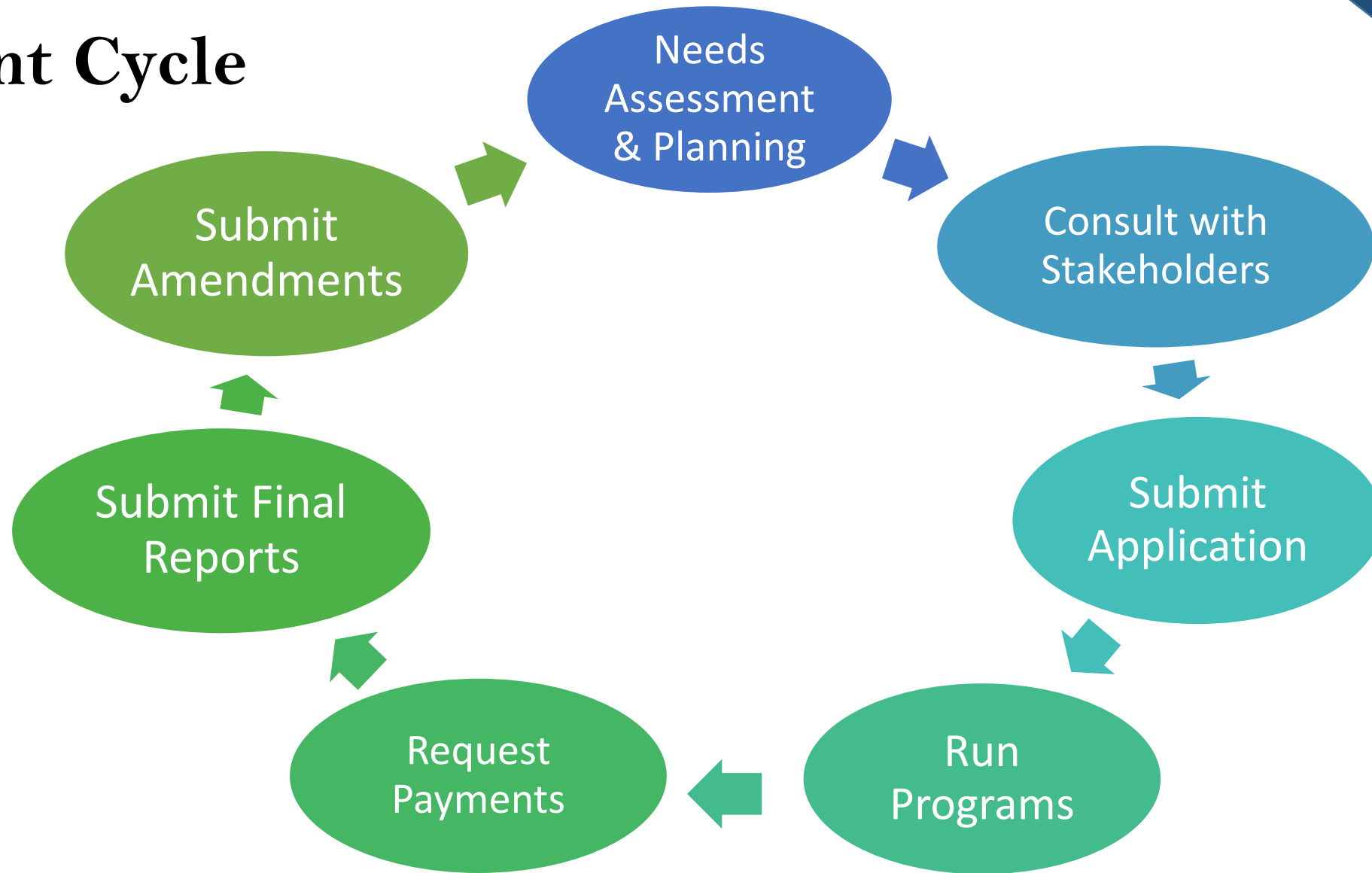
- Basic
- Preschool

ESEA Consolidated

- Title I-A
- Title II-A
- Title III
- Title III-I
- Title IV-A
- Title V RLIS



Grant Cycle



Dun and Bradstreet Universal Numbering System – DUNS number



- Required for all recipients of Federal funds
- The organization's DUNS number does not change
- Registration expires and must be renewed annually at the Federal System for Award Management, www.sam.gov
- Registration is FREE
- Enter date once in EWEG under LEA Central Contacts for all grants.
- Current expiration date must be in the future in order to submit



