

COP Minutes
March 26th, 2019
Tom Dinsdale Auto, Grand Island NE

Renee Hyde, COP Chairperson, called the Committee of Practitioners meeting to order at 9:00 AM on Tuesday March 26, 2019 at Tom Dinsdale Automotive in Grand Island Nebraska.

Attendees

Members in attendance

Andy DeFreece
Susan Evans
Tina Forte'
Bill Heimann
Linda Hix
Renee Hyde
Tara James
Tracey Kovar
Ann Nickerson
Deb Ross
Kris Schneider
Kristin Schultz

NDE Staff in attendance

Jacob Clark
Pat Frost
Jan Handa
Karen Hardin
Sue Henry
Kim Larson
Cathy Mohnike
Deb Romanek
Kirk Russell
Terri Schuster
Diane Stuehmer
Tim Vanderheiden
Beth Wooster
Benjamin Zink

Not in attendance

Eileen Barks
Cheryl Burrell
Anne Caruso
Veronica Estevez
Michele Hensley
Melody Hobson
Randy Johnson
Kraig J Lofquist
Joan Luebbers
Monica Smith
Bob Ziegler

Welcome & Introductions

Renee Hyde welcomed, and had everyone introduce themselves to the Committee.

Nebraska Open Meeting Acts (NOMA) Reminder

Renee issued a general reminder about the NOMA.

Open for public comments

Renee asked for any public comments to be made. None were requested.

Approval of Minutes October 23rd

Diane Stuehmer lists corrections to the minutes of the October 23rd COP meeting.

Deb Ross made a motion to approve the October 23, 2018 corrected minutes. Tina Forte seconded the motion. Motion unanimously approved.

COP Membership Needs

Beth Wooster talked about how the membership needs of the Committee are fulfilled and indicated a need for more school board members, teachers, paras and staff from neglected/delinquent agencies. Please send any names and contact information of possible representatives in these areas to Beth and she will follow up with them.

ESEA/ESSA Information

Comprehensive Support and Improvement (CSI)

Diane provided an update on the communications that have taken place between NDE and Schools identified as CSI. A mid-December webinar was offered for staff in CSI schools. Topics covered required needs assessment, funding for grant (first year is 2 year period), and other information pertinent to the CSI plan/application. In January a webinar was held with ESU staff to discuss supporting CSI schools in their areas. Regional CSI workshops were scheduled in Ogallala, Kearney, Omaha, and Wakefield. Various COP members that participated, discussed the benefits of the CSI Workshops.

The Support for Improvement (SFI) plan/application became available on March 13th for identified schools to complete, with a due date of April 10, 2019. Diane stated that NDE staff provided a webinar on March 1 to walk through each section of the plan/application. Lane Carr and Shirley Vargas have also held webinars and conference calls focused on specific topics.

Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)

Diane detailed how TSI looks at student subgroups when identifying schools. Nebraska's ten student groups include the following:

1. African American/Black,
2. Hispanic/Latino,
3. Native American,
4. Asian,
5. Pacific Islander,
6. Multiple Races,
7. White,
8. English Learners,
9. Students with Disabilities, and
10. Economically Disadvantaged Students

Schools with consistently underperforming student groups are those with student groups that are comparable to the performance of the bottom quarter of Title I schools. Every public school with at least 10 students in the student group will be considered for Targeted Support and Improvement (TSI).

TSI applies to all schools; not just Title I schools, while CSI is determined by looking at Title I schools and any high school having a graduation rate of 67% or below.

Public schools with one or more student group(s) performing at or below the performance level of students in the state's lowest-performing public schools will be identified for Additional Targeted Support.

Nonpublic Update

Tim Vanderheiden talked about the required Nonpublic consultations. The 2018-19 consultation forms (for 2019-20 school year) have been updated, and the collection opened in the NDE Consolidated Data Collection (CDC) March 1st. Notifications were included in the NDE Bulletin and emailed directly to each superintendent of districts needing to complete one or more Title I and/or Federal Programs within Boundaries consultation reports. Notification was also sent to all Nonpublic schools that Nebraska Department of Education has email addresses for. The due date for both nonpublic consultation forms is May 1, 2019.

Diane reviewed the Title I Nonpublic flow chart which explains how to determine whether nonpublic students are eligible for Title I services.

Diane indicated that the U.S. Department of Education had recently released a draft document regarding Title I equitable services. The document consolidates information previously included in multiple documents. The document is currently open for review and comment and is available at

<https://www2.ed.gov/policy/elsec/leg/essa/drafteseatitleiequitableservices.pdf>. Diane encouraged committee members to review the document and submit comments, if appropriate.

