

# Rhode Island Department of Education

## Title II, Part A Overview Session

February 25, 2021

# Welcome and Introductions



*"Never doubt that a small group of thoughtful, committed people can change the world."*



# Objectives for Today's Session

1. Provide an overview of Title II, Part A
2. Build understanding of the Comprehensive Needs Assessment
3. Build understanding of heat maps as a data source
4. Strengthen Evaluation and Monitoring responses
5. Provide an overview of Equitable Services: Private School
5. Provide an overview of fiscal requirements

# Agenda: 1:00 – 4:00

- I. Overview Title II, Part A Monitoring Process
- II. Needs Assessment
- III. Heat map training  
BREAK
- IV. Evaluation and Monitoring of PL activities
  - a. Break Out Training  
BREAK
- V. Private Schools
- VII. Fiscal
  - a. Supplant/Supplant
  - b. Transferability
  - c. Privates Schools
  - d. Maintenance of Effort
  - e. Carry Over Funds

## VIII. Closure

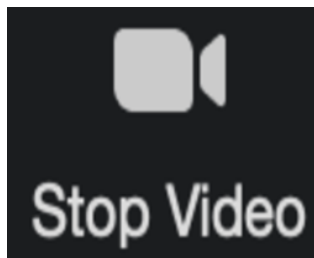




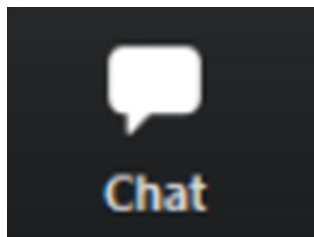
# ZOOM Norms



Mute yourself to eliminate background sounds.  
Unmute yourself in your breakout room.



Cameras on will help build human connection.  
Turn camera off if you need to step away from Zoom.



Have a question or something to say?  
Drop it in the chat.

# Spending Your Title II Funds



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# Title II, Part A Federal Program – Purpose



Increase student achievement consistent with the challenging state academic standards

Improve the quality and effectiveness of teachers, principals, and other school leaders;

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders



# Title II, Part A- Reports



## Consolidated Resource Plan

- Annual submission
- Needs Assessment
- LEA budgeted breakdown of use of funds
- Activities are grounded in research (EBR )
- All activities must align to the purpose (4 pillars)
- Description of equitable services and supports

## Federal Monitoring Audit

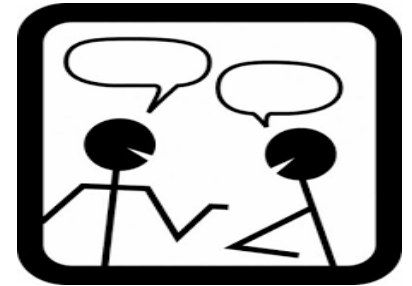
- Five Year Desk Audit
- Formative Process
- Evidence of meeting or working towards requirements in CRP
- Verification that activities are grounded in research (EBR )
- Opportunity to recalibrate and training with SEA
- Schedule: notified in the October, application sent out in February

# RIDE Supports & Collaboration

Goal: Approval of CRP Title II, Part A application

RIDE has:

- Streamlined the CRP questions
- Provided prompt technical assistance via phone/email
- Included additional resources in the Document Library
- Added additional staff
- Developed additional training sessions for:
  - ✓ Title II Monitoring Training
  - ✓ New Title II Coordinator Training
  - ✓ Expanded face-to-face technical assistance offerings



# How Can Title II Funds Be Spent?

Reserve Areas in CRP: (7)

Require PL Worksheet and EBR article

- ☐ Professional Learning (16)

- ☐ Private Schools

Class Size Reduction statement and EBR article

- ☐ Class Size Reduction (RIDE encourages LEAs to phase out CSR)

Other

- ☐ Certification

- ☐ Equitable Access

- ☐ Recruitment/ Retain

- ☐ Administration



# Evidence Requirements in Title II:EBR

## Under ESSA

- Title II dollars must be grounded in evidence-based research
- Defines evidence-based as a research study that meets the criteria for one of four possible tiers
  - Note: This is not the case for all Titles
- LEAs must provide EBR articles for PL activities (upon request)
- A review of evidence is now a standard component of the RIDE Title II Federal Monitoring Desk Audit

# And the winner is.....



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# Title II Activities Must Always Be...

