

Rhode Island Department of Education

Title II, Part A Overview Session

February 25, 2020

Objectives for Today's Session

- Review of Title II, Part A-Program regulations impact on public and private schools
- Evidence-Based Studies and Tiers
- Review of CRP application- Questions
- Review of Title II, Part A-Fiscal regulations impact on public and private schools

Agenda: 9:00 – 12:00

- I. Welcome
- II. Spending Your Title II Funds
- III. Evidence Based Studies and Tiers
- IV. Program Administration
- V. Private Schools- Continuous Collaboration and Communication
- VI. Fiscal Overview
- VII. Questions



Welcome and Introductions



1. Introduce yourself to your tablemates.
2. State your name, district, and title.
3. Share a favorite winter activity.



Norms

1. Equity of Voice
2. Active Listening
3. Respect for All Participants
4. Safety and Confidentiality
5. Respectful Use of Electronics



Spending Your Title II Funds



RIDE Rhode Island
Department
of Education

Attract

Prepare

Recruit
& Hire

Support
& Grow

Retain

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



How Can Title II Funds Be Spent?

16



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



Reimagining Education

From **Hope** to **Results**

WORLD-CLASS TALENT

EXCELLENCE IN LEARNING

ENGAGED COMMUNITIES

HOPE



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Reimagining Education

From Hope to Results



WORLD-CLASS TALENT

- Attract, recruit and retain a highly-skilled workforce
- Put professional learning at the center of improvement
- Grow and diversify the educator pipeline
- Create flexible pathways into the profession
- Provide leadership development opportunities



EXCELLENCE IN LEARNING

- Set high expectations, high standards and quality curriculum
- Close equity gaps and increase academic achievement for all
- Build pathways aligned to student interests, needs and careers
- Take a whole student approach and prioritize school culture
- Maintain 21st Century learning environments











ENGAGED COMMUNITIES

- Establish governance structures that respond to families
- Elevate the student and community voice
- Build wraparound supports for children and families
- Forge partnerships with community and industry
- Invite feedback and create responsive policies accordingly



Use of Title II, Part A Funds:

Allowable Professional Development Activities *may* include those that:

	Help all students develop the skills essential for learning readiness and academic success	Effectively integrate technology into curricula and instruction	
	Help educators understand when and how to refer to students affected by trauma, children with, or at risk of, mental illness	Develop and implement a recruitment management system to recruit, hire and retain candidates that are reflective of the student population within the district and individual schools.	
	Assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement.	Provide professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high quality instruction and instructional leadership (science, technology, engineering and mathematics subjects	
	Address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.	Develop mentor programs and activities that support teachers in effectively teaching children in the area of career and technical education (CTE).	



Equitable Access



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
- Submitted annually within the CRP (Part I)
- Deny Title II funding if description is not submitted



Equitable Access



Ineffective:

Any teacher who is not performing at a consistently high level as evidenced by a Final Effectiveness Rating of Ineffective within the last three years

Out of Field:

Any teacher who does not hold the appropriate Initial, Professional, or Advanced Certificate for his/her assignment

Inexperienced:

Any teacher who has zero to three years of prior working experience in a public school

Equitable Access

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.

Indicator	Allowable Activity
○ Initiatives to assist in recruiting, hiring, and retaining effective teachers	○ Expert help in screening candidates and enabling early hiring
○ Differential and incentive pay for educators in high-need schools, high need academic areas and specialty areas	○ Performance-based compensation systems
○ Educator advancement and professional growth and an emphasis on leadership opportunities	○ Release time for Teacher Leaders to serve as coaches
○ Co-teaching	○ Experienced effective teacher and a novice teacher



