

ESSA/ESSER Conference

2022

The Path Forward



Welcome to the 2022 ESSA/ESSER Conference



General Session Norms

- Take calls and necessary phone communications outside of the Embassy Ballroom.
- Remain engaged.
- Visit a team member at the registration table if you have questions about the conference.
- All session slide decks are available in ePlan > TDOE Resources > Federal Programs and Oversight (FPO) > Federal Programs Professional Development > 2022 ESSA/ESSER Conference.



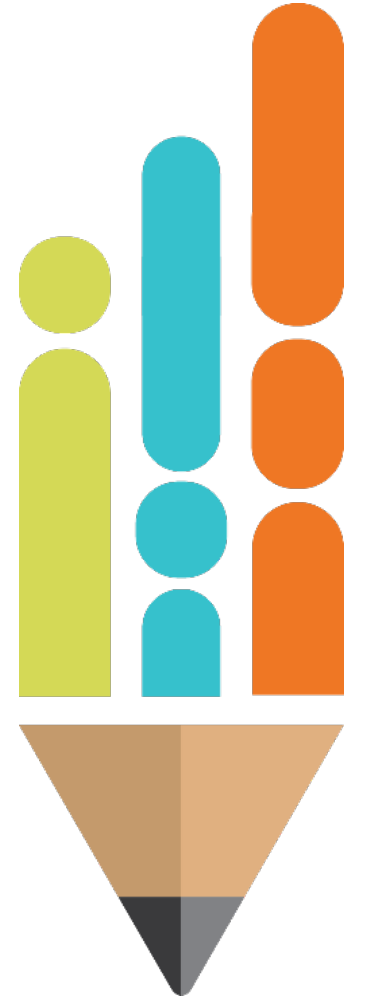


Questions During the Session?

- Do you have questions during the session?
 - Email ePlan.Help@tn.gov to submit general session questions.
 - We will forward your question to the appropriate team and publish a Q&A companion document to TDOE Resources after the conference.
 - Teams will be available for in-person office hours during breakout sessions **Blocks 2, 4, 5, 6, and 7** in **Redbud**.

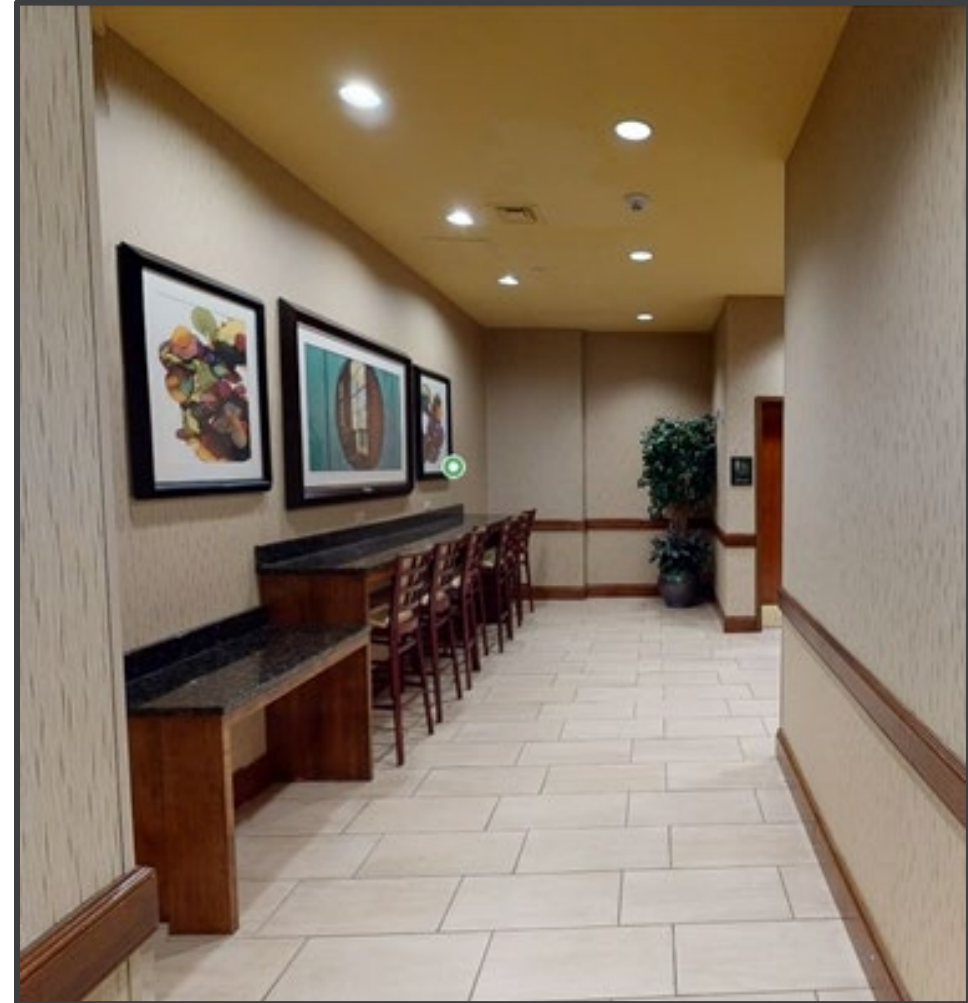
Wifi Instructions

- 1. Select the hotel's wireless network from the available network list: **embassyMTG**
 - 2. Once the network has connected, please open a web browser.
 - 3. Once the login page opens automatically, please enter the case-sensitive username and password below.
-
- **Username: embassy2022**
 - **Password: embassy2022**



Need to plug in?

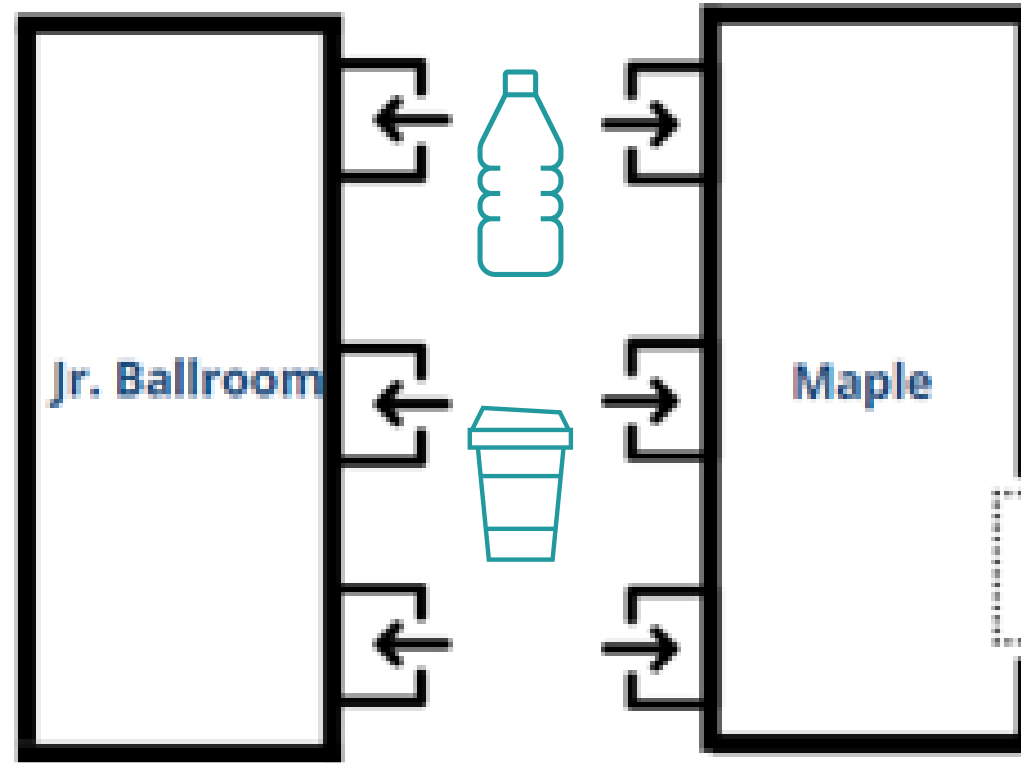
- There is a small charging station located outside of the restrooms across from the Hickory meeting room.





Beverage Services

- Coffee, tea and water will be available outside of the Jr. Ballroom from 7:30 a.m. – 11:30 a.m. each day.



Conference Reminders

- Did you visit the registration table?
 - Nametag
 - Check-in survey code



Conference Reminders

- Did you submit your August 31 (Day 1) Check-in?
 - This will capture your attendance for professional learning credit.



Conference Reminders

- Our August 31 lunch break is from 11:30 a.m. – 1:15 p.m.
- A list of nearby restaurants is in the conference agenda:
<https://tinyurl.com/essa2022>
- A hotel lunch buffet option is available for \$15 per person **(cash only)** in the atrium.
 - Please give the atrium attendant your \$15 cash and you will receive a ticket for the buffet.
 - August 31: Italian buffet
 - September 1: BBQ Down Home buffet





