

# **EVERY STUDENT SUCCEEDS**

## **SUMMER LEADERSHIP SUMMIT**

AUGUST 13 & 14, 2019  
SOUTHERN NEW HAMPSHIRE UNIVERSITY

## AGENDA

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<i>August 13</i>		<i>August 14</i>	
8:00-8:30	Registration/Light Breakfast	8:00-8:30	Registration/Light Breakfast
8:30-8:45	Welcome	8:30-8:45	Welcome
8:45-9:15	Keynote	8:45-9:15	School Huddle
9:30-10:30	Block 1	9:30-10:30	Block 5
10:45-11:45	Block 2	10:45-11:45	Block 6
12:00-1:00	Lunch & School Huddle	12:00-1:00	Lunch with Affinity Groups
1:15-2:15	Block 3	1:15-2:30	Keynote
2:30-3:30	Block 4	2:30-3:00	Wrap-Up
3:45-5:00	Film Viewing: <i>If You Build It</i>		

## STRANDS & TRACKS

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### Funding Strand

- A – Funding 101
- B – Federal Compliance
- C – Grants & State Funds Management
- D – Grantwriting
- E – Essentials of Funding

#### NOTE:

There is a minimum of 5 registrants required for a session to run.

Please take note of the two-part session entitled Creating Inclusive Environments by Becoming Culturally Effective; participants must register for both sessions 3H and 4G.

### Systems Thinking Strand

- F – Exploring Initiatives for Systemic Change
- G – Implementation & Sustainable Practices
- H – Essentials of Systems Thinking

### Whole Child Education Strand

- I – Academic Strategies
- J – Wellness Strategies
- K – Developmental Assets

## BLOCK 1 | AUGUST 13, 9:30-10:30

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### A – TITLE I 101: FROM START TO SUBMISSION

Ashlee Fye & Ashley Greene

Title I 101 is a comprehensive workshop that takes participants on a start-to-submission journey. Tailored for new and seasoned professionals, this session will feature the fundamental basics of readying your grant for activities. This includes technical assistance regarding program assurances, navigating the curious detailed application, and how to properly set up private schools. Participants will engage in discussions surrounding the strategic and thoughtful planning of Title I funds. Additionally, a wealth of new information will be shared regarding requirements for the successful submission of high-quality grant activities. \*Also offered 5E

### B – COMPLIANCE 101

Tim Carney & Lindsey Scribner

This session will discuss the purpose of the newly implemented Bureau of Federal Compliance. Attend this session for an overview of who we are, what we do, and how we can help your team comply with federal regulations.

### C – FINDING EVIDENCE-BASED PROGRAMS

Ashley Frame & Joey Nichol

Learn about how to find and use existing resources to research programs that match your ideas and needs! Explore EBSCO Host and other research sites recommended by the US DOE and the NH DOE, and come hear about work from the Title II Community of Practice cohort as it pertains to selecting evidence-based practices and programs (EBPs) for your school.

### D – FINDING FUNDING: HOW TO SEARCH FOR THE “RIGHT FIT” GRANT

Kristen Welch, CFRE, NAMI New Hampshire

Have great ideas for your school community but no idea how to fund them? Funding challenges can be mitigated with proper planning and a clearer understanding of grant monies that exist to make your plans a reality. In this workshop, participants will learn how to search for grants that align with their strategic goals and how to determine if the funding opportunity is the “right fit.” Attendees will explore where to find funding opportunity announcements (FOAs) and requests for proposals (RFPs) from public and private funding sources.

### E – GRANTS MANAGEMENT SYSTEM (GMS) 101

Elizabeth Clarke

The Grants Management System (GMS) is the tool used to manage grants to school districts and state agencies. Grants are entered, submitted, reviewed and approved through GMS. All reimbursement of allowable expenses is processed through monthly reporting in GMS. This session is an overview of how to get started and how to be successful with your grant submission and reporting. \*Also offered 2C.

### F – WHAT IS MTSS-B?

Melissa Lee

New Hampshire’s Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B) is a “way of doing business” that puts into place proven school- and community-based behavioral health practices so that every student can be healthy and successful in school. MTSS-B employs a systemic, continuous-improvement framework integrating school behavioral health practices across all levels of the educational system for supporting every student. In this session, participants will dive into the MTSS-B model and its impact on individual student outcomes as well as school and district improvement. Attendees will be able to tease apart what MTSS-B is and is not by the end of this

presentation, and they will leave with some convincing data in favor of a coordinated, integrated approach to student wellness.