1. Consistent with Title II purpose-
2. Reasonable, necessary and allocable
3. Sustainable
4. Address the learning needs of all students



# Equitable Access

## Application Details Part I:LEA Plan



*The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective teachers, principals, and other school leaders.*

Districts **MUST** describe how they will use Title II funds to address **equity gaps**

- Address how minority and low income students are provided access to effective teachers, administrators and other school leaders
- Submit annually within the CRP (LEA Part I)
- Deny Title II funding if description is not submitted



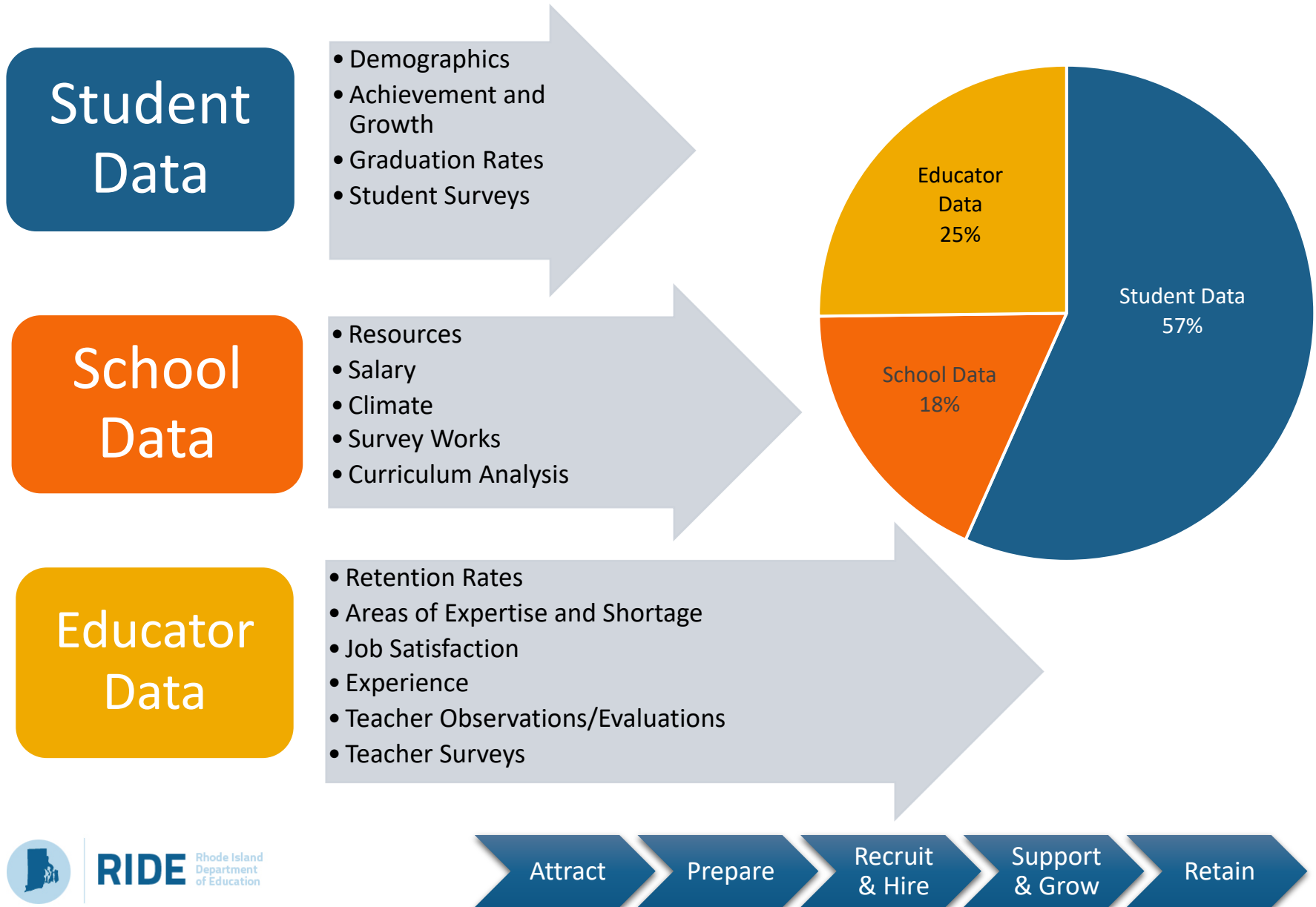
# Needs Assessment: Every Student Succeeds Act (ESSA)

## WHY?

- Plan based on comprehensive needs assessment
- Plan to address academic achievement of students in relation to State academic standards,
  - particularly the needs of those children who are failing or at risk of failing,
- Plan to meet those standards and
- Plan to meet any other factors as determined by the LEA
- Plan reviewed annually and revised as needed.

ESSA Sec. 1114(b)(6)

# Identification of Needs – Data Sources



# Needs Assessment: RIDE Data Sources

## Report Card

- Data used in evaluating school performance for students and teachers
- Support students, educators, and families in understanding how their school community is performing
- test scores graduation rates, and chronic absenteeism

## Survey Works

- Survey data from students, teachers, support professionals, administrators, and parents about their experiences in their schools
- Data on formative feedback to impact classroom practice and school improvement in grade 3-12 students

## Frontline

- Data on evaluation system which seeks to develop, support, and grow educators through observation of practice and high-quality feedback.
- Teacher Evaluation Data
- Heat Map based on data aggregated from Classroom Observations