Professional Development

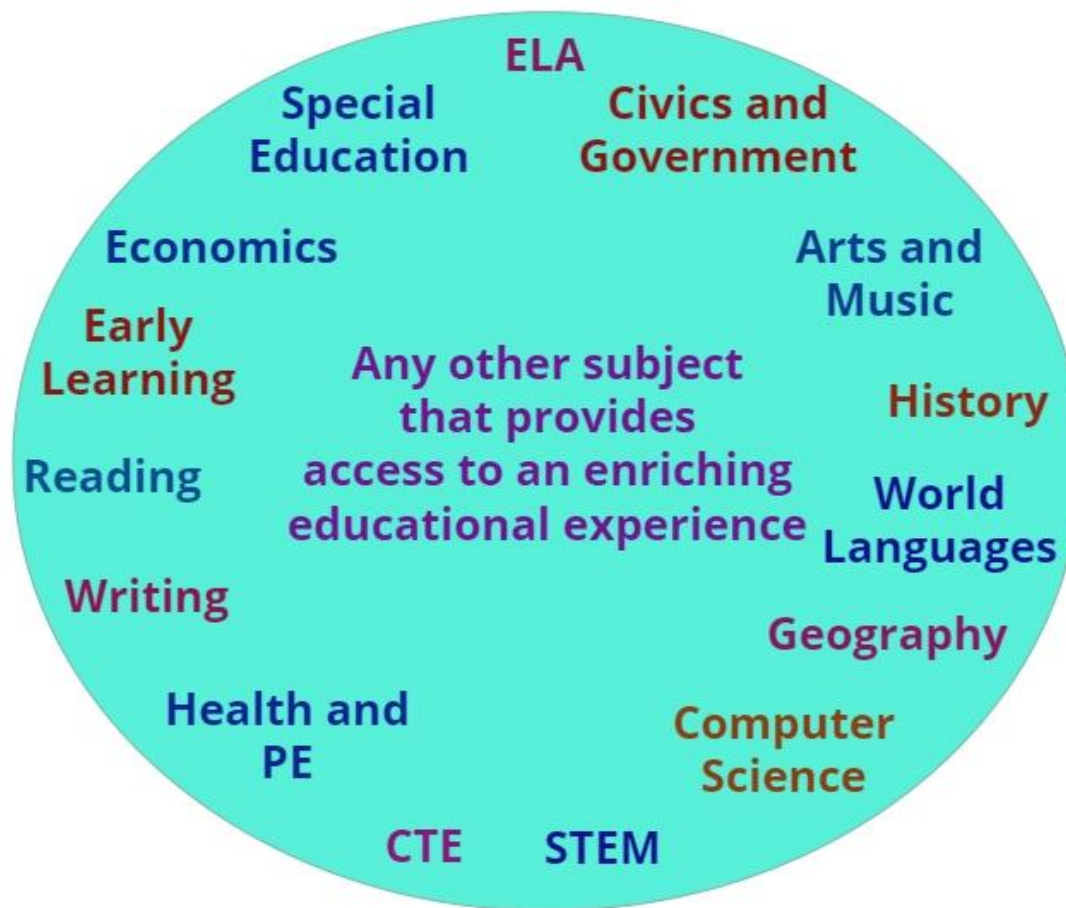
“The term 'professional development' means activities that are:
sustained (not stand-alone, 1-day, or short-term workshops)
intensive,
collaborative,
job-embedded,
data-driven, and
classroom focused.”

AND

Provide the knowledge and skills necessary to enable students to succeed in a **well rounded education** and to **meet challenging state standards**.

Well-Rounded Activities

ESSA defines “well-rounded” as courses, activities, and programming in subjects such as:



Comprehensive Needs Assessment- Where Do I Start?

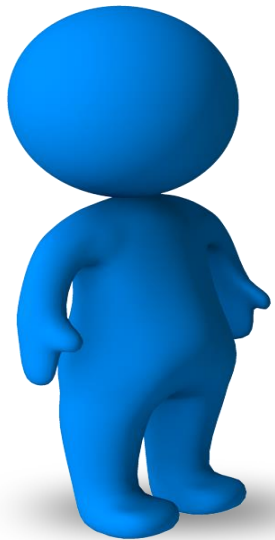


Identification of Needs

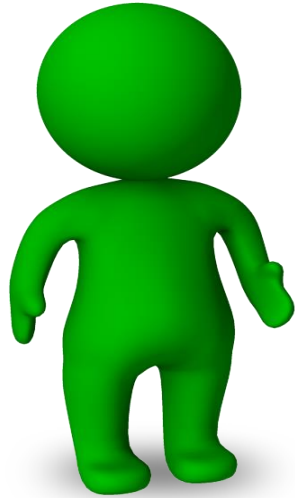
- Provides the direction and focus through collaborative approach
- Includes LEA priorities, goals, with strategies and benchmarks
- Capacity, resources and evidence based
- Sustainable long-range plans



