

Rhode Island Department of Education

Title II, Part A Overview Session

February 20, 2019

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



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





RIDE Focus Areas

Strong Foundation



- 3rd Grade Reading Challenge
- Fractions
- High-quality curriculum & instructional materials
- Daily attendance
- SEL

Career Pathways



- CTE
- PrepareRI Early College
- Diploma Endorsements
- Advanced Course Network

Shared Responsibility



- Ecosystem of stakeholders
- RI ESSA State Plan
- Diversity pipeline
- Teacher leadership and development

School Operations



- 21st century learning environments
- Investments in facilities
- Data transparency
- School finance



Informed by SurveyWorks

Follow us on social media @RIDeptEd



RIDE Rhode Island
Department
of Education

Attract

Prepare









Recruit
& Hire

Support
& Grow

Retain

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).	



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



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.

Examples

- 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

Definition

“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 Definition

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

- o English,
- o Reading or Language Arts,
- o Writing,
- o Science,
- o Technology,
- o Engineering,
- o Mathematics,
- o World Languages,
- o Civics and Government,
- o Economics,
- o Arts,
- o History,
- o Geography,
- o Computer Science,
- o Music,
- o Career and Technical Education,
- o Health, Physical Education,
- o Early Learning
- o Special Education and
- o *any other subject, as determined by the state or local educational agency, with the purpose of **providing all students access to an enriched curriculum and educational experience.***



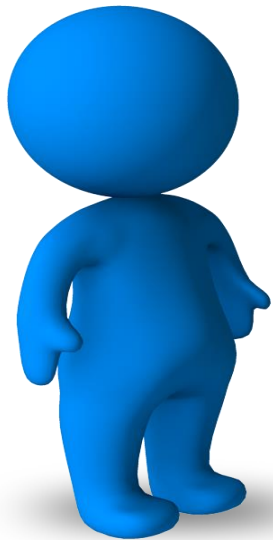
Comprehensive Needs Assessment- Where Do I Start?



