Every Student Succeeds Act (ESSA) in New Jersey

New Jersey Department of Education
Diana Pasculli, Deputy Assistant Commissioner
Dale Schmid, Content Coordinator for Visual & Performing Arts
## Agenda

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Purpose for the Work: Students

The New Jersey Department of Education (NJDOE) supports schools and districts to **ensure** New Jersey’s 1.4 million students have equitable access to **high quality** education and that they achieve **academic excellence**.
Our Systematic Approach to Post-secondary Readiness for Every Student

- World-class standards, curriculum and instruction
- Professional learning
- Next generation assessments
- Actionable data
# Agenda

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Defining New Jersey’s Accountability Systems

Accountability for education in New Jersey is defined through three primary accountability systems, each with a unique purpose and set of requirements.

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<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
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| To promote transparency and provide access to the information that communities need to make informed decisions | • School reports are designed and developed by the NJDOE and include federal mandates; districts release their own reports  
• Reports include indicators of college and career readiness, post-secondary enrollment data, AP enrollment, SAT/ACT scores and participation rates, and/or rates of chronic absenteeism |
| To ensure all students are provided with a thorough and efficient education by identifying districts that need improvement and supports | • State-mandated system  
• 84 separate performance indicators across five key component areas |
| To improve student access to high-quality education by identifying the schools most in need of improvement and supports | • Federally mandated system  
• Indicators include academic proficiency, English Language Learner’s progress toward proficiency, academic progress/growth or graduation rates, measures of school success |
New Jersey is using the shift from NCLB to ESSA as an opportunity to align its accountability and support systems to more accurately and fairly measure student, school, and district performance.

Through this realignment and redesign, New Jersey will:
- Ensure that accountability and supports systems are aligned but not duplicated
- Remove overly burdensome practices that do not directly support student success
- Provide communities with a more comprehensive overview of their district’s and school’s attributes
Aligning New Jersey’s Supports

Supports, whether it be strategic training or tools, will also be aligned, differentiated and specific to student needs as we begin to implement the proposed plan.

Step One: Clarify and Align Accountability Systems
- School and District Reporting
- District Accountability (NJQSAC)
- School Accountability (ESSA)

Step Two: Aligned in Implementation and Support
- Training
- Tools
- Support
Questions?
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Introduction: The *Every Student Succeeds Act (ESSA)*

The *Every Student Succeeds Act (ESSA)* replaces *No Child Left Behind (NCLB)* and reauthorizes the *Elementary and Secondary Education Act (ESEA) of 1965*. *ESSA* is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

**To Receive Funding:**
- Each state must submit to the U.S. Department of Education every several years and each district then applies to the state every year.
### Changes from *NCLB* to *ESSA*

<table>
<thead>
<tr>
<th>NCLB Requirements</th>
<th>ESSA Requirements</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Standards</strong></td>
<td>Required state to set rigorous standards for all students aligned with college and career skills.</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>No significant change</td>
</tr>
<tr>
<td><strong>ELA/Math</strong></td>
<td>In each of grades 3-8, once in grades 10-12. <em>Science:</em> Once in elementary; once in middle; and once in high school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>No significant change</td>
</tr>
<tr>
<td><strong>Long-Term Goals</strong></td>
<td>States must set long-term academic proficiency, graduation rate, and English language proficiency goals.</td>
</tr>
<tr>
<td><strong>Focused primarily on academic proficiency; also included graduation rates for high schools and attendance for elementary/middle schools.</strong></td>
<td>Requires academic proficiency; graduation rates for high school; academic progress for K-8; progress toward English language proficiency; at least one other indicator of school quality or student success.</td>
</tr>
<tr>
<td><strong>Low-Performing Schools</strong></td>
<td>Changes to criteria, timeline, and labels. Will now identify schools in need of “comprehensive support and improvement” (overall low performance) and “targeted support and improvement” (low subgroup performance). States establish supports with larger role for districts.</td>
</tr>
<tr>
<td><strong>Required annually to identify schools in need of improvement if it failed to make its annual yearly progress (AYP) for two consecutive years; federally established, school-centered consequences.</strong></td>
<td>No major changes made to this procedure or timeline for submission; minor changes to stakeholder engagement requirements.</td>
</tr>
<tr>
<td><strong>School District Plans</strong></td>
<td>School districts applied annually to the state for funding.</td>
</tr>
<tr>
<td><strong>No significant change</strong></td>
<td>No significant change</td>
</tr>
</tbody>
</table>
**ESSA State Plan Requirements**