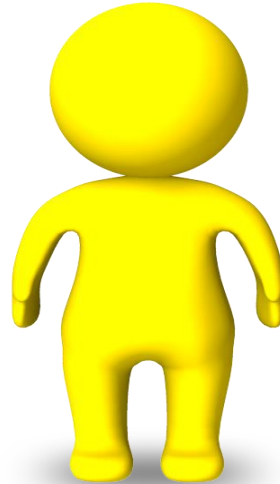
Local Needs Assessment – Stakeholders



Teachers



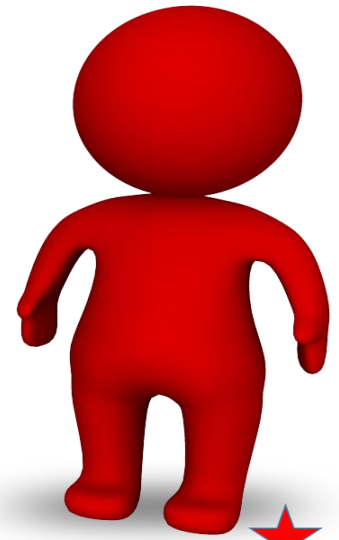
Principals



Paraprofessionals



Parents



Private Schools



Identification of Needs – Data Sources

Student Data

- Demographics
- Achievement and Growth
- Graduation Rates

School Data

- Resources
- Salary
- Climate

Educator Data

- Retention Rates
- Areas of Expertise and Shortage
- Job Satisfaction
- Experience



Report Card as a Resource

- User-friendly Report Card platform
- Support students, educators, and families in understanding how their school community is performing
- A major component of the Report Card is School Accountability
 - Collection of data used in evaluating school performance such as: test scores and graduation rates, chronic absenteeism for students and teachers
- Data results in a Star Rating for every public school in the state, which simplifies and summarizes overall performance.

Report Card

**RIDE** Rhode Island Department of Education

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MagicWords Search

Students & Families
Great Schools

Teachers & Administrators
Excellent Educators

Instruction & Assessment
World-Class Standards

Information & Accountability
User-Friendly Data

Funding & Finance
Wise Investments

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School and District Report Cards

**ReportCard** Rhode Island Department of Education

Glossary Help Find School/District Select Language |

School Report Card

Achievement First Rhode Island

Achievement First Illuminar Mayoral Ac: Go!

District Report Card

Achievement First Rhode Island

Go!

State Report Card

Rhode Island

Go!

Custom View/Download Data

Select Datasets

Go!