## G – BUILDING STRATEGIC COMMUNITY PARTNERSHIPS

Dean Graziano

This workshop brings to light a much-needed discussion and close inspection of how school districts collaborate within the community. Why aren't K-12 schools utilizing community resources towards delivering a myriad of possibilities in driving successful student learning? How would a school district proceed to build these key relationships? Why venture where others have not before been? Building Strategic Partnerships does more than just show a different approach to impacting student learning; it gives a planned path schools may use towards understanding, developing and implementing a real community-wide approach to learning. Specific examples, case studies, and templates represent a path towards redefining the roles of an ENTIRE community, ensuring future pathways for students! \*Also offered 2H

H – none.

## I – WOW, NOW THAT'S A GOOD TITLE IV-A IDEA

Marcia McCaffrey

Are you curious about how other districts are spending their Title IV-A allocations? This session will present grant activities pulled from the GMS and curated for innovation, personalized learning, and effective use of funding based on the intent of the Title IV-A federal guidelines. Time will be devoted to sharing ideas among attendees and discussing the selected activities from the GMS. By attending this session, you will learn how to leverage the unique opportunities provided in Title IV-A, Student Support and Academic Enrichment Grants.

## J – TRANSFORMING A LEARNING ORGANIZATION TO REALIZE THE FULL POTENTIAL OF EACH & EVERY CHILD

Kevin Richard, SAU 9 Superintendent, & Kadie Wilson, SAU 9 Assistant Superintendent

Leading a transformation is no small challenge. Through this design session participants will begin the process of self-reflection to identify their current reality in relation to competency-based education that supports the social emotional needs and development of students. Participants will examine shifts required to transform an organization and identify strategies that can be used to support realizing the potential of each and every student. We will begin with an overview of the transformation process taking place in SAU 9. We will use a self-reflection tool to support participants in analyzing their current schools/districts in relation competency-based systems that support the social and emotional development of students. We will share strategies for supporting transformation, including a model for engaging in an audit of your current reality. Finally, we will use an interactive format to delve into a look at personalized learning and the shifts required to make that happen in classrooms.

## K – AN OVERVIEW OF THE 40 DEVELOPMENTAL ASSETS

Helene Anzalone

The Minneapolis-based research non-profit Search Institute has identified 40 positive supports and strengths that young people need to succeed in the 21<sup>st</sup> century. The framework identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. In this session, participants will get to know the Developmental Assets Framework and begin to identify opportunities in everyday life for positive youth development by leveraging their own strengths as key adults in students' lives. We will tie the assets to tools (e.g. universal screeners, environmental scans, etc.) and initiatives (e.g. family engagement strategies) that help educators build these assets in youth.

## BLOCK 2 | AUGUST 13, 10:45-11:45

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### A – WHAT IS NEW IN TITLE II?

Joey Nichol

Explore the possibilities and the potential that Title II, Part A funds can provide for your district. Learn about the required components of the Title II grant when submitting activities into the grants management system (GMS). Investigate the EBSCO Host site that furnishes numerous evidenced-based citations for activities.

### B – UNIFORM GRANT GUIDANCE

Lindsey Scribner

The Uniform Guidance – a "government-wide framework for grants management" – is an authoritative set of rules and requirements for federal awards that synthesizes and supersedes guidance from earlier OBM circulars. The reforms that comprise the Uniform Guidance aim to reduce the administrative burden on award recipients and, at the same time, guard against the risk of waste and misuse of federal funds. This session will discuss Uniform Guidance requirements.

### C – GRANTS MANAGEMENT SYSTEM (GMS) 101

Elizabeth Clarke

The Grants Management System ("GMS") is the tool used to manage grants to school districts and state agencies. Grants are entered, submitted, reviewed and approved through GMS. All reimbursement of allowable expenses is processed through monthly reporting in GMS. This is an overview of how to get started and how to be successful with your grant submission and reporting. *\*Also offered 1E*

### D – PLANNING AND PARTNERSHIPS: SET YOURSELF UP FOR SUCCESS

Kristen Welch, CFRE, NAMI New Hampshire

When ideas align, progress happens. While it's tempting to chase after the money, each grant comes with its own deliverables, and taking on too many new initiatives can cause ineffective implementation. In this session, participants will learn some tips and tricks about being intentional with project goals and creating strategic partnerships to increase the efficacy and sustainability of systems change. Braiding and blending funding will also be discussed. Learn why it's important to work collaboratively with partners to effectively implement and sustain initiatives through multiple sources.

