



ESSA State Committee of Practitioners Title I, Part A Sub-Committee

February 22, 2024
9:00am-12:00pm

Call to Order at 9:08am

Attendance: Emily Fabian, Melinda Pfaff, Christina Dotson, Anne Wallace, Jessica Lescarbeau, Nathaniel Greene, Kyu-Ryung Hwang, Talmage Bayer, Rebecca Fredette, Michele Halligan-Foley, Cherrie Fulton, Michael Schwartz(virtually)

1. Welcome and Introductions

As this committee grows and evolves, a formal application process will be put in place.

2. Purpose of Title I, Part A Sub-Committee

The COP has two sub-committees (Accountability and the Title I) that will meet quarterly as needed. Crossover of members is allowable.

3. Title I, Part Updates –

a. Teacher Equity Reporting

i. Audit finding / response to USED:

- Finding #1 - Evidence that NHED publicly reports its progress in ensuring that low-income and minority children in Title I, Part A are not served at disproportionate rates by ineffective, USED leaves it up to states to define “ineffective” – we need to develop a definition and a way to analyze if districts are measuring it by that definition.
Union contracts usually dictate how teachers are evaluated – varies district by district – Rubrics, portfolios, etc. to be scored and the district puts together an average.

Finding #2 – Need a plan and timeline for reporting by the State its progress in addressing any disproportionate rates

Next steps:

Corrective Action –

#1 - iReport will be used to as a starting point based on certifications, alternative pathways, average salary, and educator profiles. Need to add the effectiveness piece. Awaiting response from USED.

#2 - New process for 23-24 of NHED collecting LEA Plans for review. Formal analysis of the data to come in September 2024.

- Concerns over charter schools as they typically have less certifications, lower salaries, experience, etc.

- Urban areas – important to look at districts and if they are equally spreading out teacher experience across the schools
- How can we support these identified teachers to improve, provide PD, toolkits, self-paced learning to help support the new teachers and provide sustainability for the future. Develop a variety and multiple ways for teachers to learn.
- Also need to address the root cause at the district level. Consider a requirement at the state level to impose upon districts.
- Consider incentives for teachers – state programs, loan forgiveness but keep in mind stipulations within teacher contracts
- Committee should consider speaking with districts to determine causes for ineffective teachers

b. ESSA Evidence Based Citations

i. Levels

- The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence: [WWC | ESSA Tiers Of Evidence \(ed.gov\)](https://www.wwc.ed.gov/essatiers)

ii. ESSA Section 1003 CSI

Tiers 1 – 3 apply to CSI schools

- NHED is working to develop examples of evidence-based citations for districts to help improve measurements and outcomes beyond test scores.
- Evidence should be relative and geographically similar
- Implementation does require 5 years – things can get worse before getting better

c. New Application Process

A consolidated process is in the final stages for 24-25 to streamline the application process and prevent unused funds going back to USED. New process is effective April 1, 2024. All information will be collected at the same time, in one system, to be reviewed/approved prior to a subaward being issued. LEAs can opt in and out of grants.

i. General assurances

ii. Program assurances

1. Removal of content

- Reduced the number of assurances to include only is what required by federal law
- LEA Plan is what satisfies the assurance for Title IA. Some plans may be district wide while others are at the school level. Either way, those plans will be uploaded into GMS as one document.
- Timeline of various documents and requirements throughout the year is currently being developed to help support LEAs
- CSI timeline may be changing

iii. Equitable services

- Upload affirmation to GMS during the application process. Proportional share is collected and then published by NHED on the website.

iv. Preliminary allocations

- Intent to Apply forms were sent out in November to LEAs who had not yet budgeted anything within their grants. Moving forward, the LEAs will receive Intent to Spend to LEAs with amounts of unbudgeted funds within their grants.
- Consolidated application should help to eliminate this need as districts need to provide a high-level budget in the application process.

d. ESEA Title Conference

Hosted at 25 Hall Street. March 26th and 27th.

SNHU, NHTI, and National Guard will be explored for future spaces as interest in the conference exceeded expectations and our space.

i. Title I Topic suggestions

- Title I session to provide basic overview of Title I but also address the recent changes.

e. Suggested Technical Assistance and/or Professional Development

- New initiatives have been followed by office hours. Depending upon topic, some are well attended as others have not.

i. Website updates

- More TA has been uploaded.

Ideas for more support for the field?

- Suggestion of quarterly/biannual Zoom meetings to address current topics. Topics could be chosen by NHED or suggestions from the field. Provide a mix of open forum session and also formal sessions.
- Title I team plans to try to have a focused session for charter schools, LEA plans, etc.
- CSI may benefit from these sessions as well to build up the program to allow stakeholders to have meaningful discussions

Meeting adjourned at 10:36am, PowerPoint Presentation Attached.