Jan Handa provided information on the Nonpublic Within Boundaries consultation, in regards to 21st CCLC and making sure students that are eligible to attend the program are provided with information and have an opportunity to participate. The Within Boundaries Nonpublic Consultation form includes Title I-C, Title II-A, Title III-EL, Title III-IE, Title IV-A, and Title IV-B.

Family & Community Engagement

Kim Larson provided an update on the Statewide Family Engagement Centers grant. Handout is available at <https://www.education.ne.gov/wp-content/uploads/2019/03/COP-Updates-3-26-19.docx>. Let her know if your school is interested in being considered for one of the additional centers selected. By the end of the grant period, there will be a total of 12 Family Engagement Centers. Currently there are three- Lincoln, Grand Island, and Lexington. Linda Hix provided an update on the project implementation in Lincoln Public Schools and Kristin Schultz provided an update regarding the implementation in Grand Island Public Schools.

Kim also talked about the upcoming NDE-ESU family and community engagement input sessions. These meetings will be held at ESUs across the state. The goal is to begin discussions that will serve as the foundation for building a Nebraska PreK-12 School-Family-Community Framework. Information, including a link to registration, are available on the NDE Family and Community Engagement website,

<https://www.education.ne.gov/FAMILY/>

Multi-District Projects

Diane Stuehmer and Karen Hardin discussed the differences between consortia and cooperatives. In a consortia funds are combined for a common purpose (i.e. Title II-A funds). When funds are in consortia they lose the identity of the district they're from. ESU's, with input from participating schools, make decisions on behalf of participants. A consortium would have minimal payments back to districts. In consortia, payments are made on behalf of district--not to district. Funds assigned to a project must be used for that specific project and cannot be transferred to another program.

In a cooperative, funds are tracked by contributing districts. The participating district ultimately makes programmatic decisions regarding use of funds. In cooperatives, ESU's are a pass through entity.

Joint applications and projects can take place when two or more parties submit such an application for either cooperatives or consortia.

Nebraska ESSA Allocations

A handout (https://www.education.ne.gov/wp-content/uploads/2019/03/FY2019_Preliminary_Allocations.xlsx) was provided that included 2018-19 actual allocations and 2019-20 preliminary allocations for Titles I-A, I-C, I-D, II-A, III, IV-A, IV-B, and McKinney-Vento Homeless. All programs, except Title III indicate Nebraska will see increases in funding for 2019-20. The Title III decrease is due to a change in the number of students tested on ELPA21. This information is now included in the determination of state allocations.

Title I-A

Beth discussed Title I Schoolwide Peer Reviews. Six sites have been scheduled throughout April. Schools completing self-reviews this year will be reviewing the submitted plans. The change implemented three years ago of reviewing plans the year before updating their own plan has been very beneficial, as it spreads out the work, and gives schools a chance to start thinking about changes that might need to be made to their own plan the following year.

Under previous ESEA legislation, States and the *National Title I Association* selected Distinguished Schools from participating Title I schools. The national organization has changed the focus from Title I to all ESEA federal programs and has changed its name to the *National Association of ESEA State Program Administrators (NAESPA)*. This change allowed states to select any school to be honored as a Distinguished School. Schools no longer need to be Title I, but must still meet the national guidelines of having at least 35% poverty, demonstrate high academic achievement for two or more consecutive years and meet or exceed state determined criteria based on two or more consecutive years of achievement data. Each state may select up to two schools from the three categories. For the 2019 National ESEA Conference, NDE selected a non-Title I school, based on 2017-18 data. The selected school did not attend the national conference, which was held in Kansas City. Beth suggested that we may want to go back to

considering only Title I schools as Nebraska's Distinguished Schools. It may be possible to provide some funding for Distinguished Schools to use toward attending the conference in the future. The committee discussed this option and asked Beth to find out what 3-4 other states are doing regarding funding for Distinguished Schools and bring back some options at the June, 2019 meeting. NDE staff will also discuss with NDE financial folks to determine whether providing funding to attend the national conference would be possible.

Title I-G School Improvement Grants (SIG)

Karen Hardin shared the progress of the School Improvement Grants (SIG). All seven on-site visitations have been scheduled and will be completed in the month of April. During these onsite visits, she meets with the Intervention Project Manager (IPM) first to discuss any problems or concerns. Karen then meets with with a panel of teachers, leadership team, and completes two 10-minute classrooms visits.

The final regular IPM meeting for the year occurred on March 20 via ZOOM, these meetings will commence again next fall. Typically there are at least 6 meetings scheduled during the year.