### E – PROCUREMENT 101

Tim Carney

New federal regulations have been set for procurement dollar amounts and thresholds. This session will go over the new and important procurement changes that will affect all districts receiving federal dollars. Attendees will leave with a clear picture of requirements and best practices when purchasing or contracting for good and services. *\*Also offered 4B*

### F – THREE TOOLS TO TAKE THE TEMPERATURE OF YOUR SCHOOL COMMUNITY

Melissa Lee

Before they launch something new, effective leaders take an inventory of what already exists. A needs assessment, an environmental scan, and a gaps analysis are the critical first steps in a comprehensive planning process for effective change management. By utilizing these data tools, your team will be able to make informed decisions, align programs and practices, engage key stakeholders, and, ultimately, implement an intentional change that reflects the needs of the school/district community. Join this session for an in-depth look at the templates you can customize for data collection and important considerations to make when beginning the "temperature-taking" process.

## G – DATA COLLECTION 101: SELECTING HIGH-LEVERAGE OUTCOMES & CHOOSING THE RIGHT TOOLS FOR THE JOB

Megan Edwards & Jim Fauth

Data collection is almost always more intensive and time-consuming than first envisioned, and it's easy to get caught up in data-gathering aspirations that may leave you feeling overwhelmed and data-weary. This session will overview techniques and ideas for making your data collection approach a more streamlined and feasible process. We will cover topics including selection of the highest-leverage outcomes for your purpose (i.e., how to sift through the chaff to get to the most important data points); the difference between process and outcomes measures; measures of program/practice implementation (i.e., fidelity tools); sample measurement tools at each “level” of data collection; sample data collection platforms and management; and tips and techniques for cultivating the stakeholder relationships necessary for effective, clean, and manageable data collection. *\*Also offered 5H*

## H – BUILDING STRATEGIC COMMUNITY PARTNERSHIPS

Dean Graziano

This workshop brings to light a much-needed discussion and close inspection of how school districts collaborate within the community. Why aren't K-12 schools utilizing community resources towards delivering a myriad of possibilities in driving successful student learning? How would a school district proceed to build these key relationships? Why venture where others have not before been? Building Strategic Partnerships does more than just show a different approach to impacting student learning; it gives a planned path schools may use towards understanding, developing and implementing a real community-wide approach to learning. Specific examples, case studies, and templates represent a path towards redefining the roles of an ENTIRE community, ensuring future pathways for students! *\*Also offered 1G*

## I – MAKING THE CASE FOR EDUCATIONAL TECHNOLOGY & DIGITAL LITERACY

Stan Freeda

Title IV-A funding is available to support the effective use of technology, but there are requirements and limitations to how you can spend those EdTech funds. In this workshop, we will explore strategies that support the development of coherent programs that increase how effectively you use technology in your schools. We will examine current situations and have an open discussion about how you can use these Title IV-A funds to enhance and strengthen the digital literacy programs in your schools.

## J – UNIVERSAL STRATEGIES FOR BEHAVIORAL HEALTH & WELLNESS

Kelly Untiet

Following the principles of a Multi-Tiered Systems of Support for Behavioral Health & Wellness (MTSS-B) and Positive Behavior Interventions and Supports (PBIS), this session will focus on Universal Level (green) tools and strategies designed to address the needs of all students. We will discuss how effective schools continually assess their strengths and needs and develop plans accordingly by building on assets, identifying and acknowledging problems, and progressing toward improvement. Attend this session to gain some guidance around implementing school-wide expectations that bolster your bullying prevention and response systems, develop self-discipline skills and relationship-building, and harness the power of embedded social emotional learning. Concrete tools and resources will be shared with participants.

