MINUTES

Committee of Practitioners Meeting
May 17, 2018

Call to Order

Ernesto Lontoc, Chair of the Committee of Practitioners (COP) called the meeting to at 12:10 p.m. Ernesto confirmed a quorum was present.

Members introduced themselves. Dr. Magaly Abrahante was present via phone.

Ernesto presented the COP binders and reviewed its contents.

Dr. Felita Grant, Vice Chair of the COP, welcomed everyone and thanked members and guests for their attendance and willingness to participate in the COP.

Approval of Meeting Minutes

Mollie Chandler, Secretary of the COP, presented meeting minutes from the April 9, 2018, conference call. Members received the minutes via email prior to the meeting to review.

Michelle Wilson motioned to approve the minutes. Rabbi Moshe Matz seconded the motion to approve the minutes. The minutes of the April 9, 2018, meeting were approved as submitted.

Attendance

The following COP members and Florida Department of Education (FDOE) Bureau of Federal Educational Programs (BFEP) officials were present:

- Mollie Chandler
- Lizanne Ippolito
- Michelle Wilson
- Magaly Abrahante (via phone)
- Maria Longa
- Anjani Prashad
- Dee Dee Wright
- James Herzog
- Rabbi Moshe Matz
- Curtis Peterson
- Ernesto Lontoc
- Val Williams

- Barbara Morgan
- Felita Grant
- Michelle Kernan
- Patricia Pasca
- Megan Johnson
- Cheryl Sattler (Public)
- Sonya Morris (FDOE)
- Lindsay Douglas (FDOE)
- Janet Capps (FDOE)
- Mike Stowell (FDOE)
- Nicolle Tanner (FDOE)

Bureau Updates/Comments

Sonya G. Morris, Chief, Bureau of Federal Educational Programs reported on the following:

- 2018-19 Title I, Part A Application
    - FDOE is working on preliminary Title I allocations.
    - Online applications are being fine-tuned and will be released in the near future.
        - BFEP is encouraging districts to be cognizant of time once the application comes out and to submit applications prior to the deadline.
        - It is important to be as quick and detailed as possible.
        - BFEP is reminding districts to align school-level needs assessments to school improvement plans and district plans to reduce fragmenting.
    - Sonya spends a lot of time personally reviewing grant applications to fix issues on the front end, to reduce correction on the back end.

- BFEP Updates
    - Over the years, BFEP has improved its identification and hiring of people who have the skill sets necessary to build trust with the districts. It is important for the staff to understand that when they do not do something, it could mean a student is not getting something they need.
    - BFEP is refining their tools/processes and asking for feedback. They are equally committed to their work regardless of if a student attends a public, private, or charter school.
    - BFEP is a big system managing multiple programs, but the children are at the center of it all. They want to make sure that what they are doing is going to benefit students.
    - BFEP is almost fully staffed. The Migrant Education Program will be fully staffed by early June.

- Question: Is there a chance an application can make it through the process before the preliminary allocation is ready?
    - Answer: BFEP is waiting on final approval of the Request for Applications (RFA); once it is signed, the application will go live. No major changes will be made from last year, just small edits.

- Question: In prior years, a Word version of the application was sent to the districts. Is that a possibility for this year?
    - Answer: BFEP was hoping to share the RFA, but is unable to do so until final approval is received. The most significant change in the Title I, Part A application relates to the calculation for private schools. The BFEP team will provide guidance on those sections that are different from last year and highlight the components that districts should focus on.

- Onsite Monitoring
    - FDOE is kicking off the onsite monitoring trip on Sunday, May 20.
        - Onsite monitoring will be conducted in two districts this year.

- This is the last year of monitoring under No Child Left Behind (NCLB) before we transition to the Every Student Succeeds Act (ESSA).
- The Department is reevaluating monitoring in an effort to streamline processes and focus on program implementation and improvement.
- FDOE is working with the U.S. Department of Education (USED) to finalize the ESSA state plan.
  - Feedback from districts regarding ESSA has been helpful.
  - The BFEP Title I, Part A regional teams have split their responsibilities. One specialist will conduct application reviews and development; the other specialist will focus on compliance, monitoring, and taking feedback from districts. BFEP will incorporate the feedback received into tools as they move forward.

- Question: Which two districts are being monitored onsite?
  - Answer: Lake and Pasco will be monitored. Keep in mind, the monitoring goal is never to arbitrarily write a finding or to shine a negative light, but the whole idea is to improve the program.

- Question: How long will the monitoring take place?
  - Answer: Two (2) days to a week, depending on the size, and if there will be interviews. Most of the information requested by FDOE has already been provided by the districts. Ultimately, the goal is to complete all monitoring and finalize reports by the end of July. Anything requiring corrective action or having a fiscal impact will be noted as soon as possible.

