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ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL

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## The Every Student Succeeds Act

May 25, 2018



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# ESEA to NCLB to ESSA





- Original 1965 national education law: **Elementary and Secondary Education Act (ESEA)**, funds K–12 education.
- ESEA was reauthorized in 2002 as **No Child Left Behind (NCLB)**; NCLB was due for reauthorization in 2007 but little came of it.
  - President Obama released 2010 ESEA reform blueprint.
  - Granted NCLB waivers in 2012.
- S. 1177, the **Every Student Succeeds Act (ESSA)** was signed into law to replace NCLB and reauthorize ESEA on December 10, 2015.
  - ESSA is the reconciled version of the original House bill (Every Child Achieves Act) and Senate bill (Student Success Act).

# In a Nutshell: ESSA versus NCLB

## ESSA is a significant improvement over NCLB.

- **Reduces** the Department of Education's (ED) role and limits ED Secretary's influence on K–12 policy.
- Allows K–12 leaders more **autonomy/flexibility** with managing districts, schools, and classrooms.
- ED will focus more on **supporting states** and improving schools rather than **prescribing punitive mandates**.

**ESEA Reauthorization: Every Student Succeeds Act**  
 Passed House of Representatives, Dec 2, 2015: 359 to 64  
 Passed Senate, Dec 9, 2015: 85 to 12  
 Signed by President Obama: Dec 10, 2015  
 Provides \$15+ billion a year to states in formula funding, as well as additional funds through competitive grants  
 Transition Year 2016-2017

**Testing (unchanged)**

<p>Reading</p>  <p>Annually in grades 3-8 &amp; one High School grade</p>	<p>Math</p>  <p>Annually in grades 3-8 &amp; one High School grade</p>	<p>Science</p>  <p>Once in Elementary, Middle, &amp; High School</p>
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**Reporting (unchanged)**



- ✓ whole school
- ✓ race
- ✓ poverty
- ✓ English learners
- ✓ students with disabilities
- ✓ gender

**Measuring Performance (changed)**

**Indicators**



1. proficiency on state assessments
2. some other academic factor (such as growth) for elementary and middle schools; graduation rate(s) for high schools
3. English language proficiency

*Note: Indicators 1-3 must have "substantial" weight, and, in the aggregate, be weighted more than indicator 4.*

4. at least one other measure of quality/success (e.g., school climate, engagement, access to advanced courses)
5. at least 95% participation on state assessments

**Accountability (changed)**



50 States set Accountability Goals

vs

Common standards

**Other Changes**

<p><b>Adaptive Testing</b></p>  <p>Students can be assessed with questions above and below grade level</p>	<p><b>Teacher Evaluation</b></p>  <p>No federally mandated Teacher Evaluation</p>	<p><b>Federal Guardrails</b></p>  <p>Identify Schools with struggling subgroups yearly lowest 5% 6 grad rate &lt; 67% (every 3 years)</p>	<p><b>School Turnaround</b></p>  <p>Schools create plans for subgroups. Districts create plans for lowest 5% low grad rates. After 4 years of no progress in a District, the state steps in</p>	<p><b>Preschool</b></p>  <p>New programs to expand access and quality</p>
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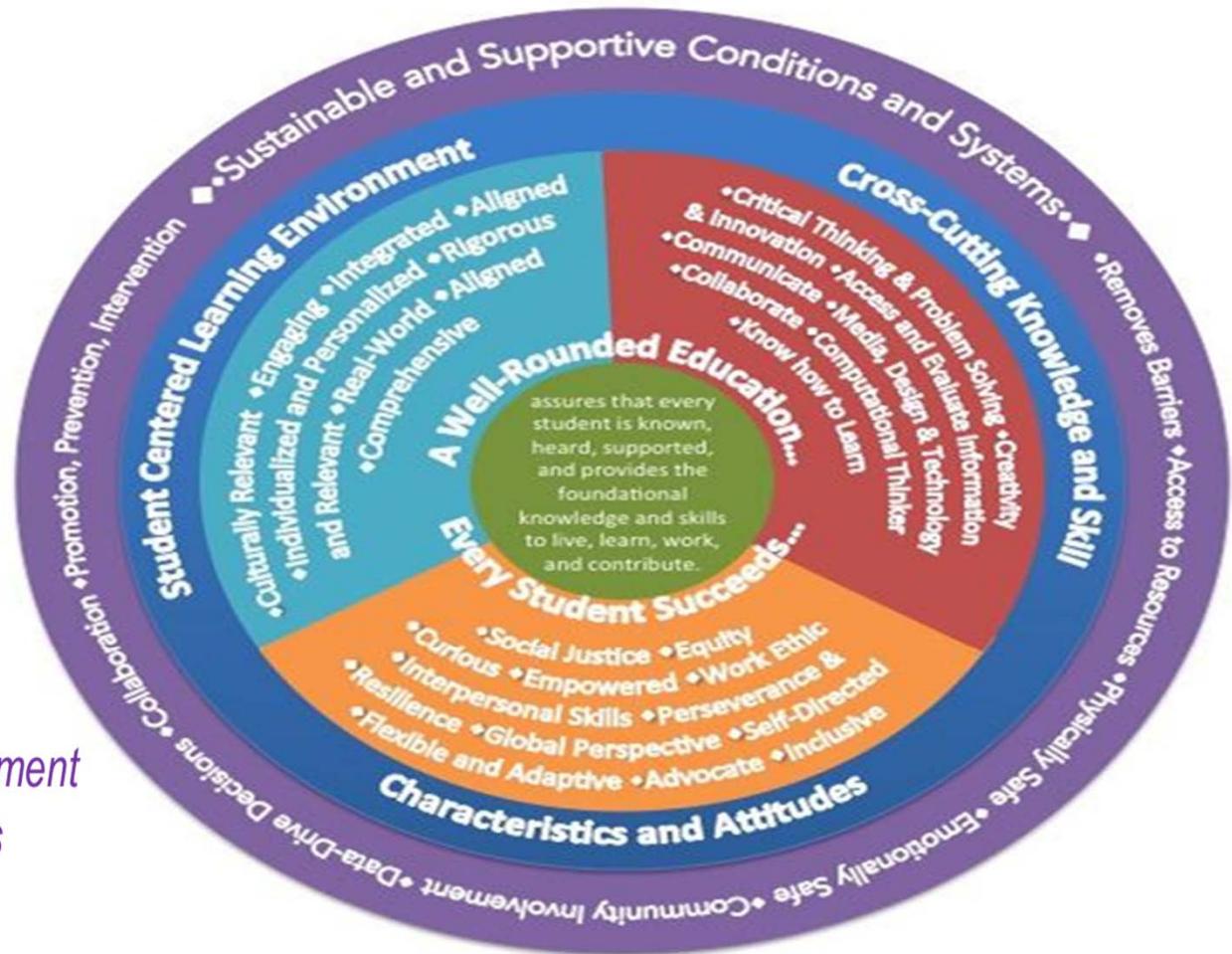
# What is the Every Student Succeeds Act (ESSA)?

- ❑ The *Every Student Succeeds Act (ESSA)* replaces *No Child Left Behind (NCLB)* and was signed into law in December 2015. ESSA is the major federal legislation **aimed at supplementing public school funding to support the learning needs of students living in poverty, English Learners, and other students who have been educationally disadvantaged**. This legislation was first passed in 1965, originally known as the Elementary and Secondary Education Act (ESEA) as part of President Johnson’s “War on Poverty.”
- ❑ ESSA returns a **great deal of autonomy and authority to states**, including the flexibility to design accountability and support systems that work to improve outcomes for their students and schools. The new law **encourages states and schools to innovate, while at the same time maintains a focus on equity and accountability**. In place of the NCLB one-size-fits-all approach, states have the flexibility to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts.



A **well-rounded education** provides the foundational knowledge and skills to live, learn, work and contribute, and ensures that each and every student is known, heard, and supported.

- *Student-centered learning environment*
- *Cross-cutting knowledge and skills*
- *Characteristics and attitudes*



# New ESSA Requirements

**The Every Student Succeeds Act requires states to create and publish annual report cards that include a wealth of data broken out by student racial and economic subgroups and, for the first time, for military, foster, and homeless students. Among the key elements:**

- A description of the state's accountability system and a definition of its indicators and ranking methodology.
- Where schools rank on the state's accountability system.
- A breakdown for different types of students of schools' standardized test scores and a cross-tabulation of student data.
- The number of inexperienced, ineffective, and out-of-field principals and teachers.
- Graduation rates

Source: Council of Chief State School Officers – Education Week – October 25, 2017

## New ESSA Requirements – (continued)

- Disciplinary data including student arrest rates, out-of-school and in-school suspensions, and incidences of violence, including violence and harassment.
- The state's results and ranking on the National Assessment of Educational Progress compared with the national average.
- The number and percentage of students enrolled in preschool programs, Advanced Placement courses, and International Baccalaureate courses.
- **The per-pupil spending rates by school, with a breakdown of "personnel" versus "non-personnel" costs and how much of that money came from the local, state, and federal government.**

Source: Council of Chief State School Officers – Education Week – October 25, 2017

# The Every Student Succeeds Act

The Every Student Succeeds Act of 2015 ensures that #AllKidsMatter. It includes serious protections for vulnerable students. And it creates important leverage for parents, communities, and advocates to continue their push for equity and accountability for all students.

1. Consistent, state-adopted **standards** for all students that are aligned with the demands of postsecondary education and work.



2. Statewide annual **assessments** aligned with statewide standards.



3. Richer **public reporting** on academic outcomes and opportunities to learn for all groups of students, including, for the first time, school-level per-pupil spending and access to rigorous coursework.



4. Clear requirements that statewide **accountability** systems must expect more progress for the groups of students who have been behind, base school ratings on the progress of all groups of students, and expect action when any group of students is consistently underperforming.



5. Resources to support **teachers and leaders**, and a demand that states and districts report on and address inequities in the rates at which low-income students and students of color are assigned to ineffective, out-of-field, or inexperienced teachers.