<https://reportcard.ride.ri.gov/>

Evidence Based Studies and Tiers of Evidence



Goals

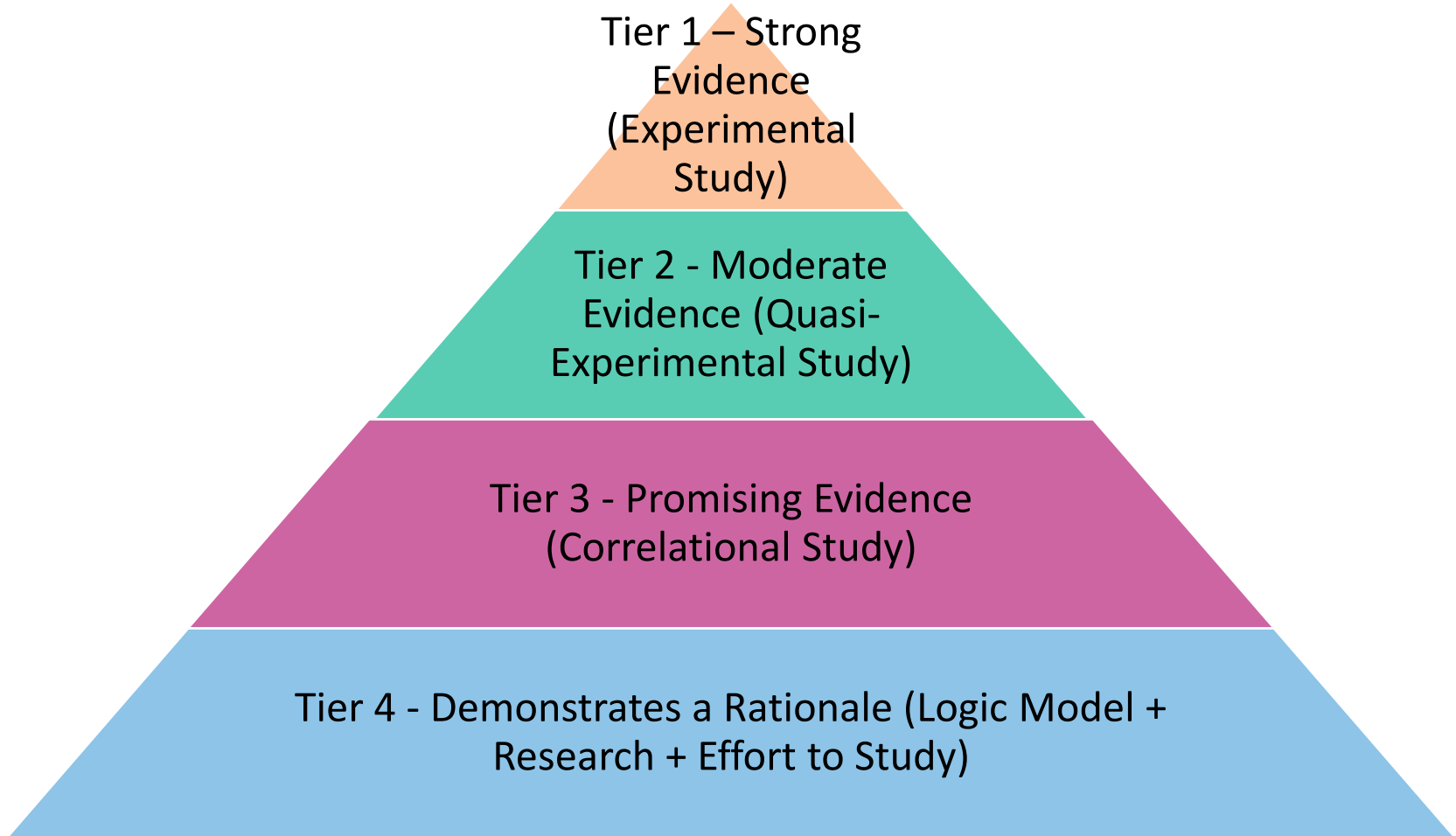
- Review requirements for use of evidence-based strategies with Title II funds under ESSA
- Review evidence tiers and associated criteria
- Practice identifying the evidence tier of a study

Evidence Requirements in Title II

- ESSA stipulates that activities funded via Title II dollars must be evidence-based.
- ESSA defines evidence-based as a research study that meets the criteria for one of four possible tiers. Any of the four tiers may be used to justify activities in Title II.
 - Note: This is not the case for all Titles.
- RIDE requires all LEAs to make evidence available upon request.
- A review of evidence is now a standard component of the RIDE Title II monitoring process.



Tiers of Evidence



Tier 1 – Strong Evidence (Experimental Study)

Randomized control
experiment

- Treatment group (got intervention) and control group (no intervention), assigned **randomly**

Large and multi-site
sample

- At least 350 students or other units
- More than one site (school, district, or state)

Statistically
significant, positive
outcome

- Outcome was favorable and not the result of chance

Relevant to your
context

- Similar student population and similar setting



Tier 2 – Moderate Evidence (Quasi-Experimental Study)

Quasi-Experimental Design Study

- Treatment group (got intervention) and similar control group (no intervention), **NOT assigned randomly**, groups often matched

Large and multi-site sample

- At least 350 students or other units
- More than one site (school, district, or state)

Statistically significant, positive outcome

- Outcome was favorable and not the result of chance

Relevant to your context

- Similar student population and similar setting



Tier 3 – Promising Evidence (Correlational Study)

Correlational Study

- Relationship between treatment and outcome
- Statistical control for selection bias

Statistically significant, positive outcome

- Outcome was favorable and not the result of chance

Note: Correlational studies cannot establish causation.