ESSA State Plan Amendment

ESEA & ESSER Directors Institute

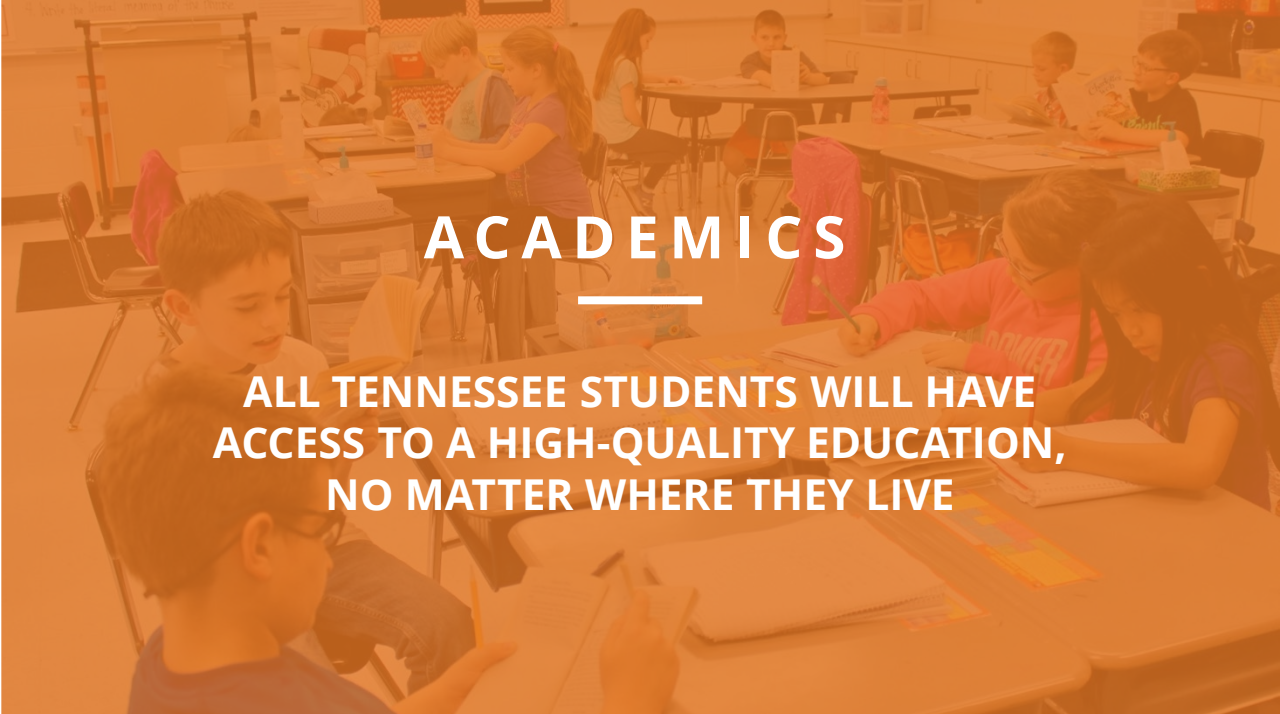
Aug. 31, 2022





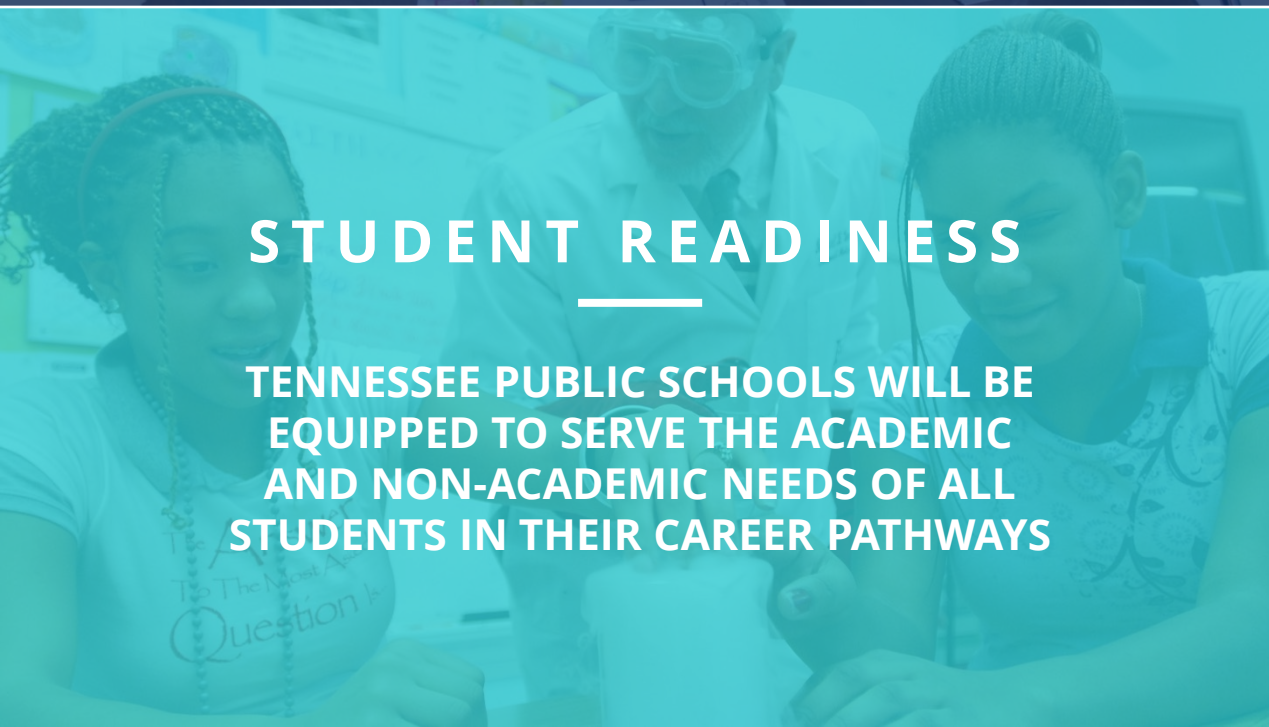
BEST FOR ALL

We will set all students on a path to success.



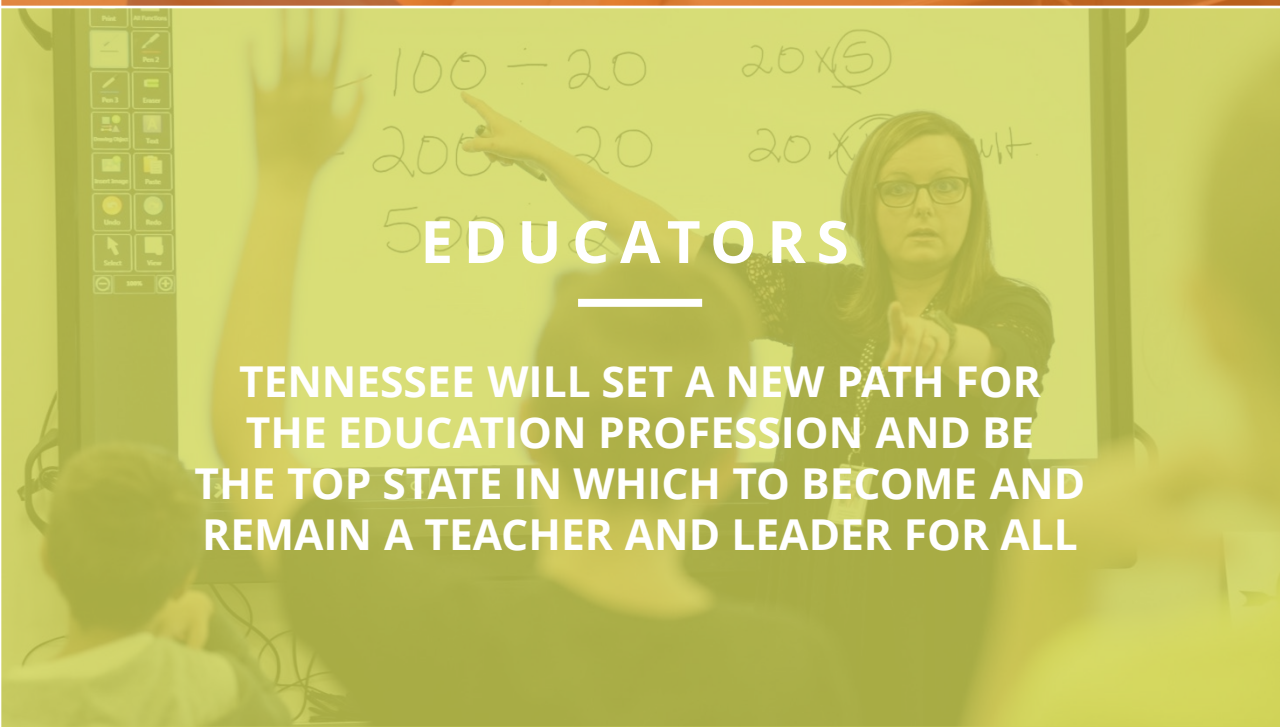
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- ESSA Consolidated State Plan Overview
- Program Overviews & Feedback Sessions
 - Title I, Part A
 - Title II, Part A
 - Title IV, Part A
- Next Steps



Overview of ESSA State Plan Amendment





What is the ESSA State Plan?

The Every Student Succeeds Act (ESSA) requires the state to develop a comprehensive plan that generates federal education funding for Tennessee, totaling more than \$500 million annually.

- Even though a State Educational Agency (SEA) submits only the required information in its consolidated State plan, an SEA must still meet all ESSA requirements for each included program.

What programs are in the ESSA State Plan?

The following programs are in the consolidated ESSA state plan:

- ***Title I, Part A: Improving Basic Programs Operated by Local Education Agencies***
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, and At-Risk
- ***Title II, Part A: Supporting Effective Instructions***
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ***Title IV, Part A: Student Support and Academic Enrichment Grants***
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subgrant 2: Rural and Low-Income School Program
- Title VII, Subgrant B of McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)



Components of the ESSA Plan

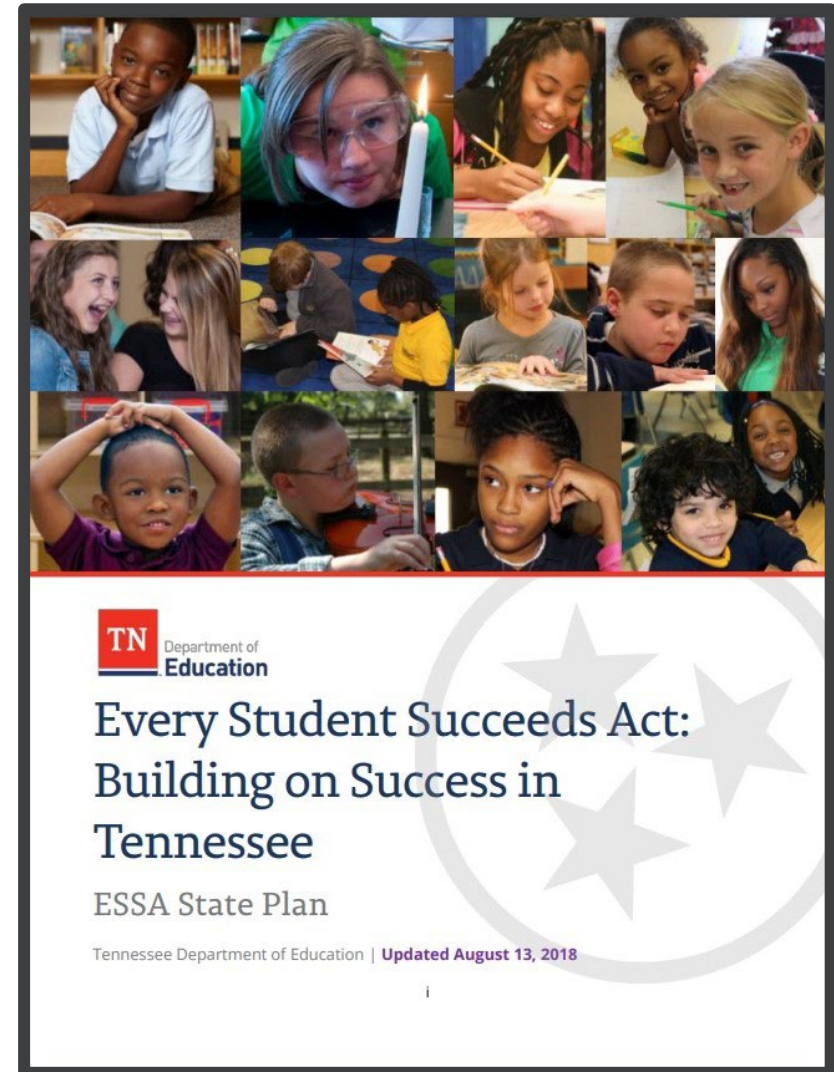
The consolidated State plan also contains the following sections:

- School accountability
- Assessment
- Long-term goals
- Supports for educators
- Equitable access for all students
- Supports for low-performing schools (identified for improvement)
- Supports for individual student groups



Original ESSA State Plan

- Developed in 2016-17 with multiple stakeholder groups to align with ESSA.
- Last revised in 2018 to reflect Accountability changes.
- Found here:
https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf



Rationale for ESSA Amendment

- **The ESSA Plan should continue to evolve as our needs across the state evolve.**
 - Tennessee’s ESSA State Plan was written over five years ago, pre-pandemic
 - Opportunity to align more clearly with current our strategic plan, priorities, and needs
- **The consolidated monitoring by the U.S. Department of Education (ED) in the spring of 2021 yielded several findings related to our state plan.**
 - To meet requirements, part of our mitigation and follow-up to ED is to submit an amendment to our current state plan
- **To support the timing with other key initiatives and roll-outs.**
 - New funding formula for first time in three decades



Process and Scope of the ESSA Amendment

- As a result, the department will:
 - undertake an amendment to its current plan over the next six to seven months, starting in Summer 2022 .
 - provide multiple engagement opportunities for stakeholders to provide input and feedback through this process.
 - utilize the template provided by ED - providing only what is requested in a streamlined approach.
 - only change the components that need to be revised, not every component will change.