## K – WHAT THE NUMBERS TELL US ABOUT STUDENT NEEDS

Helene Anzalone

This session will use national and state-level data to paint an up-to-date portrait of today's students and their needs. By analyzing the numbers, participants will gain an understanding of the challenges NH students face so they can better serve the youth with whom they work. In regularly using surveys and data points to identify trends and patterns, educational leaders have the power to do preventative work; this approach will be stressed in this presentation, as will a brief discussion about gaining family support for non-academic student surveys.

## BLOCK 3 | AUGUST 13, 1:15-2:15

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### A –TITLE III 101: ENHANCING PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

Aaron Hughes

During this session, participants will gain knowledge about Title III—Language Instruction for English Learners and Immigrant Students. There will be a general discussion regarding services for English learners and relevant federal laws and regulations, as well as a specific focus on the NH DOE’s Title III program assurances and application process.

### B – TIME & EFFORT TRACKING

Tim Carney & Lindsey Scribner

Time and Effort Tracking has been around for years. However, there is a lot of confusion regarding proper documentation of time and effort spent on federally-funded activities. This session will focus on what time and effort is, how to simplify the process, and what documents are needed to be compliant with 2 CFR 200.430.

### C – WRITING EFFECTIVE GRANT ACTIVITIES: DON’T PUT YOUR GRANT IN JEOPARDY!

Stan Freeda & Marcia McCaffrey

In this workshop, explore how to develop effective grant activities. Based on a backwards design approach, learn how to align your needs assessment, performance measures, and outcomes with your grant activities. The presentation format is *Jeopardy*-style where the hosts will provide the answers and you must determine the appropriate questions to ask. Come join us for an exciting game of Grant Activity Jeopardy and take away strategies for successful grantwriting. And the Final Jeopardy answer is: “Your grant was approved!”

### D – GRANTWRITING ESSENTIALS

Kristen Welch, CFRE, NAMI New Hampshire

Grantwriting can seem overwhelming, but by putting a few templates in place, it doesn’t have to be. Though each grant application has its own requirements, many of the pieces of a grant application are standard. In this session, we’ll discuss the core components of a typical grant application, including a statement of need, scope of work, project timeline, detailed budget, evaluation plan, sustainability plan, letters of commitment from partners, and more. Learn how to frame your proposal with persuasive data and language to make a convincing case to potential funders.

### E – none.

### F – PICTURE THIS: CRAFTING A VISION THAT WILL MANIFEST ITSELF

Sue Bergman, Learning is Contagious, LLC.

*Session description to come. \*Also offered 4D*

### G – USING DATA TO TELL YOUR STORY: HOW TO CAPTURE YOUR AUDIENCE & DELIVER A CLEAR MESSAGE

Megan Edwards & Jim Fauth

You’ve spent time, energy, and people-power collecting data to demonstrate your program’s effectiveness, but how do you deliver your story in a way that will showcase your hard work, capture your audience’s attention, convey a digestible message, and influence the folks you need to influence? This session will overview techniques of quantitative and qualitative reporting that seek to do just this. We will present theory and techniques of effective quantitative data visualization, as well as do-able and impactful qualitative approaches to summarizing both the process and outcomes of your program. We will review samples of our work, including data dashboards, infographics, and summative, mixed-methods reports to demonstrate effective data visualization/reporting for multiple audiences.

### H – CULTURALLY EFFECTIVE LEARNING ENVIRONMENTS, PART I

Amy Parece-Grogan, M.Ed. & Trinidad Tellez, MD, DHHS

New Hampshire, like the rest of the country, is becoming more diverse. What are the implications for our school districts in an increasingly diverse NH? The National Standards for Culturally and Linguistically Appropriate Services (CLAS) as well as the Culturally Effective Organizations framework provide a roadmap to create inclusive environments. We will explore the elements of a culturally effective organization and discuss helpful strategies and resources for implementing them. Participants will discuss enhancements to their school/district policies and procedures, and consider how to operationalize the various evidence-informed elements of a culturally effective organization. Through discussion, we will better understand how the seven elements of a culturally effective organization create more welcoming and inclusive environments. Participants will have the opportunity to begin to develop an action plan. *\*Must also register for 4G*

#### **I – TITLE I COMPLIANCE PROCEDURES**

Ashlee Fye & Ashley Greene

Title I Compliance Procedures is an informative workshop which dives deeper into the compliance components of Title I funds. Participants will be guided through the process of risk assessments, school selection, and monitoring. Technical assistance will be provided on the annual risk assessment, what criteria are used to select schools for monitoring, as well as the preparations leading up to a monitoring visit and what to expect the day of and beyond. Additional guidance regarding the newly updated New Hampshire Department of Education monitoring forms will be provided. *\*Also offered 4E*