The blue shading indicates the topics that will be covered in the next slides. As a reminder New Jersey’s state plan outlines how the NJDOE will meet or already is meeting the ESSA requirements but should not be seen as representative of all NJDOE work in these areas:

- **Establish state standards, set academic goals, and assess progress toward those goals for all students and schools**
- **Measure and report performance of all students, schools and districts**
- **Identify and support schools in need of improvement**
- **Support all students, educators, schools and districts**
## ESSA School Accountability: NJ ESSA State Plan

Below is a summary of New Jersey’s indicators to meet the ESSA requirements for school accountability.

<table>
<thead>
<tr>
<th>ESSA Requirement</th>
<th>NJ State Plan</th>
<th>Schools who meet minimum n-size for English Learners*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>PARCC/DLM Proficiency</td>
<td>30% PARCC/DLM Proficiency</td>
</tr>
<tr>
<td>Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)</td>
<td>Student Growth Percentile/Graduation Rate</td>
<td>40% SGP/Graduation Rate</td>
</tr>
<tr>
<td>Additional Measure of School Quality or Student Success</td>
<td>Chronic Absenteeism</td>
<td>10% Chronic Absenteeism</td>
</tr>
<tr>
<td>Progress Towards English Language Proficiency</td>
<td>Progress to English Language Proficiency (ELP)</td>
<td>20% Progress to English Language Proficiency (ELP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% Summative Score</td>
</tr>
</tbody>
</table>

*Schools without EL populations will be weighted at 35% for proficiency, 50% for SGP/graduation rate, and 15% for chronic absenteeism.
Accountability Indicators: Subgroup Weighting (1 of 2)

Example of School Subgroup Weighting: Math Proficiency

School has a total enrollment of 1,000 students:
- 690 students are White (69%), 300 students are Black or African American (30%), 10 students are Hispanic (1%)
- 150 students are Economically Disadvantaged (15%), 15 students are Students with Disabilities (1.5%)
- Students may be counted in more than one subgroup (e.g. White and Economically Disadvantaged)

When calculating the indicator scores:
- 50% of the score will be based on the Total Student group
- 50% of the score will be based on the average of all the student subgroups with at least 20 students
  - Equally split across the White, Black or African American, and Economically Disadvantaged subgroups
  - The Hispanic and Students with Disabilities subgroups have fewer than 20 students, so they will not be included in the subgroup calculations.
Questions?
Fiscal Opportunities for Districts Under ESSA

• New funding stream: Title IVA (Safe and Healthy Schools, Well-Rounded Education, Access to Technology)

• Expanded use of funds (particularly in Title I, Title II)
  • Samples of new language in Title I: CTE, AP/IB, Early College, Counseling/Mental Health, Support for students in non-core subjects, etc.
  • Examples of new language in Title II: Training to address issues related to school conditions for student learning (e.g. safety, drug abuse, chronic absenteeism); Development of programs to recruit, hire and retain effective teachers

• More flexible definition of supplement not supplant in Title I
• Ability to become a schoolwide Title I program with less than 40% poverty
• Expanded stakeholder engagement opportunities
• Expanded transferability (moving funds from one title to another based on student needs)
# Overview: Title by Title Impact on Funding

<table>
<thead>
<tr>
<th>Major Changes to Funding</th>
<th>District Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A</strong></td>
<td></td>
</tr>
<tr>
<td>• State set-aside increased from 4% to 7%</td>
<td>Due to larger state set-aside, plan for 80% of previous year’s allocation</td>
</tr>
<tr>
<td>• Nonpublic share calculated from full allocation before any school district set-asides</td>
<td></td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Hold Harmless eliminated</strong>: annual allocation based on formula:</td>
<td>Plan about 85% of previous year’s allocation (consider nonpublic share and losing hold harmless)</td>
</tr>
<tr>
<td>• 80% distributed based on students living in poverty</td>
<td></td>
</tr>
<tr>
<td>• 20% distributed based on total student population</td>
<td></td>
</tr>
<tr>
<td>• <strong>Nonpublic allocation</strong>: no longer allows for class-size reduction expenditures to be left out of calculation of nonpublic share</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td></td>
</tr>
<tr>
<td>• Minor changes to how immigrant population calculated</td>
<td>Plan about 85% of previous year’s allocation</td>
</tr>
<tr>
<td><strong>Title IV, Part A</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Newly reauthorized funding stream</strong>, will provide bump in funding to some school districts</td>
<td>For rough estimate of Title IV allocation, divide your Title I allocation by 30</td>
</tr>
</tbody>
</table>
## School Use of Title I Funds

