

**ESSA Title IV Part A Work Group
Internet Meeting Originating from Pierre, SD
January 25, 2017**

The first and only meeting of the Title IV Part A Work Group began at 10:05 a.m. on January 25, 2017, from the MacKay Building, Pierre, South Dakota. The meeting was held via the internet because of inclement weather. The Title IV Part A Work Group was formed to make recommendations to the South Dakota Department of Education pertaining to changes in the statutes in the awarding and managing of a new federal grant to school districts in the new reauthorization of the Elementary and Secondary Education Act known as the Every Student Succeeds Act of 2015 (ESSA).

Welcome

The SD Department of Education (DOE) Title Administrator Shannon Malone welcomed the members of the group. Each person in the room introduced him/herself.

Workgroup Membership

Members of the work group present were: Kari Hinker, Huron Public Schools; Jim Jacobsen, Southeast Tech; Deann Kertzman, Center for the Advancement of Mathematics and Science, Black Hills State University; Brenda Mitzel, Sioux Falls Catholic School system; Clyde Naasz, Rock Creek Grant School; Nicholas Shudak, University of South Dakota; Tammy Meyer, Sisseton School District; Gina Curran, Marty Indian School; Kent Knudson, Summit School District; Demi Moon, Sioux Falls School District; Hector Serna, Willow Lake School District; and Denelle Sprigler, Rapid City School District.

Several SD DOE staff persons were present for all or part of the meeting.

Review of Work Groups and Recommendations to Implement ESSA

Laura Scheibe, SD Department of Education Director of Accountability, reviewed the Every Student Succeeds Act from the signing of the act to the regulations and implementation of the law. Scheibe described how the State Plan under the act must be created, reviewed and input collected from stakeholders, and approved by the Governor. The state plan must be finished and sent to US ED by September 2017. She provided the work group with an explanation of all of the recommendations pertaining to the state's accountability system, English language learners program and accountability, and school improvement designation and requirements.

Scheibe asked the work group to consider the information provided. She will send out an overview to each member and mail out some questions. The members are asked to use the questions to provide feedback on the implementation of ESSA to the department.

Private School Ombudsman Required Under ESSA

Jordan Dueis, SD DOE Title I, provided information for the group about the ESSA requirement for districts working with private schools. Currently, each district must consult and provide proof of consultation with each accredited private school in their district about the use of several Title federal programs. The district has the final authority on how the funds are used because of fiscal accountability and the needs of the students at the private school. The consultation must include discussions on the services and/or equitable services. Under ESSA, additional requirements have been included in the consultation and each state education department must designate an ombudsman who will facilitate any differences or conflicts between the school district and the private schools. Dueis will serve as the ombudsman for the SD DOE.

Questions were asked about the section that indicates, if the district and private school could not come to an agreement, the state would provide the services. The answer is that the state would either provide services directly or contract with another entity to provide the Title I services. Questions were asked about what constitutes a private school and does the private school have to be in the district or can it be outside the district. South Dakota has accredited private school. The equitable services rules are different for private schools in the district bounds and those in another district but attended students from the first district.

Tribal Consultation Required Under ESSA

Dueis reported that under ESSA each school district that has a student population of at least 50% American Indian or that receives a Title VII Indian Education Grant in the previous year that exceeded \$40,000 must consult with the tribes that are located in the district. In South Dakota at least 20 school districts received Title VII grants that exceeded \$40,000. A consultation form will be required and will most likely be uploaded each year into the grants management system when applying for federal funds. SD DOE is working with the nine tribes to establish protocol for consultation to ensure that the tribes are consulted about the education their children will receive in the public schools and about the use of federal funds prior to the application process for those funds. Under ESSA, the tribes must elect or appoint persons to specifically be involved in the consultations.

Background Information on Title IV Part A**Grants Management Fiscal Requirements**

Rob Huffmann, Grants Management administrator, reviewed how allocations will be made under the new Title IV Part A program; should it be funded.

Allocations

- The state allocates funds to the districts by formula in the same proportion as the district's prior year's Title I, Part A allocations.
- Minimum allocation will be \$10,000 (ratable reduction). If the state does not have sufficient funds to make allocations to any of its districts in an amount equal to the

minimum of \$10,000, it must ratably reduce all districts' allocations above \$10,000 until no district is below \$10,000. UD ED has indicated they may provide more clarification.

- Only four of our district would receive over \$100,000; six more would receive \$30,000 with the remainder of the districts receiving only \$10,000.
- One-hundred percent of the funds may be transferred to various programs under Title I, other Titles, and REAP flex and then used for those activities.
- Only LEAs are eligible for the funds.

We will not know until at least April or maybe into the summer or fall whether this program will be funded and at what amount.