Next meeting: TBD



New Hampshire

Department of Education

Title I, Part A Sub - Committee

February 22, 2024
9:00am-12:00pm

NH Department of Education
Office of ESEA Programs
Bureau of Instructional Support



New Hampshire

Department of Education

Title I, Part A Sub-Committee

Agenda | Title I, Part A Sub - Committee

Part 1 | **Welcome and Introductions**

Part 2 | **Purpose of Title I, Part A Sub-Committee**

Part 3 | **Teacher Equity Reporting**

Part 4 | **ESSA Evidence Based Citations**

Part 5 | **New Application Process**

Part 6 | **ESEA Title Conference**

Part 7 | **Suggested TA and/or PD**



Part 1 | Welcome and Introductions

First Meeting - February 22, 2024 - 9:00am-12:00pm

ESEA Section 1603(b)(2) Committee of Practitioners (COP) Memberships

State's that receive Title I, Part A funds shall create a COP including—

1. representatives from local educational agencies;
2. administrators;
3. teachers from traditional public schools and charter schools and career and technical educators;
4. principals and other school leaders;
5. parents;
6. members of local school boards;
7. representatives of private school children;
8. specialized instructional support personnel and paraprofessionals;
9. representatives of authorized public chartering agencies; and
10. charter school leaders.

*****Plans to collect applications in future***



Part 2 | Purpose of Title I, Part A Sub - Committee

The Committee of Practitioners (COP) serves to advise the state in carrying out its responsibilities under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. It operates to identify issues across regions of the state and facilitate two-way communication between New Hampshire Department of Education (NHED) and the preK-12 education community through-out New Hampshire.

The benefits of being a member of the COP include the sharing of resources and best practices, the opportunity to influence policy around Title I, Part A issues and networking with other districts. Members also have the opportunity to ask questions directly to NHED staff and share responses with district staff.

The COP has two sub-committees that meet quarterly (as needed). Crossover of members representing each sub-committee is allowable.



Part 2 | Purpose of Title I, Part A Sub - Committee

COP Sub-Committees

Accountability Sub-Committee

The State Accountability Task Force (SATF) meets quarterly to provide technical assistance and support to the Department of Education regarding school, district, and state accountability systems, in support of the state ESSA plan.

Title I, Part A Sub-Committee

The Title I, Part A Sub-Committee meets quarterly to advise the State in carrying out Title I, Part A programs and responsibilities. The Committee reviews all proposed or final state rules or regulations regarding Title I, Part A, provides advice and support in the implementation of Title I, Part A programs to ensure quality Title I, Part A services, and discusses issues and policies related to Title I, Part A within the state.



Part 3 | Teacher Equity Reporting

Results of the U.S. Department of Education (ED), targeted monitoring on the State's compliance with public reporting requirements under the following -

ESEA section 1111(g)(1)(B) to publicly report the progress of the State toward ensuring that low-income and minority children in Title I, Part A schools are not served at is proportionate rates by ineffective, out-of-field, and inexperienced teachers.

Part 3 | Teacher Equity Reporting

Required Action #1–

Evidence that it publicly reports its progress in ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers consistent with ESEA section 1111(g)(1)(B).

NHED's Corrective Action –

NHED publicly reports on the iReport website an educator profile for every public school in the state with the state and local report card. This includes percentages of experienced educators, educators on an intern path, beginning educators, average teacher salary, and educator profiles over time for years 2020, 2021 and 2022. The data is publicly available through 2018 – 2023. In addition, a comparison of the school with the district, and with the state is provided.

Part 3 | Teacher Equity Reporting

Required Action #2–

A plan and timeline that indicates when the State will next publicly report its progress in addressing any disproportionate rates of access to ineffective, inexperienced, or out-of-field teachers by low-income and minority children in Title I, Part A schools.

NHED's Corrective Action –

NHED has implemented a process effective for school year 2023-2024 to ensure that all local educational agency (LEA) plans are collected and reviewed per ESEA section 1111(g)(1)(B). Previously, NHED was collecting LEA plans but was inconsistent in the process and procedure. The data regarding ineffective, inexperienced, and out of field teachers are reported by the LEA and collected by NHED in a separate report, and this data has been consistently provided to NHED. NHED will provide a formal analysis of these data in September 2024. That will include a report on the progress made from 2016-2017 to current.

Part 4 | ESSA Evidence Based Citations

Definition –

ESEA has consistently directed educators to implement interventions grounded in research. Under the new ESSA law, there is a shift to “evidence-based interventions”. This change is designed to help increase the impact of educational investments and effectively implement evidence-based interventions, which lead to desired outcomes, specifically an increase in academic achievement.

Evidence-based interventions are practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.

Part 4 | ESSA Evidence Based Citations

Research v Evidence, What does it all really mean?

While all evidence-based interventions are research-based, not all research-based interventions are evidence-based.