6. Continued targeting of federal **funding** to the highest poverty schools and districts.



7. A role for the U.S. Secretary of Education in **enforcing** the law.



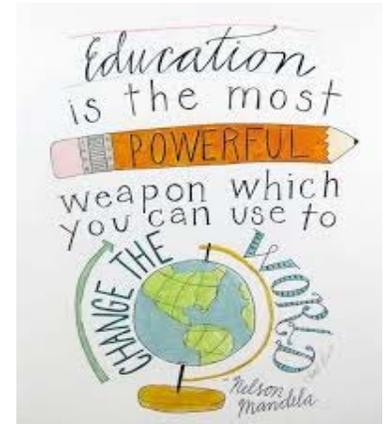
The Education Trust | [www.edtrust.org](http://www.edtrust.org)

## Quotes on Per-Pupil Reporting Changes

“There are **going to be growing pains** just like we saw with data-reporting requirements under NCLB,” If [district officials] don’t help shape the narrative, these numbers are going to be subject to interpretation.” - Noelle Ellerson - 4/18/17 Education Week – ESSA Aims to Shine Brighter Light on Per-Pupil Spending

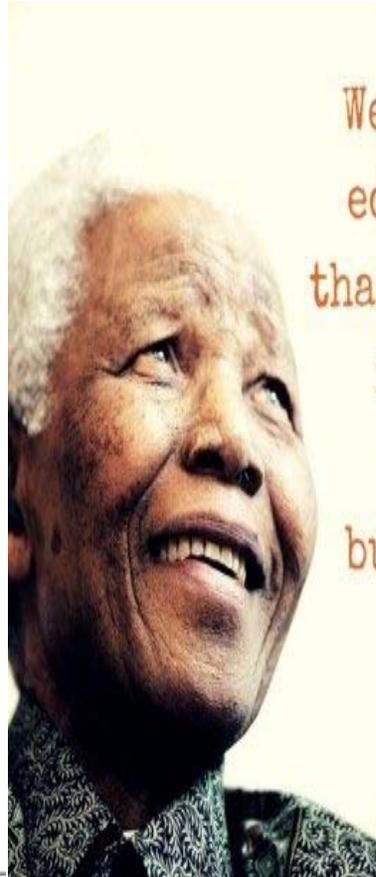
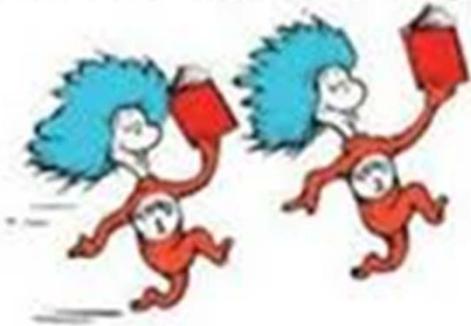
“There are **huge inequities in spending between some schools**” and “There are some schools that are successful with less money, and there are some that are not. With this information, states and districts can tell school principals, ‘You’re expensive, but you’re lagging compare to your peers.’ ” – Marguerite Roza - 4/18/17 Education Week – ESSA Aims to Shine Brighter Light on Per-Pupil Spending

“**It’s a big shift in how we’ve tradition all seen finance data**”, “It’s going to open a window of new conversation across states and districts” – Maureen Wentworth 4/18/17 Education Week – ESSA Aims to Shine Brighter Light on Per-Pupil Spending



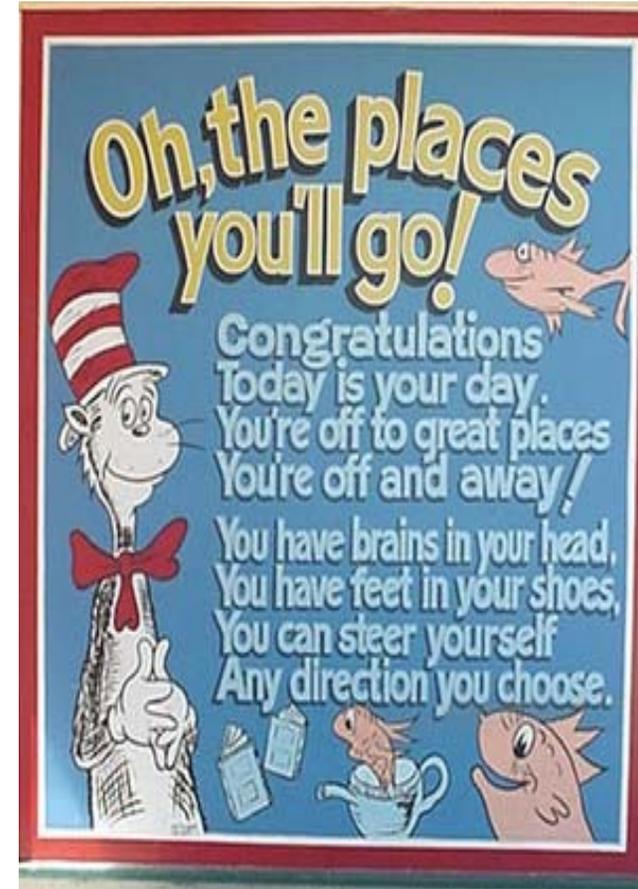
## ADDITIONAL QUOTES!

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.

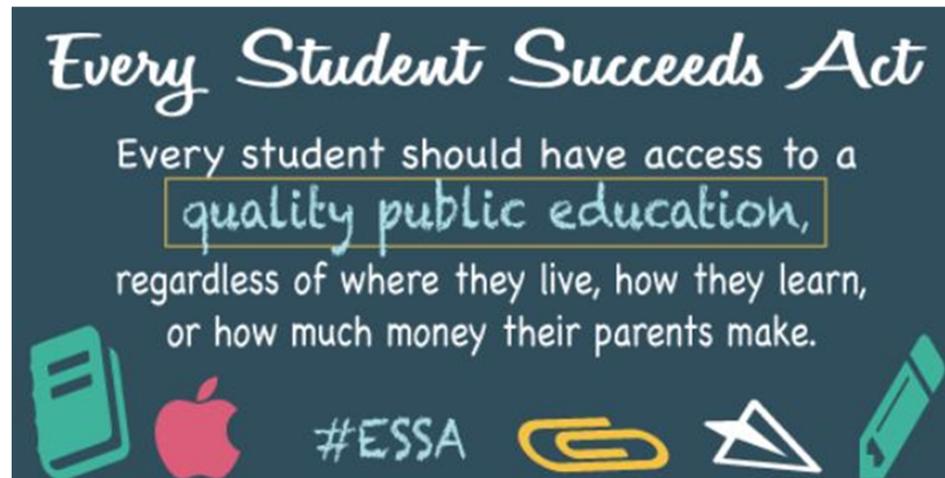


We all know that  
education, more  
than anything else,  
improves our  
chances of  
building better  
lives.

Nelson Mandela



# ***NEW SITE-BASED DATA REPORTING REQUIREMENTS UNDER ESSA***



**WHAT IS SITE-BASED EXPENDITURE REPORTING?**

**WHY ARE WE DOING THIS?**

**WHY NOW?**

## NCLB – What has caused the need for change?



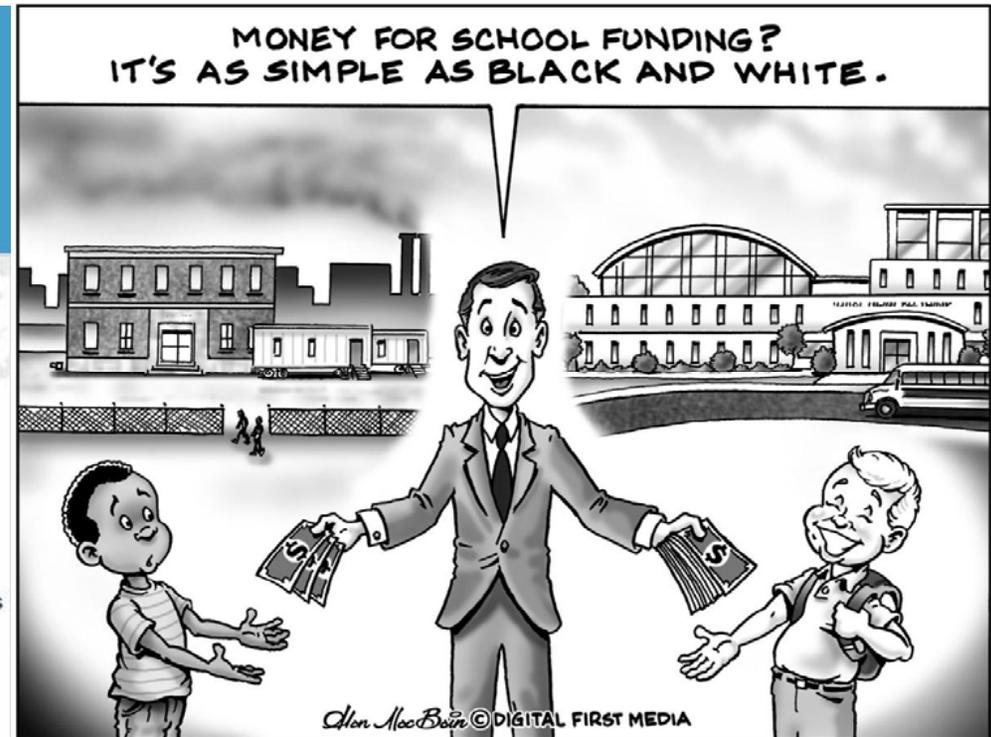
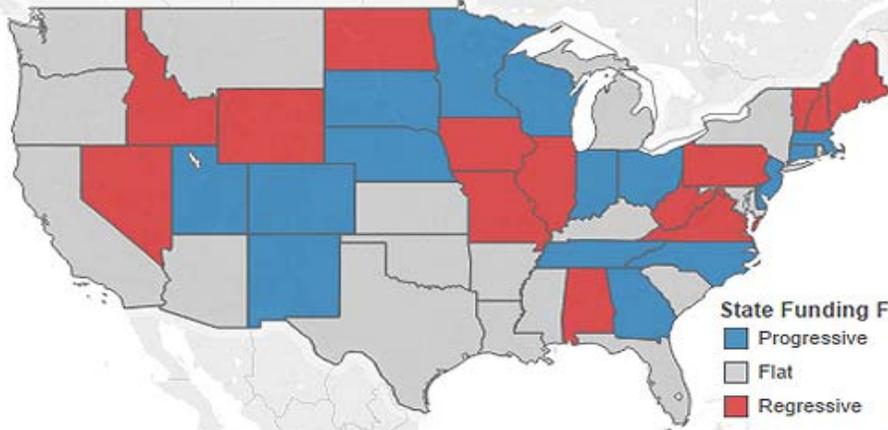
## HOW DID WE GET HERE?

- ❑ **NCLB put in place measures that exposed achievement gaps** among traditionally *underserved students and their peers* and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.
- ❑ *Parents, educators, and elected officials across the country recognized that a strong, updated law **was necessary to expand opportunity to all students**; support schools, teachers, and principals; and to strengthen our education system and economy.*
- ❑ In 2012, the Obama administration began **granting flexibility to states** regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.