**Schools receiving Title I, Part A funds must** design and implement programs to support eligible Title I students using one of two models:

<table>
<thead>
<tr>
<th>Schoolwide Model</th>
<th>Targeted-Assistance Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which schools are eligible to operate this model?</strong></td>
<td>Any school with at least 40 percent poverty or any school below 40 percent poverty with a waiver issued by the state</td>
</tr>
</tbody>
</table>
| **Which students can be served by this model?** | All students in the school, particularly those of students struggling to meet state academic standards | Programs and services must be provided to students who:  
• Are failing, or at risk of failing, to meet state standards  
• Participated in certain federally-funded preschool programs  
• Received services under the Migrant Education Program  
• Are in a local institution for neglected or delinquent children or are attending a community day program, or  
• Are homeless |
Uses of Title I Funds – New Language

ESSA lists **additional allowable uses of Title I, Part A funds**, which include:

- Counseling
- School-based mental health programs
- Mentoring services
- Strategies to improve students’ skills outside academic subject areas
- Schoolwide tiered model to prevent and address problem behavior, early intervening services (IDEA coordination)
- Preparation for and awareness of postsecondary education and workforce opportunities (career and technical education)
- Advanced Placement, International Baccalaureate exams (preparation for, test fees)
- Dual or concurrent enrollment, or early college high schools
Title IV, Part A: Purpose and Background

The purpose of Title IV, Part A under ESSA is to increase student achievement by:

- Providing all students with a well-rounded education;
- Fostering safe, healthy, supportive, and drug free environments that support student academic achievement; and
- Increasing access to personalized, rigorous learning experiences supported by the use of technology to improve the academic achievement and digital literacy of all students.

Background: Title IV, Part A is newly established in ESSA (it is not the same as it was under NCLB)

- The purpose of the funding source and the allowable uses have expanded
**School District Use of Title IV, Part A Funds**

<table>
<thead>
<tr>
<th>Provide a Well-Rounded Education</th>
<th>Improve the Use of and Access to Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College and career guidance and counseling programs</td>
<td>• Provide educators, school leaders, and administrators with the necessary professional learning tools, devices, content, and resources.</td>
</tr>
<tr>
<td>• Accelerated learning programs</td>
<td>• Build technological capacity and infrastructure</td>
</tr>
<tr>
<td>• Programs and activities to improve instruction and student engagement across multiple disciplines (e.g. visual and performing arts, STEAM, Health and Physical Education, civics, economics, etc.)</td>
<td>• Develop innovative strategies for the delivery of specialized or rigorous academic courses or curricula</td>
</tr>
<tr>
<td>• Programs and activities that promote volunteerism and community involvement</td>
<td>• Carry out blended learning projects</td>
</tr>
<tr>
<td></td>
<td>• Provide professional development in the use of technology</td>
</tr>
<tr>
<td></td>
<td>• Provide students in rural, remote, and underserved areas with access and resources to high quality digital learning experiences</td>
</tr>
</tbody>
</table>

**Note:** There is a 15% cap applied to technology infrastructure for all grant awardees

<table>
<thead>
<tr>
<th>Improve School Conditions for Student Learning</th>
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<tbody>
<tr>
<td>• Drug and violence prevention activities</td>
</tr>
<tr>
<td>• School based mental health services and partnership programs that</td>
</tr>
<tr>
<td>• Integrate health and safety practices into school or athletic programs</td>
</tr>
<tr>
<td>• Support a healthy, active lifestyle</td>
</tr>
<tr>
<td>• Help prevent bullying and harassment</td>
</tr>
<tr>
<td>• Improve instructional practices for developing relationship-building skills</td>
</tr>
<tr>
<td>• Provide mentoring and school counseling to all students</td>
</tr>
<tr>
<td>• Establish or improve school dropouts and re-entry programs</td>
</tr>
<tr>
<td>• Establish learning environments and enhance students’ effective learning skills</td>
</tr>
<tr>
<td>• High quality training for school personnel related to emergency and crisis situations</td>
</tr>
<tr>
<td>• Child abuse awareness and prevention programs</td>
</tr>
<tr>
<td>• Design and implement a plan to reduce exclusionary discipline practices in schools</td>
</tr>
<tr>
<td>• Designate a school or LEA site resource coordinator to provide resources and support to schools and community partners</td>
</tr>
</tbody>
</table>