The difference lies in the extent to which the intervention has been **empirically tested and validated**.

Evidence-based practices have a higher standard of proof, requiring rigorous, often independent, evaluation to demonstrate their effectiveness in real-world settings. This distinction is critical in ensuring that educational practices and policies are not only theoretically sound but also practically effective in improving student outcomes.



Part 4 | ESSA Evidence Based Citations

The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence: [WWC | ESSA Tiers Of Evidence \(ed.gov\)](#)

Strong Evidence (Tier 1):

from several well-designed and well-implemented experimental studies with longitudinal data.

Moderate Evidence (Tier 2):

from at least 1 well-designed and well implemented quasi-experimental study

Promising Evidence (Tier 3):

from at least 1 well-designed and well implemented correlational study with statistical controls for bias.

Demonstrates a Rationale (Tier 4):

based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.



Part 4 | ESSA Evidence Based Citations

In GMS, provide a citation for the evidence ALONG WITH a brief statement about how it supports your activity.

Example of how to provide evidence to support a Responsive Classroom training activity:

Rimm Kaufman, S. E., & Chiu, Y.J. I. (2007). Promoting social and academic competence in the classroom : An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools*, 44(4), 397–413.

We have chosen Responsive Classroom (RC) training because this research article’s findings suggests that high fidelity use of RC at the elementary level increases prosocial behavior and improves student/teacher relationships, even in the context of students having environmental adversity in their homes; we have a similar context and need for improvement in these areas, so this evidence suggests RC will be effective in our school.

Non-Example (this will not suffice):

www.ResponsiveClassroom.org



Part 4 | ESSA Evidence Based Citations

Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them.

All other programs under Titles I–IV can rely on Tiers 1–4.

NHED is looking to create example activities that are evidence based for the field to utilize.

Part 5 | New Application Process

Current Process –

1. Submit General Assurances- April
2. Submit Program Assurances- April
3. (If applicable) Submit Equitable Services Affirmation- May/June
4. NHED issues subawards to ALL eligible LEAs
5. Start Budgets- July
6. Enter Activities into GMS- July (up to 27 months depending on grant)
7. Grant closeout/liquidation period
8. Left over money goes back to U.S. Dept. of Education

Part 5 | New Application Process

Process Effective April 1, 2024–

1. Spring 2024 NHED release a consolidated application that addresses the specific requirements of each ESEA Title Program including, but not limited to:
 - General Assurances
 - Program Assurances
 - Equitable Services Affirmation
 - General description of activities for each grant
 - Title I, Part A LEA plan
 - Various questions/requirements identified by each program according to ESSA legislation.
2. NHED collects all information at the same time, in one system, to be reviewed/approved prior to a subaward being issued.



Part 5 | New Application Process

Proposed Process Continued–

3. The application will require a general description of activities
4. GMS will still be utilized for specific activities and will need to go through the substantial/final approval process -
 - This allows the LEA flexibility in finalizing activities
 - The grant can still be returned to edit activities
 - Expectation would remain that the budget should be near finalization come December 31st
 - Funding will not be swept after that point
 - Funding can only be returned to NHED if the LEA makes a written statement authorizing the return of funds.
5. One-stop-shop system, which includes all assurances, affirmations, Title I, Part A LEA plans, and answers all questions pertinent to receiving a subaward for ESEA Title Programs.



Part 5 | New Application Process

Intent to Apply vs Intent to Spend

Intent to Apply –

Previously we issued intent to apply documents to **only** those LEA's that have not budgeted anything within their grant. After the deadline, NHED reallocates any funding voluntarily relinquished to those LEA's that have already applied for funding in GMS. This reduces the amount of funding that is returned to the U.S. Department of Ed.

Intent to Spend –

Going forward, we will issue intent to spend documents to only those LEA's that have funds left unbudgeted in their grant. After the deadline, NHED will reallocate any funding voluntarily relinquished to those LEA's that have opt in to participate during the consolidated application process. This reduces the amount of funding that is returned to the U.S. Department of Ed.

Part 6 | ESEA Title Conference

2024 Spring ESEA Title Programs Conference

When: March 26, 2024, 9:00AM – 4:00PM

March 27, 2024, 9:00AM – 4:00PM

Where: New Hampshire Department of Education, Event Center
25 Hall Street, Concord NH 03301

Title I, Part A Session

Melinda Pfaff & Christy Dotson

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. In this discussion of Title I, Part A, we will provide guidance on accessing your allocation, maximizing your allocation, and staying within compliance. There will be space for questions and discussion with peers about best practices.

Suggestions?



Part 7 | Suggested TA and/or PD

How can we best serve the field regarding upcoming Title I, Part A changes?

Currently –

1. Office hours
2. Guidance documents
3. Website links: [Title I, Part A | Department of Education \(nh.gov\)](#)