

Slide 1



Welcome and thank you for joining me. My name is Meghan Southworth and I am a team member of the Student, School and Family Support Bureau at the PED – formerly known as Title I.

Today I will be addressing the ESSA requirement for ‘Timely & Meaningful’ Consultation with stakeholders when determining how to spend your Title I funds.

This is a pre-recorded webinar so submitting questions through the chat function will not be available. If you have questions after viewing the webinar please feel free to contact me. My contact information will be provided on the last slide.

In this Webinar we will ...

- **Review what is required by ESSA**
- **Address 'Timely & Meaningful' Consultation in the COVID-19 environment**
- **Offer tips for completing Module 5 of the 2020-21 Title I Consolidated Application**

In this webinar we will ...

First review what the Title I requirements are in ESEA as amended by ESSA for consultation with stakeholders. Who needs to be consulted, what about, and when?

Next we'll address some of the challenges of consulting with stakeholder groups in the COVID-19 environment. 'Timely & Meaningful' consultation can be a challenge even in the best of times. What existing structures are being put into place in your district for remote learning, teacher collaboration and outreach to families and community? Can you leverage some of them to reach your stakeholder groups?

Lastly, I will offer a few tips for completing Module 5: Program Consultation and Program Planning of the 2020-21 Title I Consolidated Application.

ESEA as amended by ESSA, Sec.1112(a)(1)(A)

SUBGRANTS -

- A LEA may receive a subgrant under this part only if such agency has a plan that is developed with *timely and meaningful* consultation with:
 - Teachers;
 - Principals;
 - Other School Leaders;
 - Paraprofessionals;
 - Specialized Instructional Support Personnel;
 - Charter School Leaders;
 - Administrators;
 - Other Appropriate School Personnel; and
 - Parents.

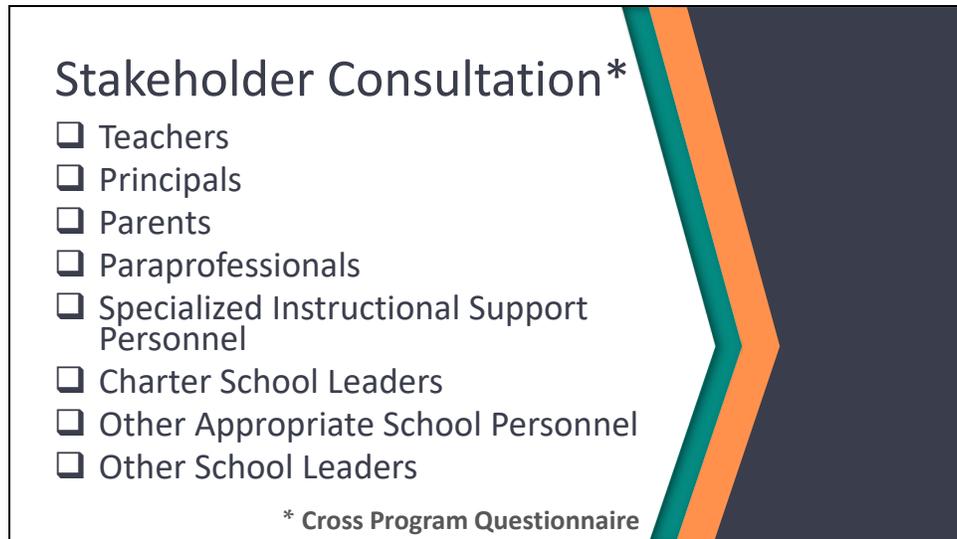
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3

Section 1112(a)(1)(A) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act says this:

*“A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is **developed with timely and meaningful consultation** with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.”*

*Notice it says **developed with** timely and meaningful consultation. It doesn't say you write the plan yourself and then **share** it with all of these groups of people. That's where the timely and meaningful comes in. The actual **submission** and approval of the plan (Consolidated Application) for next year may not happen until May or June of this year, but consulting with and gathering feedback from all of these groups should happen **early and often** throughout the school year.*



Stakeholder Consultation*

- Teachers
- Principals
- Parents
- Paraprofessionals
- Specialized Instructional Support Personnel
- Charter School Leaders
- Other Appropriate School Personnel
- Other School Leaders

* Cross Program Questionnaire

When you completed the Cross Program Questionnaire you were asked about Stakeholder Consultation. The question said, “The required stakeholder groups that engaged in timely and meaningful consultation(s) include: ...” and then you checked the appropriate boxes.

As we just learned, consultation with ALL of these stakeholder groups is required by ESSA. That said, you may not have consulted with all of them. Some may be non-applicable to your district. For instance, if there are no charter schools in your district there are no Charter School Leaders to consult with.

*Other groups on this list may exist **and** be applicable to your district, but you did not engage them in consultation. It may not be a part of your process or even have occurred to you to include Paraprofessionals, for example, or ‘Other Appropriate School Personnel’. Surprisingly enough, Parents as stakeholders seem to get left out the most.*

We want you to be honest and not check boxes for groups you didn’t actually consult with. This will give us valuable information we can use when designing technical assistance to the field. For instance, last year I noticed a number of districts whose stakeholder consultation process didn’t quite meet the ‘Timely & Meaningful’ requirement. That’s why I created this webinar!