# Data Source: Heat Map Training



**Presented by :**

**Shoba Annavarjula**

**RIDE Data and Application Management Specialist**



# Understanding Classroom Observations Data

- Frontline system called Employee Evaluation Management (EEM) to manage all the parts of the educator evaluation
- Classroom observations inform Teacher Professional Practice
- Typically 3 observations
- With about 100 educators in a district, that makes for 300 observations that can be aggregated
- Can be further sliced by grade, subject area and building to help identify soft spots
- Rubric Explorer is where this can be accomplished

# Rubric Explorer Heat Maps

- Heat maps are visualizations that depict the frequency data in an easy to use format, using color and saturation levels
- Makes data attractive, easy to interpret
- Frontline Heat map data can be extracted from classroom observation data



# Heat Maps as a Data Source

Data source and data points depicting areas of softness

Rubric Report - Instruction				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students. <b>0 of 10 (0%)</b>	Teacher attempts to explain the instructional purpose, with limited success. <b>2 of 10 (20%)</b>	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. <b>5 of 10 (50%)</b>	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. <b>3 of 10 (30%)</b>
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students. <b>0 of 10 (0%)</b>	Teacher's directions and procedures are clarified after initial student confusion. <b>1 of 10 (10%)</b>	Teacher's directions and procedures are clear to students. <b>5 of 10 (50%)</b>	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. <b>4 of 10 (40%)</b>
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language. <b>0 of 10 (0%)</b>	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. <b>1 of 10 (10%)</b>	Teacher's explanation of content is appropriate and connects with students' knowledge and experience. <b>8 of 10 (80%)</b>	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. <b>1 of 10 (10%)</b>
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. <b>1 of 10 (10%)</b>	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct, but limited or is not appropriate to the students' ages or backgrounds. <b>3 of 10 (30%)</b>	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. <b>3 of 10 (30%)</b>	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. <b>3 of 10 (30%)</b>
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. <b>0 of 10 (0%)</b>	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. <b>0 of 10 (0%)</b>	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. <b>4 of 10 (40%)</b>	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. <b>6 of 10 (60%)</b>