For a full list of how these funds may be used, consult [the law (4107 – 4109)](#)
Special Rules

• The amount of money a district receives in Title IV determines how it must spend its funding:
  • If receiving less than $10,000, a school district must form a consortium in order to use funds
  • If receiving $10,000 - $29,999, a school district may spend its funds on any allowable activities
  • If receiving at least $30,000, a school district must spend funds for activities across all three programmatic areas: well-rounded education, safe and healthy schools, and technology
    • At least 20% on well-rounded education activities and programs
    • At least 20% on safe and healthy school activities and programs
    • A portion on effective use of technology activities and programs

• Districts may not use more than 15% of Title IV, Part A funds to purchase technology infrastructure
School and District Reporting: Overview

The NJDOE believes that the most extensive form of accountability is driven by communities. School and district reports should promote transparency and provide access to the information that communities need to make informed decisions and drive improvements in school performance and students outcomes.

ESSA requires many new pieces of data to be collected and publicly reported, but New Jersey is committed to developing reports that provide stakeholders with a broader picture of their schools and districts.
2017-18 Performance Reports

• NJDOE expects to release 2017-18 Performance Reports by early March 2019.

• Improvements have been made to the Summary Reports to reflect stakeholder feedback and to make the reports easier to read and understand.

• New data will be added, including additional information on:
  • Discipline
  • Teachers and Administrators
  • Career and Technical Education
  • Dual Enrollment

• The 2017-18 Reports will include updated lists of schools identified as requiring Comprehensive and Targeted Support and will include the new Progress to English Language Proficiency Indicator.
Summary Reports

New Jersey K-8 School - 2016-2017

- Grades offered: PK-8th
- Teachers – average years experience: 12
- Students with Disabilities: 16%
- Economically Disadvantaged: 0%
- English Language Learners: 4%
- Total students: 627

Are students on track for success?

- English: Students meeting/exceeding expectations on state assessment
- Math: Students meeting/exceeding expectations on state assessment
- Chronic Absenteeism: Students absent for 10% or more of days enrolled

How much are students learning?

- Median Student Growth Percentile: Each student gets a student growth percentile for English or for Math based on their progress from 1 to 99 that shows their progress compared to students who have similar test scores in the past.
- If this student growth percentile for all students in the school is collected from student to student, the median student growth percentile is the percentile in the middle of all test scores.

School Highlights

- Curricular includes Reading and Writing Workshop format, Everyday Math, and Knowing Science.
- Technology is part of each school day, with students utilizing a 2:1 initiative.
- Our choir performed at the American Young Voices Concert at the Prudential Center in Newark.

How to use this report?

1. Learn More: This report provides an overview of school performance. Learn more about your school by viewing this performance report.
2. Ask Questions: Use the contact information included above to reach out to your school and ask how they are working to improve school performance and student outcomes.
3. Get Involved: Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent groups.

New Jersey High School - 2016-2017

- Grades offered: 9-12
- Teachers – average years experience: 9
- Students with Disabilities: 16%
- Economically Disadvantaged: 69%
- English Language Learners: 8%
- Total students: 1,916

Are students on track for success?

- English: Students meeting/exceeding expectations on state assessment
- Math: Students meeting/exceeding expectations on state assessment
- Chronic Absenteeism: Students absent for 10% or more of days enrolled

Are students graduating?

- 4-year Graduation Rate

Are students going to college?

- Graduates enrolled in college: 16 months after graduation

School Highlights

- Small graduation cohorts and individualized instruction in all grades 9-12.
- Courses that expand the world-wide web with access to countless curriculum options through virtual schooling.
- Intellectual and compassionate staff that recognize students as driven, engaged and forward-thinking.

How to use this report?