# STATE (SEA) HAS BEEN REPORTING EXPENDITURES BY DISTRICT **NOW REQUIRED** TO REPORT BY EACH SCHOOL SITES

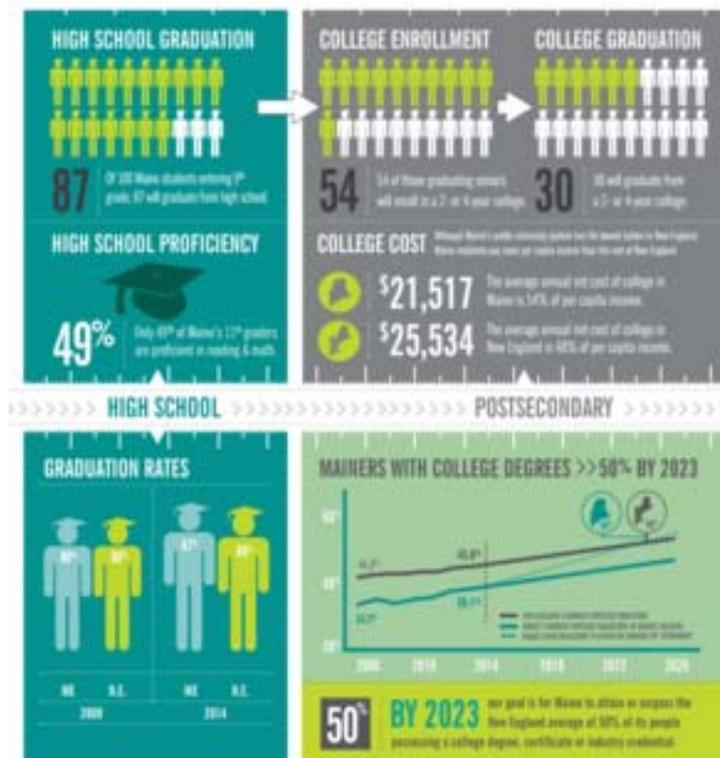
## Is School Funding Fair? A National Report Card

Fifth Edition: March 2016



# NEW SITE-BASED PER-PUPIL Financial Reporting RULE

- ❑ A State and its LEAs **must annually** report per-pupil expenditures of Federal, State, and local funds on **State and LEA report cards**, disaggregated by source of funds.
- ❑ Per-pupil expenditures **must include actual personnel and non-personnel expenditures.**
- ❑ A State and its LEAs must report per-pupil expenditures for the LEA as a whole and for **each school served by the LEA** for the preceding fiscal year.



ESEA section 1111(h)(1)(C)(x) and section 1111 (h)(2)(C)  
April 4, 2018

# SITE-BASED PER-PUPIL EXPENDITURES REPORTING TIMELINE

- ❑ As stated in the June 28, 2017, Dear Colleague Letter, the U.S. Department of Education *is giving States and LEAs until the 2018-2019 school year* to report on annual report cards regarding per-pupil expenditures as described on the previous slide.
- ❑ If an SEA elects to delay reporting, on the 2017-2018 report cards, the SEA and its LEAs must provide a brief description of the steps the SEA and LEAs are taking to ensure that information on the per-pupil expenditures will be included *beginning with report cards for the 2018-2019 school year.*

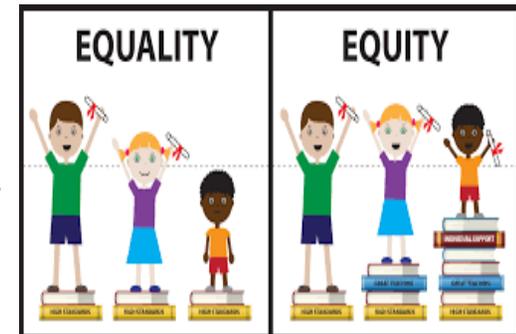


# Why SHOULD WE FOCUS on SITE-BASED Finances

## The school is an important unit in the ed system

SEAs already report *outcomes* by school. (Now will add expenditures)

- Resource allocation will be more readily accessible to schools and stakeholders.
- Empowers LEAs and communities to assess and improve equity.
- Enables LEAs and communities to gain a better understanding of relationship between student outcomes and financial resources.
- Enables LEAs, schools, and the state to identify evidence-based best practices and opportunities to foster innovation between peers.



# Site-Based Expenditure Reporting is NOT...

**NOT** – *a requirement under evidence-based funding (EBF)*

- It is an ESSA requirement.

**NOT** – *a requirement of how to spend your EBF funds*

- If useful as a paradigm, it is an optional way to think about your EBF funds.

**NOT** – *a requirement to use school-based accounting for your internal systems*

- You may find school-based accounting makes the reporting easier, but that is your choice. Our priority is to get you all information before budgeting season to give you that option should you take it.

**NOT** – **a requirement that leads to prescriptive reporting akin to “function/object codes by location, on steroids”**

- While most costs –including most district centralized costs –will need to be assigned to a site, districts will likely have significant flexibility in choosing how to most fairly make those assignments.

# **WHAT SHOULD BE YOUR FIRST STEPS TO BE COMPLIANT WITH SITE-BASED REPORTING?**

- ❑ DO YOU KNOW WHAT IS REQUIRED OF YOU IN THE NEW STANDARDS?**
- ❑ WHO IS REQUIRED TO COMPLETE THIS REPORTING?**
- ❑ IF YOU ARE UNSURE --- SUGGESTION : CREATE A COMMITTEE / ADVISORY GROUP  
(ENSURE THE RIGHT STAKEHOLDERS ARE INCLUDED – YOUR SEA SHOULD BE  
PROJECT LEAD)**
- ❑ ONCE YOU CREATE A COMMITTEE / ADVISORY GROUP – START BUILDING AN  
IMPLEMENTATION PLAN AND TIMELINE.**

# WHAT SHOULD YOUR COMMITTEE / ADVISORY GROUP BE DISCUSSING AT THEIR MEETINGS?

- What is “site-based expenditure reporting”?
- Why are we doing this? Why now?
- What will be **YOUR STATES** approach to reporting?
- Where are we at in the planning process?
- What can school districts expect next?
- What can school districts do now to prepare?
- What questions and concerns would you like to share?



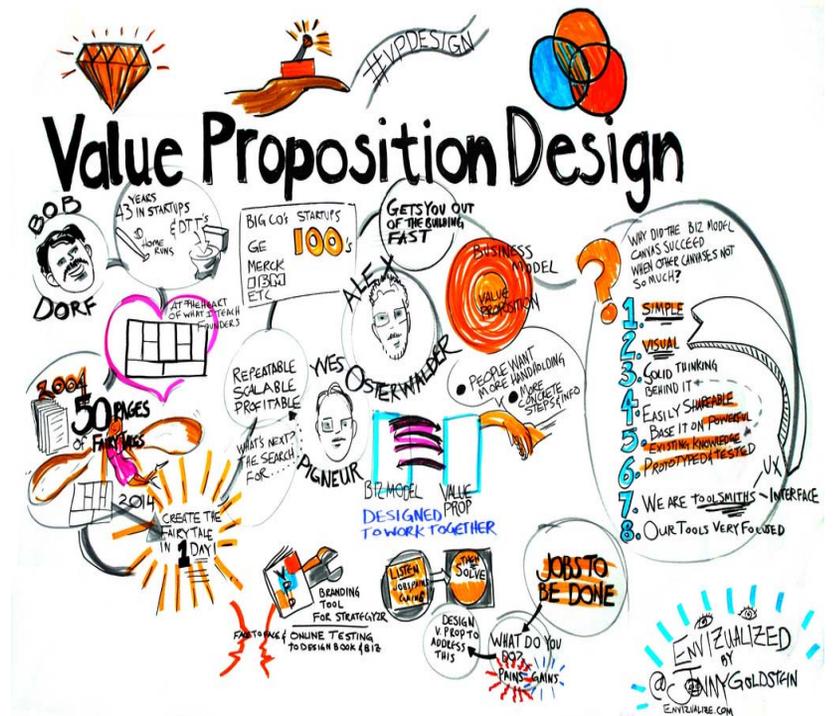
Stakeholder Guide  
to the Every Student  
Succeeds Act (ESSA)



*“The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”*

# Key FACTORS the Committee / Advisory Group's should consider to enhance the end products Value

- ❑ Resource allocation will be more readily accessible to schools and stakeholders
- ❑ Empowers LEAs and communities to **assess and improve equity**
- ❑ Enables LEAs and communities to gain a better understanding of the relationship between student outcomes and financial resources
- ❑ Enables LEAs, schools, and the state to identify evidence-based best practices and opportunities to foster innovation between peers



# Possible Guiding Principles during Implementation

<b>“Guidance” rather than formal changes to accounting rules</b>	<b>Stay close to “minimum ESSA compliance”</b>	<b>Leverage existing reporting wherever possible</b>
<b>Couple the financial reporting with state report card data</b>	<b>Districts know their data best and can tell their own story</b>	<b>This initiative should and will evolve over years</b>

# SOME EXAMPLES OF EXPENDITURE TYPES / COST DRIVERS

*Now consider **WHAT** can cause one school to spend differently than another*

Student Specific Needs & COSTS	District Related COSTS	Unplanned/Unknown COSTS
   <p>Other Student Needs</p>	<ul style="list-style-type: none"><li>* School boundary changes and costs</li><li>* Class Size Changes and costs</li><li>* Adding other educational items within the school</li></ul>	<ul style="list-style-type: none"><li>* Union Contract increased cost</li><li>* Building costs to surface during the year - required repairs</li><li>* Enrollment changes (good or bad)</li></ul> <p>Note: These are just a few examples of expenditures that can change how your district does business – this will change by school/district/state.</p>

## ??? For the Audience ???

### A. HOW MANY OF YOU ALREADY HAVE A COMMON CHART OF ACCOUNT THAT ALLOWS YOU TO SHOW EXPENDITURES AT SCHOOL LEVEL?

- ❖ Does your COA allow you to report down to site level? And have ability to send that data to your SEA?
- ❖ Has the state been in contact with you regarding the new federal change?
- ❖ Are any of you involved with the FiTWig National group thru BSCP – Building State Capacity and Productivity Center and E Edunomic Lab – The Study of Education Finance?

## CROWD / GROUP RESPONSE!

### B. WHICH ONE OF HAVE COMMON COA – BUT IT DOES NOT REPORT DOWN TO SCHOOL LEVEL?

- ❖ Do you budget down to the site-level?
- ❖ Has the state been in contact with you regarding the new federal change?
- ❖ Are any of you involved with the **FiTWig National** group thru BSCP – Building State Capacity and Productivity Center and E Edunomic Lab – The Study of Education Finance?