Use of Funds

- New bock grant-type program with funds calculated through the formula granted to states based on their share of Title I Part A funds.
- Each state may reserve up to 1% for administration plus 4% for state activities
- Subgrants to the districts are based on the share of Title I Part A funds the districts receives. Each district may spend up to 2% of the funds on administration.
- Districts receiving at least \$30,000 must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas and must use:
 - At least 20% of funds on at least one “**well-rounded education opportunities**” such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.
 - At least 20% on at least one “**safe and healthy students**” with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education.
 - Some portion funds to support **effective use of technology** (no more than 15% on technology infrastructure) that is backed by professional development, blended learning and educational technological devices. Technology would not include purchase of computers.

Overview of State Level Activities

Malone informed the work group that SD DOE has decided to use a portion of the 4% state level activities set-aside to fund the accelerated learning examination for 2016-2017 low-income students.

Purpose of the Funds

The purpose of the funds are to increase capacity of state education agencies, school districts, and local communities to: 1. Provide all students with access to a well-rounded education. 2. Improve school conditions for student learning. 3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Malone went through the areas of the law that refers to activities allowed or required at the state level. The work group will need to comment on some of the state level activities areas.

Questions before the Work Group

The work group was asked to offer their thoughts about specific questions that must be addressed in the state plan.

- ❖ **Purpose of the Funds:** Does the SD DOE intend to use funds from Title IV, Part A or other included program to support strategies to support districts to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce: 1) incidents of bullying and harassment; 2) the overuse of discipline practices that remove students from the classroom; and 3) the use of aversive behavioral interventions that compromise student health and safety.

The work group was asked to make suggestions on what types of technical assistance the SD DOE could provide and what additional resources could be provided to the districts. How will this support be equitable and adequate? Some thoughts included:

- Multi-tiered System of Supports (MTSS) academic framework
- Cultural responsiveness for teachers – book reviews or lectures
- Circle of Hope – elders are developing curriculum and music. Assistance would accomplish more
- Safe and healthy school climate

The work group was asked to make suggestions on how the SD DOE would promote activities to implement “safe and healthy students. Some suggestions included:

- SD DOE Office of Special Education is planning training in many areas including bullying, discipline practices that remove students from the classroom, and what constitutes an adverse behavioral intervention that compromises student health and safety.
- Data is collected under safe and drug free incidents. Bullying data is report to Office of Civil Rights (OCR), not the Department of Education.

Does the SD DOE intend to use Title IV funds or other included programs to support strategies to support districts to engage parents, families and communities? Yes, various Title programs are implementing efforts to promote this involvement and responsiveness to families of different cultural backgrounds. Districts take various approaches to helping immigrant parents

learn ways to become involved. Districts provide home visits and build one-on-one kind of relationships. Other districts sponsor parent universities of curriculum and education classes for the parents. Others are working more with migrant parents. Boarding schools are promoting the technology piece with parents and this is getting parents into the school. Districts and teachers are using social media to connect with parents in rural areas.

- ❖ **Purpose of Funds:** Supporting high quality professional development for educators/administrators to personalize learning through effective use of technology; build technological capacity and infrastructure; innovative blended learning projects; provide students in rural areas with resources to benefit from high quality digital learning; delivering specialized curricula using digital learning technologies and assistive technology.

Does the SD DOE intend to use Title IV funds or other included programs to support strategies to support districts to effectively use technology to improve the academic achievement and digital literacy of all students? How can we promote career and college readiness?

- This may also be an area where partnerships with the CTE departments could be more supported within a school district.
- Comprehensive Career Development/CTE programs would include opportunities for STEM and coding and would help students integrate academics.
- STEM/STEAM is also a way of thinking that might require some support to help teachers think differently about the interconnectedness.
- Students who take two credits of CTE courses during their high school career graduate at a rate of 97%.
- Use your regional cooperative to make STEM education more centralized with local districts providing transportation to these programs. Use advertising to students to promote coding, 3-d printing, etc. Individuals fully participating in CTE opportunities know the benefits; it's somewhat of a struggle to get everyone else on board.
- What about offering a single gender course for STEM?
- Counselors need to push and search out the GAP kids for all these programs. It's the exposure that helps them to think outside the box.
- Do we know whether our CTE programs have a more balanced ratio of students from diverse backgrounds than other programs?
- We need to start exposing younger students to ensure they have the skills to be successful in STEM/STEAM.
- By the time students get to high school or even middle school, they are so far behind they really don't consider such careers. With more emphasis on students building necessary skills in k-2, then focusing some career planning in upper elementary and middle school, students will be better prepared to explore those careers in high schools. We need to shift from what is perceived to what it could be – STEM.