What IS 'Timely & Meaningful'?

- **More than once**
- **Before the Application is submitted**
- **Not just dissemination of information**
- **Engages multiple Stakeholder groups using multiple modalities**
- **Encourages two-way, collaborative dialogue**

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5

What does 'Timely & Meaningful' mean? [read the slide]

What 'Timely & Meaningful' is not is a summary of the Title I Plan or Application posted on the district's website or presented to parents after the start of the school year.

Try to engage as many stakeholders as you can using as many different modalities as you can. Do it early and do it often. Remember, consultation implies a two-way collaborative conversation. Ask these stakeholder groups what they think the district's biggest challenges are? Ask them how they think Title I funds should be used to address those challenges and support the most at-risk students? You may be surprised. Sometimes the best ideas come from the least expected places.

Building a sense of efficacy with all these stakeholder groups will go a long way toward accomplishing your goals. When people feel like their voices are heard and their ideas valued they are much more likely to jump on board and support new initiatives. They want to feel like "we're all in this together."

Invite them and they will come. Ask them and they will answer. □

NM DASH Ideal Opportunities

Consult with Stakeholders as part of the Planning/Implementation/Monitoring cycle:

- March/April – The Core Team drafts Components 1-3 (the Annual Plan) for the upcoming school year;
- August – The Core Team adjusts the Annual Plan, if needed, and completes Component 4 (the First 90-day Plan);
- December/January – The Core Team reflects on the First 90-day Plan and develops the Second 90-day Plan (Component 4).

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There exist several ideal opportunities to engage Stakeholders in the New Mexico DASH Planning/Implementation/Monitoring cycle:

The first time is in March/April when the Core Team begins developing Components 1-3 of next school year's Annual Plan. This is also the time when LEAs are developing Title I Plans and Budgets for the upcoming year.

The second time in the cycle is in August, prior to the start of the new school year. This is when the Core Team analyzes the most recent data, makes any needed adjustments to the Annual Plan, and then completes Component 4 – the First 90-day Plan. This is also when LEAs typically reach out to families and community as they launch a new year.

The third time is in December/January at the mid-year point. This is when the Core Team reflects on successes and challenges of the First 90-day Plan before developing the Second 90-day Plan of the year.

Successes, challenges, adjustments, and needed resources can and should be shared with all Stakeholders. That's the 'Communication' component of DASH.

What does 'Timely & Meaningful' look like in the COVID-19 Environment?

- Conference call-ins
- Virtual Meetings using online platforms such as Zoom or Google Hangout
- Email blasts with 'reply to' options
- Survey Monkey
- LEA's website, TV station, or Facebook page

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7

[Read the slide first]

In this COVID-19 environment we find ourselves in, states and districts have been granted some flexibility for how and when they use their federal education grant funds. However, the requirement to engage stakeholders in timely & meaningful consultation has not been waived.

Remember it's a two-way, collaborative conversation with stakeholders that you want to foster. It isn't just the dissemination of information. This requires using modalities for reaching people that enables them to respond and provide feedback.

When reaching out to stakeholders, you might consider combining two or more of the above suggestions. For example, when hosting a forum in which possible uses of Title I funds to support at risk students will be discussed, you might simulcast it on the district's TV station or stream it live on the district's website. Stakeholders could then be invited to offer suggestions and/or ask questions in real time via text, tweet, voicemail or online survey.

Another example might be, when hosting a stakeholder meeting using a virtual platform, consider recording it. The link to the recorded meeting could then be shared through an email blast, district Facebook page or tweet for those who were unable to attend it live. Always give a "for more information contact ..."

Get Creative

Just as you have had to get creative in ways to reach students with just-in-time academic instruction in the COVID-19 environment, so you will have to get creative now when consulting with stakeholders in ways that are *Timely & Meaningful*.

*School districts across New Mexico have had to pivot quickly in order to provide just-in-time, quality instruction to students who are stuck at home. As new structures and procedures for supporting and communicating with students, families and the community are being developed, think about how you can leverage them to accomplish 'timely & meaningful' consultation with **various** stakeholder groups. No need to re-invent the wheel! 😊*

Get Creative

- Virtual Staff or Admin Meetings
- Simulcast or Streamed School Board Meetings
- Weekly Phone Check-Ins
- Recorded Webinars
- Email Blasts
- District & School Webpages
- Twitter
- Facebook

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9

These are just a few possible ways to reach stakeholders. In this fast changing digital age, I'm sure there are countless others I'm not even aware of.

Module 5: Program Consultation and Program Planning

- Describe the process the District used to determine how Title I funds are to be utilized.
- Be specific regarding:
 - Needs assessments;
 - Review of available data; and
 - Research.
- Attach additional documents as needed in Module 17.