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**See you back at 2:15**

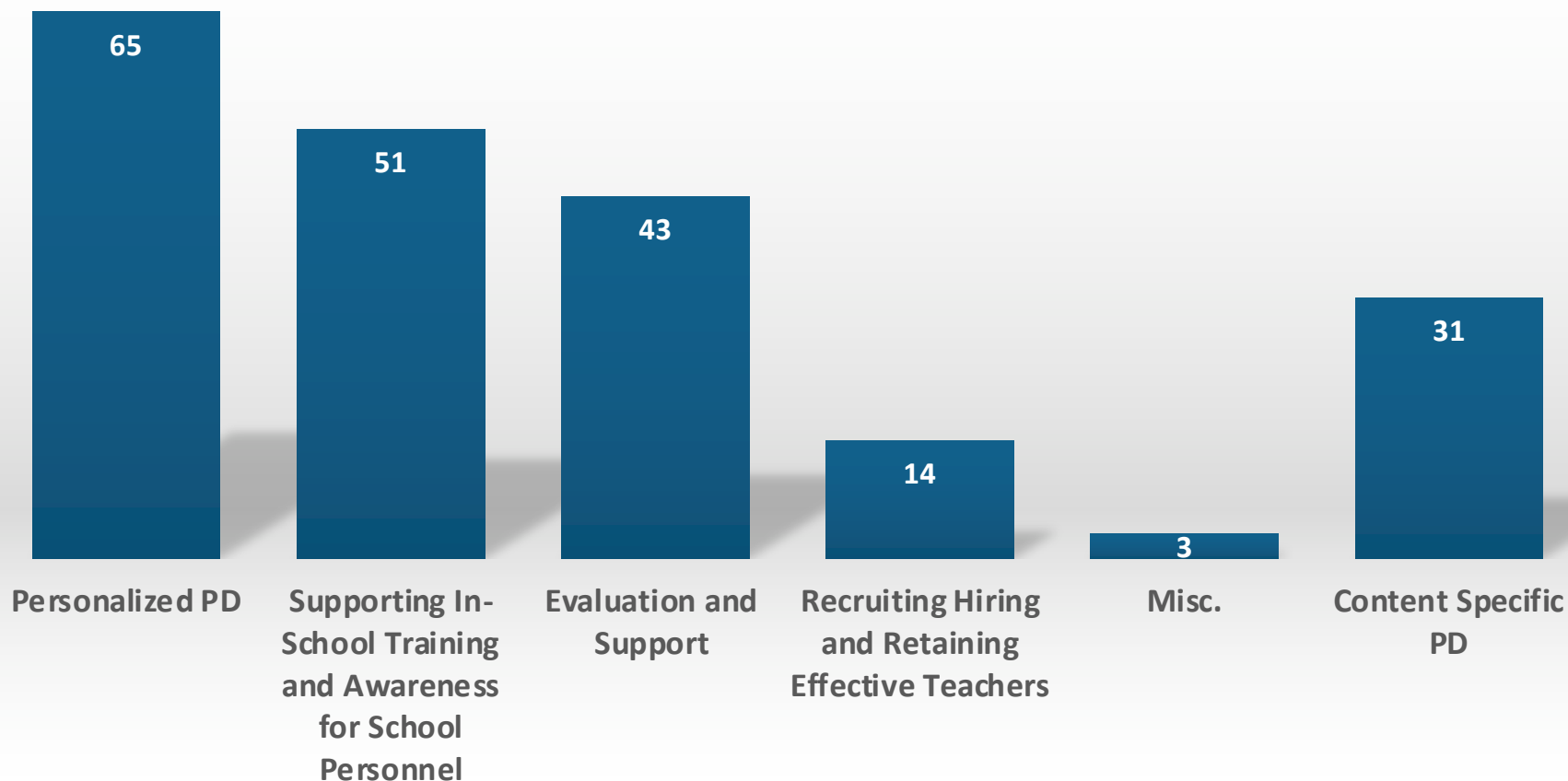


# Evaluation & Monitoring of Professional Learning



# Types of Professional Learning

Professional Learning Activities by Allowable Uses

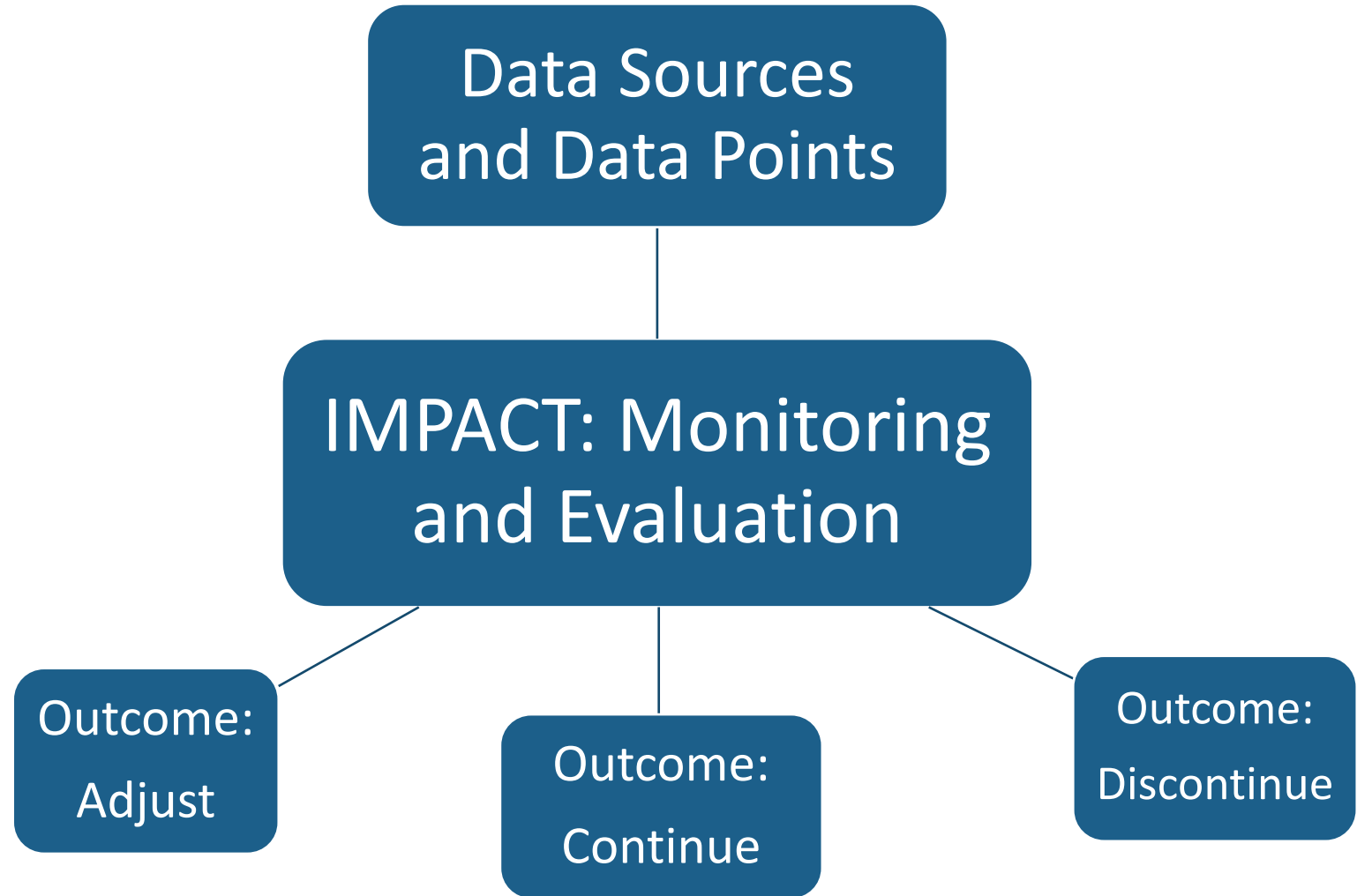


# Evaluate and Monitor:

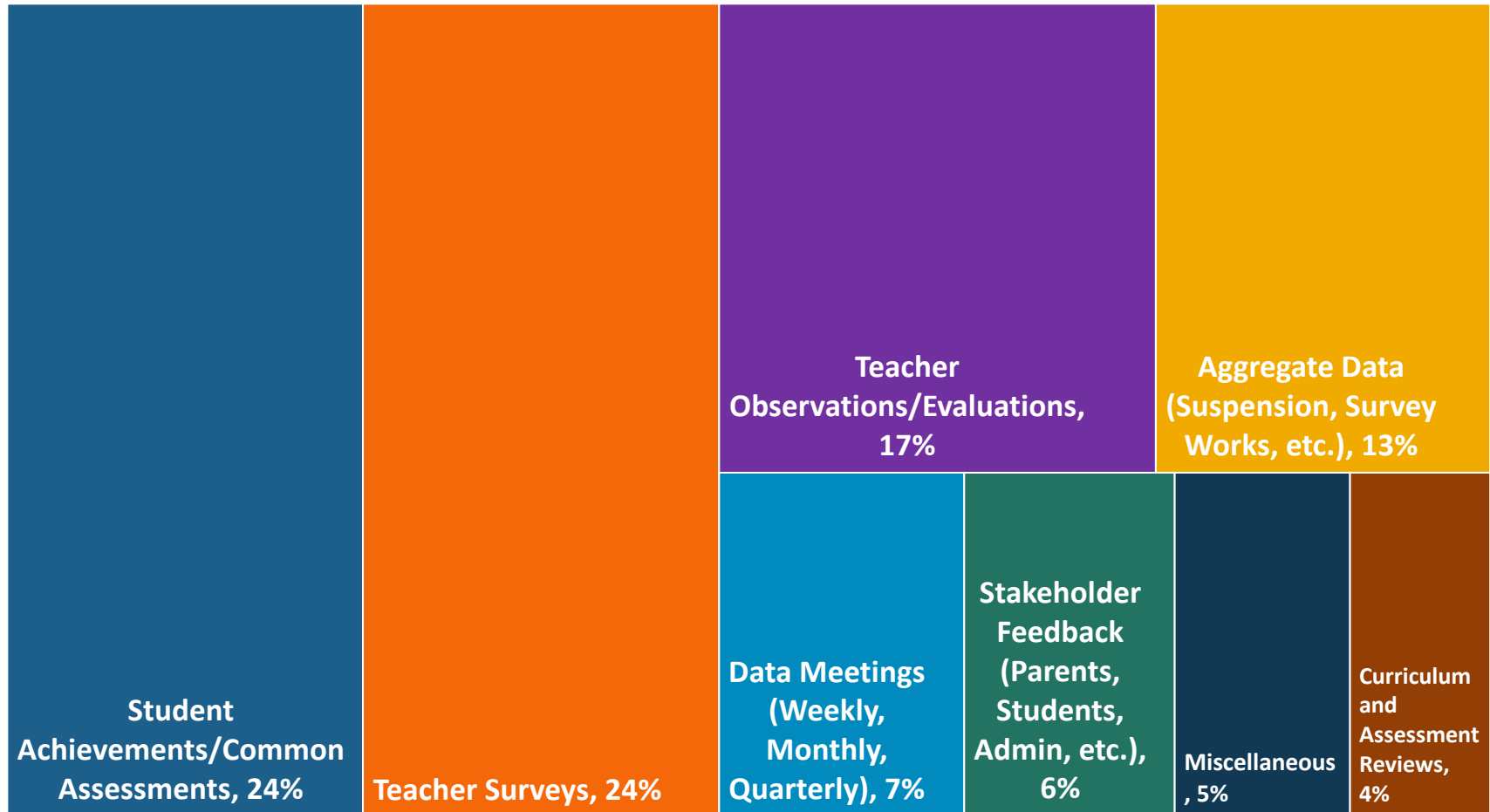
## Is it necessary?

- Understanding if PL is accomplishing the goal
  - Allows us to make changes when it's not working.
  - Allows us to make the case for effectiveness
- Applications for Title II funds must include a description of how the LEA will use data, monitor and evaluate to continually update and improve activities.
  - Difficult to use data to improve an activity if you don't have data on the effectiveness of the activity.

# Needs Assessment: Let's Connect the Dots .....



# Monitoring and Evaluation Methods





# Monitoring and Evaluation

How do you determine to continue, adjust, or discontinue?

Q4. Describe the activity/series, explain how this activity is aligned with content standards (e.g. Common Core) and district or school priorities.

Q5. Complete the chart to explain how the LEA will identify and track progress and performance.

Include data sources and data points, how each will be monitored and evaluated, including specific expected outcome metrics, to determine the impact of the PL activity/strategy.