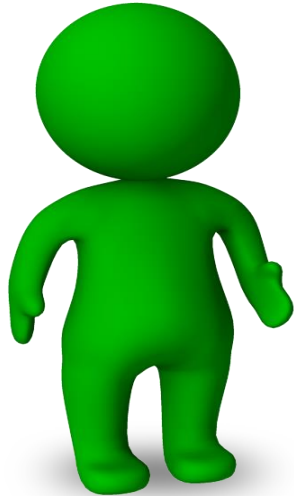
Identity of Needs

- 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

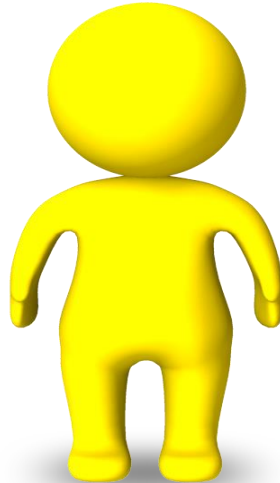
Local Needs Assessment –Stakeholders



Teachers



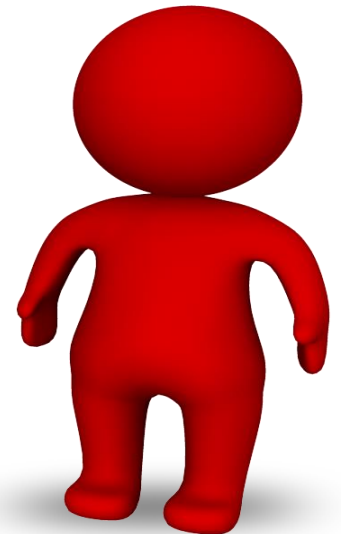
Principals



Paraprofessionals



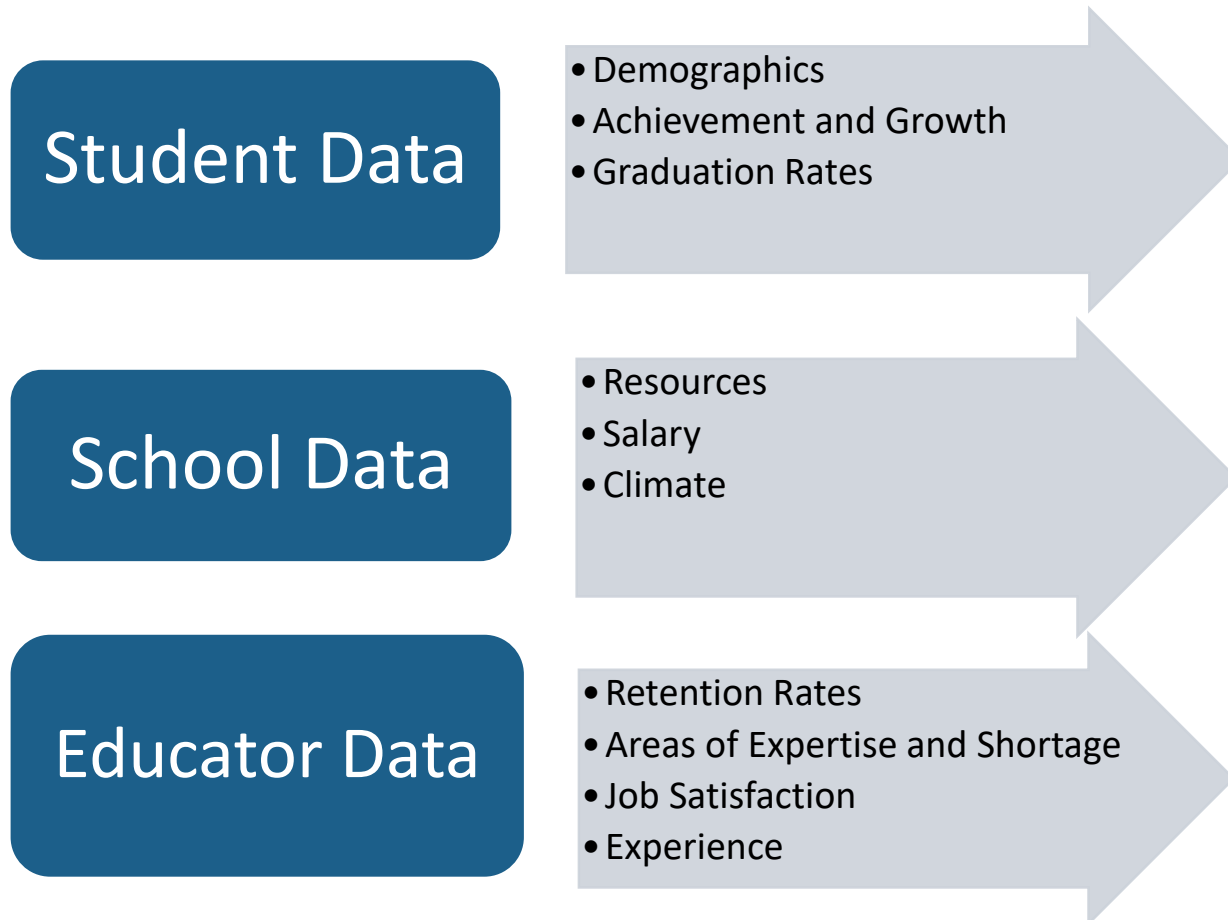
Private Schools



Parents



Identity of Needs –Data Sources



Report Card as a Resource

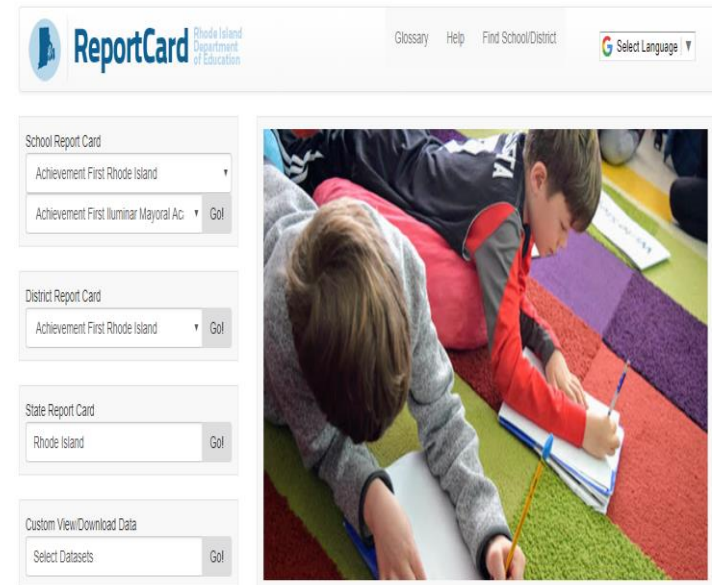
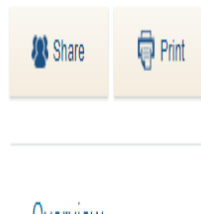
- User-friendly Report Card platform
- Support students, educators, and families in understanding how their school community is performing
- A major component of the Report Card is School Accountability