1. Learn More: This report provides an overview of school performance. Learn more about your school by viewing this performance report.
2. Ask Questions: Use the contact information included above to reach out to your school and ask how they are working to improve school performance and student outcomes.
3. Get Involved: Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent groups.
Outreach Timeline

- **January 2018**
  - 2016-17 School Performance Reports released
- **Spring 2018**
  - Engage with educators, parents, and community members to build awareness of the reports
  - Collect feedback and suggestions on how to improve future reports.
- **June 30, 2018**
  - Deadline to provide feedback to be considered for the 2017-18 reports.
    - Feedback for future reports will continue to be collected on an ongoing basis after this date.
- **Fall 2018**
  - Development of 2017-18 School Performance Reports
- **Early 2019**
Support/Questions/Feedback

• Resource documents and webinars are available on the performance reports homepage – [www.njschooldata.org](http://www.njschooldata.org)

• If you have any questions about the reports, please contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)

• If you want to provide feedback on the reports, please take our [feedback survey](#).
Chronic Absenteeism

New Jersey will use chronic absenteeism as the measure for the new indicator of school quality and student success during the first year of New Jersey’s school accountability system under ESSA. Chronic absenteeism is the percentage of students who are not present 10% or more of the total enrolled school days.

**Rationale**

- Supported by stakeholders
- Research based/linked to student outcomes
- Actionable at a school level
- Data available and allowable under ESSA

**How it’s Measured**

\[
\text{Cumulative Days in Membership} - \text{Cumulative Days Present} = \text{Student Level Absentee Rate}
\]

\[
\text{Total # of Chronically Absent students} / \text{Total enrollment} = \text{School Level Absentee Rate}
\]
Addressing Chronic Absenteeism

The NJDOE will continue to develop resources and supports to assist schools and districts in reducing rates of chronic absenteeism.

Current resources:
› **Chronic absenteeism guidance** on the NJDOE website
› Updated chronic absenteeism [website](#)
› **Updated School Register** to clarify reporting requirements and align terminology with NJ SMART
› New “at-risk” reports available through NJ SMART
› For questions, contact: **attendance@doe.state.nj.us**

Coming soon:
› Identifying and sharing best practices
› Online modules on data collection and reporting, prevention and intervention, and more
Chronic Absenteeism
Questions?
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</table>
Engagement: Informing Accountability Systems

The NJDOE engaged in as many conversations as possible with representatives from different communities that have diverse perspectives to help form our accountability systems.

Creating the ESSA State Plan

- 5,300 survey responses
- 80 invited organizations in focus group
- Over 90 in-person meetings
- Over 400 districts represented in training
- Over 160 communities represented
- 4 regional public sessions with more than 140 attendees
- During the comment period:
  - Engaged with 1600 additional community members
  - Hosted or attended 39 additional meetings
  - Received 255 survey responses

Creating Performance Reports

- 4,600 survey responses
- Formed the New Jersey Accountability Committee
- Hosted focus groups with principals, teachers, and parents and met with district staff
- Attended parent roundtable meetings in partnership with SPAN in 10 different counties and met with more than 100 parents

Informing District Accountability

- Received formal feedback from 50 districts and 6 professional organizations
- Attended superintendent roundtables in every county
- Hosted 6 regional district leader focus groups with 160 district and school leaders
The law requires districts and, in some cases, schools to engage a variety of stakeholders as part of the annual application process, specifically, stakeholders should be consulted regarding:

• Student needs;

• The ESSA-funded programs, activities, and strategies the district and its schools should implement to address those needs; and

• The impact and effectiveness of ESSA-funded programs, activities, and strategies.
# Stakeholder Engagement Requirements under ESSA

<table>
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<tr>
<th>Title I</th>
<th>ESSA Requirements</th>
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<tbody>
<tr>
<td>(receiving funds)</td>
<td>The LEA plan must be “developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals,” and others including parent and family engagement, and HS to college transitions.</td>
</tr>
</tbody>
</table>

| Targeted Assistance Program | An LEA must describe “how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel,” will identify the eligible children most in need. The school must “[implement] strategies to increase the involvement of parent of eligible children.” |

| Schoolwide | A school must consult with parents, administrators, paraprofessionals, and specialized instructional support personnel and others. Plan must be “available to the district, parents, and public.” |

| Title II | An LEA must “meaningfully consult with teachers, principals, other school leaders, paraprofessionals and others to meet the purpose of this title” and “seek advice” from them “regarding how best to improve the [LEA’s] activities to meet the purpose of the title.” |

| Title III | An LEA must describe the promotion of “parent, family, and community engagement in the education of English learners” and “contain assurances the eligible entity consulted with teachers, researchers, school administrators,” and others to develop and implement the plan. |

| Title IV | Continued consultation with “parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, and local government representatives” to implement and improve the plan. |
Context

