Rhode Island’s ESSA State Plan Committee of Practitioners

February 22, 2017
4 pm – 6 pm
NEIT, Room S216
Welcome

Today’s Objectives:
As a result of this meeting, ESSA CoP members will:
• Give feedback on the accountability index recommendations
• Understand RIDE’s current recommendations for supporting educators and supporting students
• Be prepared with feedback questions to consider with constituents and for discussion in March

Today’s Agenda:
• Welcome, introductions, and business
• Feedback: Accountability index recommendations
• Review recommendations for supporting educators
• Review recommendations for supporting students and schools
• Closing and next steps

Remember to add questions to the Question Lot board throughout the session!
Updates

• Draft input memos on school improvement, educator quality, and funding – please review

• Requests for group engagement meetings to Felicia.Brown@ride.ri.gov and David.Allard@ride.ri.gov

• Make-up work for missed meetings

• Coming in February: recommendations posted, public survey opens, invitations to stakeholder input sessions sent out
Accountability Index

Review and Input Questions
## Well Rouned Education
### Accountability & Responsibility System

<table>
<thead>
<tr>
<th>Category</th>
<th>A high quality education provides ...</th>
<th>Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Expectations for Student Achievement</td>
<td>Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready.</td>
<td>CIS Report Cards</td>
</tr>
<tr>
<td>Student Centered Learning Experiences</td>
<td>Expanded opportunities for every student to shape their own learning both broadly and deeply.</td>
<td>CIS Report Cards</td>
</tr>
<tr>
<td>Safe and Supportive Learning Environment</td>
<td>Healthy and safe environments where students are supported in achieving their goals.</td>
<td>CIS Report Cards</td>
</tr>
<tr>
<td>High Quality Educators</td>
<td>Diverse educators who are well prepare and qualified to meet student needs.</td>
<td>Report Cards</td>
</tr>
<tr>
<td>Strategic and Flexible Use of Resources</td>
<td>Sufficient, equitable and thoughtful use of fiscal resources.</td>
<td>Report Card</td>
</tr>
</tbody>
</table>
## Draft Accountability Index Measures

<table>
<thead>
<tr>
<th>Category</th>
<th>Draft Accountability Index Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Student Academic Proficiency</strong>: What percentage of students are meeting and approaching expectations? 3-8 and HS</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Student Growth</strong>: What percentage of students is demonstrating low growth as compared to similar performing peers? 4-8</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Exceeding Expectations</strong>: What percent of students are exceeding expectations on state assessments? 3-8, HS</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>English Language Proficiency Progress</strong>: What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency? 1-12</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Graduation Rates</strong>: Reported separately but combined to one composite metric. Composite weights (4year x%, 5 year x%, 6 year x%). What percentage of students graduated in 4 years, 5 years, and 6 years? HS</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Graduate Proficiency (2018-2021)</strong>: What percent of graduating students demonstrated proficiency on designated assessments? HS</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>Commissioner’s Seal (2022)</strong>: What percent of graduating students achieved the Commissioners Seal?</td>
</tr>
<tr>
<td><strong>Student Centered Learning Experiences</strong></td>
<td><strong>Post-Secondary Readiness</strong>: (2018-2021): Percent of students with industry recognized credential, achieving 3 or higher on AP exam(s), and successful completion of 3 or more dual/current courses Pathways to Success (2022): Percent of graduating students receiving pathway endorsement</td>
</tr>
<tr>
<td><strong>Safe and Supportive Learning Environment</strong></td>
<td><strong>Chronic Absenteeism</strong>: What percentage of teachers and students are chronically absent? K-12</td>
</tr>
<tr>
<td><strong>Safe and Supportive Learning Environment</strong></td>
<td><strong>Suspension</strong>: What percentage of students are suspended from school at least one day during the year? K-12</td>
</tr>
</tbody>
</table>
Input Questions

• What are strengths of these metrics?

• What concerns do you have about these metrics?

• If appropriate, should we align approaches for growth with progress measure for English Learners?

• Should we consider growth in high schools, if high school assessments allow?

• Should RIDE consider the percent of students achieving high growth in the metric as well?

• What other criteria should RIDE consider as it develops the metric for English Proficiency?

• What weights do you recommended for 4, 5, & 6 year rates within the composite graduation rate score?

• When calculating the percentage for the commissioner’s seal and pathway endorsement metric, who should be included in the denominator? Students in 4 year cohort? Students receiving diploma in given year?