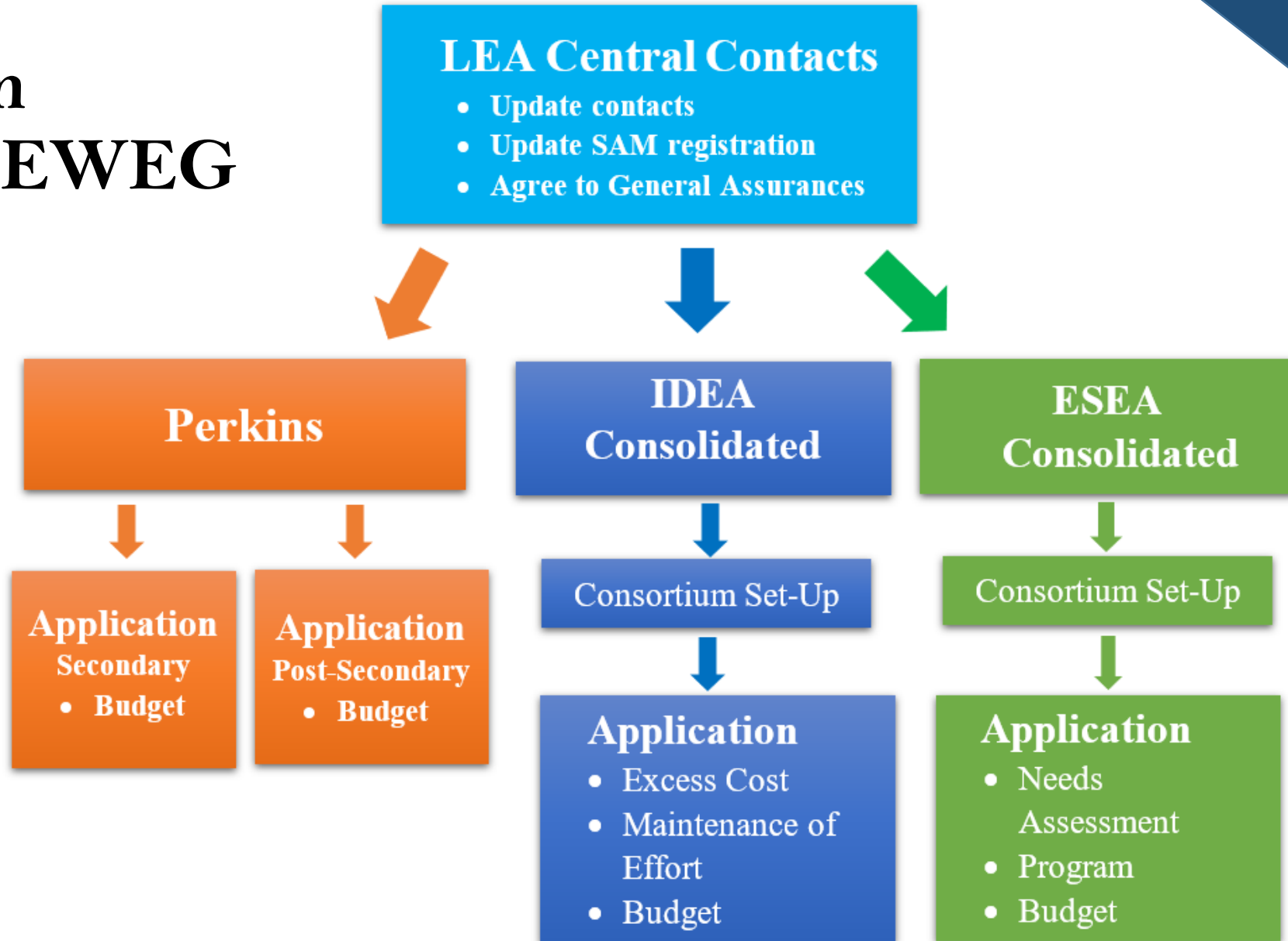
Board Resolutions



- LEAs agree in the Entitlement Grant General Assurances to obtain board approval to submit all applications and amendments and to accept the grant award once it is approved
- Board resolutions or certified minutes must be kept on file and be available for review upon request
- LEAs are not required to upload or submit board approval documentation in the application or amendments



Application Process in EWEG



Sources of Information

- NJDOE Broadcasts
- Application instruction manuals
 - [Perkins Guidelines](#)
 - [IDEA Guidelines](#)
 - [ESEA Quick Start Guide](#)
- Links on EWEG login page
- Links in applications to instructions and Federal Guidance
- NJDOE Websites



FY2019 – 2020 Upcoming Target Dates



	Perkins Secondary	Perkins Post-Secondary	IDEA	ESEA
Amendments due by	March 31	March 31	May 31	May 31
Reimbursement Request deadline	July 15	Federal – July 15 State – June 15	July 15	July 15
Final Expenditure Reports (FERs) available in EWEG	August 15	August 15	August 30	August 30
FER Deadline	September 30	September 30	September 30	September 30
FER Reviews Completed	October 30	October 30	October 30	October 30
FY21 Carryover Amendments	NA	NA	Nov - Dec	Nov - Dec



FY2020 – 2021 *Preliminary* Target Dates



	Perkins Secondary	Perkins Post-Secondary	IDEA	ESEA
Program Planning Sessions	February	February	TBD	TBD
Allocations Available in Homeroom	May	May	May	May
Applications Available in EWEG	April	April	May	May
Application Work Sessions	April	April	TBD	June
Application Deadline	May	May	June	June
Application Reviews & Revisions	Jun – Jul	Jun - Jul	May - Jun	Jun - Sept
Final Approvals	September	September	June	October



Obligating Funds

- If application is submitted by the due date, the LEA may begin to encumber funds as of the July 1 project start date.
- If application is submitted after the due date, LEA may only encumber funds as of the date of submission.