Data Source	Aligning Data Points	Impact: Monitoring and Evaluation
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# Exemplars: Monitoring & Evaluation

Data Source	Aligning Data Points	Impact: Monitoring and Evaluation
<ul style="list-style-type: none"> <li>RICAS</li> <li>STAR</li> </ul>	<ul style="list-style-type: none"> <li>Reading Proficiency 35%</li> <li>Reading Proficiency 45%</li> </ul>	Bi-weekly data meetings will be held with PL Coordinator and Lead Teachers to determine effectiveness. Reading proficiency expected to show a 10-15% growth in both RICAS and STAR as a result of the activity.
<ul style="list-style-type: none"> <li>Teacher Evaluations</li> <li>Classroom Observations</li> <li>Teacher Surveys</li> <li>MTSS</li> </ul>	<ul style="list-style-type: none"> <li>Classroom management metrics (30%-criteria 2 b,c)</li> <li>Office/discipline referrals (115 submitted )</li> <li>Teacher Feedback (86%)</li> </ul>	End of year review of teacher evaluations and classroom observation metrics related to the activity will be used to determine if teachers and staff have implemented with fidelity Teacher surveys will be used to determine comfortability/confidence in using Conscious Discipline; As a result, office/discipline referrals will show an expected decrease of 15-20%, and classroom management metrics on teacher evaluations/observations will increase by 10-15%.
<ul style="list-style-type: none"> <li>Teacher Surveys</li> <li>Teacher Evaluations and Observations</li> <li>Staffing Data</li> </ul>	<ul style="list-style-type: none"> <li>Job Satisfaction and confidence levels (47%)</li> <li>Retention Data (70%)</li> <li>Behavior Mgt (75/115 referrals from beg teachers)</li> </ul>	End of year data collected from participating teachers and mentors will be evaluated to determine novice teacher growth, level of confidence, job satisfaction to increase by 15-20%; Teacher evaluations/observations will show increases in classroom management effectiveness throughout the year with a decrease in referrals by 10-15%; Teacher retention numbers will increase by 5-10%.

# Breakout 10 min

## Connecting the Dots...

### Data Sources, Data Points, Monitoring & Evaluation

#### Break Out Activity:

Frontline rubric with competencies and ratings (1-4) to determine soft areas and potential PL activities and data sources and data points

Jamboard (Link will be in the chat)

1. Review the heat map for soft areas
2. Identify evaluation criteria aligned to allowable Title II PL
3. Draft a statement that identifies the PL activity, data source and points with monitoring and evaluation metrics
4. Main Room- Whip Around

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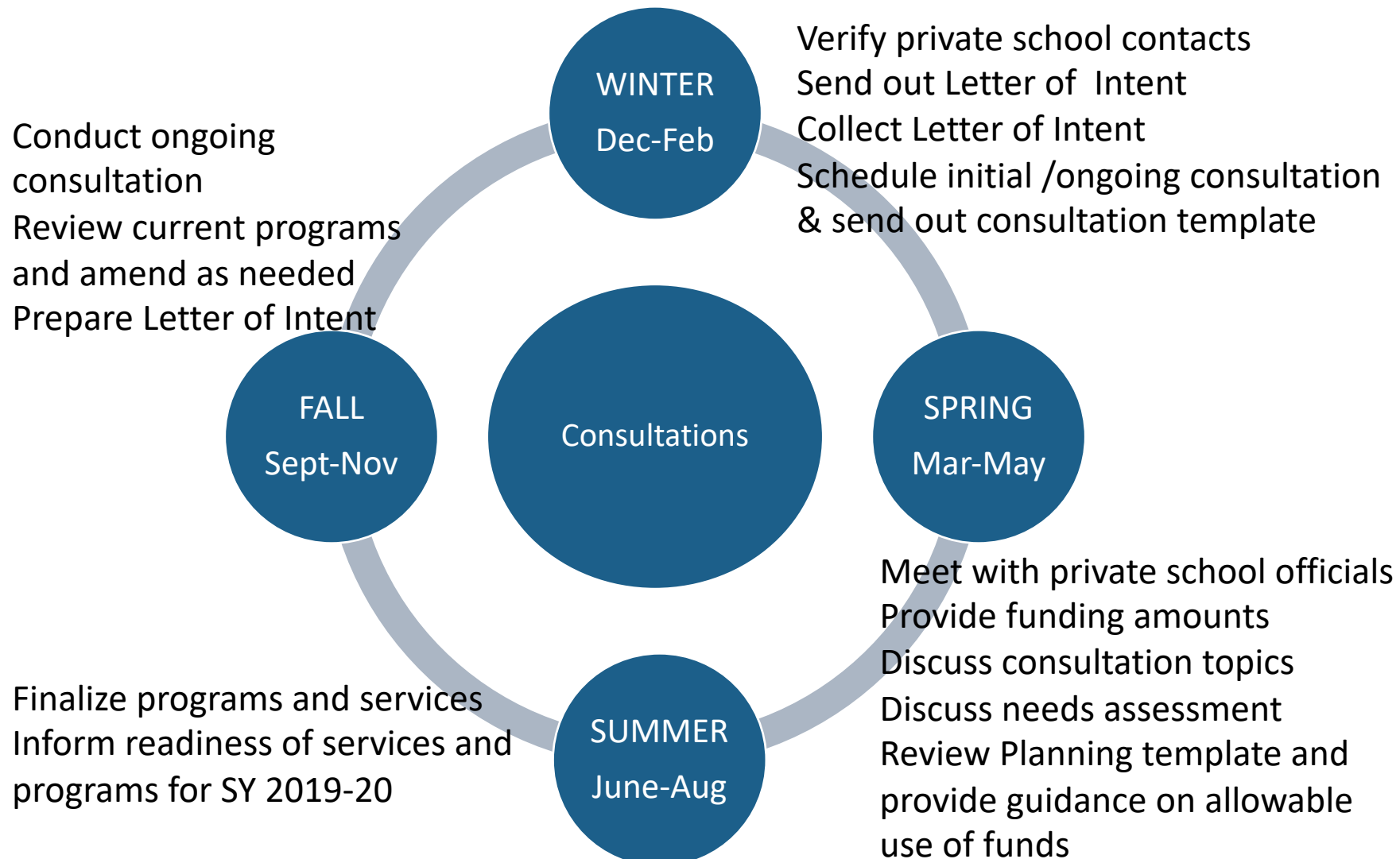
See you Back at 3:25