## The Challenges...

**Districts must assess their accounting practices in advance of developing budgets that can report school-level per-pupil spending.**

- **Exclusions** - Districts are required to exclude certain expenditures from their reporting, and states may require more. Can the charts of accounts be set up to separate these costs?
- **School reported vs. centrally reported** - Districts should understand what expenditures play out in schools but are reported centrally and take steps to report those expenditures at schools if possible.
- **Allocations** - Districts may need to develop a method of allocating central costs out to schools and students based on the types of students those expenditures serve.
- **Alignment of dollars and enrollment** - The “schools” to which student enrollment is reported should match the “schools” to which expenses are accounted. All expenses should be billed at the schools where they play out; all students should be tagged to the schools they attend.

# The basic framework areas to review

## Financial/General Ledger Data

- Chart of accounts – assess for applicable field/dimension code by location/school site
- Personnel costs (salaries/benefits) – allocate by location/site
- Funds disaggregation – separate Federal, State, and Local
- Financial system – determine accessibility of data; restrictions; audited actuals versus estimated actuals

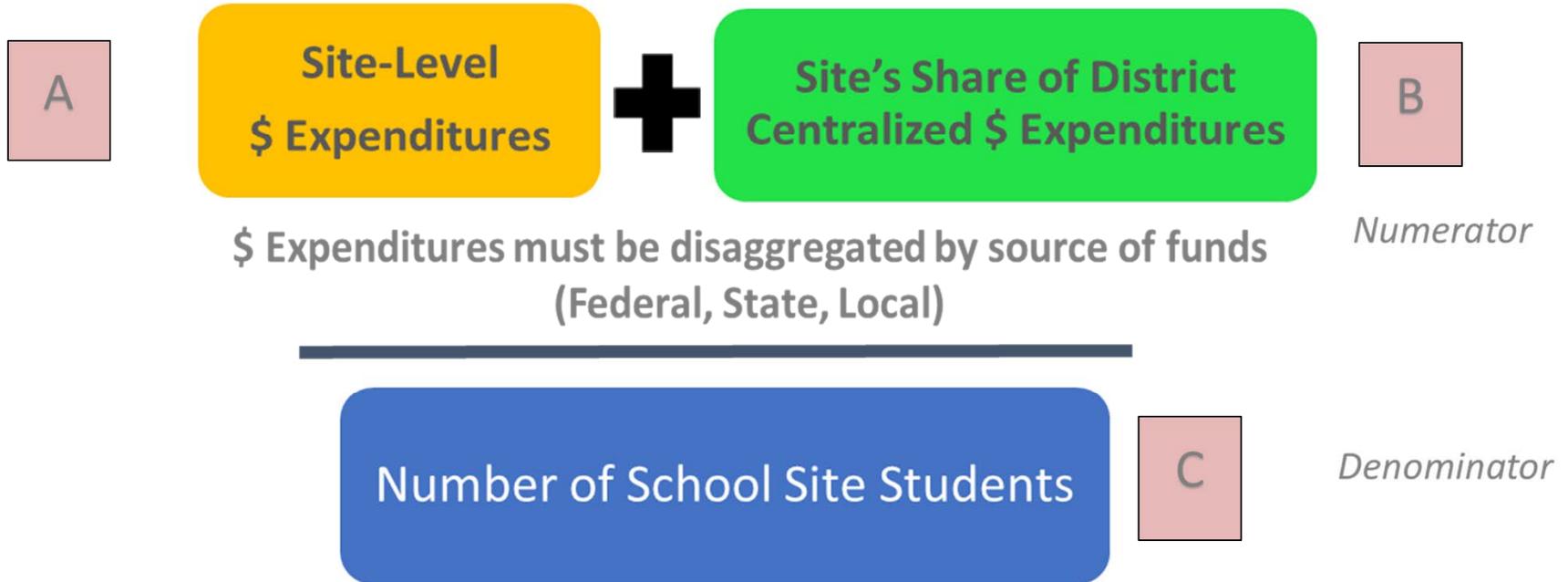
## Site-Based Reporting Entities

- Student counts
- School site information

## Site-Based Expenditure Reporting

- Site-level expenditures
- Site's share of district centralized expenditures
- Site-level and site's share of district centralized expenditures, disaggregated by source of funds (Federal, State, Local)

# FORMULA TO CALCULATE “PER-PUPIL / SITE-BASED” COSTS



## **District-level per-pupil metric**

***Dollars***  
***Pupils***

**Numerator** must include administration, instruction, instructional support, student support services, transportation, operations, fixed charges, preschool, expenditures to cover deficits for food service or activities, and exclude capital, debt service, and community services.

**Denominator** must be the district's pupil count on or about October 1.

# PER-PUPIL EXPENDITURE EXAMPLE from ILLNOIS

		Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures				
Sites	Enrollment	State and		Subtotal	State and		Subtotal	State and		Total	Exclusions	Total Expenditures
		Federal	Local		Federal	Local		Federal	Local			
PK Ctr	50	\$500	\$8,020	\$8,520	\$660	\$3,514	\$4,175	\$1,160	\$11,534	\$12,695		
ES1	300	\$344	\$5,148	\$5,493	\$529	\$2,781	\$3,310	\$874	\$7,929	\$8,803		
ES2	250	\$231	\$5,445	\$5,677	\$457	\$3,095	\$3,552	\$688	\$8,540	\$9,229		
MS1	250	\$320	\$5,356	\$5,676	\$361	\$3,499	\$3,861	\$681	\$8,855	\$9,536		
HS1	320	\$458	\$6,910	\$7,368	\$371	\$2,919	\$3,290	\$829	\$9,829	\$10,658		
<b>Total</b>	<b>1,170</b>	<b>\$353</b>	<b>\$5,861</b>	<b>\$6,213</b>	<b>\$440</b>	<b>\$3,071</b>	<b>\$3,511</b>	<b>\$793</b>	<b>\$8,931</b>	<b>\$9,724</b>	<b>\$2,330,361</b>	<b>\$13,707,753</b>

C

A/C

B/C

(A+B) / C

D

# Expenditures in the Per-Pupil Numerator (A+B)

All district expenditures, including but not limited to personnel costs, transportation, security, administration, and those that are funded privately, should be included in the numerator within either (A) site-level expenditures or (B) site's proportional share of district's centralized expenditures.

Certain expenditures should be excluded from the total expenditures reported, as designated below. The intent behind these exclusions is to:

- Reflect only expenditures for Pre-K through 12th grade students being served or placed by the Reporting Entity (which therefore excludes costs for adult education and community services)
- Reflect expenditures that are largely ongoing, normal course resource allocations (thereby excluding non-education fund capital expenditures and debt service)

A

Site-Level  
\$ Expenditures



Site's Share of District  
Centralized \$ Expenditures

B

## Site-Level Expenditures (A)

- The site-level expenditures **(A)** in the numerator must include any personnel salaries, benefits, and related costs assigned exclusively to a school and any non-personnel costs specifically attributable to the school. Including these costs at the site level is a federal requirement of ESSA for this reporting. If personnel assigned exclusively to a school are accounted for on central books, their costs must be allocated to the site at which they perform their daily duties for reporting purposes.
- An SEA should recognize that non-personnel costs reported at the site level **may vary from district to district based on the district's accounting and funding allocation** methods.
- The SEA might recommend that, heading into the 2018-19 reporting year, each school district adjust its accounting procedures to ensure school-level expenditures, especially personnel exclusive to a site, are accounted for at the location at which they are utilized.

## *Site's Proportional Share of District's Centralized Expenditures (B)*

- The proportional share of a district's centralized expenditures **(B)** in the numerator should **represent an allocation of centralized expenditures as a proxy for dollars spent for district centralized services serving each school.**
- For the 2018-19 reporting year, the allocation method utilized by Reporting Entities to assign centralized expenditures to their schools shall be determined by the Reporting Entities themselves.
  - For example, a district may choose to allocate transportation costs to its schools on a per-pupil basis, or alternatively, it may choose to calculate a cost per route and allocate costs to schools based on the routes utilized by each school.
- As part of this reporting, the **SEA may ask that Reporting Entities identify the method employed for all centralized expenditure allocations.**

# Student Count in the School Site Based Expenditure for Per Pupil Denominator (C)

For the purposes of determining site-level per-pupil expenditures, Reporting Entities **must include every student the school serves in the denominator, except for students being served in the school coming from outside the district.** Students served outside the district should be included in the denominator of a site at the Home LEA, dependent on the allocation methodology chosen by the Home LEA for student outplacement costs.

- Half-day students shall be counted as 0.5, and all other students shall be counted as 1.0. “Half-day student” is defined as any student in a scheduled school day of less than four hours.
- The average of the student count (as defined above relating to students from or served outside the district) on October 1 and March 1 of the reporting year shall be used.

## Total Exclusions and Total Expenditures (D)

To complete the data reporting table, Reporting Entities must include two lines:

1. **Sum of total expenditures excluded:** this line shall include the sum total of all expenditures excluded per this guidance document. Expenditures will not need to be disaggregated by exclusionary reason.
2. **Sum of total expenditures: this line shall include the total dollars included in reporting (allocated to sites) plus total exclusions.** In most cases for districts without charter schools, this amount should tie to the Reporting Entity's total year-end expenditures.

# Special Circumstances

## ***LEAs with Charter Schools within the LEA***

For those LEAs that have charter schools authorized within the LEA (this excludes State Commission-authorized charters, which are their own LEA), **charter schools within the LEA should be reported as LEA school sites**. Therefore, LEAs will need to collect expenditure reporting from charter schools in a manner that allows the LEA to report for those schools according to this document's guidance.

## ***Students Served outside the District (Outplacements)***

Students placed and/or served outside of the Home LEA, regardless of reason (e.g., special education, career tech/vocational education, etc.), **shall be included in the Home LEA student count, along with associated expenditures so long as the Home LEA incurs expenditures for those students** (e.g., tuition, transportation).

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for  
**School Districts and  
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## HOW OREGON IS PROPOSING TO ALLOCATE EXPENDITURES BY THE CHART OF ACCOUNTS

The question most states are having is how can expenditures be reported at the school level (and be consistent) and which expenditures should remain at the district level when it comes to reporting in accordance with (ESSA). The following chart identifies recommended district or school level reporting BY Function codes.