#### **J – TARGETED WELLNESS INTERVENTIONS**

Kelly Untiet

In the MTSS-B framework rooted in Positive Behavior Interventions and Supports (PBIS), tier 2, or targeted, interventions provide supports for at-risk students who need instruction supplemental to universal tier 1 preventative practices. This session will explain how targeted interventions fit into the MTSS-B framework, discuss how to distinguish between tier 2 and tier 3 interventions, and provide specific tier 2 resources to ensure high efficiency, rapid response support for the roughly 5-10% of your student population who need a little extra behavioral support.

**K – none.**

## BLOCK 4 | AUGUST 13, 2:30-3:30

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### A – TITLE IV-A 101: RESOURCES, BACKGROUND, TRICKS & TIPS, OH MY!

Ashley Frame, Marcia McCaffrey, & Stan Freeda

This session covers everything you need to know to get going on your Title IV-A grants. The session is for beginners and veterans alike. \*Also offered 6E

### B – PROCUREMENT 101

Tim Carney

New federal regulations have been set for procurement dollar amounts and thresholds. This session will go over the new and important procurement changes that will affect all districts receiving federal dollars. Attendees will leave with a clear picture of requirements and best practices when purchasing or contracting for good and services. \*Also offered 2E

### C – PROGRAM MONITORING VISITS

Nate Greene

Federal requirements under Uniform Grant Guidance require the NH Department of Education to conduct regular program monitoring visits to ensure that sub-recipients are compliant with applicable laws, statutes, and regulations. This session will focus on the difference between on-site visits and desk audits, the requirements of LEAs and Charter Schools during the process, and what to expect when your Federal grant is selected for monitoring.

### D – PICTURE THIS: CRAFTING A VISION THAT WILL MANIFEST ITSELF

Sue Bergman, Learning is Contagious, LLC.

*Session description to come. \*Also offered 3F*

### E – TITLE I COMPLIANCE PROCEDURES

Ashley Greene & Ashlee Fye

Title I Compliance Procedures is an informative workshop which dives deeper into the compliance components of Title I funds. Participants will be guided through the process of risk assessments, school selection, and monitoring. Technical assistance will be provided on the annual risk assessment, what criteria are used to select schools for monitoring, as well as the preparations leading up to a monitoring visit and what to expect the day of and beyond. Additional guidance regarding the newly updated New Hampshire Department of Education monitoring forms will be provided. \*Also offered 3I

### F – STRATEGIC PLANNING

*Session description to come.*

### G – CULTURALLY EFFECTIVE LEARNING ENVIRONMENTS, PART I

Amy Parece-Grogan, M.Ed. & Trinidad Tellez, MD, DHHS

New Hampshire, like the rest of the country, is becoming more diverse. What are the implications for our school districts in an increasingly diverse NH? The National Standards for Culturally and Linguistically Appropriate Services (CLAS) as well as the Culturally Effective Organizations framework provide a roadmap to create inclusive environments. We will explore the elements of a culturally effective organization and discuss helpful strategies and resources for implementing them. Participants will discuss enhancements to their school/district policies and procedures, and consider how to operationalize the various evidence-informed elements of a culturally effective organization. Through discussion, we will better understand how the seven elements of a culturally effective organization create more welcoming and inclusive environments. Participants will have the opportunity to begin to develop an action plan. \*Must also register for 3H

## H – CONTINUOUS SCHOOL IMPROVEMENT: HOW SCHOOL BOARD POLICIES & PRACTICES CAN IMPACT STUDENT ACHIEVEMENT

Barrett Christina, NH School Boards Association

This presentation will focus on recognized best practices that school boards can implement to create positive student outcomes that are both system-wide and, most importantly, sustainable. By engaging community stakeholders, analyzing student data, and engaging in school district strategic planning, school boards can use their resources to implement these changes at the local level. \*Also offered 6G

## I – COFFEE TALK: DISTRICTS DISH ON THEIR SUCCESSES

Moderators: Ashley Frame & Joey Nichol

A panel discussion addressing activities and practices that worked—from managing the online Grants Management System to designing great professional learning.