• Stakeholder engagement takes place in most districts already for budgets and various initiatives to ensure buy-in and strong implementation

• Similarly, it is important to conduct stakeholder engagement for the development and implementation of district’s ESEA plan

• Different than some initiatives, ESEA has specific requirements for stakeholder engagement in order for districts to receive funding
Stakeholder Engagement Requirements in ESSA

• ESSA has many specific requirements for stakeholder engagement as districts develop their ESEA plans across all Titles (outlined on the next slide)

• ESSA focuses on “timely” and “meaningful” consultation as defined below in guidance from the US Department of Education:

  • **Timely consultation:** The US Department of Education emphasizes in its stakeholder engagement guidance that “meaningful engagement starts at the beginning of the process, when initial planning is getting started; not at the end, when a plan is nearing completion”\(^1\)

  • **Meaningful consultation:** While specific to the state plan, proposed federal regulations emphasize that meaningful consultation must include a diverse, representative group of stakeholders; be transparent; and take place at multiple points during the design, development and implementation of the plan\(^1\)

Specific Requirements

The following chart lists the **minimum stakeholder engagement requirements** for developing and implementing the district’s ESSA plan:

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Title IA</th>
<th>Title IIA</th>
<th>Title III</th>
<th>Title IVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1112(a)(1)(A), 1112(b)(7-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Principals</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Other School Leaders</td>
<td>x</td>
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<tr>
<td>Parents/Family Members</td>
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<tr>
<td>Paraprofessionals</td>
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<tr>
<td>Specialized Instructional Support Personnel</td>
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<td>Administrators</td>
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<tr>
<td>Other Appropriate School Personnel</td>
<td>x</td>
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<tr>
<td>Nonpublic Schools</td>
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<tr>
<td>Community Partners/Community-Based Organizations/Community Members</td>
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<tr>
<td>Researchers</td>
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<tr>
<td>Early childhood education programs (where applicable)</td>
<td>x</td>
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<tr>
<td>Institutions of higher education (where applicable)</td>
<td>x</td>
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<tr>
<td>Employers (where applicable)</td>
<td>X</td>
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<tr>
<td>Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)</td>
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<tr>
<td>Indian tribes or tribal organizations (where applicable)</td>
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<tr>
<td>Other Stakeholders/Other Organizations with Relevant Experience</td>
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<tr>
<td>Public or private entities</td>
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</tbody>
</table>
Additional Stakeholders to Consider

In addition to involving required stakeholders, the NJDOE recommends you consider some or all of the following as you create district plans:

- Mayors, local school board members, other locally elected officials
- Parents from geographically diverse areas, perspectives, and backgrounds who are representative of ALL students served by the district
- Students (primarily at the secondary level)
- Civil rights and advocacy groups
- Business leaders
- Other related state and local governmental bodies (e.g. health and human services)
- Philanthropic community
- GED and workforce programs
- Teacher preparation programs
- Other districts (in order to form consortium and for sharing best practices)
Questions?
Getting Involved

- Rosie Grant, Executive Director
- Paterson Education Fund
Paterson Arts Education Taskforce
Arts Integration
Routines That Rock

Sing a song of on-time

Song tune: Jingle Bells
(Parent-created lyrics)

Up we get, sleepyhead
Up and on our way.
It’s 8 o’clock, time to rock
Success is a blink away, hey!

Hair is brushed, teeth are clean,
And your bag is ready to go.
It’s Head Start at 9, then breakfast time,
So you’re brain can know and grow.
Restorative Practices
Questions?
Thank You and Contacts

Please contact NJDOE staff directly for the following comments or inquiries:

NJQSAC: QSAC@doe.state.nj.us

Chronic Absenteeism: attendance@doe.state.nj.us

Families Portal: communications@doe.state.nj.us

ESSA

• See New Jersey’s State Plan: http://www.state.nj.us/education/ESSA/

• Questions or concerns: ESSA@doe.state.nj.us

Performance Reports

• School Performance Reports: http://www.nj.gov/education/pr/

• Questions or concerns: reportcard@doe.state.nj.us