Project and Liquidation Periods



	Perkins Secondary	Perkins Post-Secondary	IDEA	ESEA
Project Period	Jul 1, 2020 – Jun 30, 2021	Jul 1, 2020 – Jun 30, 2021	Jul 1, 2020 – Sep 30, 2021	Jul 1, 2020 – Sep 30, 2021
Liquidation Period Ends	Sep 30, 2021	Sep 30, 2021	Sep 30, 2021	Sep 30, 2021



Reimbursement Requests

- Required to be submitted every month expenditures are incurred (UGG [§ 200.305 Payment](#))
- Payments processed once a month, requests submitted by the 15th of the month will be processed at the end of that month
- Final Report generates a last payment if funds are due to LEA
- July 15 deadline for requests insures that final reports, released in August, have correct paid-to-date amounts, preventing duplicate payments
- Perkins Post-Secondary State funds cut-off June 15 because those funds must all be paid out by June 30



Amendments Required

- Transfers among budget lines that exceed 10% of total allocation
- Transfers to an unopened budget line (no previous budget)
- IDEA and ESEA only: Carryover and/or overpayment resulting from approval of a previous year final report
- Additional allocation awarded
- Programmatic changes in the scope of activities
- ESEA Title I only: Revisions resulting from approval of Schoolwide Program designation
- Perkins only: Changes in equipment being purchased



Amendments Optional



- Transfers among budget lines of less than 10% of total allocation.
- Other changes that do not require amendment.



Contact Information



Program	Office	email	Phone
ESEA Allocations	Fiscal & Data Services	ofds@doe.nj.gov	609-376-3798
Title I-A, I-D, V RLIS	Supplemental Education	titleone@doe.nj.gov	609-376-9080
Title I SIA A	Comprehensive Support	ocs@doe.nj.gov	609-376-3722
Title II-A & IV-A	Teaching & Learning	sandy.oneil@doe.nj.gov	609-376-3488
Title III & III-Imm	Supplemental Education	ell@doe.nj.gov	609-376-3807
Perkins	Career Readiness	perkinsnj@doe.nj.gov	609-376-3898
IDEA	Special Education	Barbara.Haake@doe.nj.gov	609-376-3753
EWEG	Grants Management	eweghelp@doe.nj.gov	609-376-9089



Uses of Title I Funds



Overview

Goals for this section:

- Review the requirements for a Comprehensive Needs Assessment
- Review uses of Title I, A Funds
- Review Schoolwide Program requirements



Comprehensive Needs Assessment

ESEA § 1112



Purpose:

- Examine multiple data sources to identify priority academic needs and direction for a school
- Collect data related to student achievement
- Identify strengths and challenges in key areas that impact student achievement
- Specify priorities to address students' academic achievement in meeting challenging State academic standards



Comprehensive Needs Assessment

ESEA § 1112



- Foundation for use of Title I funds
- Determine needs and set priorities for future action
- Expenditures not supported by comprehensive needs assessment are not “necessary and reasonable”



ALIGN SPENDING TO “NEEDS”



- Services based on identified needs
- Identify priorities/goals
- Create a program plan to achieve the goals
- Identify funding sources to use to support the plan
- Budget multiple funding sources to support the activities and services



Uses of Title I Funds



- Career & Technical Education Programs
- Counseling, school-based mental health programs, mentoring services
- Data Analysis
- Dual or Concurrent enrollment/Early College High Schools



Uses of Title I Funds, Cont'd.



- Evidence-based strategies to accelerate acquisition of content knowledge for English learners
- Health, Nutrition, and Other Social Services
- Parent and Family Engagement
- School Climate Interventions



Purpose of Title I Schoolwide Programs



34 CFR 200.25

- “[t]he purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the challenging State academic standards...”



Schoolwide: Eligibility Criteria



- School's poverty rate must be at least 40%
 - Exception: A school with <40% poverty may submit waiver application to SEA. If waiver granted, may submit an Intent to Operate a Title I Schoolwide Program Application
- 100% of instructional paraprofessionals must meet requirements in 34 *CFR*§200.58 (*Qualifications of paraprofessionals*)
- 2020-2021 Intent to Operate a Title I Schoolwide Program Application:
 - Anticipate release – February 2020



Why Schoolwide Programs?



- Services benefit all students:
 - More service delivery options for Title I and other federal program services
 - Title I students are not identified (targeted)
 - Incorporate reform strategies into overall instructional program.
 - Federal program resources are available to all students
 - Greater staffing flexibility
 - Professional development extended to all staff



Going Schoolwide...



- Does not result in schools receiving additional Title I funds
- Does enable schools to utilize Title I funds more flexibly than is permitted in a targeted assistance program
- Does require schools to meet all intents and purposes of the Title I legislation





Title I, A Overview of Supplement not Supplant



Overview



Goals for this section:

- To review Supplement not Supplant requirements prior to ESSA
- To identify changes to the requirements after ESSA
- To review the NJDOE's monitoring plan for Supplement not Supplant requirements
- To review Supplement not Supplant under IDEA, Part B



Supplement Not Supplant – Prior to ESSA



- Formerly § 1120A(b)(1) LEAs must use federal funds received under Title I only to *supplement* the amount of funds available from non-federal sources for the education of students participating in Title I.
- Title I funds were used to provide services “above and beyond” what the LEA provided to all non-Title I students.



Supplement Not Supplant – Prior to ESSA



Formerly three presumptions to determine if funds were supplanting:

1. If the SEA or LEA uses federal funds to **provide services** that the SEA or LEA was required to make **available under other federal, state or local laws**;
2. If the SEA or LEA uses federal funds to **provide services** that the SEA or LEA **provided with nonfederal funds in the prior year**; or
3. If the SEA used Title I, Part A funds to **provide services** for participating children that the SEA or LEA **provided with nonfederal funds for nonparticipating children**.



Supplement Not Supplant – ESSA and beyond



Fiscal Requirement

- A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Special Rule - No local educational agency shall be required to
 - identify that an individual cost or service supported under this part is supplemental; or
 - provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance.