*When you click into Module 5 of the 2020-21 Title I Consolidated Application, the first thing you will see is a text box where you are asked to “**Describe the process** the district used to determine how Title I funds are to be utilized. Be specific regarding needs assessments, review of available data, and research. Attach additional documents as needed in module 17.”*

One common pitfall is to not read the question carefully. When skimming over it, the words “how Title I funds are to be utilized” tend to jump out at you. That is not what this question is asking - but that is often the answer we get!

Tip #1

- The question asks you to describe the process, not to tell us how you plan to spend your Title I funds. You already did that in the Cross Program Questionnaire.
- We want to know with whom, how, when and how often you consult with Stakeholders for the purpose of determining how best to spend your Title I funds.

Tip #1 – Tell us your process.

We have already asked you in the Cross-Program Questionnaire to “Describe how the LEA will utilize funding provided through the sub-grants in this application [i.e. Titles I, II & III], to support NM DASH school-identified actions (or other comprehensive needs assessment) based on root cause analysis.”

*What we want to know in Module 5 is your **process** for **determining** how Title I funds **will be** used. Tell us **who** you engage in consultation and **how? When and how often?***

*Again, please tell us what your **actual** process is – not what you think we want to hear. Your honesty will help us better understand what technical assistance we need to provide to the field. It is not intended to be a ‘gotcha’ question, but we would expect the process you describe in Module 5 to align with the boxes you checked in the Cross Program Questionnaire.*

Tip #2

- Teachers
- Principals
- Parents
- Paraprofessionals
- Specialized Instructional Support Personnel
- Charter School Leaders
- Other Appropriate School Personnel
- Other School Leaders

Remember those boxes you checked in the Cross-Program Questionnaire?
Tell us about how you consult with ALL the groups you checked.

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Tip #2 – Don't leave anyone out.

*Looking back over the boxes you checked in the Cross Program Questionnaire will help you remember to tell us about **how** you reached out to ALL of them.*

Tip #3

- **Comprehensive Needs Assessment(s)** – Such as NMDASH Root Cause Analysis or district wide surveys;
- **Review of Available Data** – Qualitative, quantitative, academic, student well-being, subgroup achievement and opportunity, school culture, etc.; and
- **Research** – That supports ‘Evidence-Based’ strategies & practices being implemented.

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13

Tip #3 – Tell us about your Comprehensive Needs Assessment(s).

We are not expecting a pages long dissertation here but we do want you to mention specifically any needs assessment(s) you conducted, such as your NMDASH Root Cause Analysis or district wide surveys of parents, students and staff.

We also want you to mention specifically the data sources you analyzed when conducting your needs assessment(s). Quantitative academic data is important, of course, especially when identifying gaps in underachieving subgroups, but analyzing non-academic and/or qualitative data is equally important. Some examples include non-evaluative walk-through classroom observation data, student attendance and tardiness data, office referrals for inappropriate student behavior, teacher absenteeism, and attendance at parent engagement events. You only need to identify the data sets and summarize your conclusions. We don't need to see all the data!

*ESSA calls for **evidence-based** instructional strategies and practices. If you have implemented (or intend to implement) one or more of these, tell us about the research that supports it. A simple citation or link to an article in a peer-reviewed publication will suffice.*

Note of caution: Evidence cited by the vendor or publisher may be vague or unreliable. Be sure to do your own research!

Tip #4

- Attach additional documents or artifacts as needed in Module 17.
 - Needs Assessment results;
 - Review summary of available data; and
 - Research citations and abstracts.
- If not attached, be sure to keep on file. We might ask to see it when we come for an on-site monitoring visit.

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14

Tip #4 – Attach documents judiciously.

Attaching files or artifacts in Module 17 isn't meant to be like the 'old days' when LEAs tended to blow up their file cabinets in WebEPSS with every document or data set they could think of. Be judicious and please don't provide anything that identifies students, teachers, or parents by name.

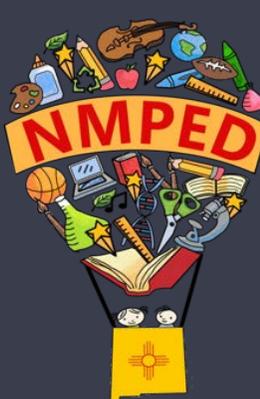
*A **summary** of your analysis of student achievement data, needs assessment results, subgroup gaps, classroom observations, office referrals, etc. are all that is required. When providing evidence of research, consider attaching just the abstract with a citation or link to the full length paper.*

That said, if and when the SSFS Bureau team comes onsite for a monitoring visit, we may ask to see more detailed evidence or artifacts. You should keep everything on file, even if you don't attach it in Module 17.

Thank You!

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Thank you so much for joining me today. If you have questions after viewing this webinar please feel free to contact me.

By order of the Governor, all SSFS Bureau staff are working from home. We are available by email during regular business hours and are having our phone calls forwarded or are checking voicemail daily.

Be well, and we hope to see you back in school soon!