ESSA Plan Amendment Timeline

Summer
2022

The department will begin engagement of stakeholder groups in summer 2022

Aug.-
Sept.
2022

Stakeholder engagement will continue through early fall

Oct.
2022

Initial draft will be shared with stakeholders for feedback

Late Fall

Final draft developed and shared with state leadership

Dec. 2022-
Jan. 2023

Submission to ED

*Department staff will be participating in monthly calls with ED over the next year to ensure any issues are addressed early to expedite and streamline approval process.

Overview of Stakeholder Input

ESSA State Plan Revision

1 Department program leads will provide program overview and questions to consider.

2 Table groups will hold discussion around the questions with assistance from FPO team.

3 Table groups will capture their feedback and recommendations for each section.



Stakeholder Input Template

- Templates have been provided for Title I, II, and IV.
 - Questions being asked for ESSA State Plan are at the top.
 - Discussion questions at the bottom to help get the conversation started.
- Essential question: **How can the state support LEAs' strengths and help address challenges in each area?**

Stakeholder Input Template: ESSA State Plan Revision		August 31, 2022
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies		
Questions	Feedback	
<p>How can the state support LEAs' improvement of school conditions for student learning, including by reducing:</p> <ul style="list-style-type: none"> • incidences of bullying and harassment; • the overuse of discipline practices that remove students from the classroom; and • the use of aversive behavioral interventions that compromise student health and safety? 		
<p>How can the state support LEAs in meeting the needs of students at all levels of schooling, particularly students in the middle grades and high school?</p>		
<p>How can the state work with LEAs to provide effective student transitions to middle grades and high school to decrease the risk of students dropping out?</p>		
Discussion Prompts		
<ul style="list-style-type: none"> • What does success look like in the Title I, Part A program? • What are the main challenges you face in achieving your Title I, Part A goals? • How can the state help support your success(es) and address your challenges? 		

Title I, Part A

Improving Basic Programs Operated
by Local Educational Agencies



Major Components



- **Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels;**
- Provide **evidence-based programs** that enable participating students to achieve the learning standards of the state curriculum frameworks;
- Elevate the quality of instruction by providing eligible staff with substantial opportunities for **professional development**; and
- **Involve parents/guardians** of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

Key Provisions



ESSA emphasizes that Title I, Part A funds may be used to help provide:

- Well-rounded educational experiences.
- Early childhood programs, and transition from PreK to elementary school.
- Dual- or concurrent-enrollment programs in secondary schools.
- Such supports as behavioral, counseling & mental health programs, mentoring, and access to advanced coursework (in Schoolwide programs).

Supplement Not Supplant (SNS)

- Title I, Part A funds must continue to supplement state and local spending but method for testing compliance has changed – no more individual cost test.
- LEAs must instead demonstrate that methodology used to allocate state & local funds to Title I schools results in each Title I school receiving state & local funding it would receive if not a Title I school.

Title I, Part A State Plan Questions



- How can the state support LEAs receiving assistance under Title I, Part A **improve school conditions for student learning**, including through reducing:
 - incidences of **bullying and harassment**;
 - the **overuse of discipline practices that remove students** from the classroom; and
 - the use of **aversive behavioral interventions** that compromise student health and safety?

Title I, Part A State Plan Questions



- How can the state support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the **middle grades and high school**)?
- How can the state work with LEAs to provide **effective transitions** of students to middle grades and high school to decrease the risk of students dropping out?

Overview of Stakeholder Input

ESSA State Plan Revision

Department program leads will provide program overview and questions to consider. **1**

Table groups will hold discussion around the questions with assistance from FPO team. **2**

Table groups will capture their feedback and recommendations for each section. **3**



Title I, Part A Input

Essential question:
How can the state support LEAs' strengths and help address challenges in these areas?

Stakeholder Input Template: ESSA State Plan Revision		August 31, 2022
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies		
Questions	Feedback	
How can the state support LEAs' improvement of school conditions for student learning, including by reducing: <ul style="list-style-type: none">incidences of bullying and harassment;the overuse of discipline practices that remove students from the classroom; andthe use of aversive behavioral interventions that compromise student health and safety?		
How can the state support LEAs in meeting the needs of students at all levels of schooling, particularly students in the middle grades and high school?		
How can the state work with LEAs to provide effective student transitions to middle grades and high school to decrease the risk of students dropping out?		
Discussion Prompts		
<ul style="list-style-type: none">What does success look like in the Title I, Part A program?What are the main challenges you face in achieving your Title I, Part A goals?How can the state help support your success(es) and address your challenges?		

Title II, Part A

Preparing, Training, and Recruiting
High-quality Teachers, Principals, or
Other School Leaders



Major Components



- **Increase student achievement** consistent with the challenging state academic standards.
- **Improve the quality and effectiveness** of teachers, principals, and other school leaders.
- **Increase the number** of teachers, principals, and other school leaders who are **effective** in improving student academic achievement in schools.
- Provide **low-income and minority students greater access** to effective teachers, principals, and other school leaders.

Key Provisions



Statewide Activity Funds

- An SEA may reserve up to 4% of its Title II, Part A allocation to conduct statewide activities.

Eligible Staff

- Title II, Part A funds can be used to support:
 - Teachers
 - Principals
 - Other School Leaders
 - Paraprofessionals

Key Provisions



Defining Professional Development

- ESSA § 8101(42) defines professional development as:
 - sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. (ESEA § 2103(b)(3)(D) and (E)).

Supplement Not Supplant (SNS)

- Title II, Part A funds must supplement state and local spending.
- Funds cannot be used to fund any service required by state board rule or policy, state mandate, or local rule or policy.
- Funds cannot be used to fund any service that was provided in the prior year with state or local funds.

Spending Categories

Professional Development & Training

PD programs for principals

Promoting high-quality instruction & instructional leadership in STEM subjects

Training to integrate technology into curricula and instruction

Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework

Training related to use of student data and privacy

Training to integrate career & technical education into academic instruction

Training to prevent & recognize child sexual abuse

Spending Categories

Recruiting, Hiring, & Retaining Effective Teachers

Reforming certification, licensing, or tenure systems

Providing alternative routes for state certification of teachers, principals, or other school leaders

Providing training & support for instructional leadership teams

Providing opportunities for effective teachers to lead evidence-based PD for their peers

Reforming or improving preparation programs for teachers, principals, or other school leaders

Establishing or expanding preparation academies for teachers, principals, or other school leaders

Developing career paths that promote professional growth, including instructional coaching & mentoring

Developing incentives to recruit & retain teachers & leaders in high-need subjects & schools

Developing new teacher & principal induction & mentoring programs

Spending Categories

Equitable Access

Improving equitable access to effective teachers

Evaluation systems

Teacher, principal, or other school leader evaluation & support systems

Other

Library programs

Addressing transition to elementary school and school readiness

Other activities identified by state

Title II, Part A Statewide Funds

- In the past, Title II state funds have been utilized to implement programs such as:
 - Aspiring Assistant Principal Network
 - Principal Supervisor Network
 - Diverse Leaders Network
 - Best for All Central



Title II, Part A State Plan Questions

- How can the state use Title II, Part A funds (in the aforementioned categories) to improve **student achievement**?
- How can the state work with LEAs to **improve equitable access** to effective teachers?
- How can the state work with LEAs to **improve the skills** of educators in order to identify students with specific learning needs and provide instruction based on student need, particularly to children with disabilities, English Learners, students who are gifted and talented, and students with low literacy levels?
- How can the state work **improve preparation programs** and **strengthen support** for educators based on state needs?



Overview of Stakeholder Input

ESSA State Plan Revision

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Table groups will hold discussion around the questions with assistance from FPO team. **2**

Table groups will capture their feedback and recommendations for each section. **3**



Title II, Part A Input

Essential question:
How can the state support LEAs' strengths and help address challenges in these areas?

Stakeholder Input Template: ESSA State Plan Revision		August 31, 2022
Title II, Part A: Preparing, Training, & Recruiting High-quality Teachers, Principals, or Other School Leaders		
Questions	Feedback	
How can the state utilize Title II, Part A statewide funds to improve student achievement in the following spending categories? <ul style="list-style-type: none">Professional Development and TrainingRecruiting, Hiring, & Retaining Effective TeachersImproving Equitable Access to Effective TeachersEvaluation SystemsLibrary ProgramsAddressing Transition to School & School ReadinessOther Activities Identified by state		
How can the state work with LEAs to improve equitable access to effective teachers?		
How can the state work with LEAs to improve the skills of educators in order to identify students with specific learning needs and provide instruction based on student needs, particularly to children with disabilities, English Learners, students who are gifted and talented, and students with low literacy levels?		
How can the state work to improve preparation programs and strengthen support for educators based on state needs?		
Discussion Prompts		
<ul style="list-style-type: none">What does success look like in the Title II, Part A program?What are the main challenges you face in achieving your Title II, Part A goals?How can the state help support your success(es) and address your challenges?		

Title IV, Part A

Student Support and Academic Enrichment Program



Major Components

- Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of SEAs, LEAs, and local communities to:
 - provide all students with access to a **well-rounded education**,
 - **improve school conditions** for student learning, and
 - **improve the use of technology** in order to improve the academic achievement and digital literacy of all students.



Key Provisions



Statewide Activity Funds

- An SEA may reserve up to 4% of its Title IV, Part A allocation to conduct statewide activities.