# Private Schools



# Private Schools Consultation Timeline



# Private School Consultation Records



1. LEA must provide written affirmation to SEA
2. Private school official signature required
3. If private school officials do not provide an affirmation LEA should provide evidence of documentation attempts (Letter of Intent)
4. LEA must have Needs Assessment consultation template signed by private schools and submit to SEA

ESSA section 8501



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# Private School Consultation Resources for Titles II-A and IV-A

## Goal:

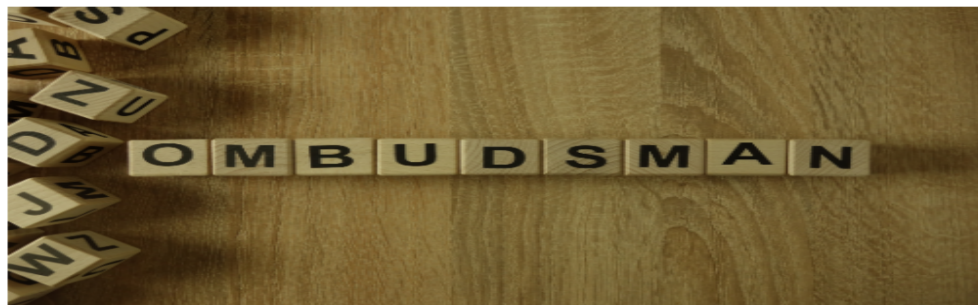
*Provide comprehensive guidance document with structured guidance to support private schools on using grant funds that are aligned to school priorities that are based on comprehensive needs assessment and stakeholder feedback.*

Comprehensive Resource Document that provides details on:

- Consultation requirements
- Ongoing consultation
- Funding
- Complaint protocol
- Documentation templates

**Located in Titles Document Library**





The State-designated **Ombudsman** will monitor and enforce private consultation and equitable service requirements to help ensure equitable services are provided to private children, teachers, and other educational personnel.

Rhode Island's designated Ombudsman is:

Anthony Cottone Chief Legal  
Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903  
(401) 222-8933  
[ombudsman@ride.ri.gov](mailto:ombudsman@ride.ri.gov)

ESSA sections 1117(a)(3)(B) and 8501(a)(3)(B)

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# Fiscal Overview



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# When may an LEA begin to obligate funds?

The State (SEA) may not authorize an applicant for a sub-grant to obligate funds until the later of the following to dates:

- The date that the funds become available; or
- The date that the applicant (LEA) submits an application to the SEA in substantially approvable form.

Status of: **District Superintendent Approved** = Submitted

Reimbursement for obligations is subject to final approval of the application by the SEA.

# Don't forget the required documents!

- Signed Assurance Affirmations
- Request to Obligate Federal Funds
- Process for the Development of the CRP Application

All can be found in the document library. Submit to RIDE when submitting the consolidated application.

# Why is my CRP application not final approved?

- All Required Documents are not submitted to RIDE
- Application has not been re-submitted (Superintendent Approved status)
- Prior Year Final Expenditure Report (FER) issue(s)
  - Late Reporting (due by August 15th)
  - Refund(s) Due back to RIDE
  - E.I.S. Reporting discrepancies (vs. UCOA file)
- Overdue IDEA MOE Compliance Test Reporting
- Issue(s) with private school component
  - Equitable Share Calculator (Update when Amending!!!)