 - Collection of data used in evaluating school performance such as test scores and graduation rates, 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 (cont.)



Home > Information & Accountability > Accountability > School & District Report Cards

School and District Report Cards



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

Revisiting Evidence Based Studies and Tiers of Evidence



Goals for This Time

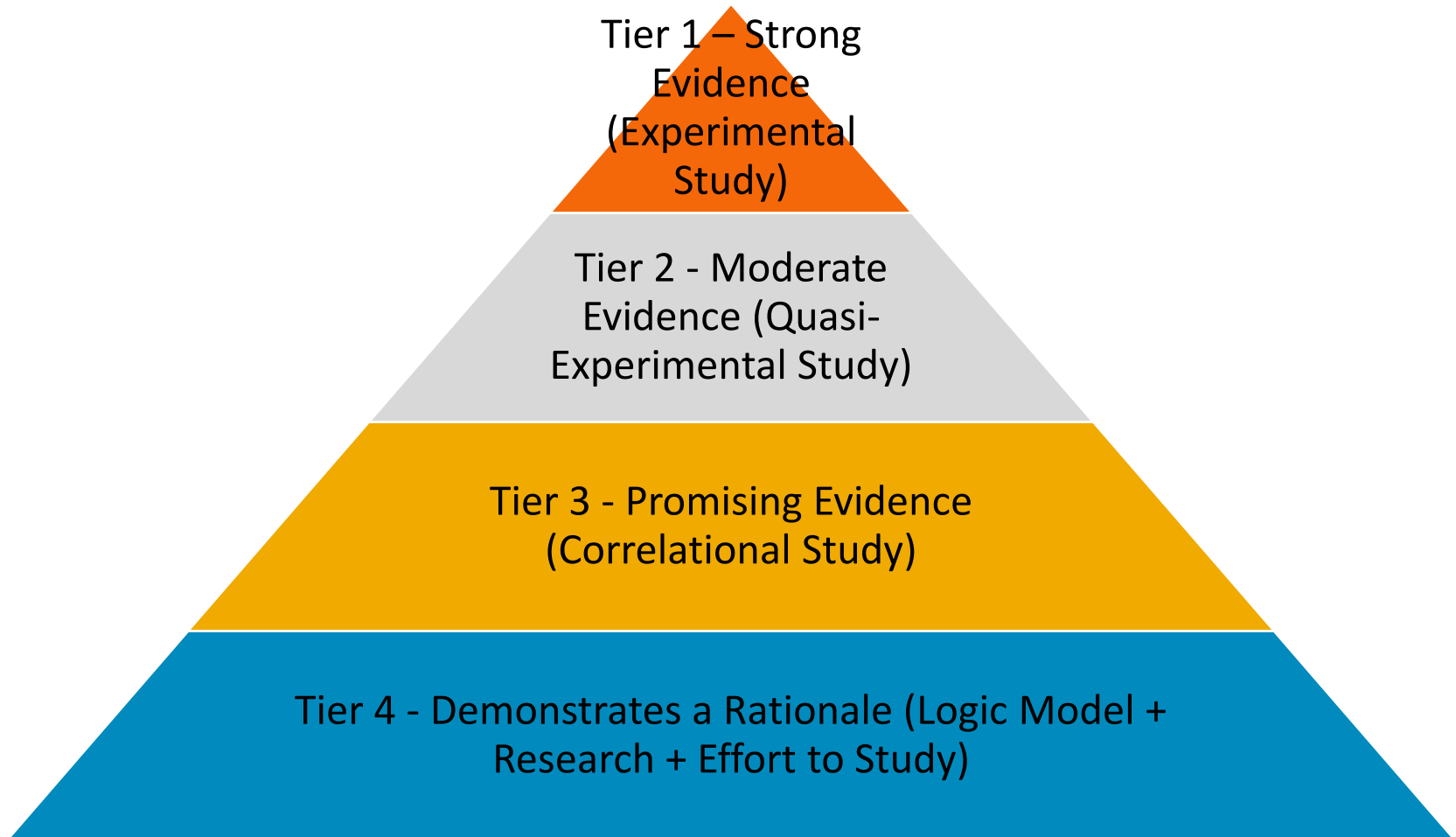
- Review of requirements for use of evidence based strategies with Title II funds under ESSA
- Review evidence tiers and associated criteria
- Practice identifying the evidence tier of a study
- Troubleshoot problems of practice that are arising around this requirement