The next scheduled event for SIG is the Year-end Presentation which will be held at Staybridge Inn in Lincoln, NE on June 5th. Schools are required to report leading indicators and assessment results from baseline year to current year as outlined in SIG requirements. This will include new NSCAS results as well as trend data from district assessments. Each SIG school will provide a 30 – 40 minute power point presentation that should include success stories and the impact on student learning. It is a time for the school to highlight lessons learned and growth throughout the program.

Title I-C Migrant Education Program

Sue Henry and Benjamin Zink provided many details on the Migrant program. There has been a focus on staff development.

A parent and student recognition conference will be held in Grand Island on Saturday April 5-6, with over 300 parents and children registered so far. The theme for the event is, "Together We Can." A highlight of the conference will be two privately funded \$1500 scholarships awarded through the Jesusita and Santos Courage and Fortitude scholarship.

The State Migrant Education Conference is scheduled for April 16-17 in Kearney, with the theme, "Planting Seeds of Partnership." Partnering with Nebraska Department of Labor, Proteus, Legal Aid of NE, and UNMC. COP members are invited to attend the conference. UNMC will provide free Mental Health First Aid Course as a pre-conference option. It will also conclude with a Statewide Migrant Staff meeting on April 18. The National Migrant Education Conference is May 1-4, 2019.

Title I-D Neglected/Delinquent

Pat Frost talked about the national conference, which is scheduled in June, 2019. She also mentioned the upcoming Rule 18 Special Purpose facilities schools' meeting. The Title I, Part D Annual Performance Report (APR) will be completed and submitted in the NDE Consolidated Data Collection (CDC). This is the first year the data will be collected through the online CDC collection. The Rule 18 Education Advancement Plans are available online with academic plan to be shared between agencies. Districts are required to accept credits from Rule 18 schools. She discussed how schools must also accept partial credits, similar to the process used for homeless students.

Title III English Language Acquisition

Terri reported that the ELPA21 testing window was extended for two days due to weather related school closures. Results will be available the first week of May, and a survey for feedback was sent to test administrators.

The ELPA21 Screener will be available to districts in SY 2019-20, but system will be down in July. Operational form will be available August 1, 2019

States are required, under ESSA, to have their English Language Proficiency (ELP) assessments peer reviewed. ELPA21 data/evidence was submitted for Peer Review on March 15 for the spring 2018 administration, currently work is underway to develop an ALT-ELPA for English learners with significant cognitive disabilities. NDE signed a letter of support directed to the lead state of Iowa for a grant competition to fund this work

The statewide cadre of English Learner (EL) Professional Development (PD) Educators' spring meeting is scheduled for April 4th, and will include topics such as utilizing ELPA21 rubrics for improving writing and speaking, development of a parent resource on EL Services, ways to assist refugees, and ways to engage families. The May 15 workshop will focus on developing an ELP/Science Standards resource for content teachers with the dual purpose of meeting the alignment of standards requirement in ESSA

Title VI Rural Education Achievement Program (REAP)

The 2019-20 SRSA-Small, Rural School Achievement Program Application for funds opened in www.Grants.gov on February 21, 2019. Application closes on April 26, 2019. Eligible districts who can apply totals 182. This grant does not flow through NDE.

Twenty-three districts are dually eligible for RLIS (Rural Low Income School) Program and SRSA. Districts can only apply for one of the programs. NDE has not been notified of available funds for 2019-2020.

Title VII-B McKinney-Vento Homeless Education

The McKinney-Vento Homeless Liaison training on the NDE website is running successfully.

The 2019 NAEHCY (National Association for the Education of Homeless Children and Youth) conference will be held in Washington, D.C., November 2-5. Lexington is

submitting a presentation proposal that will focus on obtaining resources and services in a small rural diverse community.

The McKinney-Vento application for 2019-20 is being tested now and will be available to the districts soon.

The department is working with districts who have challenges due to the natural disasters around the state. The recent flooding has impacted many districts to varying degrees.

An update was given concerning the progress of the YHDP (Youth Homeless Demonstration Program). The proposals from nonprofit service providers and governmental agencies that want to implement projects to serve unaccompanied homeless youth, age 24 and younger, are due April 26, 2019.

Lunch Time Conversation

Over lunch COP members broke into small teams to discuss recommendations to serve as committee chair after Renee Hyde retires. Members suggested Linda Hix as a preliminary nomination. Other nominations should be submitted to Beth Wooster prior to the June meeting.

Title II-A Improving Teacher Quality

Class-size reduction will remain an option for using Title II-A funds for the 2019-20 school year. Continuing as currently outlined in the ESSA Consolidated application (limited to grades K-3, schools identified for Needs Improvement, or in classrooms where the ratio is <18 students per teacher after class-size reduction is implemented).