## J – INTENSIVE WELLNESS INTERVENTIONS

Kelly Untiet

Tertiary behavioral health and wellness interventions provide intensive supports for the roughly 1%-5% of students in a given population who need one-on-one instruction around behavior modification. By looking at the ways students with these high-level needs are referred for tier 3 interventions, participants will begin to identify the trained professionals in their schools and communities who are best equipped to deliver this kind of support. Learn about the role that school social workers, school psychologists, community mental health providers, and other licensed professionals can play when developing a tier 3 team that has lasting impact on a young person and his/her/their family, and consider ways to work with these professionals to harness their expertise.

K – none.

## FILM VIEWING: *IF YOU BUILD IT* | AUGUST 13, 3:30-5:00

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### SYNOPSIS:

From the director of WORDPLAY and I.O.U.S.A. comes a captivating look at a radically innovative approach to education. *IF YOU BUILD IT* follows designer-activists Emily Pilloton and Matthew Miller to rural Bertie County, the poorest in North Carolina, where they work with local high school students to help transform both their community and their lives. Living on credit and grant money and fighting a change-resistant school board, Pilloton and Miller lead their students through a year-long, full-scale design and build project that does much more than just teach basic construction skills: it shows ten teenagers the power of design-thinking to re-invent not just their town but their own sense of what's possible.

### EXCERPT FROM DIRECTOR'S STATEMENT:

There's something cool about solving problems, especially those really tricky, complex ones. If you meet someone who's truly great at problem solving, you find they have a tendency to inspire those around them. They're smart, often funny, and almost always strong, confident, wonderfully infectious individuals. They're the kinds of people who would make great teachers.

Chip Zullinger, a renegade school superintendent from Bertie County, NC, the poorest county in the state...believed that if he could bring Matt [Miller] and Emily [Pilloton] to Bertie County and unleash the power of creative problem solving in a high school classroom, together they might be able to address some of the community's most pressing challenges. "Would you two be willing to take everything you know how to do and teach it to our high school students?"

Emily and Matt immediately said yes, quickly created a design-build curriculum they called "Studio H," and just weeks before the first day of class we were in North Carolina shooting what would become *IF YOU BUILD IT*.

## BLOCK 5 | AUGUST 14, 9:30-10:30

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### A – 21st CENTURY COMMUNITY LEARNING CENTERS (TITLE IV-B)

Kathy Vestal & Penny Poirier

21st Century Community Learning Centers (21st CCLC) funding provides fun and engaging academic enrichment activities during non-school hours. As part of the Every Student Succeeds Act (ESSA), 21st CCLC gives communities the opportunity to expand learning by providing a variety of activities that complement the school day. Academic enrichment activities include but are not limited to: STEM, tutoring, service learning, financial literacy, workforce development, and services for English language learners to improve student-learning performance. This unique funding connects meaningful family participation utilizing community resources.

### B – INVENTORY TRACKING

Tim Carney & Lindsey Scribner

This session will discuss the requirements of inventory maintenance, the definition of equipment vs. supplies, and the new equipment dollar threshold.

### C – DEFINING PERFORMANCE MEASURES AND OUTCOMES

Ashley Frame & Joey Nichol

This is a hands-on workshop to practice writing quality performance measurements and outcomes in the online grants management system. Bring your ideas and a device to draft performance measures and outcomes to bring back to your team!

### D – FINANCIAL MAPPING 101

*Presenter(s) to be confirmed.*

This session will discuss how to effectively map out and spend down the budget for a given project so money is not “lost”; how to braid and blend funding, especially as it pertains to allowables under federal funding; and best practices around projecting budgets for subsequent years to ensure future financial success.