• Do you have recommendations for the number of dual/concurrent enrollment courses, number of AP courses/minimum scores, etc. to count in the student-centered learning metric?

• Should the Seal of Bi-Literacy be included in the student-centered learning experiences metric?

• Do you have feedback on the definitions of chronic absenteeism for students or teachers?

• Which types of suspension should be included in the metric (in/out of school?)

• Are their possible unintended consequences of incorporating suspension rates into accountability?

• Are there additional metrics RIDE should consider?
Vision for a High-Quality Talent Management System

Updates and Data
## Where We’ve Been/Where We’re Going

<table>
<thead>
<tr>
<th>Date</th>
<th>Oct 31</th>
<th>Nov 30</th>
<th>Dec 4</th>
<th>Jan 11</th>
<th>Jan 12</th>
<th>Jan 18</th>
<th>Jan 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Ed Ex</td>
<td>ESSA CoP</td>
<td>#ed-chatri</td>
<td>RIDE Brown Bag</td>
<td>District Ntwrk Mtng</td>
<td>RIASP</td>
<td>HR Mtng</td>
</tr>
<tr>
<td># People</td>
<td>8</td>
<td>25</td>
<td>15</td>
<td>15</td>
<td>36</td>
<td>39</td>
<td>33</td>
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</table>
Continued...

<table>
<thead>
<tr>
<th>Date</th>
<th>Jan 26</th>
<th>Feb 3</th>
<th>Feb 7</th>
<th>Feb 13</th>
<th>Online Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>RI ASCD Chapter</td>
<td>PRN</td>
<td>RITAC</td>
<td>TFA</td>
<td>Window: 1/20 - 2/3</td>
</tr>
<tr>
<td># People</td>
<td>2</td>
<td>19</td>
<td>19</td>
<td>11</td>
<td>96</td>
</tr>
</tbody>
</table>

Total Participants: 300+
Top Trends in Practice – ATTRACT

1. ATTRACT

- Offer competitive pay and benefits
- Have a diverse talent pool to reflect the community it serves
- Showcase the essential role of the teacher in society/ Elevate the status of the profession
- Make clear how to enter the profession and offer multiple pathways for entry
Top Trends in Practice – **PREPARE**

2. **PREPARE**

- Ensure that educator candidates have practice-based experiences
- Establish/Use a residency model for educator training
- Provide continuous feedback through mentoring and coaching
- Require educator prep programs to include cultural competency
Top Trends in Practice – RECRUIT/HIRE

3. RECRUIT/HIRE

- Have candidates both interview and teach a lesson before getting hired
- Have a robust hiring team that includes educators, specialists, admins, parents, & students
- Make efforts to create diverse applicant pools
- Have less restrictive union contracts and hiring timelines
Top Trends in Practice – **DEVELOP/SUPPORT/GROW**

4. **DEVELOP, SUPPORT, GROW**

- Embed on-going coaching/ personalized PD
- Offer/Provide induction coaching for all new educators
- Empower innovation and provide resources and materials/supplies
- Provide continuous, ongoing actionable feedback to develop a culture of risk-taking
Top Trends in Practice – RETAIN

5. RETAIN

- Ensure there is a strong leader in every building
- Provide “rewards” (e.g., salary/compensation, job security, strong pension, benefits, etc.)
- Offer mentoring/coaching/professional learning that supports educators at every stage
- Create career pathways for educators that go beyond becoming a principal
# Top Trends in Strategies – ATTRACT

| Change the conversation to highlight, respect, and show how teaching is prestigious |
| Engage in a public campaign to promote excellence in education and the value of education in lifelong learning |
| Redefine public education and its role in the community – show its impact on society and kids |
| Engage in a public campaign that focuses on the most needed areas of education (special education, EL learners, STEM) |
| Make necessary adjustments to teachers’ compensation and benefits packages |
| Create a public advertising/video campaign about individual teachers talking about their roles and duties -- what they really do! |
### Top Trends in Strategies – PREPARE