20 U.S.C. §6321(b)(1)(3)

Source: US Government Accountability Office



Supplement Not Supplant

ESSA requires school districts to prove that *funding*, rather than *specific programs or activities*, are supplemental:



SNS Compliance Prior to ESSA	SES Compliance Under ESSA
<p>Three conditions were applied to see if LEA was in compliance:</p> <ol style="list-style-type: none">1. If Title I, Part A funds were used to provide services required under federal, state, or law.2. If Title I, Part A funds were used to provide services that were funded by non-federal funds in prior year(s).3. If Title I, Part A funds were used for Title I eligible students to participate in a program that is supported by other funds for the rest of the population.	<p>ESSA requires LEAs to demonstrate that the LEA <i>methodology</i> used to allocate state and local funds to each school in the district ensures each Title I school receives the funds it would otherwise be eligible to receive were it not a Title I school.</p> <p>Explicitly prohibits requiring districts to identify that an individual cost or service is supplemental.</p>



Supplement Not Supplant – Two Tests



ESSA Title I, A

The LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.

ESSA Section 1118(b)

Please note that this is **not applicable** to Title I, C or Title I, D because funds do not flow to schools.

SNS Guidance Q&A 22



Supplement Not Supplant – Two Tests



ESSA Titles I, C,D and II-VII

Presumptions of Supplanting

- Federal funds were used to provide services that are required under other Federal, State or local laws.
- Non-federal funds were used in prior year.
- Migrant (MEP) funds were used to provide services for participating children and non-Federal funds for nonparticipating children.

OMB Compliance Supp (2019)



Title I Fiscal: Supplement Not Supplant



Districts are exempt from disclosing their methodology if they are:

- Single attendance area districts
- Districts where **all** schools are Title I funded
- Districts that fund all their schools in any individual grade span as grouped under comparability under the category of Elementary, Middle, Secondary and Ungraded

SNS Guidance Q&A 1



Title I Fiscal: Supplement Not Supplant



To demonstrate compliance with the supplement not supplant requirement, a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

ESEA section 1118(b)(2)



Title I Fiscal: Supplement Not Supplant



Federal Guidance states LEA can determine the methodology. For example:

- The LEA distributes its state funds based on the characteristics of students in each school (General Education, Economically Disadvantaged, Students with Disabilities, English Language Learners); or
- The LEA uses a formula to determine how much money each school needs to operate, then adds Title I money on top; or
- The LEA uses any method it can defend is fair and equitable without taking into account Title I funds (Title I neutral).

USED Non-Regulatory Informational Document, June 2019



Title I Fiscal: Supplement Not Supplant

As long as the chosen methodology or methodologies are Title I neutral, LEAs may consider:

- Whether to use a single districtwide methodology or variable methodology/multiple methodologies based on grade span or school type;
- How the methodology may vary, or scale based on student enrollment size; or
- How the methodology may account for schools in need of additional funds to service high concentrations of children with disabilities, English learners, or other such groups of students the LEA determines require additional support.

USED Non-Regulatory Informational Document, June 2019



Title I Fiscal: Supplement Not Supplant



Documentation

- An LEA must keep records to show compliance with program requirements and facilitate an effective audit.
- An LEA must maintain documentation necessary to demonstrate that its methodology results in each Title I school in the LEA receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

34 C.F.R. § 76.730-76.731

SNS Guidance Q&A 19



Title I Fiscal: Supplement Not Supplant



Methodology Example

Distribution of non-Federal resources based on enrollment and grade level:

- Elementary Schools - \$4,300 per student (grades K-8)
- Secondary Schools - \$4,200 per student (grades 9-12)
- Professional development (PD) - \$20 per student plus an additional \$500 per building
- Technology and supplies - \$50 per student plus an additional \$400 per building
- Additional costs (lunch, library supplies, athletic supplies, utility costs, transportation etc.) \$1,408 per student districtwide



Title I Fiscal: Supplement Not Supplant



Methodology Example

Distribution of non-Federal funds based on student enrollment:

- 1 Principal
- 1 Assistant Principal per 400 students
- 1 School Counselor per 250 students
- 1 School Resource Officer per 250 students
- Teachers based on State class size requirements (Funds are calculated based on the average salary for that position within the district)
- Technology/Supplies: \$25,000 per 100 students
- Professional Development: \$10,000 per building
- Additional Necessary Costs: \$1,500 per student



Title I Fiscal: Supplement Not Supplant



Example 1

Typically, an LEA creates its budget in February for the subsequent school year. Projected State and local funds are allocated to individual schools based on salaries, benefits and identified needs for each school. When the Title I, Part A allocations are made available in May, the LEA decides to reduce the level of State and local funds and instead use Title I, Part A funds to cover the budgeted expenses.

Is this an acceptable methodology?

No. In this situation, reducing the amount of State and local funds in anticipation of utilizing Title I, Part A funds to replace the State and local funds would be supplanting. In this case, the LEA is not allocating funds in a Title I neutral manner because it is using the Title I, Part A funds in place of State and local funds for the school.



Title I Fiscal: Supplement Not Supplant



Example 2

An LEA distributed its non-Federal funds through a weighted per pupil formula that was articulated in its written methodology. As the school year goes on, the LEA realizes it has an additional \$100,000 in State resources due to state budget changes, so it decides to distribute the additional funds among schools that have the smallest total budgets.

Is this acceptable?

Yes. ESEA section 1118(b)(2) assumes an annual allocation of State and local funds to demonstrate compliance. Therefore, *an LEA is not required to continuously demonstrate compliance* throughout the school year. As long as the original methodology used to distribute the available State and local funds was Title I neutral this would be acceptable.