### E – TITLE I 101: FROM START TO SUBMISSION

Ashlee Fye & Ashley Greene

Title I 101 is a comprehensive workshop that takes participants on a start-to-submission journey. Tailored for new and seasoned professionals, this session will feature the fundamental basics of readying your grant for activities. This includes technical assistance regarding program assurances, navigating the curious detailed application, and how to properly set up private schools. Participants will engage in discussions surrounding the strategic and thoughtful planning of Title I funds. Additionally, a wealth of new information will be shared regarding requirements for the successful submission of high-quality grant activities. \*Also offered 1A

### F – GET ON BOARD: THE ROAD TO STAFF BUY-IN

Melissa Lee

An effective leader is only as good as his/her/their team. How do school/district leaders engage their employees to make intentional and bold changes? Educators know that student engagement requires their attention and investment, teacher credibility, clear data and stories, and a defined path forward -- and the same principles apply to adults! In a 2015 study of over 800 schools implementing PBIS, researchers found that staff buy-in was the number one factor in whether schoolwide changes were sustained. Drawing from PBIS resources and research, this session will discuss the attributes of a rollout that are vital to garnering faculty and staff engagement in any new initiative. Strategies for working with individuals who aren't on board will also be discussed. \*Also offered 6H

## G – NOT ABOUT US WITHOUT US: THE IMPACT OF STUDENT VOICE

*Session description to come.*

## H – DATA COLLECTION 101: SELECTING HIGH-LEVERAGE OUTCOMES & CHOOSING THE RIGHT TOOLS FOR THE JOB

Megan Edwards & Jim Fauth

Data collection is almost always more intensive and time-consuming than first envisioned, and it's easy to get caught up in data-gathering aspirations that may leave you feeling overwhelmed and data-weary. This session will overview techniques and ideas for making your data collection approach a more streamlined and feasible process. We will cover topics including selection of the highest-leverage outcomes for your purpose (i.e., how to sift through the chaff to get to the most important data points); the difference between process and outcomes measures; measures of program/practice implementation (i.e., fidelity tools); sample measurement tools at each "level" of data collection; sample data collection platforms and management; and tips and techniques for cultivating the stakeholder relationships necessary for effective, clean, and manageable data collection. \*Also offered 2G

## I – EQUITABLE SERVICES FOR PRIVATE SCHOOLS

Nate Greene

Federal grants under ESSA require that LEAs provide equitable services to private schools. This session will explore what equitable services are, including process and procedure, statutory requirements, and best practices for ensuring that your federal grant remains in compliance with this requirement.

## J – FAMILY- AND YOUTH-DRIVEN WRAPAROUND IN A SYSTEM OF CARE CONTEXT

Daryll Tenney, DHHS

Having a robust system of care for children is integral for preventing complex needs and promoting positive outcome for youth and families. The session will allow attendees to build on their understanding of the evidenced-based practice of Wraparound in the context of a system of care. The session will also help participants to see complex needs through a family's lens, as well as provide a glimpse into the hands-on practices used in the NH Wraparound model.

## K – BUILDING AN ENVIRONMENT THAT SUPPORTS STUDENT SUCCESS

Helene Anzalone

In this session, we will explore what the research says about environments that support student success. Through group activities and brainstorming, we will look at the external asset categories that make up the Search Institute's 40 Developmental Assets Framework: support; empowerment; boundaries and expectations; and constructive use of time. Come prepared to discuss your school/district community's approach and learn about tools to help you assess and build these assets in young people.

## BLOCK 6 | AUGUST 14, 10:45-11:45

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### A – TITLE V-B (RURAL EDUCATION ACHIEVEMENT PROGRAM) 101

Ashley Frame & Penny Poirier

Title V-B of ESSA contains three separate Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. This presentation is an overview of REAP and its key components: RLIS grants, SRSA grants, and the alternative uses of funds authority. Learn about how to flexibly use these funds.

### B – FISCAL MONITORING VISITS

Tim Carney & Lindsey Scribner

In 2018, the Bureau of Federal Compliance developed a Federal Fiscal Monitoring Program. This was a pilot year and changes will be made for the next round of monitoring for the review of the 18/19 school year. This session will talk about the findings of the pilot year of monitoring and what districts can expect in the upcoming monitoring year.

### C – COMPREHENSIVE NEEDS ASSESSMENTS

Nate Greene

Some federal grants, such as Title IV, Part A, require districts to conduct a needs assessment. This session will look at several examples of needs assessments, discuss best practices when conducting a needs assessment, and explore the new comprehensive needs assessment released by the US Department of Education.

### D – WRITING AN EFFECTIVE EVALUATION PLAN: KEEPING IT DOABLE & MEANINGFUL

Megan Edwards & Jim Fauth

Your proposal/grant-writing effort needs an effective evaluation plan to show funders that you understand the logic and intended outcomes of your work – and how you will seek and use data-based feedback during implementation to improve your program and ultimately reach those outcomes. This session will review a formula for constructing a solid, feasible, and meaningful evaluation plan from the very start so evaluation shapes implementation from the get-go. We will cover elements of the evaluation plan including constructing a logic model; developing a performance measure table that identifies the highest-leverage outcomes of interest; identifying data collection sources and stakeholders; and matching a realistic budget to the evaluation work.