Title IV-A Student Support and Academic Enrichment (SSAE)

Districts that received Title IV-A, SSAE competitive grants for 2017-18 are nearing the end of the grant period. Eleven schools received the competitive grant funds. These funds must be spent by September 30, 2019. No change in criteria for use of funds.

During 2018-19, Title IV-A became a formula grant. Preliminary allocations for 2019-20 indicate that the grant will be funded for another year.

Title IV-B 21st Century Community Learning Centers (21st CCLC)

The 21st CCLC competitive grant program provides funding for afterschool and summer programs in buildings with at least 40% of students eligible for free or reduced price lunch. Currently there are 135 21st CCLC sites, in 34 communities. In the 2017-18 school year, 15% of the students were English Learners (EL);, 17% of students were verified for Special Education (SPED) services, and 1% were Migrant students.

The draft of the 2018-19 annual report will be available in April. Nebraska is one of six states participating in a pilot project to automate the 21st CCLC annual performance reporting, which is required three times per year.

The annual statewide afterschool conference will be held in Kearney October 11.

NDE Reorganization

NDE's Office of Student and School Support and Services is now the Office of ESEA Federal Programs. The Student Achievement Coordinator position (Shirley Vargas) has moved to the Office of Accountability, Accreditation, and Program Approval. The High Ability Learning (HAL) position has moved back to the Office of Teaching and Learning.

NDE Job Postings

NDE will be posting positions for a Title III Assistant Director, Title III Director, and Title II-A/SIG Coordinator.

Nebraska Reading Improvement Act

The Nebraska Reading Improvement Act (Section 79-2601--79-2607) becomes effective beginning with the 2019-20 school year. This requires schools to have approved reading assessments that will be administered three times a year, ensuring students read at or above 3rd grade level by the end of 3rd grade, and putting in place a supplemental reading intervention. Schools must also make available summer reading programs for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program does not necessarily have to be run by the school; it may be held in conjunction with other summer reading programs in the community.

Can Title I support requirements outlined in the Supplemental Reading Act? NDE staff believe that Title I funds may be used for implementing interventions in Title I schools. If districts have questions regarding this issue they should contact staff in the NDE Federal Programs Office. For more information, see the Nebraska Reads website (<https://www.education.ne.gov/nebraskareads/>).

NDE Data Conference

The NDE Data Conference, *Champions for Equity: Better Data, Better Decisions* Conference will be held April 29-30, 2019 at the Younes Conference Center in Kearney. Registration is still open. All sessions will presented by NDE staff, with some in collaboration with outside organizations. <https://www.education.ne.gov/dataservices/events/>

2020 National ESEA Conference

Mark your calendars now for the 2020 National ESEA Conference. Conference will be held February 4-7, 2020 in Atlanta, Georgia.

NDE Emergency Response and Support Website

Diane talked about the recent flooding situation and indicated that NDE is still unsure of how flooding will affect the NSCAS and ACT assessment window. NDE staff are holding

weekly meetings to stay apprised of the situation and will work with any affected districts needing waivers or exceptions.

In light of the recent flooding throughout the state, a website has been created to provide relevant information regarding resources and answers to frequently asked questions. The website is available at <https://www.education.ne.gov/erp/>. One section of the FAQs includes information regarding homeless or displaced students/families. Commissioner Blomstedt has reached out to superintendents to find out how affected schools were as a result of the flooding and will continue regular conversations, as needed.

Educator Effectiveness

Nebraska's ESSA plan requires that we identify how many students in Title I schools are being taught by ineffective teachers. Kim Snyder reported that she is bringing stakeholder groups together to help define what an effective teachers is. After a determination has been made then Nebraska can focus on how to define an ineffective teacher. NDE has applied for a waiver regarding the reporting of ineffective teachers, to allow more time for determining what an ineffective teacher is and what data will be used for reporting this information.

Principal Support

The Nebraska Leadership for Learning Network (NLLN) is a collaborative focused on equity based leadership strategies. The first pathway is to bring groups together to build leadership capacity so they can build communities. The NLLN will be working with many communities to develop strategies for helping principals to become stronger educational leaders. Conversations will also focus on developing management skills among principals. Five of the 27 schools identified as CSI have already committed to participate in the first NLLN project. NDE is focused on working with both rural and metro area schools. Questions about the NLLN project should be directed to Kim Snyder at kim.snyder@nebraska.gov or 402-471-2444.

Next Meetings

- Tuesday, June 25, @ Lincoln Public Schools District Office Board Room, Lincoln
- Tuesday, October 22, @ ESU #9, Hastings