# How Oregon is proposing to allocate Expenditures by FUNCTION

Function Code	Function Description	Category
1111	Primary (K-3)	School
1113	Elementary Extra-curricular	School
1121	Middle/Junior High Programs	School
1122	Middle/Junior High School Extracurricular	School
1131	High School Programs	School
1132	High School Extra-curricular	School
1140	Pre-kindergarten Programs	School
1210	Programs for the Talented and Gifted	School
1220	Restrictive programs for students with disabilities	School
1250	Less restrictive programs for students with disabilities	School
1260	Early Intervention	District
1271	Remediation	School
1272	Title I	School

Function Code	Function Description	Category
1280	Alternative Education	School
1291	English Second Language Programs	School
1292	Teen Parent Programs	School
1293	Migrant Education	District
1294	Youth Corrections Education	School
1299	Other Programs	School
1300	Adult/Continuing Education Programs	District
1400	Summer School Programs	District
2110	Attendance and Social Work Services	School
2120	Guidance Services	School
2130	Health Services	School
2140	Psychological Services	District
2150	Speech Pathology and Audiology Services	District

# How Oregon is proposing to allocate Expenditures by FUNCTION

Function Code	Function Description	Category
2160	Other Student Treatment Services	District
2190	Service Direction: Student Support Services	District
2210	Improvement of Instruction Services	School
2220	Educational Media Services	School
2230	Assessment and Testing	School
2240	Instructional Staff Development	School
2310	Board of Education Services	District
2320	Executive Administration Services	District
2410	Office of the Principal Services	School
2490	Other Support Services-School Administration	District
2510	Direction of Business Support Services	District
2520	Fiscal Services	District
2540	Operation and Maintenance of Plant Services	School
2550	Student Transportation Services	District
2570	Internal Services	School
2610	Direction of Central Support Services	District
2620	Planning; Research; Development; Evaluation Services; Gra	District
2630	Information Services	District
2640	Staff Services	District

Function Code	Function Description	Category
2660	Technology Services	School
2670	Records Management Services	District
2690	Other Support Services - Central	District
2700	Supplemental Retirement Program	District
3100	Food Services	School
3200	Other Enterprise Services	District
3300	Community Services	School
3500	Custody and Care of Children Services	School
4110	Service Area Direction	District
4120	Site Acquisition and Development Services	School
4150	Building Acquisition; Construction; and Improvement Serv	School
4190	Other Facilities Construction Services	District
5100	Debt Service	District
5200	Transfers of Funds	District
5300	Apportionment of Funds by ESD	District

# How Oregon is proposing to allocate Expenditures by OBJECT

Object Code	Object Code Description	Category
111	Licensed Salaries	School
112	Classified Salaries	School
113	Administrators	School
114	Managerial - Classified	District
115	Sabbatical	School
116	Supplemental Retirement Stipends	District
117	Unused Leave	District
121	Substitutes – Licensed	School
122	Substitute - Classified	School
123	Temporary – Licensed	School
124	Temporary - Classified	School
130	Additional Salary	School
210	Public Employees Retirement System	School
220	Social Security Administration	School
230	Other Required Payroll Costs	School
240	Contractual Employee Benefits	School
270	Post Retirement Health Benefits (PRHB)	District

Object Code	Object Code Description	Category
310	Instructional; Professional; and Technical Services	School
320	Property Services	School
330	Student Transportation Services	School
340	Travel	School
350	Communication	School
360	Charter school payments	District
371	Tuition paid to Public LEAs in State	School
372	Tuition paid to Public LEAs out of State	District
373	Tuition paid to Private Schools	District
374	Tuition paid to Other	District
380	Non-instructional Professional and Technical Services	School
390	Other General Professional and Technological Services	School

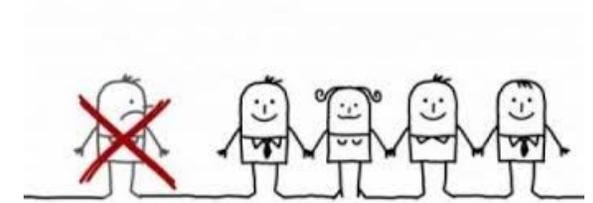
# How Oregon is proposing to allocate Expenditures by OBJECT

Object Code	Object Code Description	Category	Object Code	Object Code Description	Category
410	Consumable Supplies and Materials	School	564	Buses and Capital Bus Improvements	District
420	Textbooks	School	590	Other Capital Outlay	District
430	Library Books	School	621	Regular Interest	District
440	Periodicals	School	622	Interest for bus garage, bus and capital bus improvem	District
450	Food	School	640	Dues and Fees	School
460	Non-consumable Supplies	School	650	Insurance and Judgments	School
470	Computer Software	School	660	Depreciation	District
480	Computer hardware	School	670	Taxes and Licenses	School
510	Land Acquisition	District	690	Grant Indirect Charge	District
520	Buildings Acquisition	School	710	Fund Modifications	District
530	Improvements Other Than Building	School	720	Transits / Flow-Through	District
540	Depreciable equipment	School	790	Other Transfers	District
550	Technology	District			
562	Bus Garages	District			

# LIST OF POSSIBLE EXCLUDED FUNCTIONS & OBJECTS

## FUNCTIONS POSSIBLE **EXCLUSIONS** TO YOUR EXPENDITURE REPORTING:

- 41XX – FACILITY AND LAND CONSTRUCTION / ACQUISITION
- 51XX -- DEBT
- 52XX – TRANSERS
- 61XX – CONTINGENCY
- 70XX – UNAPPROPRIATED ENDING FUND BALANCE
- Community Services
- Adult Services



## OBJECTS POSSIBLE **EXCLUSIONS** TO YOUR EXPENDITURE REPORTING:

- 5XX – CAPITAL OUTLAY
- 6XX -- PRINCIPAL / INTEREST / INSURANCE
- 7XX – TRANSERS
- 8XX – PLANNED RESERVE



**I would very much like to be excluded from this narrative**

# QUESTIONS TO DETERMINE IF YOUR READY

## ESSA Data Readiness Questions

- ✓ Does your district's account code structure include a dimension or code for each school location?
- ✓ Does your district's account code structure include a source of funds dimension?
- ✓ Can your district account for all expenses funded from federal reimbursed amounts?
- ✓ Can all excluded items be easily identified in your account code structure?
- ✓ Are all your personal costs (Salaries/Benefits) accounted for at each school site?
- ✓ How would you allocate expenditures, related to centralized employees (e.g. nurses, psychologists, social workers, maintenance staff, etc.) for each school site?
- ✓ Can you access student data counts by school, age, and other students being served or placed by your district?

# PARKROSE SITE-BASED Expenditure Reporting Example #1

## PARKROSE SCHOOL DISTRICT - DRAFT EXAMPLE OF ESSA SITE BASED EXPENDITURE REPORTING - EXAMPLE ONLY

School/Location	Enrollment	Site Level Per-Pupil Expenditures			District Level Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State & Local	Total	Federal	State & Local	Total	Federal	State & Local	Total		
Pre-K	20	\$851	\$8,100	\$8,951	\$68	\$5,070	\$5,138	\$919	\$13,170	\$14,089		
Prescott	340	\$2,362	\$7,006	\$9,368	\$68	\$5,070	\$5,138	\$2,430	\$12,076	\$14,505		
Russell	405	\$1,490	\$6,939	\$8,429	\$68	\$5,070	\$5,138	\$1,558	\$12,009	\$13,567		
Sacramento	330	\$1,635	\$7,162	\$8,797	\$68	\$5,070	\$5,138	\$1,703	\$12,232	\$13,935		
Shaver	340	\$2,303	\$6,126	\$8,429	\$68	\$5,070	\$5,138	\$2,371	\$11,197	\$13,567		
Middle School	805	\$852	\$6,400	\$7,252	\$68	\$5,070	\$5,138	\$920	\$11,470	\$12,389		
High School	980	\$852	\$8,838	\$9,690	\$68	\$5,070	\$5,138	\$920	\$13,908	\$14,828		
<b>Total</b>	<b>3,220</b>	<b>\$1,325</b>	<b>\$7,333</b>	<b>\$8,658</b>	<b>\$68</b>	<b>\$5,070</b>	<b>\$5,138</b>	<b>\$1,393</b>	<b>\$12,404</b>	<b>\$13,796</b>	<b>\$ (16,297,611)</b>	<b>\$ 60,721,710</b>
											<b>Allocated Costs</b>	<b>\$ 44,424,099</b>

Excluded Costs: The items excluded from this analysis are: Debt, Restricted Capital funds, Transfers, Contingency & Specific Special revenue funds obligated due to district obligations.

**This example has the District Level Expenditures allocated out evenly based on Enrollment**

# PARKROSE SITE-BASED Expenditure Reporting Example #2

## PARKROSE SCHOOL DISTRICT - DRAFT EXAMPLE OF ESSA SITE BASED EXPENDITURE REPORTING - Example 2

School/Location	Enrollment	Site Level Per-Pupil Expenditures			District Level Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State & Local	Total	Federal	State & Local	Total	Federal	State & Local	Total		
Pre-K	20	\$851	\$7,994	\$8,845	\$0	\$1,150	\$1,150	\$851	\$9,144	\$9,995		
Prescott	340	\$2,362	\$6,775	\$9,137	\$529	\$3,735	\$4,265	\$2,891	\$10,510	\$13,402		
Russell	405	\$1,490	\$6,747	\$8,237	\$457	\$3,753	\$4,210	\$1,947	\$10,500	\$12,447		
Sacramento	330	\$1,635	\$6,991	\$8,626	\$548	\$4,000	\$4,548	\$2,183	\$10,991	\$13,175		
Shaver	340	\$2,303	\$5,891	\$8,194	\$535	\$3,956	\$4,491	\$2,838	\$9,847	\$12,685		
Middle School	805	\$852	\$5,884	\$6,736	\$739	\$4,382	\$5,121	\$1,591	\$10,265	\$11,856		
High School	980	\$852	\$7,411	\$8,263	\$814	\$4,949	\$5,763	\$1,666	\$12,360	\$14,026		
<b>Total</b>	<b>3,220</b>	<b>\$1,325</b>	<b>\$6,678</b>	<b>\$8,004</b>	<b>\$659</b>	<b>\$4,303</b>	<b>\$4,962</b>	<b>\$1,984</b>	<b>\$10,981</b>	<b>\$12,965</b>	<b>\$ (16,297,611)</b>	<b>\$ 60,721,710</b>

Allocated Costs \$ 44,424,099

Excluded Costs: The items excluded from this analysis are: Debt, Restricted Capital funds, Transfers, Contingency & Specific Special revenue funds obligated due to district obligations.

This example has the District Level Expenditures allocated know expenses that are expensed to specific programs but with added SITE-BASED accounting.

## Quotes on Per-Pupil Reporting Changes

“Report cards are only as good as the conversations that go with them”, “We realize, we’re releasing this great new skinny new tool but unless we at the state level are ready to have conversations with leaders and advocates about what this data means, we can still keep parents in the dark” – Annie Morrison – Education Week – 10/20/17 – ESSA Brings User-Friendly Makeover of State Report Cards

“One of the hardest things is when you talk about academic [return on investment], **educators are not used to putting a dollar sign on students; they look at quality education and what’s best for the kids,**” And I look at dollar sign, but I don’t necessarily know what’s most important instructionally,” We each bring a strength and a source of data to each other.” - Claire Hertz – Education Week – 3/20/18 – Educators, Finance Officers Team up to Build a Better Budget

“**It takes away from the whole concept of local control of school districts** which has been a tenet of public education throughout history... the idea that no one knows better to meet the ends of education community than the local community,” “We certainly have a democratic process in place where the local community votes for school board members and they are held accountable for things such as budgets and school expenditures.” Brian Lane – Education Week – 4/3/18 – Making School Spending Data Transparent and Accessible Is No Easy Lift.