# Supplement not Supplant (SNS)

## Instances when it is presumed that supplanting has occurred:

- If the LEA uses Title II(A) funds to provide services that it was required to make available under other federal, state or local laws; or
- If the LEA uses Title II(A) funds to provide services that it provided with non-federal funds in the prior fiscal year

## Ask Yourself??

- Is the activity required by Federal, State, or Local law?
- Was the activity paid for with State, Local, or other Federal funds in the previous year?
- *If the answer to both is no, then funds are most likely supplemental.*



# Transferability

Within the consolidated application, LEAs may transfer up to 100% of their Title II, Part A allocation and up to 100% of their Title IV, Part A allocation to the following programs:

O Title I, Part A – Disadvantaged Youth\*

O Title I, Part D – Neglected and Delinquent\*

O Title II, Part A – Supporting Effective Instruction

O Title III, Part A – English Language Acquisition\*

O Title IV, Part A – Student Support and Academic Enrichment

- \* Funds cannot be transferred out of these programs including any funds transferred in.
- An LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer.



# Private School Proportionate Share Calculator

- Private School Proportionate Share based upon LEAs Title II allocation
  - Transfer of funds in or out of Title II will need to be accounted for within calculator.
  - **A change in the amount allocated will require an update to the private school share calculation - such as at amendment time.**
  - Must obligate all (private school) funds in the year made available
- LEA may take administrative costs off the top.
  - Such as Indirect Cost Recovery
- Calculator assists LEAs determine proportionate share of each eligible participating private school.
  - To be eligible, each private school must be RIDE approved (annual process).
- Use of private school student counts from October 1st of the previous school year.
  - Counts include all students (K to 12) regardless of district of residency.

# Period of Availability & Carryover

- Title II(A) funds are available for 27 months
  - FY 2019 Funds - 7/1/18 to 9/30/21
    - COVID related one-year waiver granted by U.S.E.D.
  - FY 2020 Funds - 7/1/19 to 9/30/21
  - FY 2021 Funds - 7/1/20 to 9/30/22
  - FY 2022 Funds - 7/1/21 to 9/30/23
  - First In First Out (FIFO)
- LEAs are encouraged to apply for all available funds
- Unlike Title I (A) funds - no restriction on the percentage that can be carried over within the 27 month period of availability
- Account for Private School funds separately and allow for similar carryover, if necessary

# Questions



# And the winner is.....



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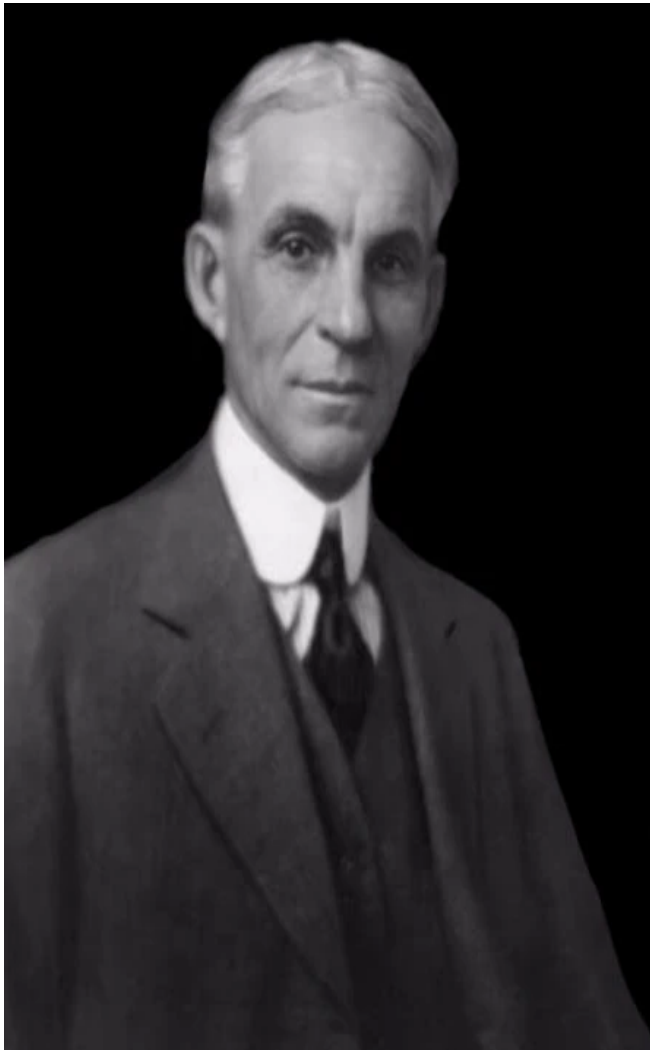
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Coming together is a **beginning**,  
staying together is **progress**,  
and working together is **success**.

*- Henry Ford*

Goalcast



# Contact Us

## RIDE Contacts

### Title II Program Supports

[mary.keenan@ride.ri.gov](mailto:mary.keenan@ride.ri.gov) 401-222-8497

[mike.deragon@ride.ri.gov](mailto:mike.deragon@ride.ri.gov) 401-222-8414

### Title II Fiscal Support

[david.luther@ride.ri.gov](mailto:david.luther@ride.ri.gov) 401-222-4652