Tier 4 – Demonstrates a Rationale (Logic Model + Research + Effort to Study)

Logic Model

- Identifies key components of proposed intervention
- Describes relationship between components and relevant outcomes

Research Based

- Relevant research or intervention suggests improving relevant outcomes is **likely**.

Effort to Study

- Includes an effort to study the intervention (or points to one happening elsewhere).
- Consider including fidelity of implementation.



Quick Practice

1. Read the evidence-based articles at your table and determine the article that best aligns to the proposed activity.
2. Using the Evidence-Based Research Template to determine the Tier (I-IV) your chosen articles meets.

Evaluation of Professional Learning



Why Evaluate Professional Learning?

- Generally, used to understand if the PL is accomplishing the desired district goal
 - Allows us to make changes when it's not working.
 - Allows us to make the case for why this is important.
- Applications for Title II funds must include a description of how the LEA will use data and consultation 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.

Title II, Part A- Consolidated Resource Plan



Consolidated Resource Program (CRP)

- Annual application completed by districts
- Documentation of meeting Title II federal requirements
- Tool that the SEA reviews annually to approve requests
- Resource for LEAs for Monitoring Application

CRP Sections

Budget

Reserves:

Administration, Private Schools, Recruitment, Equitable Access, Certification, CSR and Professional Learning

Private Schools

Application Details, Part I: LEA Plan

Application Details, Part II: Professional Learning

Class-Size Reduction

Related Documents

Review Details

Budget Definition

Reserve - Choose the appropriate designation for each activity:

- **Professional Development** - Funds reserved to provide PD to teachers, principals, parents, and administrators
- **Class-Size Reduction** - Funds reserved to reduction teacher/student ratios in the classroom
- ★ • **Equitable Access**- Funds reserved for equity gap priority areas
- ★ • **Teacher Recruitment/Retention** - Funds reserved to recruit and retain pupil services personnel
- **Private Schools** - Funds reserved to provide Title II, Part A Services to participating (in district) private schools
- **Administration** - Necessary for program implementation- including indirect costs

Budget Entries

Use number sentences to provide details for the cost-basis of the budget request, such as:

- $\text{item} \times \text{cost} = \text{total}$
- $(\text{item} \times \text{cost}) + (\text{item} \times \text{cost}) + \text{estimated shipping} = \text{total}$
- $\text{hourly rate} \times \# \text{ of hours between (duration)} = \text{total}$
- annual salary per contract

Be sure to also include:

- A description of the budget request activity
 - This will be used at the title for your Professional Learning Worksheet
- A detailed justification for the budget request

NEW

Title II, Part A CRP Application Guides

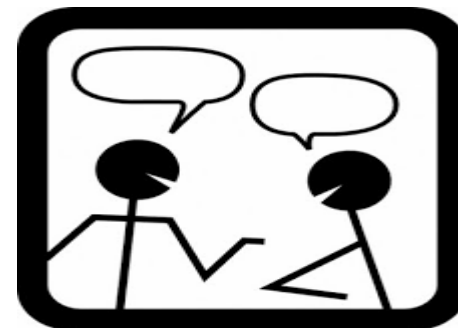
- Development of *Title II CRP At a Glance* and *Creating a Winning Budget* guidance.
- Created to provide clear guidance for completing the annual Title II, Part A CRP Application
- Goal is to increase percentage of approved initial application submission.



CRP Application Guide - Activity

- Review the document and discuss with the colleagues
- As a group, provide warm and cool feedback on the CRP Guidance document using the chart paper provided.

It's all in the Details.....



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



It's all in the Details.....



2019-2020 review feedback:

- Activities requested are allowable
- More creative use of funds for professional development activities
- Use of funds for certification, retention, and professional growth of district personnel
- Very few districts are using funds for Class-Size Reduction
- Strong collaboration
- Efforts in meeting earlier with private schools
- Increase in use of evidence-based articles as a starting point to support activities

It's all in the Details.....