# FINANCIAL REPORTING TOOLS AVAILABLE

# FINANCIAL REPORTING TOOL AVAILABLE – EXAMPLE #1

## 1. Financial Transparency and Reporting Readiness Assessment Tool

This tool can help states and districts meet the ESSA reporting requirements by identifying and analyzing school-level expenditure data. This tool contains two components that are designed to help districts and states understand the dynamics of school-level per pupil reporting in their own district financial data.

- ❑ The first component is a **self-diagnostic framework (the Accounting and Reporting Readiness Self-Diagnostic Framework)** that helps users think through the features of district financial systems and connections to school-level data at a high level.
- ❑ The second component includes an **analysis tool (the Centrally Managed School Services [CMSS] analysis)** that can be used to examine those financial system features more deeply and identify priority areas to continue further analysis.

How to Access the Financial Transparency and Reporting Readiness Assessment Tool State Support Network website

<https://statesupportnetwork.ed.gov/system/files/financialtransparencyfg-508.pdf>



# How Financial Transparency Can Lead to Resource Equity: Three Key Questions

1. What changes in accounting practices and structures might help me more completely and accurately **report the “true” dollars per pupil at each school?**
2. What factors drive spending variation among my schools, and what are the implications of these drivers?
3. What do I need to know about other factors that drive resource equity, beyond funding, **in order to understand the gap between spending and student performance across the district?**

# Financial Transparency and Reporting Readiness Assessment Tool (continued)

## **Two Primary Uses** for the Financial Transparency and Reporting Readiness Assessment Tool

### **1. For SEAs:**

- a. To see the impact of various methodology decisions on an individual district's data to inform your approach (if you choose to specify a \$ per pupil calculation methodology)
- b. Inform types of technical assistance you or your districts may need to do this well

### **2. For Districts:**

- a. To examine current accounting practices and structures to inform improvements to your own systems
- b. Inform evolutions to your SEA's methodology decisions

# Financial Transparency and Reporting Readiness Assessment Tool (continued)

## Complete and Accurate Per Pupil Expenditures at Each School:

### Four Key Considerations

1. Can I clearly and easily identify all the dollars to exclude, like major capital expenditures and those that do not fund direct educational services?
2. What percent of my funds are accounted for directly at schools vs. centrally vs. centrally managed school services?
3. Do all the “schools” to which student enrollment is reported match the “schools” to which expenses are accounted?
4. How can I attribute centrally held funds, and what is the impact on each school’s \$ per pupil?

# FINANCIAL REPORTING TOOLS AVAILABLE EXAMPLE #2

## 2. School Level Finance Survey Converter Tool (SLFS)

This tool can help state education agencies (SEAs) meet the Every Student Succeeds Act (ESSA) financial transparency per-pupil expenditure reporting requirement using two pre-existing federal survey tools — the School Level Finance Survey (SLFS) and the Local Education Agency Finance Survey (also called F-33). State agencies can use this tool to combine data from those two surveys to calculate school-level expenditures for all the schools and districts in their survey files.

This tool is **best suited for states working to meet the financial transparency requirement that do not already have a chart of accounts with location code**, or may need more time to refine or fully implement a process for obtaining digital school level data, and/or for SEAs that already have SLFS data and would like to explore that data as an interim step in meeting the requirement.

## What is the SLFS Converter Tool?

The Excel-based tool, created by the Edunomics Lab on behalf of the Building State Capacity and Productivity (BSCP) Center, combines SLFS and F-33 data to build a complete picture of school-level spending with minimal burden on staff.

Several datasets (including SLFS data, basic enrollment information by school, and F-33 [district-level] data) are pasted into the tool. **The tool then produces a basic table that meets all the statutory requirements in the part of ESSA that mandates reporting of per-pupil expenditures at the school level.**

## When should the SLFS Converter Tool be used?

### A state should use the SLFS Converter Tool when the state:

- Does not have a statewide chart of accounts that includes a location code;
  - Lacks other means to access school-level expenditure data;
  - Needs more time to refine or fully implement a process for obtaining school-level expenditure data through another means (such as a statewide chart of accounts);
- or
- Already has SLFS data and would like to explore this method as an interim step to meet the financial transparency requirement.

This tool is **less useful for states that have access to more detailed school level financial data** via other state collections or can combine existing datasets (such as personnel data) to determine school-level expenditures.

## FINANCIAL REPORTING TOOLS AVAILABLE EXAMPLE #3

3. **Interstate Financial Reporting (IFR)** was created by states, for states, to meet the financial data reporting requirement under ESSA—and maximize the value of their efforts.
- Based on a set of voluntary, minimal reporting criteria, **IFR is designed to produce data that have common meaning and can be used to make valid, apples-to-apples comparisons of school-level per-pupil expenditures across states.** Why is this important? Many schools do not have demographically similar peer schools operating at similar per-pupil levels within their own districts—or even their own states.
  - With IFR, schools have the chance to learn from and measure progress against schools across the country that look like them both fiscally and demographically. IFR starts with a set of voluntary, minimal reporting criteria that states designed to meet the ESSA financial reporting requirement. IFR includes 11 minimum data points, **labeled A-K**.

# *Interstate Financial Reporting (IFR)*

## Why did states create IFR?

- A network of 39 state agencies and 20-plus school districts, **known as the Financial Transparency Working Group (FiTWiG)**, identified the opportunity to collaborate on operationalizing the broad ESSA provision and making the school-level financial data meaningful across states. IFR represents this network's collective thinking on a set of key financial measures that, if used, have common meaning. *States may find IFR useful as they grapple with key with key decisions around meeting the ESSA requirement.*
- **Bottom line:** State-designed IFR represents collective thinking on how states can both meet the ESSA financial transparency requirement and create vital, valid cross-state comparisons that can be used to drive improvements for students.

## BASIC (IFR) TABLE TO SHOW SITE-BASED EXPENDITURE

	District 1			District 2		
	Elementary School #11	Elementary School #12	Middle School #17	Elementary School #13	Middle School #22	High School #31
A: Enrollment	375	511	992	442	992	2103
Site level						
B: Federal	\$456	\$209	\$164	\$197	\$222	\$356
C: State/Local	\$6,111	\$4,756	\$5,998	\$6,987	\$5,124	\$5,982
D: Site level total	<b>\$6,567</b>	<b>\$4,965</b>	<b>\$6,162</b>	<b>\$7,184</b>	<b>\$5,346</b>	<b>\$6,338</b>
Site share of central						
E: Federal	\$161	\$161	\$161	\$621	\$621	\$621
F: State/Local	\$5,378	\$5,378	\$5,378	\$4,921	\$4,921	\$4,921
G: Site share of central total	<b>\$5,539</b>	<b>\$5,539</b>	<b>\$5,539</b>	<b>\$5,542</b>	<b>\$5,542</b>	<b>\$5,542</b>
H: Total school expenditures	<b>\$12,106</b>	<b>\$10,504</b>	<b>\$11,701</b>	<b>\$12,726</b>	<b>\$10,888</b>	<b>\$11,880</b>
I: Total District Exclusions/ Total District Expenditures	<b>\$2,416,986</b> <b>\$21,514,686</b>			<b>\$5,531,868</b> <b>\$41,409,428</b>		
J: Excluded Expenditures	<i>Debt, capital, equipment, special education transfers to private schools, adult education, pre-K</i>			<i>Debt, capital, equipment, special education transfers to private schools, adult education</i>		
K: Enrollment Count Procedure	<i>ADA, student count Oct. 1</i>			<i>ADA, student count Oct. 1</i>		

## States developed IFR along these core principles

- ❑ The most critical school-level dollar figure for comparison across schools, districts and states is the grand total public expenditures per-pupil versus spending on any one component.
- ❑ Flexibility is needed for districts to be able to create reports that reflect their actual spending decisions.
- ❑ Reporting should accommodate variable practices around accounting, budgeting and service delivery.
- ❑ States must be able to customize reporting beyond the minimum criteria.
- ❑ Financial data alone will not yield the information needed to drive improvements for students; pairing it with other relevant data can help surface strategies on equity, efficiency, productivity and innovation.

**Bottom line:** State-designed IFR represents collective thinking on how states can both meet the ESSA financial transparency requirement and create vital, valid cross-state comparisons that can be used to drive improvements for students.

## FINANCIAL REPORTING TOOLS AVAILABLE - OTHERS

There are numerous vendors currently that are working to assist SEA's and LEA's in becoming compliant with ESSA so please work with your respective District or State to ensure that product fits your specific needs.

# OTHER ESEA CHANGES DUE TO

## ESSA

## ON

## FEDERAL PROGRAMS

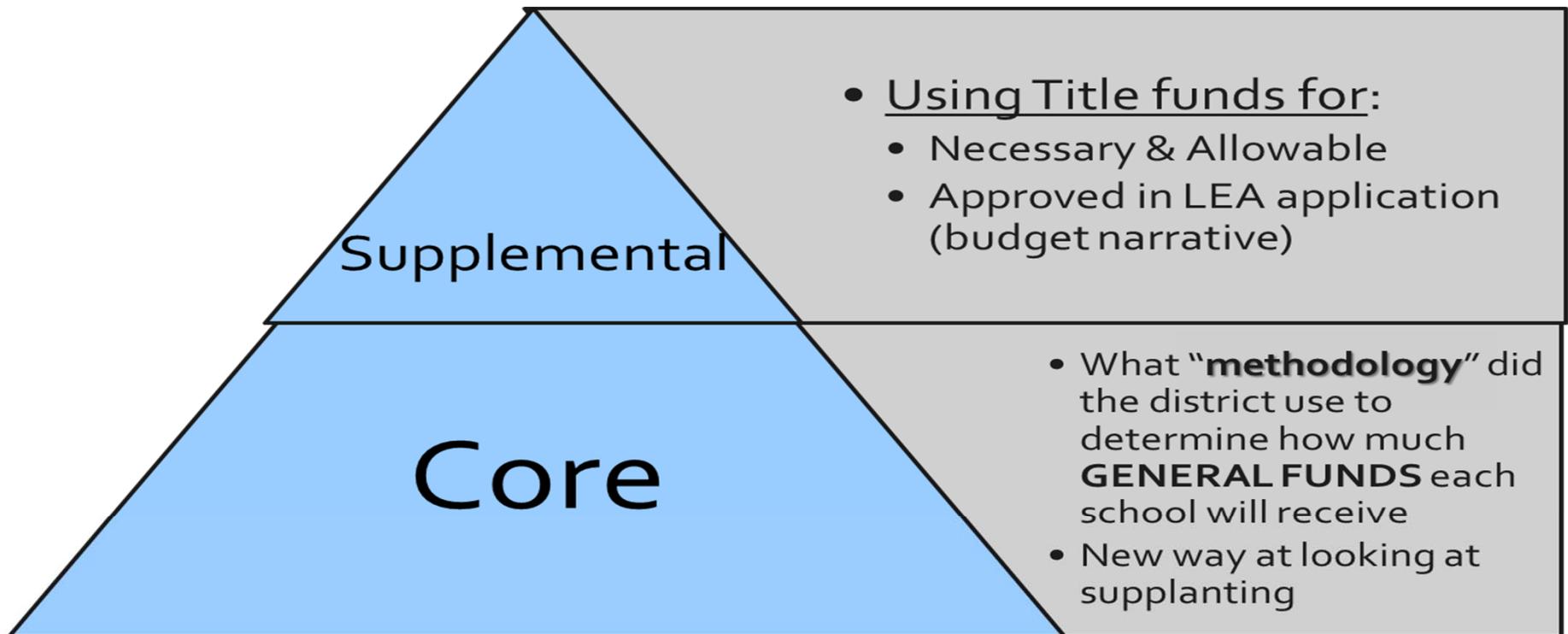
What should state  
accountability  
look like under  
ESSA?