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

- Campbell, P. F., & Malkus, N. N. (2011). The impact of elementary mathematics coaches on student achievement. *The Elementary School Journal*, 111(3), 430-454
- 5 school districts in Virginia (mix of urban and rural), 36 schools (elementary and middle)
- Schools randomly assigned to coaching (treatment) or business as usual (control) cohorts.
- Coaches completed extensive PD on math content and coaching
- Statistically significant increase in student achievement in grades 3, 4, and 5 after 2 and 3 years of coaching.

Common Questions

- What questions are you encountering as you implemented this requirement in the past year?

Evaluation of Professional Learning



RIDE Rhode Island
Department
of Education

Attract

Prepare

Recruit
& Hire

Support
& Grow

Retain

Goals for This Time

- Articulate a rationale for investing in evaluating the impact of professional learning
- Explore a framework for the evaluation of professional learning
- Think through different levels of evaluation and how they might be accomplished for common forms of professional learning.

Why Evaluate Professional Learning?

- Generally, have to understand if the PL is doing the thing we want it to.
 - 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.

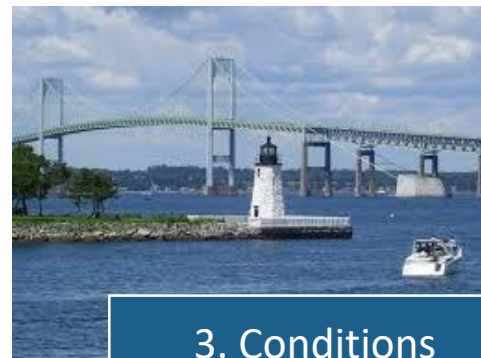
Guskey's Levels



1. Satisfaction



2. Learning



3. Conditions



4. Teacher Practice



5. Student Outcomes



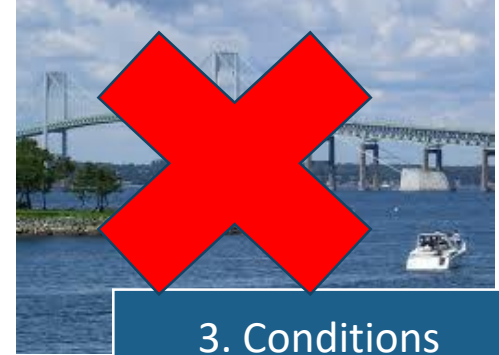
Current Practices



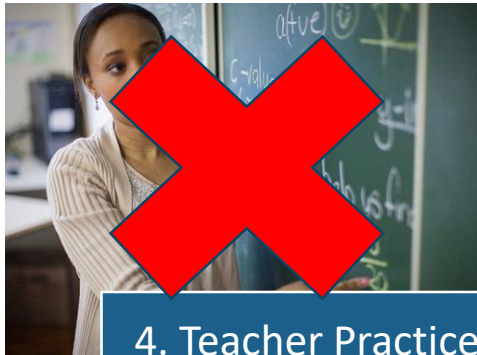
1. Satisfaction



2. Learning



3. Conditions



4. Teacher Practice



5. Student Outcomes



Example: Collaborative Lesson Prep to Support Curriculum Implementation

Level 1 – Do teachers perceive the collaborative lesson prep as useful?