<table>
<thead>
<tr>
<th>Create residencies, opportunities for exposure, mentoring, and practicing teaching</th>
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</thead>
<tbody>
<tr>
<td>Define a RI vision for what &quot;residency&quot; work/program looks like -- appropriate level of practice prior to teach</td>
</tr>
<tr>
<td>Build agreements and infrastructure among districts and providers to create systems allowing residency programs to flourish</td>
</tr>
<tr>
<td>Develop and implement continuous improvement monitoring strategy</td>
</tr>
<tr>
<td>Define a solid process for selecting student teacher placements</td>
</tr>
<tr>
<td>Provide mentor training for cooperating teachers</td>
</tr>
<tr>
<td><strong>Top Trends in Strategies – RECRUIT/HIRE</strong></td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Innovate and improve the hiring process</strong></td>
</tr>
<tr>
<td>Include students and parents on the interview team</td>
</tr>
<tr>
<td>Require candidate to teach a demo lesson with a lesson plan</td>
</tr>
<tr>
<td>Utilize a rubric of high-quality expectations for the entire interview process including the demo lesson</td>
</tr>
<tr>
<td>LEA communicates its values and needs to the candidate (i.e., have complete transparency)</td>
</tr>
<tr>
<td>Have collaboration across LEAs: share, discuss, and develop strategies for best practices around screening and reviewing applicants.</td>
</tr>
</tbody>
</table>
Top Trends in Strategies – DEVELOP/SUPPORT/GROW

**Have a new teacher induction program and maintain ongoing coaching and support**

- Legisllate mandatory induction programs and fund them
- Create long-term communities of practice with differentiated PD in order to build lifelong learning
- Ensure professional support and culture: support emotional and social learning; grow through master teachers to give back
- Include support professionals and administrators in this induction program
- Train and provide PD for coaches and mentors; develop a walkthrough tool that focuses on instructional core
- Allow teachers to have ownership and voice in their own PD
Top Trends in Strategies – *RETAIN*

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow micro-credentialing – have strong models, be flexible, and develop networks from which to learn</td>
</tr>
<tr>
<td>Offer leadership development at all levels</td>
</tr>
<tr>
<td>Develop the capacity for educators to engage in cycles of inquiry focused on improvement</td>
</tr>
<tr>
<td>Create frameworks for effective Professional Learning Communities (PLCs); offer training in protocols for PLCs; create a shared vision and purpose for PLC culture</td>
</tr>
<tr>
<td>Use open classrooms as a means to grow</td>
</tr>
<tr>
<td>Have communities of practice focused on identifying best practices for fast improvement cycles</td>
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</table>

*Create and instill a passion for ongoing professional growth*
Questions to Consider:

1. Are there other factors that we should consider as we finalize our vision for a high-quality talent management system?

2. Are there other practices and/or strategies that you believe RIDE should prioritize?

3. Are there certain practices and/or strategies that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?
Supporting Excellent Educators in Rhode Island under ESSA

Lisa Foehr, Director of Educator Excellence and Certification Services
Lauren Matlach, Education Specialist
299.18(c)(1) – “Each SEA must describe... whether low-income and minority students enrolled in schools that receive funds under title I, part A of the Act are taught at different rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under title I, Part A.”
Supporting Excellent Educators: Educator Equity

States must publically compare rates at which students are taught by inexperienced, ineffective, and out-of-field teachers.

States must identify likely causes of most significant differences and identify strategies to address differences.

The work builds upon the 2015 Equitable Access Plan.
Key Definitions

- Inexperienced Teacher (required)
- Out-of-Field Teacher (required)
- Ineffective Teacher (required)
- Chronically Absent Teacher
- Low Income Student (required)
- Minority Student (required)
Inexperienced Teacher (required)

A teacher who has fewer than three years of prior experience working in Rhode Island public schools

Why?

• A teacher typically improves his or her practice within the first 3-5 years of teaching.
• RIDE does not have data from non-public schools or other states.
Out-of-Field Teacher (required)

A teacher who does not hold a full certificate in his or her work assignment

Why?

• RI certification processes value both content and content pedagogy.
Ineffective Teacher (required)

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

Why?

• Final Effectiveness Ratings are based on teacher performance working in K-12 settings.
• Ineffective is the lowest of four possible Final Effectiveness Ratings.
• Teachers are evaluated, at a minimum, once every three years.
Definitions

Key Questions:

1. For each definition, do your constituents...
   - Agree with the definition?
   - Have questions about the definition?
   - Have serious concerns about the definition?
Chronically Absent Teacher

A teacher who is absent more than 10 percent of the school year

Why?

