TO: RIDE Leadership Team  
FROM: ESSA Committee of Practitioners  
DATE: March 22, 2017  
SUBJECT: Committee of Practitioners Input on Federal Funding for Equitable Student Supports

The following is a summary of the Committee of Practitioners’ input from a meeting on December 14, 2016. Committee members, drawing on input from constituents across Rhode Island, discussed how best to use federal financial resources to promote equitable access to a well-rounded education and how to present information on resource use to promote collective responsibility. The notes here do not represent consensus but rather a high level overview of the most frequent comments. More information on the input activities can be found here.

The committee discussed four federal funding streams:

- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Preparing, Training and Recruiting High-Quality Teachers, Principals or Other School Leaders
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV (A): Student Support and Academic Enrichment Grants
- Title IV (B): 21 Century Community Learning Centers

Themes in this conversation included:

- Transparency of budgets and accounting:
  - Data should be presented to show multiple years of investment to allow the public to compare funding use over time.
  - Data should be presented to allow for school-to-school and district-to-district comparison
- The public would benefit from evidence of return on investment, linking student outcomes with funding
- Data should be available on how LEAs are allocating funds to specific needs, including
  - English language learner services
  - Special education staff
  - Evidence-based programs and strategies

The following Tables details committee discussion input for using financial resources:

**Discussion question**: What would indicate to you that funding is being used to support a well-rounded education for all students?

**Table 1: Funds to Support Educational Equity**

<table>
<thead>
<tr>
<th>Focus Idea: Serve historically underserved populations in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Technology</td>
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<td>Curriculum</td>
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<tr>
<td>Data</td>
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</table>
Table 2: Funds to Support Educators and Leaders

**Focus Idea:** Ensure equitable access to high quality educators and leaders

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Input and Examples</th>
</tr>
</thead>
</table>
| Teacher Training / Professional Development | • Induction  
• Expenditures for teacher professional development are spent on high quality programs  
• Experienced teachers support novice teachers, ensuring students have access to educators with range of experience in higher level courses or introductory courses |
| Staffing | • Teacher tenure throughout the state is approximately the same across districts  
• Content specialists work with students in flexible groups  
• High retention  
• Equitable staffing from school to school |
| Data | • Evidence of correlation between student achievement and intervention  
• Transparency on metrics such as: years of service, type of teacher, levels of degree |

Table 3: Funds to Support English Learners

**Focus Idea:** Support English learners to acquire English and achieve academic proficiency

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Input and Examples</th>
</tr>
</thead>
</table>
| Assessments | • ACCESS/WIDA scores  
• Standards and assessments allow for ELs to demonstrate proficiency  
• Time-bound path for growth and proficiency on standardized assessments and other internal measurements |
| Inclusion | • Inclusion with other students vs. peer isolation |
| Parent Engagement | • Evidence of parent involvement |
| Data | • Graduation rates for ELs  
• Entrance/exit data |
| Curriculum & Instruction | • EL enrollment in challenging courses  
• Dual language instruction |
| Training | • EL-focused professional development for all district staff |

Table 4: Funds to Support a Well-Rounded Education

**Focus Idea:** Provide every student access to a well-rounded education, safe and healthy school environments, and personalized learning supported by technology

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Input and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Access to Learning</td>
<td>• Provide students with education opportunities outside the classroom, e.g. curricula based around outside resources</td>
</tr>
</tbody>
</table>
• Technology for personalization

**Budget Allocation**

• Annual dedicated funding for:
  o Technology
  o Infrastructure
  o Professional development
  o Capital investments

**Curriculum & Instruction**

• Course offerings
• Personalized paths
• Students’ needs addressed based on learning and level

**School Climate & Supports**

• Alignment of school policies with RIDE model policies, *e.g.* Health Education
• Equip students with skills for post-high school, careers

**Table 5: Funds to Support Quality Afterschool Opportunities**

**Focus Idea:** *Promote equitable access to high quality afterschool experiences*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Input &amp; Examples</th>
</tr>
</thead>
</table>
| Program Offerings | • Availability of afterschool programs and summer programs  
• Standards exist for “high quality” programs, *e.g.* Rhode Island Program Quality Assessment  
• Evidence of how programming supports school mission |
| Availability in High Need Schools | • Before and after school opportunities engage students in extending learning or as intervention to address gaps |
| Data | • Participation rates  
• Staffing  
• Transportation |