Title IV, Part A may be utilized:

- In grades PreK-12
- At the school and/or LEA level
- In both Title I and non-Title I schools

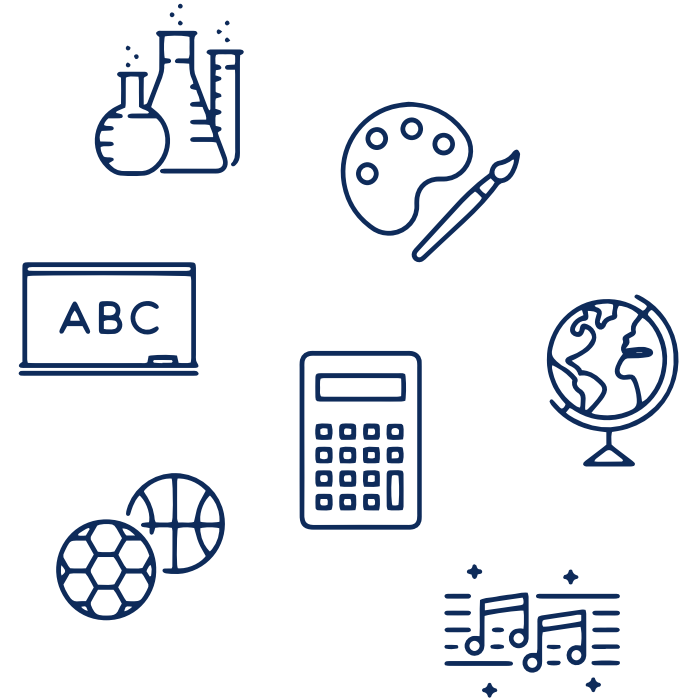
Supplement Not Supplant (SNS)

- Title IV, Part A funds must supplement state and local spending.
- Funds cannot be used to fund any service required by state board rule or policy, state mandate, or local rule or policy.
- Funds cannot be used to fund any service that was provided in the prior year with state or local funds.

Title IV, Part A Statewide Funds

Well-Rounded Educational Opportunities

- Statewide funds may be utilized to **support LEAs in increasing student access or engagement** in:
 - STEM
 - Programs in music and the arts
 - Foreign languages
 - Accelerated learning programs
 - American history, civics, economics, geography, social studies, or government education
 - Environmental education
 - Other programs that contribute to a well-rounded education



Title IV, Part A Statewide Funds

Safe & Healthy Students

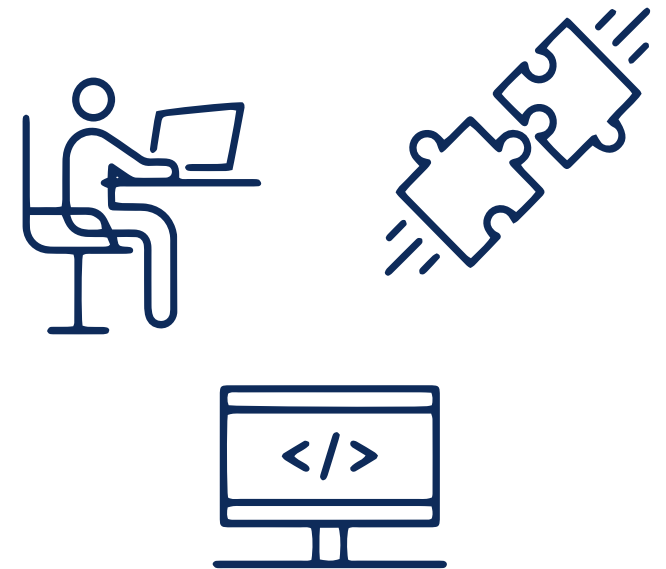
- Statewide funds may be utilized to support LEAs in:
 - Implementing evidence-based **mental health awareness programs** for school personnel
 - Expanding access to or coordinating resources for **school-based counseling and mental health programs**
 - Providing resources addressing ways to **integrate health and safety** practices into school or athletic programs
 - **Disseminating best practices and evaluating program outcomes** relating to any LEA activities to promote student safety and drug and violence prevention



Title IV, Part A Statewide Funds

Effective Use of Technology

- Statewide funds may be utilized to:
 - providing technical assistance to LEAs to:
 - identify and address **technology readiness** needs
 - use technology to support the learning needs of **all** students
 - **build capacity** for principals, other school leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning
 - supporting schools in **rural and remote areas to expand access** to high-quality digital learning opportunities
 - providing school staff and administrators with the **knowledge and skills to use technology effectively**, to improve instruction and student achievement



Title IV, Part A State Funds



- In the past the state has utilized Title IV, Part A statewide funds in several ways, including:
 - Mini-grants to LEAs
 - Reimbursement for Advanced Placement (AP) testing
 - Various mental health initiatives and trainings



Title IV, Part A State Plan Question

- How should the department utilize statewide Title IV, Part A funds?
- Allowable focus areas include:
 - Well-rounded Educational Opportunities
 - Safe & Healthy Students
 - Effective Use of Technology

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Title IV, Part A Input

Essential question:
How can the state support LEAs' strengths and help address challenges in these areas?

Title IV, Part A: Student Support and Academic Enrichment Program	
Questions	Feedback
How should the state utilize Title IV, Part A statewide activity funds? Allowable focus areas include the following: <ul style="list-style-type: none">Well-rounded Educational OpportunitiesSafe & Healthy StudentsEffective Use of Technology	<u>Well-Rounded Educational Opportunities</u>
	<u>Safe & Healthy Students</u>
	<u>Effective Use of Technology</u>
Discussion Prompts	
<ul style="list-style-type: none">What does success look like in the Title IV, Part A program?What are the main challenges you face in achieving your Title IV, Part A goals?How can the state help support your success(es) and address your challenges?	

Closing



Next Steps

- Collected feedback will be utilized to help draft revisions to the State plan.
- Draft plan will be posted for public feedback in late fall/early winter:
 - FPO will notify stakeholders via email and the ePlan homepage.
 - Please participate!
- **Thank you for your engagement and feedback!**



Agenda

- 10-10:15 a.m.
 - Break
- 10:15-11:30 a.m.
 - TISA and Federal Funds General Session



Contact

Deborah Thompson | Assistant Commissioner
Deborah.Thompson@tn.gov

Brinn Obermiller | Senior Director of ESEA Oversight
Brinn.Obermiller@tn.gov



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>

Break





The Tennessee Investment in Student Achievement (TISA)