• Research shows that educator absenteeism can negatively impact students.
• Educator absenteeism may indicate other potential issues, such as low morale, educator attitudes, or poor working conditions.
• Reporting this data could help dispel misconceptions and would enable districts to make data-based decisions related to teacher attendance.
## Original Root Causes

<table>
<thead>
<tr>
<th>Category</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Preparation and Certification</td>
<td>- Lack of preparation to work in high poverty and high minority schools</td>
</tr>
<tr>
<td></td>
<td>- Confusing certificate requirements</td>
</tr>
<tr>
<td></td>
<td>- Lack of a diverse cohort of educators</td>
</tr>
<tr>
<td>Teacher and Leader Supports</td>
<td>- Insufficient professional learning, induction, and coaching</td>
</tr>
<tr>
<td>Recruitment, Hiring, Assignment, and Compensation</td>
<td>- Ineffective recruitment, hiring, and staff management practices</td>
</tr>
<tr>
<td></td>
<td>- Unfavorable perceptions of high poverty and high minority schools</td>
</tr>
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<td></td>
<td>- Limited career paths and opportunities</td>
</tr>
<tr>
<td></td>
<td>- Lack of competitive compensation</td>
</tr>
<tr>
<td>Teaching and Learning Conditions</td>
<td>- Poor teaching and learning conditions and insufficient resources</td>
</tr>
</tbody>
</table>
Root Causes and Strategies

Key Questions:

1. Do these root causes still ring true?
2. Are there certain practices and/or strategies within the talent management framework that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?
3. Are there other strategies that we should consider as we finalize our vision for educator equity?
Next Steps for Equitable Access

Feb-Mar
Develop Talent Management portion of the consolidated state plan

March
Finalize definitions and calculate gaps
Work with COP to prioritize strategies to ensure equitable access

Apr-June:
Develop timelines and interim targets
Supporting All Students
Well-Rounded and Supportive Education for Students

David Sienko, Director of the Office of Student, Community and Academic Supports
State Strategies
State Strategies to Support All Students

ESSA Requires:
State strategies and uses of funds must be designed to support LEAs to:

• Ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

• Support a continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.

• Provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.
## Example State Strategies

### College and Career Readiness

- **RI Diploma System**
  - Proficiency-based diploma
  - Pathway Endorsements
  - Commissioner’s Seal
  - Seal of Biliteracy

- **Advanced Coursework Access**
  - Dual- / Concurrent-enrollment
  - Advanced Coursework Network
  - Computer Science for RI

- **Career & Technical Education**
  - Program standards
  - Expansion

### RI Early Childhood Education System

- **High Expectations for Students**
  - Early Learning Standards

- **Governance Structure**
  - Early Learning Council

- **Quality Program Implementation**
  - Bright Stars
  - Comprehensive Early Childhood Education Program Standards for Approval of Preschool and Kindergarten Programs
  - Pre-school Expansion
  - RI ELDs training for educators
Additional State Strategies from Strategic Plan

- School Leadership Support
- Social and Emotional Learning and Wellness
- Dual-language Instruction
- School Facilities Audits and Improvements
- Empowerment Schools Initiatives
- Graduation Proficiencies and Aligned Curricular Materials
State Priorities Input Questions

• What state level priorities & initiatives are important to you and your constituents and should be included in our State Plan?
• What additional state level priorities & initiatives do you and your constituents feel we should include going forward?
Subgroups
Supporting All Students: Subgroups

Strategies must be considered to address academic and non-academic needs of the following specific subgroups of students:

- Low-income students
- Lowest-achieving students
- English learners
- Immigrant children and youth
- Children with disabilities
- Children and youth in foster care
- Migratory children, including preschool migratory children and migratory children who have dropped out of school*
- Homeless children and youths
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA^*
- American Indian and Alaska Native students*

* Denotes subgroups that are not significantly represented in RI and for which RI does not receive federal funds
^ These funds pass directly to the LEAs. They have no state program requirement
Supporting All Students: Subgroups

• All of the subgroups will be represented in the State's Plan under the Long Term Goals, the accountability system (as appropriate), and in the equitable access section as disaggregated groups for tracking and reporting purposes.