Title I Fiscal: Supplement Not Supplant



Example 3

An LEA provides funds to each of its schools to make improvements to the school buildings as needed. To determine how much money a school needs, the building coordinator for the LEA uses a form that reviews the damage to the building, taking into account the buildings age and other factors. When the form is completed, each school receives a set amount based on their score.

Is this acceptable?

Yes. So long as the methodology used to allocate the funds is Title I neutral, meaning schools receiving Title I, Part A did not receive less State and local funds to make school building improvements because they received Title I, Part A funds this would be acceptable.



Title I Fiscal: Supplement Not Supplant



Example 4

An LEA has identified improving reading comprehension for elementary students as a districtwide need. As a result, it initiates a districtwide reading initiative whereby a reading specialist is placed in every elementary school in the LEA to provide supplemental assistance to low performing students. Because it lacks enough State funds to hire a reading specialist for every school, the LEA funds the reading specialists in its Title I schools with Title I, Part A funds and pays for the reading specialists in its non-Title I schools with State and local funds.

Is this acceptable?

No. If the LEA funds reading specialists with State and local funds in the non-Title I schools then using Title I, Part A funds to implement the districtwide initiative in Title I schools would not be Title I neutral.



Title I Fiscal: Supplement Not Supplant



Does this Methodology Work?

The LEA uses it per pupil report card data to allocate funds?

NO



Title I Fiscal: Supplement Not Supplant



Does this Methodology Work?

The LEA uses its state funding to meet State class size requirements of 1 teacher for every 30 students.

Smith Middle School has 600 students so it requires 20 teachers.

- Because Smith Middle School has previously used Title I funds to pay for 5 teachers, and because the LEA doesn't want to get the school into a supplanting violation, the LEA uses its State funds only to pay for the remaining 15 teachers needed.

No, because the school would have to receive enough funding for 20 staff.



Title I Fiscal: Supplement Not Supplant



Documenting Compliance

Must an LEA maintain documentation to demonstrate that the LEA allocated State and local funds to schools in accordance with its methodology?

- Yes. Under 34 C.F.R. §§ 76.730-76.731, an LEA must keep records to show compliance with program requirements and facilitate an effective audit.
- An LEA must maintain documentation necessary to demonstrate that its methodology results in each Title I school in the LEA receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

SNS Guidance Q&A 19



Monitoring Supplement Not Supplant



NJDOE must monitor compliance for pass-through entities to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved

2 CFR Section 200.331(d)



Supplement Not Supplant - IDEA, Part B



- Amounts provided to the LEA under IDEA, Part B must be used to supplement State, local, and other Federal funds and not be used to supplant those funds. 34 CFR §300.202(a)(3)
- Amounts provided to the local educational agency under this subchapter shall be expended in accordance with the applicable provisions of this subchapter and shall be used to supplement State, local, and other Federal funds and not to supplant such funds. 20 U.S.C. §1413(2)(A)(ii)
- Basic and Preschool funds provided under IDEA, Part B may only be used for the excess cost of providing special education and related services to students with disabilities.



Supplement Not Supplant - IDEA, Part B



Allowable uses include:

- IDEA funds may be used to support programs, both during the school day and after school, to increase the participation of students with disabilities.
- Providing supports and accommodations for students with disabilities (i.e. aides, behavioral supports, technology beyond what is provided to all).
- Providing support for parents of students with disabilities in the program.
- Providing specialized materials and services for identified students with disabilities in addition to what is offered to all.
- Salaries for aides to support specific students with disabilities to increase participation in the program.
- Note: funds may have an incidental benefit to other children in the program, which is allowable. However, the primary need is for specific students with disabilities.



Supplement Not Supplant - IDEA, Part B



IDEA funds may not be used to:

- Pay for an activity or service for a student with a disability that the child is otherwise entitled to as a student in the district.
 - For example, IDEA-B funds may not pay for the services of a guidance counselor for a student with a disability if the services are normally provided to all students in the district. However, if the guidance counselor is providing a service that is specific to the special education program, such as full and individual evaluation for possible identification of a disability, then that service is considered an excess cost of providing special education and may be paid with IDEA-B funds.
- Pay for the prorated portion of costs for children with disabilities who participate in programs and activities provided to all students in a school or district.
 - For example, if a school is providing an intervention to all students in the school, IDEA-B funds may not be used to pay the prorated portion of costs for children with disabilities who participate in the program.
 - However, specialized materials or equipment needed for a student with a disability to participate in such a program, such as Braille materials for a student who is blind, may be paid with IDEA-B funds.



Review of Allowable Costs under the UGG



Section overview

- A review of requirements under the Uniform Grant Guidance



Uniform Guidance

Reasonable Costs § 200.404



Consideration must be given to:

- a. Whether cost is a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award;
- b. The restraints or requirements imposed such as:
 - Arms length bargaining (hint: procurement processes);
 - Federal, state and local laws; and
 - Terms of the grant award.
- c. Market Prices for comparable goods or services in the geographical area;
- d. Whether the individuals acted with prudence under the circumstances considering their responsibilities; and
- e. No significant deviation from established prices.



Uniform Guidance

Reasonable Costs § 200.404



Practical Questions

- Do I really need this?
- Is the expense targeted to valid programmatic/ administrative need?
- Is this the minimum amount I need to spend to meet my need?
- Do I have the capacity to use what I am purchasing?
- Did I pay a fair rate?
- If I were asked to defend this purchase, would I be able to?