Level 2 – Do teachers deeply understand key ideas and instructional moves in the lesson?

Level 3 – Do teachers have sufficient time to execute the lesson as prepared?

Level 4 – Do teachers use knowledge gained from lesson prep to execute lesson?

Level 5 – Do we see an increase in student achievement?



Practice

New Induction Coaching Program

Level 1 -
Satisfaction

Level 2 -
Learning

Level 3 –
Conditions

Level 4 –
Teacher
Practice

Level 5 –
Student
Outcomes



Practice

- Consider a professional learning initiative that is either currently underway or you are planning for the upcoming year.
- Complete the table of Guskey levels. For each level, name the data you would collect and think about how you might practically achieve that collection.
- Be prepared to share highlights with your table and the room!

Title II, Part A- Consolidated Resource Plan



RIDE Rhode Island
Department
of Education

Attract

Prepare

Recruit
& Hire

Support
& Grow

Retain

Consolidated Resource Program (CRP)

- Annual application completed by districts
- Budget requests that are allowable, reasonable, necessary and based on the annual Identity of Needs assessment
- Documentation of meeting Title II federal requirements
- Tool that the SEA reviews annually to approve requests as part of Federal requirements
- 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

Application Details, Part I LEA Plan

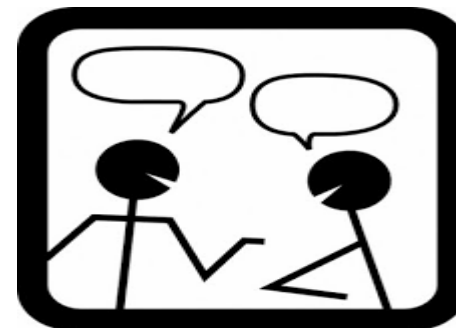
- Located in the CRP application-Professional Learning -Part I
- Series of responses from LEA to ensure compliance of ESSA
- Description of priority areas based on LEA's Comprehensive Needs Assessment
- Description of LEA's system of professional growth and improvement
- Description of plan established by the LEA that addresses ineffective, inexperience or out of area teachers

Application Details, Part II Professional Learning

- Located in the CRP application-Professional Learning -Part II
- Series of responses from LEA to ensure compliance of ESSA
- Provide a description of activities based on LEA's Comprehensive Needs Assessment
- Provide description of *how* the activity will be:
 - o Meeting district needs
 - o Implemented (timeline and target dates) and
 - o Measurable and positive impact/outcomes on student achievement through EVIDENCE BASED studies with **tiered effectiveness measures**



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
- Included an additional training session- March 20th 9-11 am at RIDE

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

2018-2019 review feedback:

- Activities requesting are allowable
- Use of funds for equitable services and Talent Manager Retain)
- Very few districts are using funds for CSR
- Strong collaboration
- Efforts in meeting earlier with private schools



Over 50% of applications were returned this year for the following reasons:

- More details in responses required
- All questions must be answered
- PD request in Budget without completed PD Activity worksheet
- Submission of private school documentation
- Professional Development content , pedagogical knowledge and or skills



CRP Question and Responses

LEA Plan: Part I

Describe the plan established by the district to gather and review data that will identify any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of area teachers, and how those disparities will be addressed.

All of our teachers are highly qualified and teach in assignments where they are certified. There is no data that indicates disparities.

Our district plan is to review data (Report Card, Student Data, Teacher feedback) to identify a pattern or discrepancy. We would respond with a plan that would include making efforts to ensure that low income students and minority students are in placements with experienced and highly rated teachers with a proven success with students.