Title I, Part A and the Community Eligibility Provision

During the April conference call, Dr. Abrahante requested that BFEP provide some information about the Community Eligibility Provision (CEP). Sonya G. Morris took the lead and shared the following:

- The CEP is a meal program that is allowable under the National School Lunch Program, and is one of the ways districts determine school eligibility for Title I. It has significant impact on Title I, as well as other programs that rely on a poverty measure.
  - CEP allows for meals to be served to schools without the collection of free/reduced-price meal applications.
  - Until about two (2) years ago, CEP data did not take reduced-price meals into consideration. That is now done by accounting for students who receive Medicaid benefits.
  - Sonya recommends that districts exploring participation in CEP run scenarios both ways—using free and reduced application data and then using CEP—to look at what that does to the poverty average at the school and district levels.

- The meal program data reported by the district in Survey 3 is the data used for Title I, Part A rank and serve purposes.
  - *Handout A – Survey 3 Demo Data* and *Handout B – Selecting a Meal Program/Poverty Metric Option* were distributed to the COP members for reference. *Handout A* illustrated how data comes to BFEP after it has been reported to FDOE by the district.

- In the Title I application, districts have the option to rank and serve its schools using direct certification data only. When using direct certification data only, the district must choose whether to apply the 1.6 multiplier or not (see *Handout B*).

- Comments from Dr. Abrahante – The district has been exploring districtwide participation in CEP. However, because of the hurricane, the district has seen an increase of 25,000 in the number of students qualifying for direct certification. After looking at the ramifications of the process, the district will likely consider CEP participation next year, to be sure the data is an accurate reflection of the need.

  Sonya Morris agreed, suggesting the district wait until next year when the number of students qualifying for direct certification might not be as high. Many families received help after the hurricane, but not necessarily based on income; this could skew the district's data in the short term.

Examination of LEA Planning and Evaluation Processes

Dr. Capps - FDOE
- The goal of the activity was to help improve the support provided to districts by the SEA and inform the development of tools and resources.
- *Handout C - Title I, Part A Stakeholder Engagement* was distributed to the COP members for completion.
- Then, COP members were asked to respond to four main questions regarding comprehensive needs assessments, schoolwide program planning, and schoolwide program evaluation.
- The answers below were captured on chart paper during the meeting.

  How are stakeholders recruited to participate in the comprehensive needs assessment?
  - We asked the District Parent Advisory Council member to identify barriers on ELA, math and science achievement and propose suggestions to address those barriers
  - Parents who are participants of the Parent Advisory Council or SAC
  - Parent, teacher, and student surveys
  - Parents, faculty, students, and community partners are asked to join and attend monthly SAC meetings
  - DAC- District Advisory Council
  - MPAC- Migrant Advisory Council
  - CAT- Community Assessment Team
  - DBLT- District Based Leadership Team

  What tools are used by schools in the LEA to conduct their comprehensive needs assessments? Are any tools under development?
  - Guide to Title I Planning
  - Planning and Evaluation Template
  - Areas of Focus Planning Sheets- supplemental sources, PD, PFE, personnel needs
  - Budget prep worksheet
  - Timeline

- Climate surveys
- Website with stakeholder input options
- 5E survey
- District needs assessment doc by school
- Title I budget worksheets

How does the LEA support its schools in conducting their comprehensive needs assessments?
- Provide template, timeline, host and facilitate meeting with all schools after their internal meetings. Include accountability team to provide district data to see what schools used and what district is seeing
- Title I conference to share best practices and inspire, followed by Title I planning day or session. We bring district staff from a variety of departments to offer technical assistance and help schools align plans with district initiatives and other programs.
- School improvement planning meetings
- Instructional reviews and feedback
- Title I work sessions and online resources

How can the SEA better support LEAs and schools in conducting comprehensive needs assessments?
- Send LEA sample CNA template that mirror SEA expectations
- Evidence based best practices and research
- Data customized to school available in SIP
- Streamlining the monitoring workpapers so that districts can use year round
- SEA- an assessment in the highest % language- Spanish

How are stakeholders recruited to participate in schoolwide program planning?
- 5E survey
- SAC meetings, literacy nights and building parents capacity trainings
- Invited at community meetings that district staff regularly attend
- Letters sent home
- Board meetings

What templates or resources are used by schools in the LEA to develop their schoolwide program plans? Are any templates or resources under development?
- We have CNA-SWP template in share point and schools are using it to write narratives about ELA, math, science achievement data, barriers and solutions to address them
- SIP that relate to district's goals
- Use of funds forms provided through school drives