Maryanne Durski

Chief Financial Officer

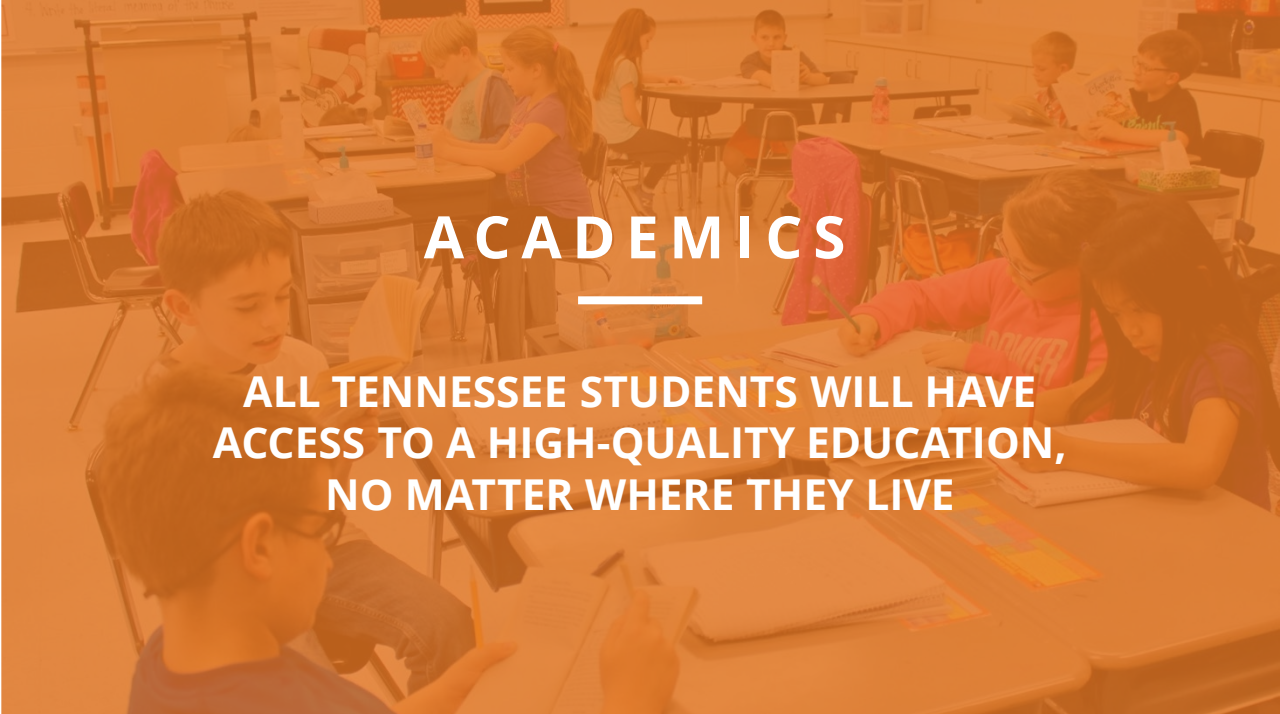
TN Department of Education

August 31, 2022



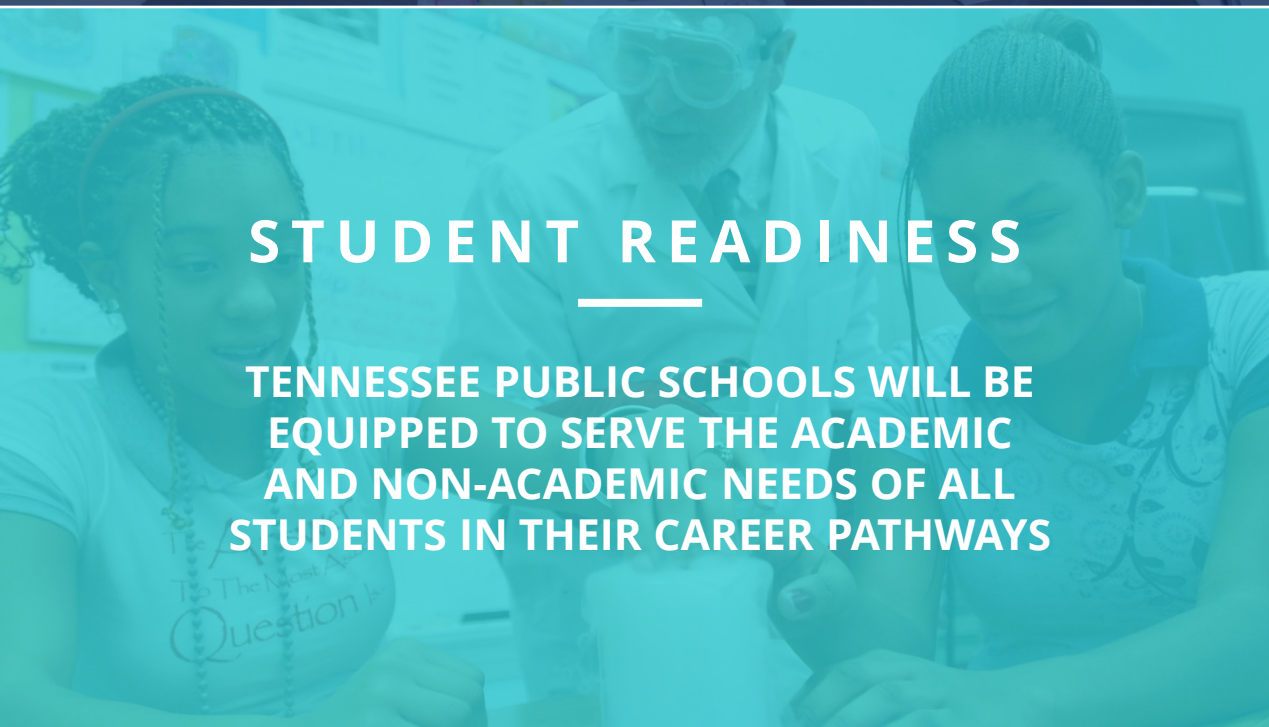
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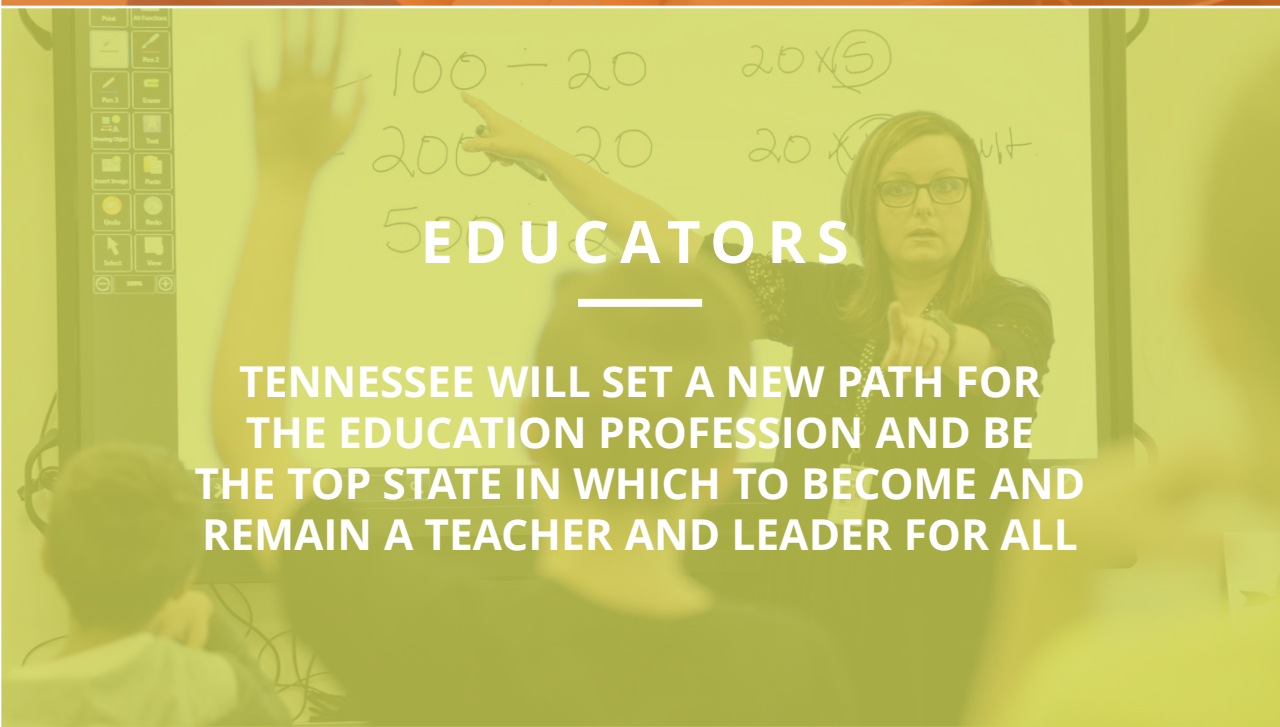
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Session Overview

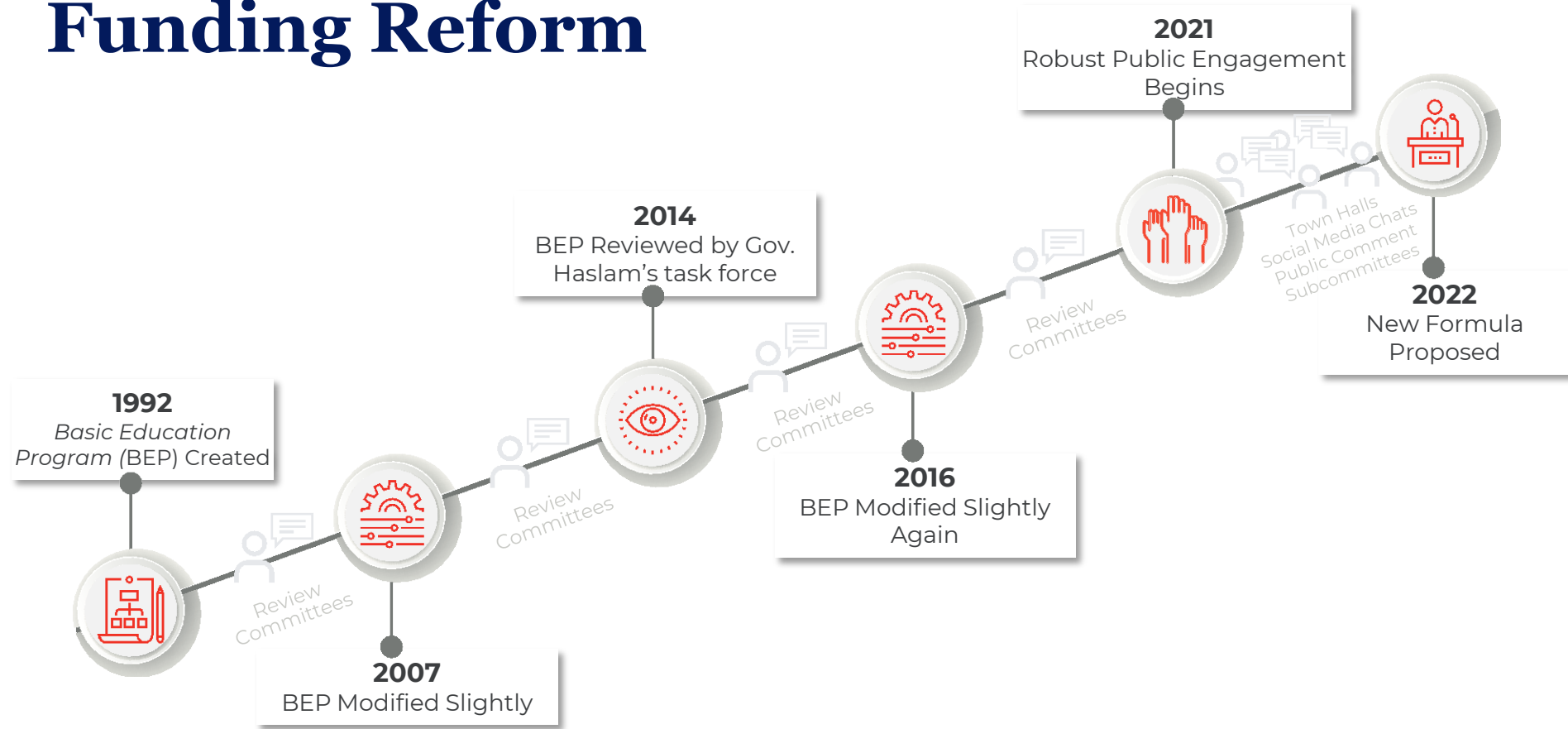
- Timeline to TISA
- TISA Basics
- Other Education Funding
- Local Contribution and Fiscal Capacity
- Local Considerations
- Resources
- Questions



Timeline to TISA



Brief History of Education Funding Reform



Tennessee Investment in Student Achievement is designed to...



Empower each student to read proficiently by third grade.



Prepare each high school graduate to succeed in the postsecondary program or career of the graduate's choice.



Provide each student with the resources needed to succeed, regardless of the student's individual circumstances.



Biggest Take-aways

- **Districts:** Districts will receive more funding under TISA than they would under the BEP (assuming stable enrollment).
- **Local:** The total local contribution does not increase for another 4 years. In FY27, the increase is similar to what districts would normally experience.
- **Note:** If the General Assembly were to put \$1B into the BEP, it would mean ~25% of LEAs would need to increase taxes. TISA adds state funding without increasing taxes.



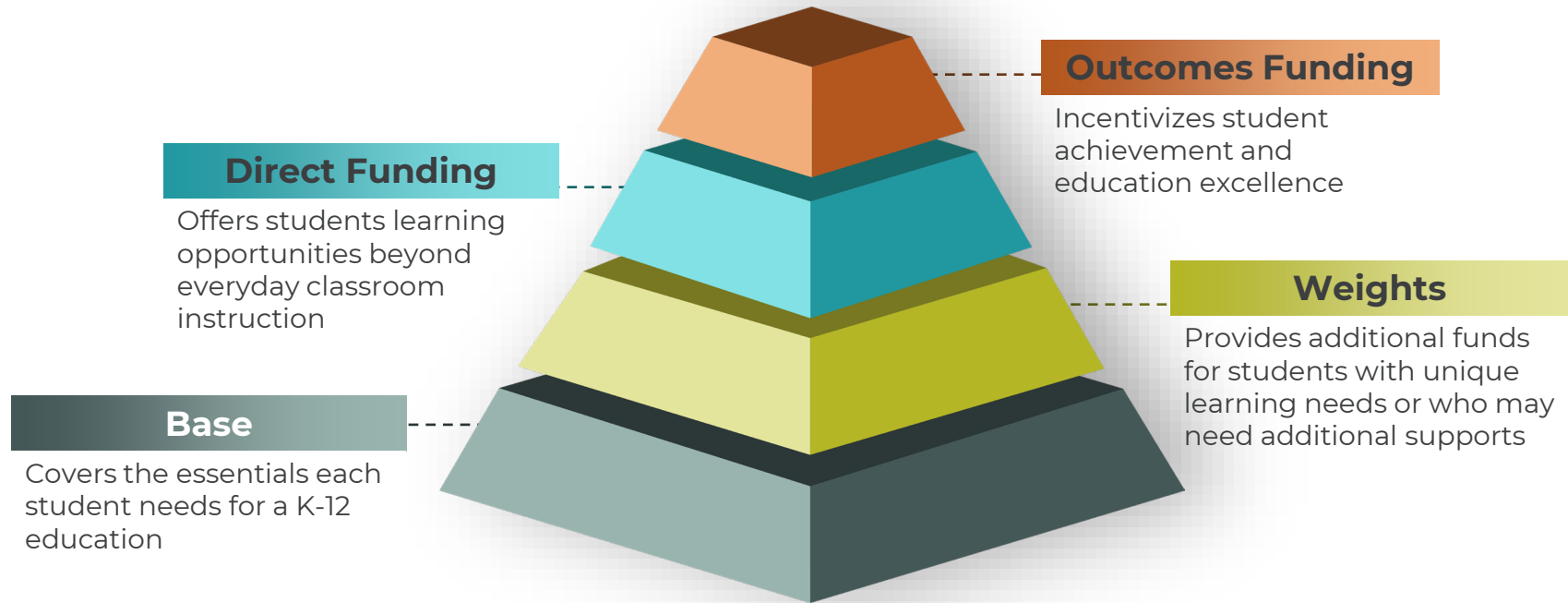
TISA Basics





Framework of A Student-based Formula









Base + Weights + Direct + Outcomes





Breaking it Down: Weights

TISA will provide funds for the \$6,860 BASE plus:

Economically disadvantaged students	 Base x 25%	 322,073 students
Students living in areas of concentrated poverty	 Base x 5%	 652,039 students
Students in sparsely populated communities and students in small school districts	 Base x 5%	 326,549 students
Students with unique learning needs	 Base x ULN % Range: 15% - 150%	 288,072 services (students may generate up to 4 services)

Note: These numbers are from FY22. The numbers used to calculate FY24 TISA will be different.





Breaking it Down: Weights

- **Economically Disadvantaged:** Current definition – direct certification, homeless, migrant, runaway and foster
- **Concentrated Poverty:** Students attending a Title I *eligible* school
- **Small:** District with 1,000 or fewer students
- **Sparse:** District with 25 or fewer students per square mile
- **Unique Learning Needs (ULN):** Current 10 special education options of service, students with characteristics of dyslexia and English Learners



Breaking it Down: Direct Funding

TISA will provide districts additional funds to:

- Enhance literacy supports for K-3 students- \$500 per student
- Offer literacy tutoring to students who need more help- \$500 per student
- Strengthen and expand high-value career and technical education offerings- \$5,000 (est. average)
- Pay for two administrations of a post-secondary assessment- \$185
- Provide funds for charter school facilities- per student amount to be determined annually; replaces current charter school facilities grant
- All Direct Allocations are subject to annual appropriation by the General Assembly



Breaking it Down: Outcomes Funding

Outcomes funding for:

Funding

Elementary and Middle: Students On-Track or Mastered or demonstrates significant growth (ELA TCAP for elementary and ELA and Math TCAP for middle)



10% per student

Closing Gaps (Literacy): Additional bonus for students who are economically disadvantaged, an English Learner, or a Student with a Disability.



20% more per student

College and Career Readiness: Students who score 21 on the ACT or demonstrate significant improvement on the ACT, OR students who earn a Tier II or Tier III industry credential.



10% per student

Closing Gaps (College and Career Readiness): Additional bonus for students who are economically disadvantaged, an English Learner, or a Student with a Disability.



20% more per student

Success Measure (College and Career Readiness): Additional bonus for students who seamlessly enroll in post-secondary or students who enter employment in a competitive job aligned to their CTE pathway.



10% per student

**Funding is provided through annual appropriations and will also include any budgeted education funding that would otherwise revert, maximizing education funding.*

Other Education Funding





Other Education Funding: Fast-Growing

- **Fast-Growing Student Stipend**

LEAs with current-year growth **in allocation** above 1.25% will receive same-year funding for the additional students.

- **Fast-Growing Infrastructure Stipend**

LEAs with 2% growth each year for three consecutive years may also receive an infrastructure stipend.



Other Education Funding: Cost Differential Factor

- **Calculated by CBER**
- **Eligible districts will have a DCF greater than 100% of the state average**
- **Grant will be administered outside of the TISA formula for eligible districts**
 - Subject to annual appropriation by the General Assembly
 - Funds will be apportioned based on the relative TISA allocation of eligible districts



District Overview

TISA - FY24 Projections					
District	Benton County	District ID	30	County	Benton
Element	Amount	Students	Funding		
Base	\$6,860.00	2,004.32	\$13,749,664.19		
WEIGHTS	Weight	Students/Services	Funding		
Economically Disadvantaged	25%	806.08	\$1,382,424.20		
Concentrated Poverty	5%	2,004.32	\$687,483.21		
Small	5%	0.00	\$0.00		
Sparse	5%	2,004.32	\$687,483.21		
Unique Learning Need 1	15%	238.93	\$245,859.69		
Unique Learning Need 2	20%	145.43	\$199,536.27		
Unique Learning Need 3	40%	55.47	\$152,205.80		
Unique Learning Need 4	60%	2.08	\$8,562.11		
Unique Learning Need 5	70%	5.20	\$24,972.82		
Unique Learning Need 6	75%	79.63	\$409,717.09		
Unique Learning Need 7	80%	79.15	\$434,363.04		
Unique Learning Need 8	100%	0.00	\$0.00		
Unique Learning Need 9	125%	17.66	\$151,442.34		
Unique Learning Need 10	150%	1.48	\$15,251.26		
DIRECT	Amount	Students	Funding		
K-3 Literacy	\$500.00	618.74	\$309,368.86		
4th Grade Tutoring	\$500.00	103.90	\$51,949.79		
CTE Post-Secondary	\$5,000.00	126.55	\$632,757.18		
Assessment	\$185.34	150.73	\$27,935.48		
Charter	\$274.40	0.00	\$0.00		
OUTCOMES					
TBD					
TOTAL			\$19,170,976.55		



Example Elementary Students



Student 1

Characteristic	Eligible ?	Value
Base	✓	\$6,860
Economically Disadvantaged		
Concentration of Poverty		
Sparse		
Small		
Unique Learning Need	✓	Base x 20%
K – 3 rd Grade Student	✓	\$500
4 th Grade Tutoring		
CCTE		
Post-Secondary Assessment		

**TOTAL FUNDING:
\$8,732**

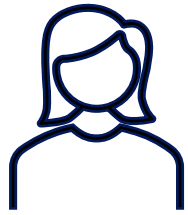


Student 2

Characteristic	Eligible?	Value
Base	✓	\$6,860
Economically Disadvantaged	✓	Base x 25%
Concentration of Poverty	✓	Base x 5%
Sparse	✓	Base x 5%
Small	✓	Base x 5%
Unique Learning Need	✓ ✓	Base x 60% Base x 20%
K – 3 rd Grade Student		
4 th Grade Tutoring	✓	\$500
CCTE		
Post-Secondary Assessment		

TOTAL FUNDING: \$15,592

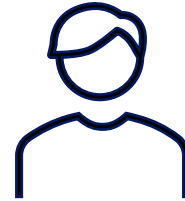
Example Middle School Students



Student 1

Characteristic	Eligible ?	Value
Base	✓	\$6,860
Economically Disadvantaged		
Concentration of Poverty		
Sparse		
Small		
Unique Learning Need	✓	Base x 70%
K – 3 rd Grade Student		
4 th Grade Tutoring		
CCTE		
Post-Secondary Assessment		

TOTAL FUNDING: \$11,662



Student 2

Characteristic	Eligible?	Value
Base	✓	\$6,860
Economically Disadvantaged		
Concentration of Poverty		
Sparse	✓	Base x 5%
Small		
Unique Learning Need		
K – 3 rd Grade Student		
4 th Grade Tutoring		
CCTE	✓	\$4,500
Post-Secondary Assessment		

TOTAL FUNDING: \$11,703

Example High School Students



Student 5

Characteristic	Eligible ?	Value
Base	✓	\$6,860
Economically Disadvantaged	✓	Base x 25%
Concentration of Poverty Sparse	✓	Base x 5%
Small		
Unique Learning Need	✓	Base x 40%
K – 3 rd Grade Student		
4 th Grade Tutoring		
CCTE	✓	\$6,000
Post-Secondary Assessment	✓	\$185

TOTAL FUNDING: \$17,847



Student 6

Characteristic	Eligible?	Value
Base	✓	\$6,860
Economically Disadvantaged		
Concentration of Poverty Sparse	✓	Base x 5%
Small		
Unique Learning Need		
K – 3 rd Grade Student		
4 th Grade Tutoring		
CCTE	✓	\$4,000
Post-Secondary Assessment	✓	\$185

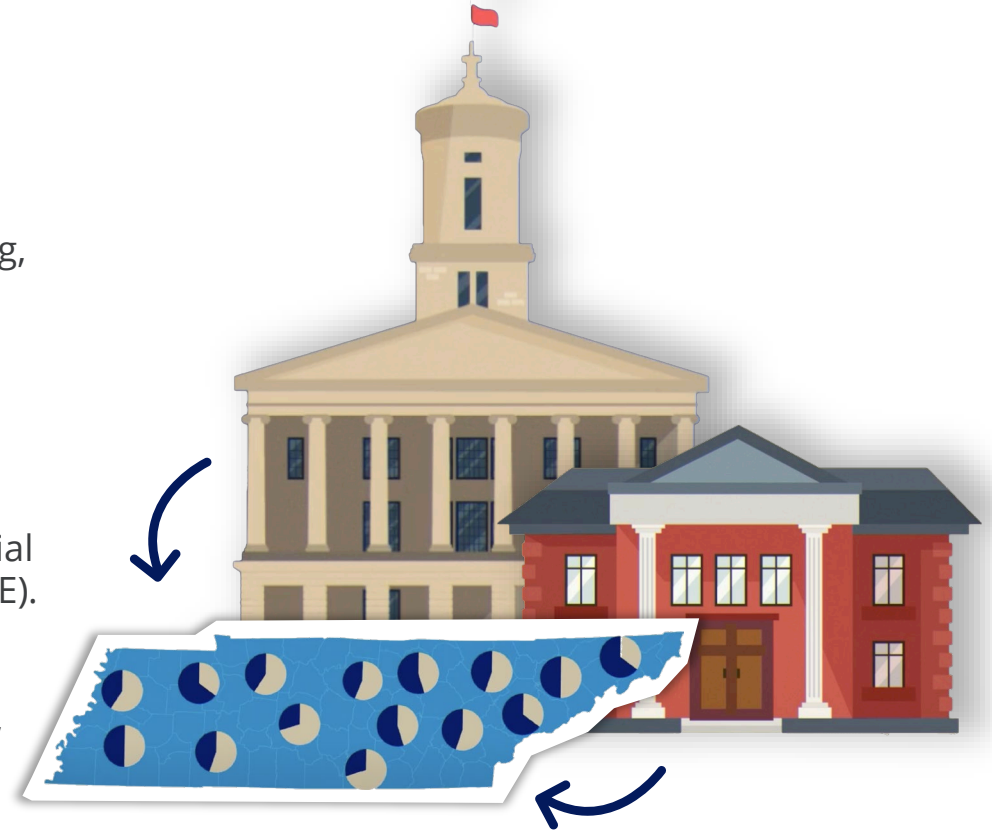
TOTAL FUNDING: \$11,388

Local Contribution and Fiscal Capacity



Local Contribution & Fiscal Capacity

- **State and local share is split 70/30 for the base and weights only.** The state will cover direct funding, outcomes and fast-growing.
- **Fiscal capacity will be established by CBER and TACIR, evaluated by the Comptroller of the Treasury, and approved by the State Board each year.** The department will provide grants to help distressed and at-risk counties, and those with special circumstances related to maintenance of effort (MOE).
- **Local contributions are set to be lower in FY24, FY25, and FY26** and begin to increase again in FY27, in an amount similar to prior years so that the new state investment does not overwhelm local requirements. No changes to MOE.