If teachers are ineffective, we use the evaluation process to support the teacher and monitor progress. Teachers get mentors and Professional Improvement Plans that are monitored. Teachers with multiple years of ineffective ratings will be reviewed by the district evaluation committee. In addition, the only teachers we have out of area are teachers with approved emergency certification from RIDE, which requires the necessary steps to get the appropriate certification. Lastly, new teachers are assigned a mentor or coach who provides supports all year. If the steps are not followed or certification is not achieved, the teacher is taken out of the position.

CRP Question and Responses

Professional Learning: Part II

What specific sources of data (student data, school data or educator data) were used to determine the activity/series is a need? For each source provided, describe the specific data points that support your determination.

Data sources used:
PARCC (2016 and 2017)
Office Referrals
Teacher Survey

An analysis of PARCC data (2017) indicated 43% of 5th graders were proficient, 36% of 6th graders, 40% of 7th graders, and 38% of 8th graders. In trying to better understand this data, we analyzed the relationship between referrals and PARCC performance. We found that students who had 5 or more referrals scored, on average, significantly lower than the schools as a whole (15% of students with 5 or more referrals were proficient, vs. 39% for the school as a whole).

School data reveals that our office referrals saw an increase in the 2017-2018 school year by 15%. The Leadership team felt that if behavior triggers were identified earlier in the classroom and behavior plans followed with fidelity, and we developed a series of on-going support for staff including de-escalation and restraint training, then we should see a reduction of referrals in the coming school year.

In the spring of 2018, the staff was surveyed on professional learning needs. The results related to the activity/series is as follows:

88% of staff strongly agreed that they needed additional training and knowledge in Response to Intervention both in academics and behavior, 46% of staff agreed, while 22% strongly agreed that they feel helpless when behaviors occur in the classroom that are outside their ability to address with conventional methods.



CRP Question and Responses

Professional Learning: Part II

Describe the activity/series, and explain how this activity is aligned with content standards(eg common core) and district or school priorities.

We would like to continue the curriculum work as professional learning community teams to continue to implement our new curriculum. Teachers will work with their grade level/content level teams to analyze math, ELA, and science common assessments. Teams will then work to collaboratively understand the extent to which the assessments meet the demands of the CCSS and how the curriculum will prepare students for success on those assessments, making adjustments as needed.

In year two, we will work to provide the learning strategies necessary for those students that require universal, supplemental supports for the curriculum. This will include data review to make sure the curriculum is meeting the needs of all students, as well as bringing in district experts to help the teams think about how to adjust the curriculum without compromising its integrity. Finally, we will consider how we might integrate technology in the curriculum.

This work is aligned with the district goal that: XXXX students will achieve their targeted growth expectations in the areas of math, science, and literacy using multiple measures.

CRP Question and Responses

Professional Learning: Part II

Describe how the local educational agency (LEA) will use data to evaluate the effectiveness of the activity/series in order to update and improve the activity/series.

We plan on analyzing both formative and summative assessment data to see the impact of this initiative on student achievement.

In order to evaluate the effectiveness of the activity, trained leaders will be observed when leading Data Wise collaboration sessions to determine if they have gained the necessary skills to guide this important work. Further, review of common planning minutes will reveal if teachers are able to successfully engage in the process after it is modeled by trained leaders and after they are provided with requisite technical assistance. Improved ability to collaborate and utilize student data to guide teaching and learning should correlate with improved student outcomes. Therefore, annual PSAT/SAT, ACCESS, and AP scores will also be reviewed to determine the level of impact of this professional learning activity.



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
- Schedule: Districts will be notified in the October and the Monitoring application will be sent out in February

SEA Title II, Part A-Monitoring Process (cont.)

Questions:

- Paraprofessional Verification
- Monitoring of Inventory

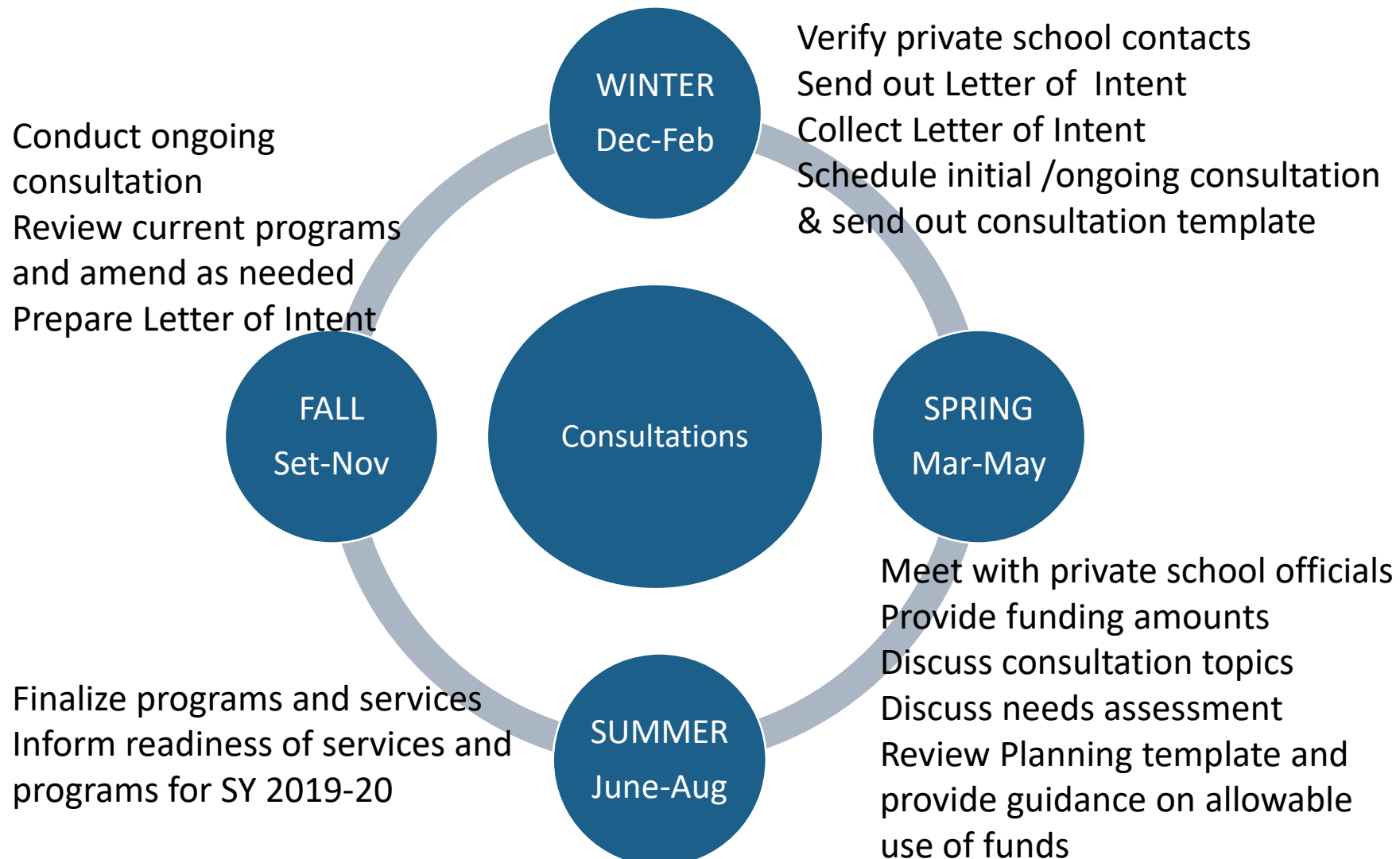
Templates:

- Non Certified Educator Status Form(PAS)
- Paraprofessional State Requirements
- Paraprofessional Requirement Template

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:

Cecelia Pelkey, Chief Legal
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)

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)

Complaints Protocol

Ombudsman

- Appointed by the state educational agency
 - Cecelia Pelkey Chief Legal Council
- 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)

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



RIDE Rhode Island
Department
of Education

Attract

Prepare

Recruit
& Hire

Support
& Grow

Retain

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:

- Title I, Part A – Disadvantaged Youth*
- Title I, Part D – Neglected and Delinquent*
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition*
- 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

mary.keenan@ride.ri.gov 401-222-8497

daniel.ochs@ride.ri.gov 401-222-8806

Title II Fiscal Supports

david.luther@ride.ri.gov 401-222-4652