### E – TITLE IV-A 101

Ashley Frame, Marcia McCaffrey, & Stan Freeda

This session covers everything you need to know to get going on your Title IV-A grants. The session is for beginners and veterans alike. \*Also offered 4A

### F – HARNESSING NH'S FAMILY VOICES

Moderator: Mary Lane

This panel session involves several individuals at the federal, state, and local levels to speak about their work around family and school partnerships that build on the philosophy that family and community engagement is not in incidental – it is essential. This work is where lives are change, where children thrive, and better futures are made. Mary Lane, liaison to the NH Scholastic Center for Authentic Family Voice, will engage the following panelists to talk about their work: Ron Mirr, Senior Vice President of Scholastic Family Voice, Inc.; Lisa Dean, a NH parent; Concord School District staff; Patty Davidson, Nashua School District teacher; and Greg Amend, NH UDL & Family Engagement Scholar.

## G – CONTINUOUS SCHOOL IMPROVEMENT: HOW SCHOOL BOARD POLICIES & PRACTICES CAN IMPACT STUDENT ACHIEVEMENT

Barrett Christina, NH School Boards Association

This presentation will focus on recognized best practices school boards can implement to create positive student outcomes that are both system-wide and, most importantly, sustainable. By engaging community stakeholders, analyzing student data, and engaging in school district strategic planning, school boards can use their resources to implement these changes at the local level. *\*Also offered 4H*

## H – GET ON BOARD: THE ROAD TO STAFF BUY-IN

Melissa Lee

An effective leader is only as good as his/her/their team. How do school/district leaders engage their employees to make intentional and bold changes? Educators know that student engagement requires their attention and investment, teacher credibility, clear data and stories, and a defined path forward -- and the same principles apply to adults! In a 2015 study of over 800 schools implementing PBIS, researchers found that staff buy-in was the number one factor in whether schoolwide changes were sustained. Drawing from PBIS resources and research, this session will discuss the attributes of a rollout that are vital to garnering faculty and staff engagement in any new initiative. Strategies for working with individuals who aren't on board will also be discussed. *\*Also offered 5F*

## I – WORKING WITH HIGH-NEED STAKEHOLDERS: HOMELESS YOUTH & FAMILIES

Ashley Greene

This session is a comprehensive workshop that delves into the impact of homelessness on the education of New Hampshire's youth. Participants will engage in discussions regarding the unique needs of this growing population, which include transportation, school of origin, and eligibility. Technical assistance will address McKinney-Vento requirements in Title I grants, as well as a comprehensive overview of newly developed dispute resolution procedures and State policy.

## J – UNDERSTANDING THE LEADERSHIP ROLE OF THE 21<sup>st</sup> CENTURY SCHOOL NURSE

Kathy Barth, BSN, RN, NCSN; Linda Compton, BSN MS RN, & Nancy Wells, MS RN NCSN, NH School Nurses Association

Today's school nurse provides student-centered nursing care within the context of the student's family and school community. The school nurse is committed to evidence-based, quality care, ensuring that every student comes to school, stays in school, is safe, and is ready to learn. Central to school wellness programs focusing on the whole child, school faculty, and families, the school nurse plays a significant role in addressing current health issues, including mental and behavioral health, environmental health, and emergency planning. School nurses regularly advocate for legislation that supports student health and safety, working with leaders from local, state, and federal agencies. Come to this session to learn more about ways you can better partner with your school nurse around care coordination, public health education for the entire school community, and community resources.

## K – FROM WITHIN: ENCOURAGING GRIT AND RESILIENCY IN YOUNG PEOPLE

Helene Anzalone

In this session, we will explore what the research says about the personal skills, commitments, and values young people need for success. Through group activities and brainstorming, we will look at the internal asset categories that make up the Search Institute's 40 Developmental Assets Framework: commitment to learning; positive values; social competencies; and positive identity. Come prepared to discuss your school/district community's approach and learn about tools to help you assess and build these assets in young people.