## Title I-A: Changes Under ESSA

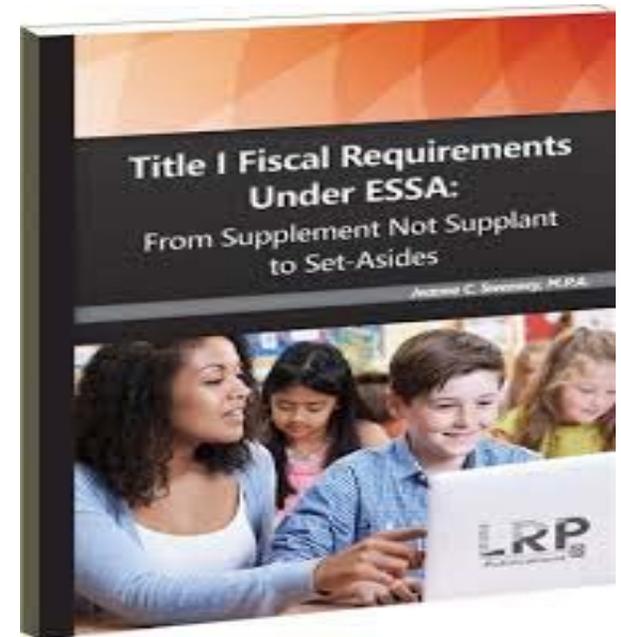
- Schoolwide 40% poverty threshold can be waived
- SEA SI set-aside increased (4% to 7%)
- Foster Care Point of Contact
- Eliminates “three presumptions of supplanting”; LEAs must show methodology used to allocate state and local funds, not individual costs

# Analyzing Title IA Expenditures under ESSA



## Relationship with SUPPLEMENT, NOT SUPPLANT

- ❑ Per-Pupil expenditure data must be collected annually in order to meet State and Local report card requirements.
- ❑ An LEA **could potentially** use per-pupil expenditure data as a method of demonstrating compliance with the new supplement, not supplant requirements in ESEA section 1118(b)(2), although there are other method an LEA can use to demonstrate compliance.



## SUPPLEMENT NOT SUPPLANT --- GENERAL RULE

The statute requires an SEA or LEA to use Title I funds only to supplement the funds that would, in the absence of those Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

ESEA section 1118(b)(1)

## SUPPLEMENT NOT SUPPLANT --- SPECIAL RULE

- ❑ According to the statute, **no LEA shall be required to—**
  - i. Identify **that an individual cost or service** supported with Title I funds is supplemental; or
  - ii. Provide Title I services through a particular instructional method or in a particular instructional setting in order to demonstrate compliance.
  
- ❑ The special rule applies to both schoolwide programs and targeted assistance programs.

ESEA section 1118(b)(3)

## SUPPLEMENT NOT SUPPLANT --- DEMONSTRATION OF COMPLIANCE

- ❑ Under the statute, to demonstrate compliance with the supplement not supplant requirement, an **LEA must demonstrate that the methodology used to allocate State and local funds to its schools ensures that each Title I school receives all of the State and local funds it would otherwise receive if it were not receiving Title I funds.**

**ESEA section 1118(b)(2)**

## SUPPLEMENT NOT SUPPLANT - METHODOLOGIES

An LEA has significant flexibility in adopting a methodology to meet the new supplement not supplant requirement. The methodology must:

- Allocate **State and local funds** to schools in the LEA;
- Provide **each Title I school** the State and local funds it would receive were it not a Title I school—i.e., be **neutral** regarding a school's Title I status.
- An LEA must be able to **demonstrate compliance**—i.e., that it has implemented its methodology

## SUPPLEMENT NOT SUPPLANT --- Guidance Update

- ❑ The Department recognizes that it is not feasible to implement a new methodology in the middle of a school year
- ❑ On December 6, 2017, under the orderly transition to the new statute, the Department notified each State that an LEA didn't need a methodology in place in December 2017 but that the LEA would need to have a methodology in place by the start of the 2018-2019 school year
- ❑ We are committed to meeting with stakeholders to receive input toward developing non-regulatory guidance to support States and LEAs in implementing the change to supplement not supplant

## RELATIONSHIP WITH SUPPLEMENT, NOT SUPPLANT

- ❑ Per-pupil expenditure data must be collected annually in order to meet State and local report card requirements.
- ❑ An LEA could potentially use per-pupil expenditure data as a method of demonstrating compliance with the new supplement, not supplant requirements in ESEA section 1118(b)(2), although there are other methods an LEA can use to demonstrate compliance.

### ESSA Resources (Regulations and Guidance):

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>

*\*\* Memorandum to Title I Directors Regarding the Timeline for Implementing the New Title I Supplement, Not Supplant Requirements (December 6, 2017)*

*\*\* Dear Colleague Letter on the use of remaining School Improvement Grants (SIG) Funds (January 9, 2018)*

# SCHOOL IMPROVEMENT REMAINING DOLLARS

From the January 9, 2018 Dear Colleague (US Department of Education):

<https://www2.ed.gov/policy/elsec/leg/essa/sigflexibilitiesdci.pdf>

- Accordingly, pursuant to the authority to ensure an orderly transition authority to the ESSA, **a State may, at its discretion, use any remaining SIG funds either:** (1) consistent with the SIG final requirements; or (2) consistent with the requirements of section 1003 of the ESEA, as amended by the ESSA. A State that decides to use some or all of its remaining SIG funds consistent with section 1003 of the ESEA, as amended by the ESSA, may, at its discretion, permit an LEA that is currently implementing SIG to transition to the requirements of section 1003 of the ESEA, as amended by the ESSA, with its remaining SIG funds.

## SCHOOL IMPROVEMENT REMAINING DOLLARS

- ❑ SIG reporting requirements The SIG final requirements require each State to submit a number of SIG-specific data and reporting elements for SIG schools to the Department on an annual basis. Because the SIG program is eliminated under the ESSA, **it is no longer necessary for States to continue to meet those SIG-specific reporting requirements.** Thus, consistent with the provisions of the ESSA that authorize the Secretary to ensure an orderly transition to the new law, the Department will no longer require a State to report SIG-specific data to the Department (see EDFacts C167 at <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c167-12-0.doc>).

## Title II-A: Licensure/Highly Qualified

- “Highly Qualified” no longer exists
  - Districts are required to ensure that teachers meet state licensing requirements
  - No HQ plans submitted; Districts still required to apply to TSPC for an LCA
- “Course to Endorsements Catalogue”
  - Includes all NCES course codes and will show what teachers are legal to teach depending on their license

# TRANSFERABILITY

- Under the ESEA, SEAs and LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which an SEA or LEA may transfer funds and removing limits on the amount of funds that may be transferred. This guidance addresses those changes. Except as provided in this guidance, the Guidance on the Transferability Authority [available at [www2.ed.gov/programs/transferability/finalsummary04.doc](http://www2.ed.gov/programs/transferability/finalsummary04.doc)] remains applicable.

## Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education (ESEA section 5103(b))

## Maintenance of Effort (MOE): Definition & Purpose

- A year-by-year analysis to ensure LEAs are supporting core education in Title I schools.
  - An LEA may receive its full allocation of ESSA funds if the State determines the LEA has maintained its fiscal effort.
- ❖ **LEAs demonstrate MOE by either the combined fiscal effort per student**
- OR**
- ❖ the aggregate expenditures (non-federal funds) of the LEA for the preceding fiscal year was not less than 90 percent of combined fiscal effort or aggregate expenditure for the second preceding fiscal year.

## MOE: Consequences of Failure

### NCLB

The state must reduce amount of allocation in the exact proportion by which LEA fails to maintain effort by falling below 90 percent in the previous year.