In order to ensure quicker approval, RIDE suggests:

- More detailed responses and all required questions answered
- Complete Budget statements with detailed cost-basis and justifications along with descriptions that match PD Activity Worksheets
- PD Activity Worksheets for all Budget requests in Professional Learning Reserve
- Submission of private school documentation
- Job descriptions for all positions funded with Title II, Part A funds
- More specific data and data sources for needs and activities
- Detailed plans for Inexperienced, Ineffective and/or Out-of-Area
- Timely resubmissions of edits to CRP application

SEA Title II, Part A-Monitoring Process

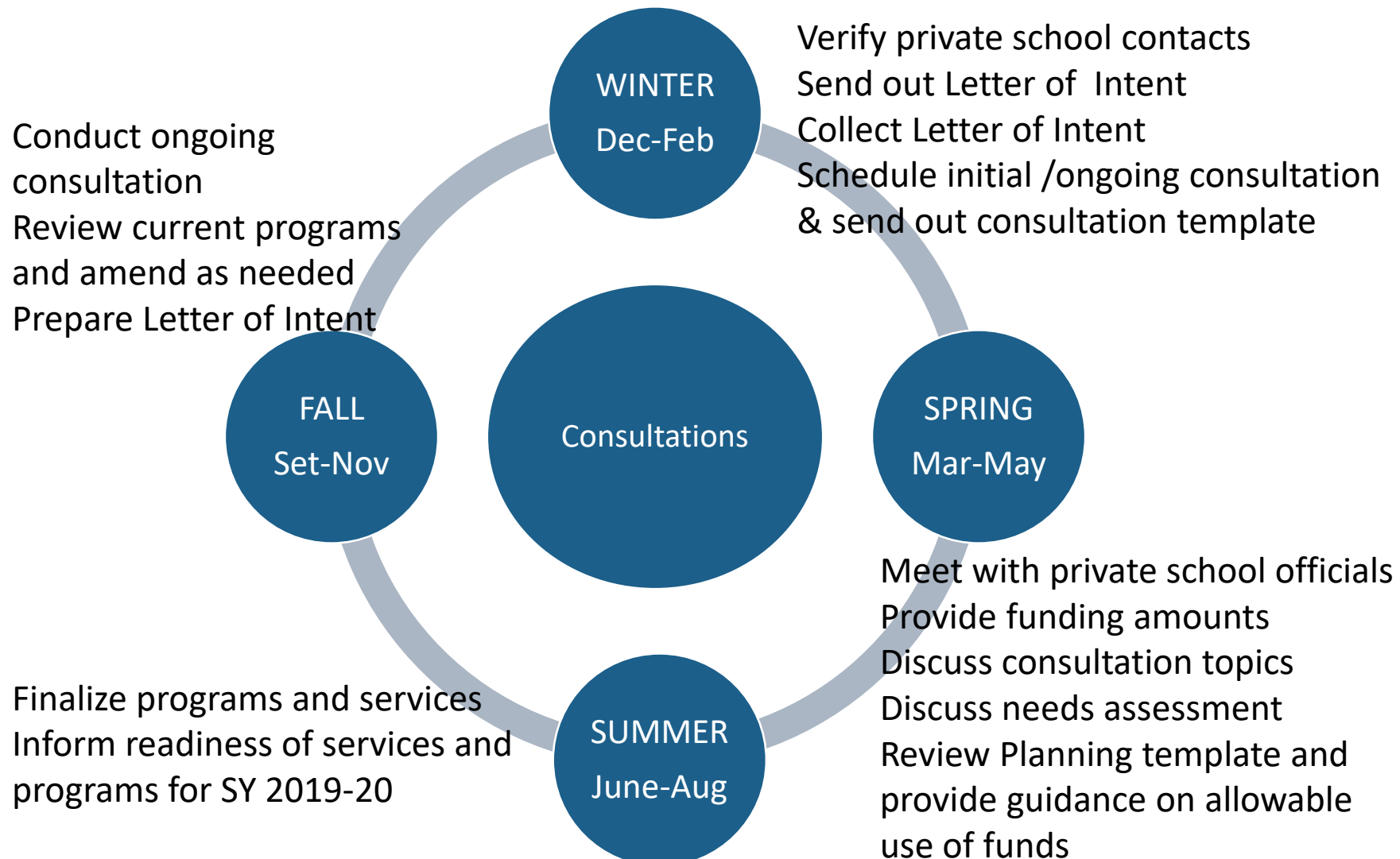
- Cyclical Review Process
- Works in conjunction with Consolidated Review Program (CRP)
- Approximately every 5 years
- Replaces site visit
- Formative Process allows LEAs to:
 - Provide evidence of meeting or working towards requirements in CRP annual application
- Districts notified in the October and the Monitoring application will be sent out in February
- RIDE will host Monitoring Overview Session yearly for districts selected for monitoring in conjunction with Monitoring application