• The following summaries are additional Program Specific Requirements that are to be identified in the State Plan.
<table>
<thead>
<tr>
<th>ESSA Provisions</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide LEAs with the allowable Title I funds to support evidence based programs and interventions that provide the size, scope, and quality to meet the needs of the lowest-achieving students.</td>
<td>To continue to manage the distribution of Title I funds and program approval process consistent with ESSA, the State Plan and LEA plans.</td>
</tr>
<tr>
<td>Optional: waive the 40 percent school wide poverty threshold and ensure that school wide programs best serve the needs of the lowest-achieving students in the school.</td>
<td>RIDE will develop a process to allow LEAs to apply for this waiver.</td>
</tr>
<tr>
<td>LEAs must rank and serve all schools above 75% poverty regardless of grade span, before serving remaining schools. Optional: ESSA allows LEAs to lower this threshold to 50% poverty for high schools.</td>
<td>Accept this allowability for LEAs and build it into the annual Consolidated Resource Plan application process.</td>
</tr>
</tbody>
</table>
## Supporting English Learners and Immigrant Students

<table>
<thead>
<tr>
<th>ESSA Provisions</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized entrance and exit procedures for English Learner programs</td>
<td>Continue the established state wide entry and exit criteria for ELs based on the WIDA ACCESS test and other state criteria</td>
</tr>
<tr>
<td>Annual assessment of English Proficiency</td>
<td>Continue to use the ACCESS test to annually assess English proficiency</td>
</tr>
<tr>
<td>Adoption and alignment with high expectations in English Proficiency standards</td>
<td>Continue with the relationship with the WIDA Consortium and use of the WIDA English Language Development Standards</td>
</tr>
<tr>
<td>Survey to understand most frequent home languages in the state</td>
<td>Continue the use of the home language survey and to collect this information through the EL census</td>
</tr>
<tr>
<td>Optional: offer state assessment in languages other than English</td>
<td>Continue to offer the PARCC Math assessment in Spanish</td>
</tr>
<tr>
<td>Optional: allow newcomers to be exempt from the state academic assessments in English in the first 12 months</td>
<td>Continue to allow this exemption</td>
</tr>
</tbody>
</table>
## Supporting Students with Disabilities

<table>
<thead>
<tr>
<th>ESSA Provisions</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaggregation of assessment results by student subgroups, including children with disabilities as defined under IDEA</td>
<td>Provide disaggregated data for students with disabilities in all state level goals and accountability systems and embed the most relevant State Performance Plan performance indicators into the ESSA LEA Report Card system.</td>
</tr>
<tr>
<td>All assessments must be developed, to the extent practicable, using principles of “universal design for learning” and provide students with appropriate assessment accommodations.</td>
<td>Continue to provide the accommodation designs in the PARCC assessment through universal and targeted accommodations and appropriate accommodation feature matching.</td>
</tr>
<tr>
<td>Provide alternate academic achievement standards for students with the most significant cognitive disabilities with an alternate assessment for students with the most significant cognitive disabilities, for up to 1 percent of statewide student participation.</td>
<td>Continue to provide the accommodation designs in the PARCC assessment through universal and targeted accommodations and appropriate accommodation feature matching.</td>
</tr>
<tr>
<td>Adjusted cohort graduation rate includes students awarded a state defined alternate diploma based on alternate standards.</td>
<td>This allowance does not apply under the current RI Diploma System.</td>
</tr>
</tbody>
</table>
# Supporting Students in Foster Care

<table>
<thead>
<tr>
<th>ESSA Provisions</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in foster care need to remain in their school of origin when it is determined to be in the best interest of the student to do so.</td>
<td>To develop an interagency Memorandum of Understanding (MOU) between RIDE and DCYF to solidify existing protocols for supporting students in foster care and establish working agreements for new areas identified in ESSA.</td>
</tr>
<tr>
<td>Students need to be immediately enrolled if they transfer to a new school and student records need to be promptly transferred.</td>
<td>Continue with current state law regarding the immediate enrollment and transfer of records of students in the care of DCYF.</td>
</tr>
<tr>
<td>LEAs need to identify a point of contact for children in foster care and develop a procedure to promptly provide transportation that allows students to remain in the school of origin.</td>
<td>Address these requirements through the interagency MOU.</td>
</tr>
<tr>
<td>The SEA needs to identify a point of contact (can not be homeless coordinator) to ensure collaboration with DCYF and work with DCYF on the sharing of critical performance data on students in foster care.</td>
<td>Address these requirements through the interagency MOU.</td>
</tr>
</tbody>
</table>
## Supporting Students Experiencing Homelessness