Uniform Guidance

Reasonable Costs § 200.404



- Is the proposed cost consistent with federal cost principles?
- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
- Is the proposed cost “necessary, reasonable and allocable”?



Uniform Guidance

Selected Items of Cost



Special rules for specific expenses

Examples:

- Alcohol (§ 200.403): Never allowable
- Wages (§ 200.430): Allowable if time distribution
- Meetings and conferences (§ 200.432): Allowable if dissemination of technical information
- Entertainment (§ 200.438)



Uniform Guidance

§ 200.430 Wages



- Must account for Non-Charged Time (may not charge over 100% across multiple grants)
- NJDOE has a prescribed model that fits this criteria – Accounts for 100% of time

<https://www.state.nj.us/education/title1/grants/>





Uniform Guidance

§ 200.421 Advertising & Public Relations

Advertising is not allowable, except for:

- Hiring of personnel for the grant
- Procurement of goods and services for the grant
- Disposal of scrap (per the grant program)
- Program outreach (new)
- Social media advertising for personnel (new)



Uniform Guidance

§ 200.438 Entertainment



Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, **except where specific costs that might otherwise be considered entertainment have a programmatic purpose** and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.



Preschool Expansion Aid vs. IDEA (611)



Section overview

- Interaction between the PEA grant and the Preschool IDEA grant allowable uses



Funding for Preschool Students with Disabilities (PSD)



- Funding for preschool students with disabilities is calculated separately from Preschool Education Aid (PEA)
- All preschool students with disabilities, regardless of where they are educated, are included in resident enrollment in the calculation of the district's K-12 base aid for elementary students as well as special education funding.



Funding for Preschool Students with Disabilities (PSD)



- For preschool students with disabilities, school districts receive the elementary base aid amount (including costs for at-risk, EL, and special education students) according to the district's state share in the form of equalization aid and special education categorical aid and security aid for each preschool student with disabilities enrolled.



Budgeting and Accounting for Preschool



Category	Funding Source	Budgeting and Accounting
Preschool General Education Children	Funded by PEA recorded as revenue in the special revenue fund	Special revenue fund 20



Budgeting and Accounting for Preschool



Category	Funding Source	Budgeting and Accounting
Preschool students with disabilities	Funded by district K-12 base aid for elementary students in the form of equalization aid as well as special education categorical aid and security aid for each preschool student with disabilities enrolled.	Special revenue fund 20 for the general education portion of the child's education to be funded by a transfer from the general fund into the special revenue fund of the state aid received for these students for the general education portion of their education. The support services the children need related to their disabilities such as aides or other support services are to be recorded in the general fund. The preschool costs recorded in the special revenue fund are only to be the preschool general education costs for preschool general education children and preschool inclusion children.



Budgeting and Accounting for Preschool



Category	Funding Source	Budgeting and Accounting
Preschool students with disabilities in self-contained classrooms	District K-12 base aid for elementary students in the form of equalization aid as well as special education categorical aid and security aid for each preschool student with a disability enrolled.	General fund for the full cost of educating a preschool student with a disability in a self-contained classroom recorded in the applicable program codes.



Funding for Preschool Students with Disabilities (PSD)



- In addition to funds made available under the State Funding Reform Act (SFRA) school districts may also use IDEA Part B funds for the excess cost of educating preschool students with disabilities.
- IDEA Part B funds may be used only to pay for providing special education and related services that are *in excess* of the regular education cost.



Funding for Preschool Students with Disabilities (PSD)



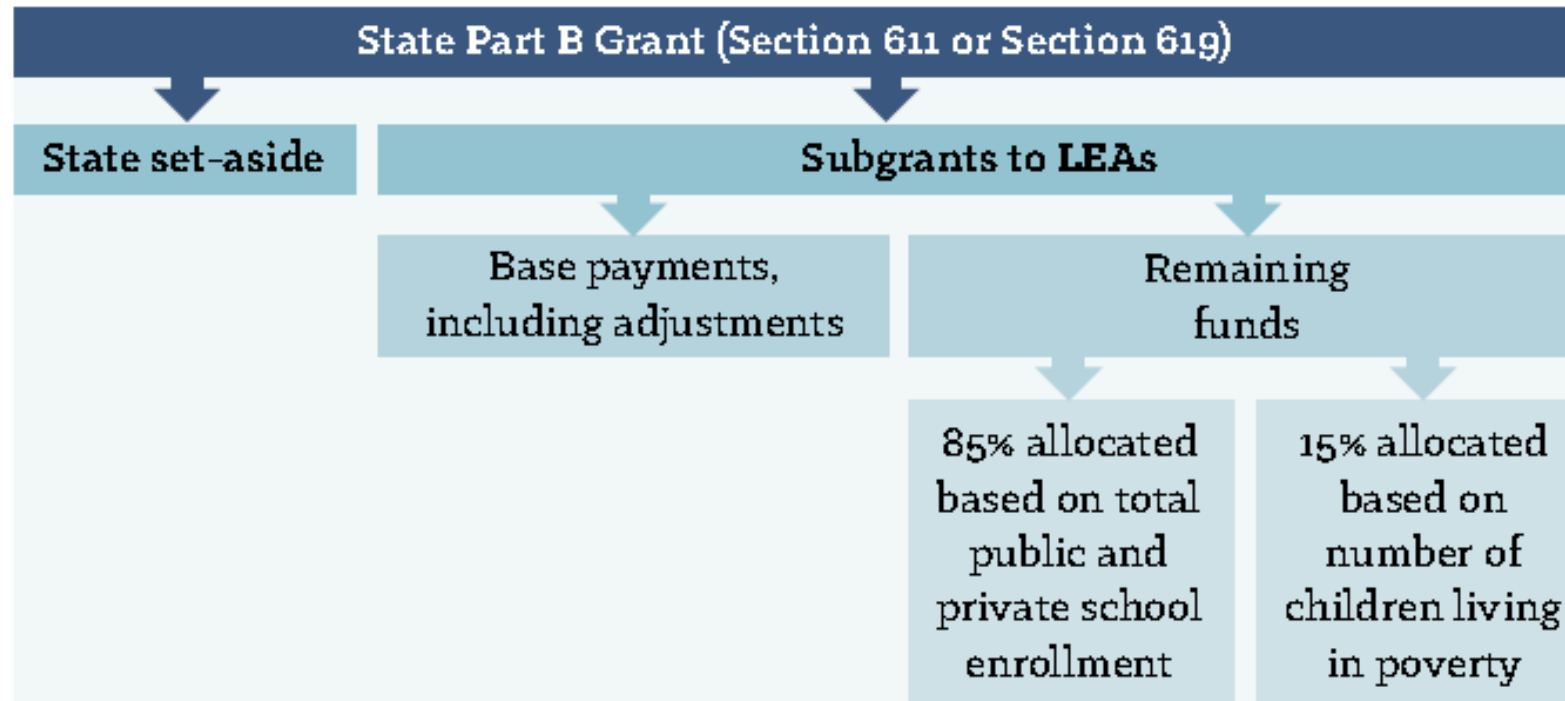
- IDEA Part B funds may be used to cover such costs as:
 - Special education teachers;
 - Related service providers (OT, PT, Speech-language services);
 - Materials and supplies;
 - Professional development for special education personnel;
 - Professional development for general education teachers who teach students with disabilities; and
 - Specialized equipment and devices to assist children with disabilities.