Local Contribution and Fiscal Capacity

Definitions

- **Local Share:** Portion of all formula-generated funds to be covered *collectively* by local funding bodies
 - BEP: 70/30 Instructional; 75/25 Classroom; 50/50 Non-Classroom
 - TISA: 70/30 Base and Weights
- **Fiscal Capacity:** County's ability to pay as determined by TACIR/CBER models
- **Local Contribution:** District local funding responsibility determined by multiplying local share by county's fiscal capacity





Calculation of Local Contribution

For the base and the weights:

Total of Statewide Funding Generated for the Component

X Local Share

X County Fiscal Capacity

= Local Contribution



Calculation of Local Contribution

TISA – Local Contribution

Note: Calculations are the same steps as the BEP and only apply to the base and to the weights.

Math Behind the Calculations:

1. Statewide Totals for Component
2. x Local Share % (30% in TISA)
3. x County Fiscal Capacity
4. Local Contribution

Marshall County - TISA Local Contribution							
BASE				WEIGHTS			
1	→	Statewide Total	\$ 6,613,348,718.73			\$ 1,762,431,272.86	
2	→	Multiply by Local Share %	x 30%		x	30%	
		Statewide Local Share	= \$ 1,984,004,615.62		=	\$ 528,729,381.86	
		Statewide Local Share	\$ 1,984,004,615.62			\$ 528,729,381.86	
3	→	Marshall Fiscal Capacity	x 0.37%		x	0.37%	
		Marshall Local Contribution	= \$ 7,304,287.81		=	\$ 1,946,563.81	
4	→	Total Local Contribution	\$ 7,304,287.81		+	\$ 1,946,563.81	
					=	\$ 9,250,851.62	

Local Contribution – Multi-System Counties

1. Apply same calculation to determine county total (all systems included)
2. For each component, determine proportion of total funds generated by each system
3. Apply the resulting % by the county (all systems) local contribution to determine system level responsibility

Tulahoma City Schools - TISA Local Contribution						
BASE			WEIGHTS			
Statewide Total		\$ 6,613,348,718.73			\$ 1,762,431,272.86	
Multiply by Local Share %	x	30%		x	30%	
Statewide Local Share	=	\$ 1,984,004,615.62		=	\$ 528,729,381.86	
Statewide Local Share		\$ 1,984,004,615.62			\$ 528,729,381.86	
Coffee Co Fiscal Capacity	x	0.71%		x	0.71%	
Coffee Co (All Systems)	=	\$ 14,170,241.88		=	\$ 3,776,313.41	
System Proportion of Funds						
Tulahoma		\$ 24,182,760.25	39%		\$ 4,739,107.26	30%
Manchester	+	\$ 9,915,448.57	16%	+	\$ 3,087,608.26	19%
Coffee Co	+	\$ 28,039,328.71	45%	+	\$ 8,224,750.73	51%
TOTAL	=	\$ 62,137,537.52		=	\$ 16,051,466.24	
Coffee Co (All Systems)		\$ 14,170,241.88			\$ 3,776,313.41	
Tulahoma Proportion	x	39%		x	30%	
Tulahoma Local Contribution	=	\$ 5,514,791.47		=	\$ 1,114,935.80	
		\$ 5,514,791.47		+	\$ 1,114,935.80	
				=	\$ 6,629,727.27	
Tulahoma		Total (Base, Weights, Direct)			\$ 30,295,964.61	
			Local	-	\$ 6,629,727.27	
			State		\$ 23,666,237.34	

Local Considerations



TISA: Local Contribution

Future Year TISA Projections

District			County			5 Year Average Change in Enrollment (FY16-20)	-0.787%	
Projections	FY23 (BEP+Grants)	FY24	FY25	FY26	FY27	FY28	FY29	FY30
ADM	2,020.23	2,004.32	1,988.54	1,972.89	1,957.35	1,941.94	1,926.65	1,911.48
TISA Total	\$17,070,226.62	\$19,170,976.55	\$19,020,033.76	\$18,870,279.41	\$18,721,704.16	\$18,574,298.72	\$18,428,053.87	\$18,282,960.48
State	\$13,208,273.28	\$15,661,395.84	\$15,499,064.76	\$15,337,060.46	\$15,175,180.40	\$15,013,359.02	\$14,851,522.26	\$14,689,586.20
Local	\$3,861,953.33	\$3,509,580.71	\$3,520,969.00	\$3,533,218.96	\$3,546,523.76	\$3,560,939.70	\$3,576,531.61	\$3,593,374.28
Projected MOE	\$6,378,026.00							

Denotes projected fiscal year in which local required contribution will exceed FY23 projected local contribution levels. The lack of "" signals that the local requirement will not exceed projected FY23 levels until after FY30.

Denotes projected fiscal year in which local required contribution will exceed FY23 projected maintenance of effort levels. The lack of "" signals that the local requirement will not exceed projected FY23 MOE levels until after FY30.

TISA: Local Contribution

Future Year TISA Projections

District	County		5 Year Average Change in Enrollment (FY16-20)					2.258%
Projections	FY23 (BEP+Grants)	FY24	FY25	FY26	FY27	FY28	FY29	FY30
ADM	19,225.34	19,659.52	20,103.51	20,557.52	21,021.78	21,496.53	21,982.00	22,478.44
TISA Total	\$145,369,761.65	\$164,538,506.11	\$168,254,388.89	\$172,054,189.92	\$175,939,804.39	\$179,913,170.29	\$183,976,269.35	\$188,131,128.09
State	\$94,928,711.65	\$117,715,785.54	\$121,160,109.90	\$124,676,859.83	\$128,265,423.26	\$131,926,881.25	\$135,662,236.97	\$139,472,396.33
Local	\$50,441,050.00	\$46,822,720.58	\$47,094,278.99	\$47,377,330.09	\$47,674,381.14	\$47,986,289.04	\$48,314,032.38	\$48,658,731.77
Projected MOE	\$69,303,457.00							

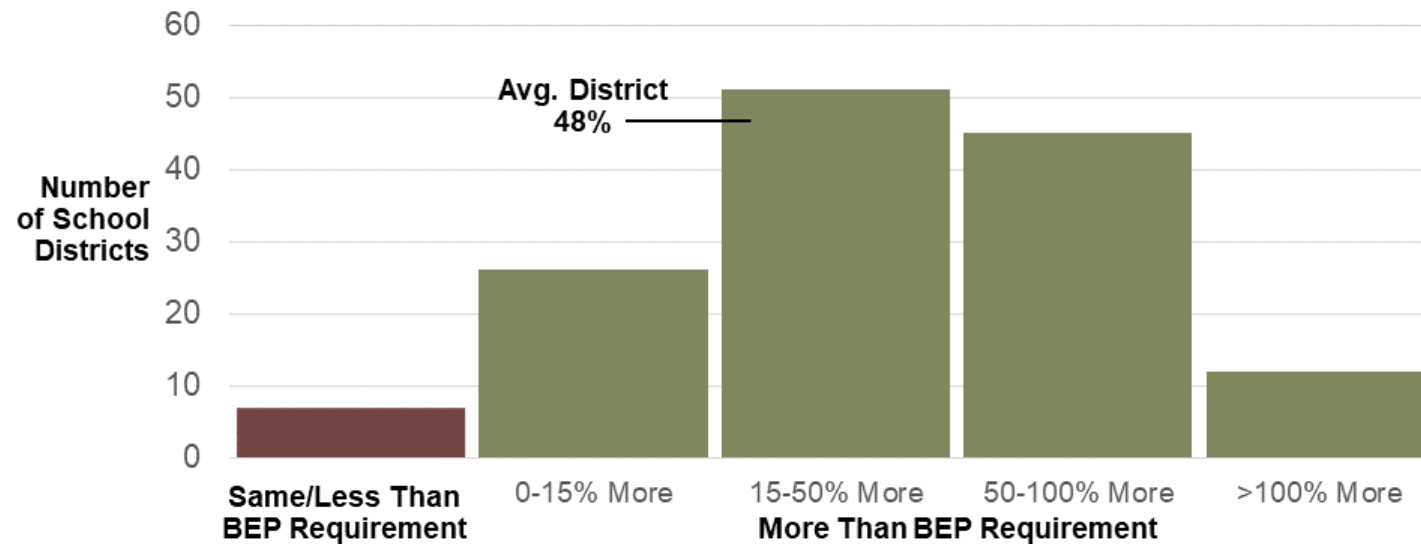
Denotes projected fiscal year in which local required contribution will exceed FY23 projected local contribution levels. The lack of "" signals that the local requirement will not exceed projected FY23 levels until after FY30.

Denotes projected fiscal year in which local required contribution will exceed FY23 projected maintenance of effort levels. The lack of "" signals that the local requirement will not exceed projected FY23 MOE levels until after FY30.