Private Schools



Private Schools Consultation Timeline




Private School Consultation Topics



- Requires that LEAs consult with private school officials on:
 - how the children's needs will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and
 - how the results of the assessment will be used to improve those services;
 - the size and scope of the services to be provided to the private school children, teachers, and other educational personnel the amount of funds available for those services;
 - how and when decisions will be made about the delivery of services



Private School Consultation Records



Initial Outreach/ Invitation to Participate	<ul style="list-style-type: none">• Knowledge of Title II, Part A eligibility to participate• <i>Letter of Introduction and Intent to Participate templates & Identity of Needs</i>
Collaborative Planning	<ul style="list-style-type: none">• Funding amount & allowable PD activities• assessment and data sources• <i>Ongoing Consultation Worksheet, Consultation Affirmation</i>
Implementation	<ul style="list-style-type: none">• Impact of PD activities• Changes made to original PD activities• <i>Ongoing Consultation Worksheet</i>



Private School Consultation Records (cont.)



Each district must provide to the SEA written affirmation signed by private school officials of each participating private school during meaningful consultation.

The written affirmation shall provide the options for private school officials to indicate officials' belief that:

timely and meaningful consultation has not occurred AND/OR

that the program design is not equitable with respect to eligible private school children

If private school officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the SEA in lieu a signed letter.

ESSA section 8501

Ombudsman

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:

Mr. Anthony Cottone, Esq.

Legal Counsel/ Hearing Officer

Rhode Island Department of Education

255 Westminster Street

Providence, RI 02903

(401) 222-8933

ombudsman@ride.ri.gov

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

Complaints Protocol

Ombudsman

- Appointed by the state educational agency
-Anthony Cottone Esq.
- Expanding the scope of the ombudsman to include all equitable service programs: Title I-A, Title II-A, Title III-A and Title IV-A&B
- Ombudsman has a dual role to “monitor and enforce” the equitable services provisions

(B) OMBUDSMAN-To help ensure such equity for such private school children, teachers, and the other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part

Section 1117(a)(3)(B)

Complaint Protocol (cont.)

If private school officials believe the district did not meet consultation or other requirements, they may file a complaint with RIDE if:

- consultation was not meaningful or timely;
- the district did not give due consideration to the views of the private school official; or
- the district failed to make decisions that treat the private school or its students equitably.

A formal written complaint must include:

- a statement that the SEA (RIDE), the LEA, or other entity receiving federal financial assistance has violated a requirement of a federal statute or regulation that applies to a program requiring equitable participation;
- the facts on which the statement is based and the specific statutory or regulatory requirement allegedly violated; and
- the signature of the complainant.

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

Document Library -Templates

Guidance Documents located in the Document Library in CRP

- ESSA- Title II
- Notice of Intent or Participation Form
- **Consultation Form** ★
- Record of Complaints
- Tracking of Materials and Supplies
- Proportionate Share FAQ

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
- Complaints protocol
- Documentation templates

Located in Titles Document Library



Fiscal Overview



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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 schools 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.
- 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.



Maintenance of Effort (MOE) Requirements

- Covers all Title programs in the consolidated application. IDEA has its own MOE requirements.
- Fiscal Year over Fiscal Year (no less than 90% level)
 - LEA must maintain effort from state and local funds combined in support of free public education.
 - Either:
 - The combined fiscal effort per student; or
 - The aggregate expenditures
 - Failure to maintain effort is a proportional reduction of each of the Title program allocations
 - Reduction will only be made if the LEA fails to maintain effort in one or more of the five immediately preceding fiscal years.
 - Waiver of MOE requirement if spending reduction is due to exceptional or uncontrollable circumstances, such as a natural disaster, or a change in the organizational structure.



Period of Availability & Carryover

- Title II(A) funds are available for 27 months
 - FY 2020 Funds - 7/1/19 to 9/30/21
 - 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



Contact Us

RIDE Contacts

Title II Program Supports

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Title II Fiscal Supports

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