**Please note this is not considered an exhaustive list.*



IDEA funding formula

Allocation of IDEA Part B funds for state activities and to LEAs



It is important to note that the population and poverty calculations are based on the **total** enrollment of children in public and private schools, and not limited to the enrollment of children with disabilities. The SEA uses the LEA population and poverty count (October 15th NJSMART Data) for both section 611 and 619 subgrants.



ESEA Allocations



Section overview

- Title I, Part A
- Title II, Part A
- Title III, Part A; and
- Title IV, Part A



ESEA Allocations

- The United States Department of Education (USED) allocates funding based on formulas to the New Jersey Department of Education (NJDOE).
 - Title I, Part A;
 - Title II, Part A;
 - Title III, Part A (includes LEA funding for English Language Learners (ELLs) and Immigrant students); and
 - Title IV, Part A.
- Each ESEA allocation is calculated separately due to different formula requirements as specified in the individual titles of ESEA.



ESEA Allocations – Title I, Part A

- NJDOE receives preliminary and final allocations based on census enrollment and low-income student counts from USED for each LEA with a defined geographic area with unduplicated census data in four separate categories:
 - Basic – must have at least 10 low-income students that represents at least 2% of enrollment;
 - Targeted - must have at least 10 low-income students that represents at least 5% of enrollment;
 - Education Finance Incentive Grant (EFIG) - must have at least 10 low-income students that represents at least 5% of enrollment; and
 - Concentration - must have at least 10 low-income students that represents at least 15% of enrollment.
- Exceptions to USED allocations include charter, renaissance, and vocational schools. NJDOE must adjust the USED allocations to account for the sending/receiving relationships for these LEAs.



ESEA Allocations – Title I, Part A (cont.)



- Once allocations are adjusted to include charter, renaissance, and vocational schools, NJDOE applies the hold harmless requirement based on previous year final allocations.
 - LEAs with under 5% low-income/enrollment percentage is entitled to 85% of their prior year allocation;
 - LEAs with 5-15% low-income/enrollment percentage is entitled to 90% of their prior year allocation; and
 - LEAs with greater than 15% low-income/enrollment percentage is entitled to 95% of their prior year allocation.
- * Please note that any LEA who loses eligibility for any of the 4 categories (Basic, Concentration, Targeted, and EFIG) the hold harmless amount goes to 0% for any or all of the categories lost.



ESEA Allocations – Title I, Part A (cont.)



- NJDOE takes between 0% to 7% of the total Title I, Part A award for School Improvement (SIA) activities.
- Reserving funds for school improvement activities may not reduce a LEA's allocation below the amount the LEA received in the prior year (100% hold harmless).
- If there are no LEAs receiving current year allocations in excess of their prior year's allocation, then no school improvement funding will be reserved.



ESEA Allocations – Title I, Part A (cont.)



- USED determines the maximum allowance for state Title I, Part A administrative funding.
- NJDOE proportionally reduces each LEA's award to accommodate this allowance.
- The hold harmless calculation is repeated to ensure that each LEA receives their mandated allowance.



ESEA Allocations – Title I, Part A (cont.)

Provision for Newly Opened and Increasing Charter and Renaissance Schools

- Preliminary Formula – Based on projected increases in charter or renaissance school enrollment, 100% of the per-pupil allowance is taken from sending LEAs and 50% is allocated to receiving charter or renaissance schools. (Newly opened charter or renaissance schools do not receive their allocation at this time.)
- Adjusting Formula – After replacing projected data with actual data for increasing and newly opened charter or renaissance schools, the formula is re-run and changes to all LEA allocations are saved and reflected as prior year adjustments on the following year allocation notices. (Newly opened charter or renaissance schools receive their allocations at this time.)