TISA: Local Contribution

All But 7 Tennessee School Districts' MOE Is Expected To Exceed Their FY 2023 BEP Requirement

Distribution of School Districts by Maintenance of Effort vs. BEP Requirements (FY 2023 Projected)



Source: The Sycamore Institute's analysis of projections from the Tennessee Department of Education

SycamoreTN.org

TISA – Local Considerations

- Distribution
 - No change to frequency of TISA allocations
 - Growth will be distributed 5 times per year, beginning in October
 - For declining enrollment districts only, if Year 1 TISA allocations are less than the FY23 BEP allocation, there will be a hold harmless in the amount of the difference, with a gradual step down over 4 years. In Y1 – 100%; in Y2 – 75%; in Y3 – 50%; in FY4 – 25%
 - Other state support
 - No MOE increase if the district is at-risk or distressed
 - A small grant to cover a statutory change impacting one district some years ago (only through the remainder of the bond issue)



TISA – Local Considerations

- Fiscal Capacity and Local Contribution
 - State and local share is 70/30 **only** for the base and for the weights
 - State covers 100% of direct and outcomes
- Additional grant for Cost Differential Factor (CDF)
 - Administered outside of the TISA formula
 - Eligible districts will have a CDF greater than 100% of the state average



Improving Transparency and Accountability

- **School Boards**
 - Must establish academic goals that the local budget is intended to support
 - Must describe the results and return on investment of the prior year strategy
- **Districts and Public Charter Schools**
 - An LEA or public charter school with a D or F school may be asked to present to an ad hoc committee



Improving Reporting

- **Detailed reporting on funding and spending** will be publicly posted at the school and district levels, per federal requirements, and be included on the annual report cards.
- **Instead of a small committee, every LEA will have the opportunity to provide annual input on:**
 - What the LEA hopes to see funded
 - The research base and return on investment
 - Reasons why the LEA is unable to afford those resources in the existing budget.
- **The department will produce a report each year, to include:**
 - An academic analysis
 - Accountability report cards
 - LEA TISA Review requests
 - Comptroller review of TISA



Professional Development

- **A professional development series on TISA will include training on:**
 - The TISA and TISA Guide
 - How to budget to increase achievement
 - How to connect achievement with investments
 - How to hold decision-makers accountable
- **Professional development will be required for:**
 - Directors, state and local school board or governing board members, local legislative bodies responsible for school funding, and state and local employees responsible for LEA and school budgets.
- **Optional professional development** will be provided at no cost for school employees related to maximizing investment to increase achievement





TISA Guide

- By July 1 each year, the department shall create and publish a TISA guide outlining the department’s procedures for administering the TISA.
- At a minimum, the guide must:
 - Identify the data that the department must receive from each LEA for purposes of administering the TISA
 - Explain how and when the data identified must be submitted
 - Explain how an LEA may dispute an alleged error in an allocation
 - State that the comptroller shall not approve a local government budget that fails to include the local contribution; and
 - Identify each LEA that qualifies as a sparse district or a small district.





TISA: Data

- Data quality is absolutely critical for the accurate calculation of TISA allocations
 - Data will be captured and analyzed more frequently
 - ADM used will be from the prior year (same as in BEP)
 - All 9 reporting periods will be included, weighted equally

- Sources of data will include:
 - EIS – ADM, CTE data and student characteristics
 - Easy IEP – Special education options of service
 - Consolidated Funding Application (CFA) – Title I eligible schools
 - Assessment – Third grade ELA TCAP scores and middle school ELA and Math TCAP scores



Resources



Resources - ePlan

- Tennessee's electronic grants management system
 - Grant applications
 - District and school plans
 - All district budgets
 - Reimbursements and payments
 - End-of-year financial reporting
- Tool for administrators, board members
- Public access to approved budgets



Resources – Regional Finance Consultants

- Jill Lewis – First Tennessee
– Jill.Lewis@tn.gov
- Holly Kellar – Northwest
– Holly.Kellar@tn.gov
- Rob Mynhier – Mid-Cumberland, Upper Cumberland
– Robert.Mynhier@tn.gov
- Taffe Bishop – South Central, Southeast
– Taffe.Bishop@tn.gov
- Vacant – Southwest

- Vacant– East Tennessee



Resources – Local Finance

- Vacant – Director of Local Finance
- Karen Justice – Data Manager (TN Compass, ADM, Per Pupil)
 - Karen.Justice@tn.gov
- Spencer Yonce – Director of Disbursements (ePlan payments, allocations)
 - Spencer.Yonce@tn.gov
- Meribeth Carpenter – Data Analyst (ADM, reporting)
 - Meribeth.B.Carpenter@tn.gov



Resources – TISA

- ePlan
 - <http://eplan.tn.gov>
 - TDOE Resources – Fiscal – District Technical Assistance
- TDOE website
 - TISA link [here](#)

Opportunity for Strategic Funding

Braiding and Blending Funds



Braiding vs. Blending

What's The Difference?



Braided funding is coordinating funding streams (awards), so each individual award maintains its program identity.

VS.

Blended funding is when funding streams are merged into one award, and each individual award loses its program identity.

Braided Funding

Benefits	Challenges
No additional statutory authority required	Each funding stream maintains its identity including eligibility criteria and scope of authorized activities
Allows LEAs to leverage funding from multiple sources to complete projects/programs that could otherwise not occur	Supplement not supplant requirements
Allows LEAs to think strategically and take advantage of more flexible funding streams	Clearly documenting allocability
	Maintains program "identity"



Braiding Example: Response to Intervention Model



- **Tier 1:** Class-wide group instruction in their general education setting
 - State/local funds (teacher of record, textbook, etc.)
- **Tier 2:** Targeted or remedial intervention
 - Title I, Part A funds (funding an educational assistant or supplemental educational materials)
- **Tier 3:** Intensive individual interventions
 - IDEA funds (CEIS or Child Find)
 - Title III, Part A funds (i.e., additional staff, materials, software)

When braiding, consider component costs and how different funds can support individual components of a larger initiative.

Blended Funding



Benefits	Challenges
Less federal accountability	Required statutory authority
Allows LEAs to focus on outcomes rather than trying to “fit” an expense into a grant.	Requires upfront accounting adjustments to cost centers or program codes
More flexible allowable uses of funds	Typically, only at school level in Title I schoolwide schools
Simplifies accounting and recordkeeping	Loses individual program identity



Blended Funding Example: ESEA and IDEA

- ESEA Schoolwide Consolidation
 - Federal, State, and local funding
 - Any federal funds administered by the United States Department of Education (ED) that can be used to support students in public schools

Grant Funds	Yes	No
Title I, Part A	✓	
Title I, Part C	✓	
Title II, Part A	✓	
Title III, Part A	✓	
Title IV, Part A	✓	
Title IV, Part B	✓	
Perkins	✓	
IDEA	✓	
State	✓	
School Lunch		✓
Head Start		✓

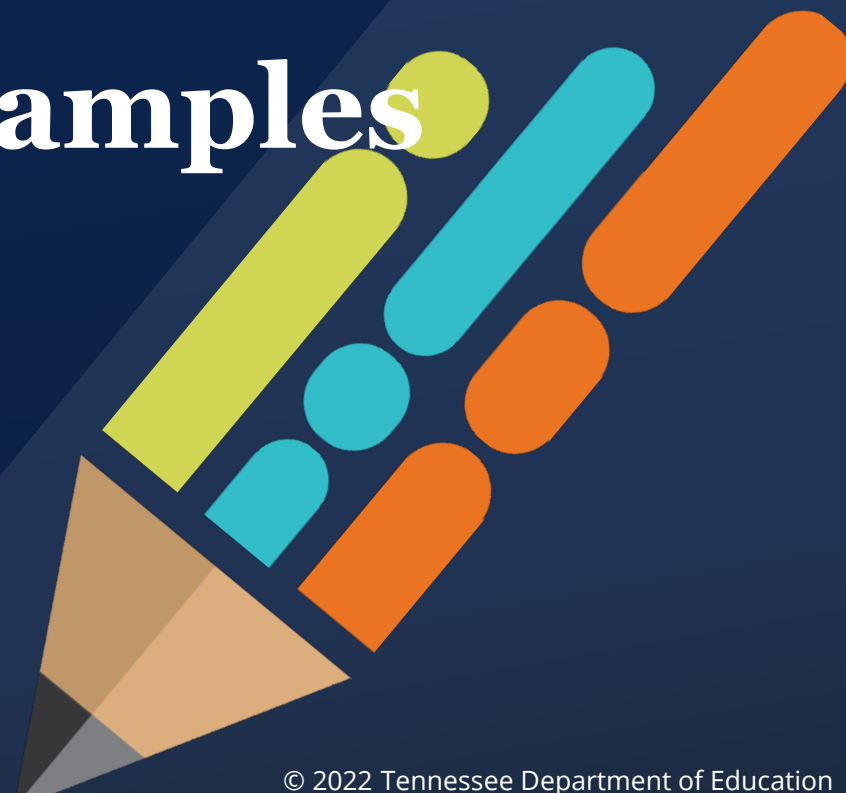
Allocability and Proportionality



- More than one program may assist a single activity.
- Can use funds under more than one program to support different parts of the same project if it meets the following conditions:
 - The costs **comply with the requirements of each program** with respect to the part of the project assisted with funds under that program; and
 - The accounting system can identify the costs paid for under each program.
 - Cost must be allocated to the programs or activities **based on the proportional benefit**

34 CFR 76.760

Braiding and Blending Examples



Example 1:

Summer School Programming



- **State/Local Funds/Title I, Part A funds**
 - State funds can replace any federal funds
- **Learning Camp Funds**
 - Provides daily programming as outlined in the state framework.
- **ESSA Title I, Part A**
 - Provides supplemental enrichment programming 4-5 p.m. to ensure well-round education opportunities
- **ESSA Title III, Part A**
 - Provides language instructors to assist eligible students with English acquisition in summer programming.
- **IDEA Funds**
 - Provides additional assistance to students with disabilities that require additional assistance.

Example 2: Pre-Existing Summer School Program



- **Learning Camp Funds**
 - Provides daily programming as outlined in the state framework.
- **State/Local Funds**
 - State funds can replace any federal funds, Relief Funds
- **Current program funded by 21st CCLC**
 - 21st CCLC program must amend its current program to make certain it is supplemental to any LEA program.

Example 3: Tutoring Program



- **State/Local Funds/Title I, Part A funds**
 - State funds can replace any federal funds
- **TN ALL Corps Funds**
 - Provides daily programming as outlined in the state framework.
- **ESSA Title I, Part A**
 - Title I, Part A for identified students.
- **ESSA Title III, Part A**
 - Provides language instructors to assist eligible students with English acquisition after school.
- **IDEA Funds**
 - Provides additional assistance to students with disabilities that require additional assistance.

Questions





Questions During the Session?

- Do you have questions during the session?
 - Email ePlan.Help@tn.gov to submit general session questions.
 - We will forward your question to the appropriate team and publish a Q&A companion document to TDOE Resources after the conference.
 - Teams will be available for in-person office hours during breakout sessions **Blocks 2, 4, 5, 6, and 7** in **Redbud**.

Conference Reminders



Conference Reminders

- Our August 31 lunch break is from 11:30 a.m. – 1:15 p.m.
- A list of nearby restaurants is in the conference agenda:
<https://tinyurl.com/essa2022>
- A hotel lunch buffet option is available for \$15 per person **(cash only)** in the atrium.
 - Please give the atrium attendant your \$15 cash and you will receive a ticket for the buffet.
 - August 31: Italian buffet
 - September 1: BBQ Down Home buffet