- We have been using math and reading coaches across the state with great results in districts. Funding for those programs have been cut, but districts could pool their funds for an instructional coach.
- I would also suggest that teacher training needs to expose student teachers to Title programs and services.
- Indian Education provides a grant used to enable cluster meetings every other week so that teachers know what other teachers are teaching in their grades. This effort has improved achievement.
- Through the teacher evaluation process, teachers keep a diary of how many times they covered a standard and then do a gap analysis. Analyzing the gap students is something that higher education institutions could help with and can leverage the talent required to do this.
- More efforts could be directed to outside of the classroom programs and work with Title and ELL/migrant services to better understand where and how that funding works on student impact and achievement.
- It is important that we work to connect districts or provide districts with training about culturally relevant teaching.
- I like the idea of self-paced professional development for administrators and teachers to improve their technology integration skills.
- If there are teacher/administrators trainings that come out of these funds to help support students, the trainings should be initially implemented as face-to-face opportunities for all in one large roll-out. This helps put everyone on the same path in a very quick manner.

Does the SD DOE intend to use Title IV funds for the implementation of blended learning strategies?

These strategies include a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience, and in which students are provided some control over time, path, or pace. Comments included:

- Our state has developed more opportunities for teacher training including self-paced and webinar training. Administrators have to know what they see in their classrooms and that it is a good use of blended learning.
- Technology is not a replacement for paper and pencil. The idea of modules with structured follow-up from teachers is important.
- Implementation depends on the issue of time available to teachers. The Student Learning Objective (SLO) process is a good platform to begin a new process with this type of learning and provides involvement by the administrators.
- The school library could be used to reach English learners with expanding hours and after school programs specific to their needs. The teacher-librarian should be a technology and

curriculum expert as well to support teachers, students, and parents with blended learning and technology integration. Libraries are heralded as safe places that offer equitable access and services to all students. Could the funds be allowed to partner with a public library? A partnership would be beneficial for rural and high needs areas. The school library is built in a way to increase access to learning experiences supported by technology via STEM experiences/Makerspaces/access to Internet/devices. This starts with a professional leading the library program who has expertise in literacy, technology, and curriculum. The funding could be used to provide teacher-librarians (those certified with library endorsement) and teachers as librarians (those certified, but without library endorsements) with professional development. Districts could share certified school librarians also.

The group took a lunch break at 11:45 a.m. and returned at 12:50 p.m.

- ❖ **Purpose of the Funds:** How should the SD DOE support districts in the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out? How will the SD DOE and district provide equitable access to well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low -income students are underrepresented?

The work group was asked to make a suggestion on how the SD DOE should promote and award funds to districts to provide well-rounded and adequate education for students? Some thoughts included:

- Review of data – we need to look at the data we are collecting and look for gaps in the education program to move forward in an intentional way. We need to keep inventory on what has happened and what should happen? Does the SD DOE collect this data or is the data collected at the district level. We may need to collect new data or have new data collection strategies. Possibly a university could assist in the planning and review of non-student specific data at the district level.
- Could the SD DOE look at different states and come up with ideas or examples or recommendations on effective student transition. It should be something statewide that would be cost effective. Is there a way to set up a website where school districts could upload their best practices such as their transition practices?
- A framework could be developed. This could be a partnership effort and could include the latest research about what impacts achievement and graduation in the greatest ways. Create a framework that can be shared across the state on strategies that schools are using successfully to help all students transition through school levels and make it successfully to graduation. A system of evaluation that can be turned into some policy

document or framework would be beneficial. Even though there are limited funds, a discussion on what needs to get done and how to leverage talent and resources to do it affordably should occur. The institutions of higher education (IHE) can be partners in this and other areas.

- Strategic use of teacher candidates during transition grades to help with horizontal and vertical planning is important in the work to create an integrated system of education to help with evaluation.
- Schools taking students to visit colleges, career expos, regional career fairs for middle schoolers, and exploring careers through classroom work, graduation coaches/success coordinators/transition coaches working with students one-on-one were mentioned as strategies.
- Could magnet schools be created?
- Could long distance learning studios be funded?

Consortiums and Comprehensive Needs Assessment

Malone described to the work group that a district receiving more than \$30,000 must conduct a comprehensive needs assessment at least once every three years to examine the need for improvement in the three purpose areas outlined in the statutes. Currently, SD DOE is working internally on a comprehensive needs assessment template for districts to use for a variety of funding applications. The applications for funds will be part of the grants management system that opens around April 1 each year. The application will include assurances required under the statutes. Only districts are eligible for the funding, however, districts may wish to work with cooperatives. Applications must include a description of programs to be funded that will be implemented through any partnership with an institution of higher education (IHE), business, nonprofit organization or public or private entity. The district must evaluate the objectives and outcomes of the program.

Malone also described that a statewide consortium could be formed. This would allow districts of any size to have access to a greater variety of services than they are able to fund on their own. The consortium would need to prioritize what needs and services would be provided to each district and rank order the ideas and provide all of this information in the application.

Adjournment

The work group members were thanked for their participation and informed that all of the work had been completed. The meeting adjourned at 1:35 p.m.