<table>
<thead>
<tr>
<th>ESSA Provisions/McKinney-Vento Act</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify homeless children and youth in the State and assess their needs</td>
<td>Continue with the current state procedures for the identification of homeless children</td>
</tr>
<tr>
<td>Heighten awareness of school personnel of the specific needs of homeless children, including runaway youth</td>
<td>Continue outreach efforts with the LEA Homeless Liaisons to heighten awareness of all school personnel</td>
</tr>
<tr>
<td>Ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.</td>
<td>Continue the current procedure for resolving disputes</td>
</tr>
<tr>
<td>Inclusion of public pre-school programs in the definition of the school of origin</td>
<td>Adopt this new requirement</td>
</tr>
<tr>
<td>Identification of state and district level liaison</td>
<td>Continue with current protocol</td>
</tr>
<tr>
<td>Equal access to credit for coursework completed toward graduation requirements, even if there is a change of school</td>
<td>Individual Learning Plan can be used to ensure that all students, including homeless students, are able to discuss and work toward academic goals</td>
</tr>
</tbody>
</table>
# Supporting Students involved in the Juvenile Justice System

<table>
<thead>
<tr>
<th>ESSA Provisions</th>
<th>Rhode Island’s Current Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement of families in educational decision making</td>
<td>Continue with the current practices for family engagement for youth in Juvenile Justice system addressed in Title I and other federal programs</td>
</tr>
<tr>
<td>Transition services into and out of correctional facilities, through a partnership of facility and state</td>
<td>Continue with current practices and address specific needs of youth in Juvenile Justice in RI through the MOU with DCYF described in the Foster Youth section</td>
</tr>
<tr>
<td>Equal access to credit for coursework completed toward graduation requirements, and support to earn diploma</td>
<td>Individual Learning Plan can be used to ensure that all students, including homeless students, are able to discuss and work toward academic goals</td>
</tr>
<tr>
<td>Optional: Partnerships with post-secondary education or job training programs</td>
<td>Continue the option to access courses from the CCRI in the RI Training School</td>
</tr>
</tbody>
</table>
State Priorities Input Questions

• What current work to support student subgroups should be emphasized or expanded through the ESSA state plan?
• What other things should we include or emphasize to support each student subgroup?
Well-rounded Education
Title IV, Part A
Student Support & Academic Enrichment Grants

• Purpose
  – Provide all students with access to a well-rounded education
  – Improve school conditions for student learning
  – Improve the use of technology in order to improve academic achievement and digital literacy

• The SEA must address how the Title IV funds will support the State-level strategies previously discussed.
Title IV, Part A
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• LEAs that receive $30,000 or more must use:
  – At least 20% of their allocation on activities to support well-rounded educational opportunities such as (but not limited to):
    – College and career guidance and counseling programs
    – Music and arts programs
    – STEM subjects
    – Accelerated learning
    – History
    – Foreign language
    – Environmental education
    – Promoting volunteerism, and other activities to support a well-rounded education.
LEAs that receive $30,000 or more must use:

– At least 20% of their allocation on activities to support safe and healthy students such as (but not limited to):
  – drug and violence prevention
  – school-based mental health services
  – supporting a healthy, active lifestyle
  – preventing bullying and harassment
  – mentoring and school counseling
  – school dropout and reentry programs, and
  – school-wide positive behavioral interventions and supports.
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• LEAs that receive $30,000 or more must use:
  – Some of their allocation on activities to support the effective use of technology such as:
    – providing school personnel with professional learning tools
    – building technological capacity and infrastructure
    – innovative strategies for delivering specialized or rigorous academic courses through the use of technology
    – blended learning projects
    – professional development in the use of technology in STEM subjects, and
    – providing students in rural, remote, and underserved areas with resources to take advantage of high-quality digital learning experiences.

• Spending on purchasing technology infrastructure is limited to 15% of the funds spent on technology
Title IV, Part B: 21st Century Community Learning Centers

• Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies.

• Describe the SEA’s processes, procedures, and priorities used to award sub-grants consistent with the State-level strategies.
State Priorities Input Questions

• Of the priority areas for the Title IV Part A grants, what state priorities should be emphasized in the state plan and for the directional use of the funds?

• For the Title IV Part B grants (21st CCLC), are there priorities that should be emphasized?

• Should RIDE direct the priorities for the use of the funds in these two programs and, if so, what would you suggest particular priorities should be?
Closing and Next Steps
Thank you!

• **What’s next?**
  Follow up email will contain:
  - Link to materials from this meeting
  - Request for approval of the input memos
  - Write up of each of these recommendations
  - A survey to input constituent feedback

• **Next meeting: March 22, 2017**
  4-6 pm at New England Tech
  One New England Tech Boulevard, East Greenwich, RI
  Input Topic: Feedback on Supporting Educators or Supporting Students Recommendations

• **Questions or concerns?**
  Please contact Felicia Brown at felicia.brown@ride.ri.gov