How does the LEA support its schools in planning their schoolwide programs?
- Develop needs assessment and schools have input. Training- exit meeting to discuss and approve plan
- Provide data via TDAs. TDAs share data at school' PLCs
- Planning day with FAQ, data analysis, support, communication documents, multilingual and distributed by LEA

- We invite principals to a meeting to discuss their CNA and Title I budget

How can the SEA better support LEAs and schools in planning Title I schoolwide programs?
- Provide information about programs that have been successful with stakeholder input, and what steps or activities they used.
- State needs assessment
- Share a template so LEA will no longer reinvent the wheel

How are stakeholders recruited to participate in the evaluation of schoolwide programs?
- Invitations to attend school SAC meeting which routinely discuss programs and data pertaining to success or growth
- PTA announcements/newsletters
- Parent link message to invite interested guardians
- Collaborative grants meeting for district programs
- Through SAC

What templates or resources are used by schools in the LEA to evaluate their schoolwide program plans? Are any templates or resources under development?
- Mid-year review in CIMS is formal LEA and school stakeholders meeting

How does the LEA support its schools in evaluating their schoolwide programs?
- Have teams visit schools: Title I team, Senior evaluator, Asst. Director of Continuous Improvement, Assessment and Accountability Team
- Monthly fidelity checks by Title facilitator
- Progress monitoring and end of the year evaluation by program
- Reflect on what had the most impact or perceived impact statistically difficult because of the large number of variables

How can the SEA better support LEAs and schools in evaluating Title I schoolwide programs?
- Provide more information to districts to disseminate to staff for increased staff and stakeholder understanding/input
- How can a district even begin to evaluate different programs that schools use in a variety of areas? Overall assessment scores are used by what really made the impact?

Year at a Glance Calendar

Lindsay Douglas - FDOE
- BFEP is developing a program calendar for use by LEAs, starting with Title I, Part A and then eventually adding other federal programs.
  - Mike Stowell explained that the calendar would make it clear when districts should expect things from FDOE. Since there are many new administrators, this calendar can help them understand what they need to be doing at different times of the year.
- *Handout D – Year-at-a-Glance Note Catcher* and *Handout E – Draft Year-at-a-Glance Calendar* were distributed to COP members for review and feedback. Lindsay Douglas asked the COP members to consider, based on their role, what Title I things occur at different points in the year.

- *Handout D* is a blank calendar to be used to capture the LEA's Title I milestones, and any milestones that could affect the Title I program.
- *Handout E* is a working draft organized by general category and project management stages.
- BFEP is working to reset their own system to get things to districts when it makes the most sense. For example, the timing of the application release does not always align to the timing of Title I planning in the districts. COP feedback will help BFEP answer the question, "When is the most ideal time for the state to do the work in the least disruptive manner as possible?"
- If desired, members can share their preexisting calendars electronically with Lindsay via the COP email address (FloridaCOP@fldoe.org).

Comparability - Challenges and Solutions

- Dr. Grant proposed to move this item to the next meeting's agenda.
  - All members voted in favor.
  - This item will be added to the July 17 conference call agenda.

Meeting Calendar and Schedule

- The COP members received a proposed meeting calendar for the remainder of 2018:
  - July 17 Conference Call
  - Tentative September 14 Face-to-Face Meeting (to coincide with FASFEPA/ECTAC Fall Forum)
  - November 13 Conference Call
    - All conference calls will begin at 1:00 p.m.

- Ernesto Lontoc sought discussion and approval of the meeting calendar.
  - Rabbi Moshe Matz was concerned about the September 14 date and its overlap with Holy days.
    - The FASFEPA conference dates will be checked and an exact date will be communicated to the COP for discussion.
  - Ernesto Lontoc asked for a motion to approve the conference call schedule.
    - DeeDee Wright made a motion to approve and Barbara Morgan seconded the motion.
    - The conference call schedule was approved as proposed.

Questions/Comments

Barbara Morgan stated this is her first year as a member of the COP. She is excited to learn more about the inner workings of the LEAs and FDOE. It has been interesting for her to learn and find out new things.

Sonya Morris reiterated what Ernesto Lontoc said and thanked Lindsay Douglas for assembling this group, as she has made the transition seamless. She thanked all members and will use the feedback from today to provide better systems from the state to support the work of the districts.

The members thanked Dr. Felita Grant for the binders.

Adjournment

- Ernesto Lontoc thanked the COP members and FDOE officials for their active participation and adjourned the meeting at 1:51 p.m.
- The next meeting will be a conference call scheduled for July 17, 2018, at 1:00 p.m.

Minutes approved on July 17, 2018.