### ESSA

The state must reduce amount of allocation in the exact proportion by which LEA fails to maintain effort by falling below 90 percent in the previous year **and at least once in the prior five years.**

### PROGRAMS AFFECTED BY MOE:

- Title I, Part A • Title I, Part D • Title II, Part A • Title III, Part A • Title IV, Part B • Title V, Part B, Subpart 2 • Title VI, Part A, Subpart 1

# Equitable Services for Private Schools

Creation of a state designated Ombudsman

- Attends consultations upon request
- Ensures compliance with ESSA
- Handles complaints for private schools

Allocating funds for Title IA

- Funds will be taken “off the top” of the allocation, prior to any allowable expenditures (before indirect)

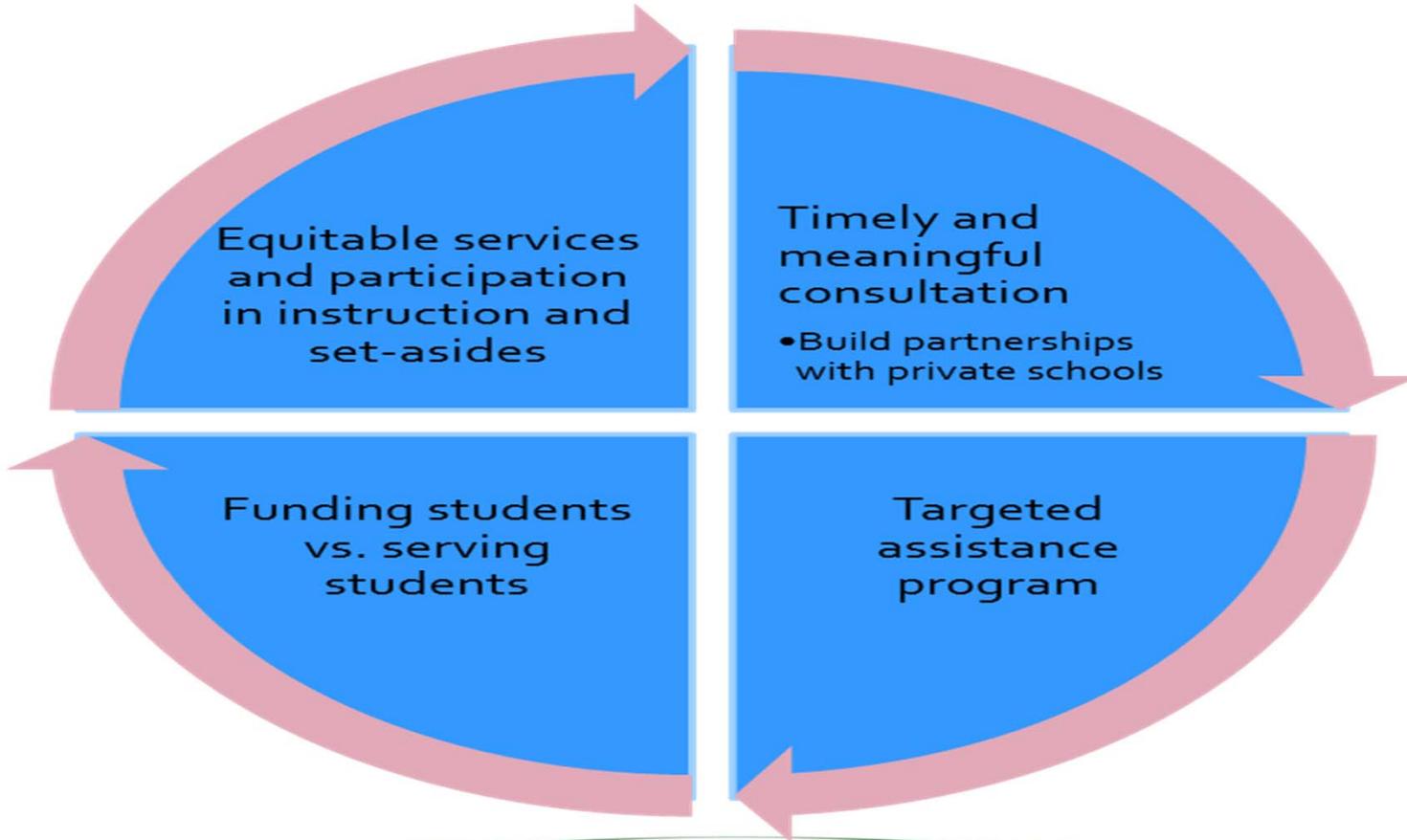
Allocating funds for Title IIA

- Equitable share is based on the LEA’s entire Title IIA allocation (after indirect)

Private School Carryover Eliminated

- Funds allocated for eligible non-public students must be obligated in the fiscal year for which the funds are received; NO carryover

# Title I-A and Private Schools



# Title IV-A

Well-Rounded Education	Safe & Health Students	Use of Technology
<ul style="list-style-type: none"><li>▪ College &amp; career guidance</li><li>▪ Music &amp; Arts</li><li>▪ STEM</li><li>▪ Accelerated learning</li><li>▪ History, civics, economics, geography, government education</li><li>▪ Foreign language</li><li>▪ Environmental education</li><li>▪ Volunteerism &amp; community involvement</li><li>▪ Integrating multiple disciplines</li></ul>	<ul style="list-style-type: none"><li>▪ Drug &amp; violence prevention</li><li>▪ School-based mental health services</li><li>▪ Health &amp; safety programs</li><li>▪ Addressing trauma</li><li>▪ Addressing sexual abuse</li><li>▪ Reducing exclusionary discipline practices</li><li>▪ Positive behavioral interventions</li><li>▪ Resource coordinator</li><li>▪ Pay for success</li></ul>	<ul style="list-style-type: none"><li>▪ Professional learning</li><li>▪ Technological capacity &amp; infrastructure</li><li>▪ Delivering courses through technology</li><li>▪ Blended learning</li><li>▪ PD on use of technology in STEM areas</li><li>▪ Access to digital learning</li></ul>

## McKinney Vento: Eligible Living Situations

- Shelters
- Transitional housing
- Unsheltered: vehicles, camping, sheds, garages, streets
- Substandard housing
- Overcrowded housing
- Motels/hotels
- Doubled-up

## McKinney Vento: District Requirements

- Revise district policies and/or adopt OSBA Homeless Student Policy sample
- Designate District Liaison to fulfill MV duties and maintain compliance
- Liaison must be trained -- and provide awareness training to district staff
- Provide annual count data, including on homeless children in Head Start
- Co-arrange inter-district transportation when required
- Collaborate with community service providers

## McKinney Vento: Authorized Use of Funds for MV Sub-grants & TI-A Set-Asides

### Examples:

- Tutoring, supplemental instruction, enrichment
- Academic services outside of school day, summer, holiday breaks
- School clothes, shoes, personal hygiene items
- Food, water
- Transportation to and from school of origin
- Transportation to and from academic activities outside of school day
- Course fees; fees for IB, AP, GED, SAT/ACT exams
- Counseling and mentoring services or referrals
- Salaries and benefits for LEA Homeless Liaison
- Extended learning time (before or after school, Saturday, summer)

## McKinney Vento: Changes under ESSA

- “Awaiting Foster Care Placement” is no longer a definition of Homeless. Foster students are served under Title I-A; school of origin transportation supported
- Receiving/Feeder Schools are now included as a continuation of School of Origin rights, if requested by parent or youth.
- Presumption that School of Origin placement is in student’s best interest, unless not desired by parent or student

## YOUR NEXT STEPS



# Resources for ESSA Implementation

## ED's ESSA Website – [www.ed.gov/essa](http://www.ed.gov/essa)

- ESSA text, fact sheets, guidance, Dear Colleague letters, etc.
- Email [essa.questions@ed.gov](mailto:essa.questions@ed.gov) for specific inquiries.

## ASBO International's Legislative Resources – [asbointl.org/Legislative](http://asbointl.org/Legislative)

- Global School Business Network's Legislative Affairs Community
  - Blogs, alerts, peer discussion, advocacy tools and opportunities.
- ASBO International's Legislative Agenda (advocacy brochure/tool)
- 2018 Legislative Advocacy Conference, July 10-12, in Washington, D.C.
  - Co-hosted by ASBO International and AASA. Register to attend and learn about K-12 policy issues affecting your district, meet with your elected officials on Capitol Hill, and advocate for your students.
- Follow [@ASBOUSA](https://twitter.com/ASBOUSA) on Twitter
  - Follow the official ASBO International Legislative Affairs Twitter account for breaking legislative news and alerts.



**LAWS & GUIDANCE ELEMENTARY & SECONDARY EDUCATION**

<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html>

**Financial Transparency and Reporting Readiness Assessment Tool**

<https://statesupportnetwork.ed.gov/resources/financial-transparency-and-reporting-readiness-assessment-tool>

**Site-Based Expenditure Reporting: Illinois State Board of Education**

<https://www.isbe.net/essa>

**The SLFS Converter Tool Guide**

[http://www.bscpcenter.org/ftresources/resources/SLFS\\_Converter\\_guide.pdf](http://www.bscpcenter.org/ftresources/resources/SLFS_Converter_guide.pdf)



# Edunomics Lab / BSCP resources

## ***Papers / Documents:***

- Data Inventory
- Moving from Inventory to Action
- Four Approaches to Assigning Costs
- SEA FT communication template

*For past webinars:*

[www.edunomicslab.org/financial-transparencyworking-group](http://www.edunomicslab.org/financial-transparencyworking-group)

*For most other materials, visit:*

<http://www.bsccpcenter.org/ftresources/>

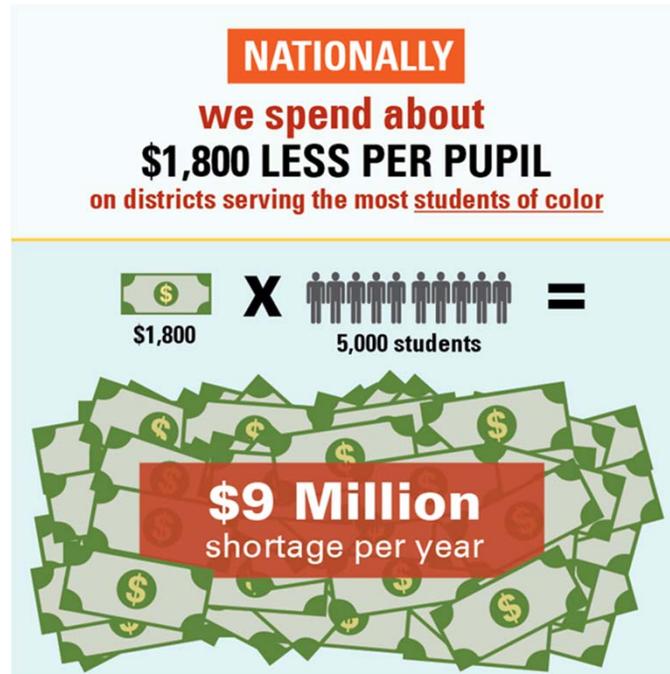
*For communication template: please use question box or email Katie.Hagan @georgetown.edu*

## ***Tools & Videos***

- All past FitWiG recorded webinars
- Financial Transparency 101 webinar
- Equity & Financial Transparency video series
- The Productivity Opportunity activity guide
- School Level Finance Survey Converter Tool



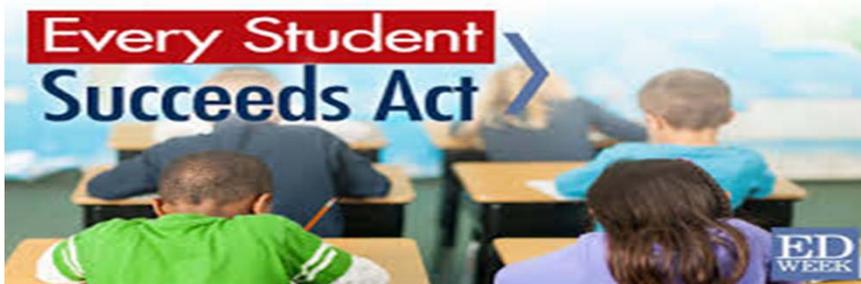
# ?? QUESTIONS ??



What should state  
accountability  
look like under  
ESSA?



# Thank You!



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