ESEA Allocation – Title II, Part A



- NJDOE estimates the USED award amount based on the latest projection in the President's budget.
- From that projection, the NJDOE sets aside up to 5% for state Title II, Part A administrative allowances.
- NJDOE adds 50% of the prior year carryover amount to allocate to LEAs.
- From the remaining balance, NJDOE calculates 80% of the total amount divided by total low-income to equal the low-income per-pupil amount. Multiple each LEA and nonpublic counts by the per-pupil to get the LEA low-income allocation.
- From the remaining balance, NJDOE calculates 20% of the total divided by total enrollment to equal the enrollment per-pupil amount. Then, NJDOE multiplies each LEA and nonpublic counts by the per-pupil to get the LEA enrollment allocation.



ESEA Allocations – Title II, Part A (cont.)



- For each nonpublic school in the LEA, NJDOE multiplies the low-income per-pupil amount times the low-income nonpublic student counts to calculate the nonpublic low-income allocation. Also, NJDOE multiplies the enrollment per-pupil amount times the enrollment nonpublic student counts for the nonpublic enrollment allocation.
- NJDOE sums each nonpublic low-income and enrollment allocations to arrive at that nonpublic school's total allocation. Next, NJDOE sums all nonpublic school allocations within the LEA and subtracts from the total LEA allocation to calculate each LEA's public allocation amount.



ESEA Allocations – Title II, Part A (cont.)

Provision for Newly Opened and Increasing Charter and Renaissance Schools

- Preliminary Formula – Based on projected increases in charter or renaissance school enrollment, 100% of the per-pupil allowance is taken from sending LEAs and 50% is allocated to receiving charter or renaissance schools. (Newly opened charter or renaissance schools do not receive their allocation at this time.)
- Adjusting Formula – After replacing projected data with actual data for increasing and newly opened charter or renaissance schools, the formula is re-run and changes to all LEA allocations are saved and reflected as prior year adjustments on the following year allocation notices. (Newly opened charter or renaissance schools receive their allocations at this time.)



ESEA Allocations – Title III, Part A



- NJDOE estimates the USED award amount based on the latest projection in the President’s budget.
- From that projection, the NJDOE sets aside up to 5% for state Title III administrative allowances.
- From the estimated award, NJDOE sets aside 15% for Title III – Immigrant award.



ESEA Allocations – Title III, Part A (cont.)



- The projected award less administrative allowances less the set-aside for Immigrant equals the award amount available for ELLs.
- NJDOE adds 50% of the prior year carryover amount for ELLs.
- Then, NJDOE sums the prior year count for ELLs for all LEAs.
- NJDOE divides the total available for ELLs by the total number of ELLs for the state to equal the per-pupil amount.
- To equal the LEA ELL allocation, NJDOE multiplies the LEA ELL counts by the per-pupil amount.



ESEA Allocations – Title III, Part A (cont.)



Provision for Newly Opened and Increasing Charter and Renaissance Schools

- Preliminary Formula – Based on projected increases in charter or renaissance school enrollment, 100% of the per-pupil allowance is taken from sending LEAs and 50% is allocated to receiving charter or renaissance schools. (Newly opened charter or renaissance schools do not receive their allocation at this time.)
- Adjusting Formula – After replacing projected data with actual data for increasing and newly opened charter or renaissance schools, the formula is re-run and changes to all LEA allocations are saved and reflected as prior year adjustments on the following year allocation notices. (Newly opened charter or renaissance schools receive their allocations at this time.)



ESEA Allocation – Title III, Part A - Immigrant



- The Title III Immigrant set-aside (15%) of the projected Title III, Part A award is added to 50% of the prior year carryover amount for Immigrant students.
- For each LEA, NJDOE adds the prior two year public and nonpublic Immigrant counts and divides by two to get the average prior year count.
- NJDOE multiplies the LEA's average prior year count by 1.02 to arrive at the target current Immigrant count.
- NJDOE compares the LEA's current count to the target count. If the current count is 20 or more and is equal to or greater than the target count, the LEA is eligible for an Immigrant award.



ESEA Allocation – Title III, Part A – Immigrant (cont.)



- NJDOE sums the Immigrant counts for all eligible LEAs.
 - To arrive at the eligible Immigrant per-pupil count, NJDOE divides the Immigrant available amount by the state total number of Immigrant students in eligible LEAs.
 - NJDOE multiplies the LEAs Immigrant count by the eligible Immigrant per-pupil amount to arrive at the LEA Immigrant allocation.
- *Please note that there is no adjustment necessary for Immigrant counts since it is based on the average.



ESEA Allocation – Title IV, Part A



- NJDOE estimates the USED award amount based on the latest projection of the President's budget.
- From that projection, the NJDOE sets aside up to 5% for state Title IV, Part A administrative allowances.
- NJDOE adds 50% of the prior year carryover amount to allocate to LEAs.
- To calculate the award amount available for LEA allocations, NJDOE takes the projected award less administrative allowances plus the carryover.



ESEA Allocation – Title IV, Part A



- NJDOE sums the prior year final Title I, Part A LEA allocations before prior year adjustments.
- NJDOE divides each LEA's prior year final Title I, Part A LEA allocations before prior year adjustments by the total from the above to arrive at each LEA's pro rata portion of Title I.
- To calculate the LEAs Title IV allocation, NJDOE multiplies each LEA's pro-rata portion times the amount available from Title IV.



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