



Rhode Island's ESSA State Plan Committee of Practitioners

November 30, 2016

4 pm – 6 pm

United Way

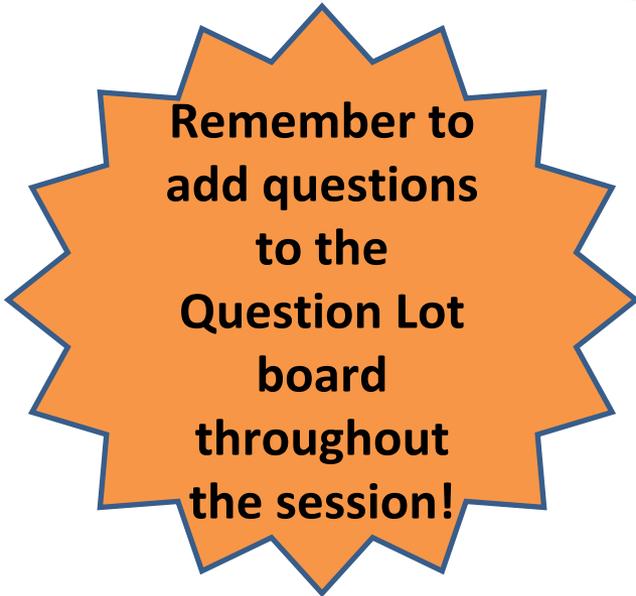
Welcome

Today's Objectives:

- As a result of this meeting, ESSA CoP members will:
 - Provide input on strategies and responsibilities aligned to a comprehensive educator talent management system
 - Explore how federal funding can support LEA and school priorities

Today's Agenda:

- Welcome & introductions
- Updates and business
- Overview of federal funding
- Educator talent management systems input
- Closing and next steps



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

ESSA Engagement Schedule

Phase 1: Seeking Input (*Aug. - Dec.*)

- 5 Public Forums
- CoP discusses topics
- Critical Stakeholder Groups meet

Phase 2: Collecting Feedback (*Jan.-Feb.*)

- Public survey about recommendations
- CoP discusses recommendations and goals
- Critical Stakeholder Groups meet

Phase 3: Taking Suggestions (*Mar. - Apr.*)

- Public forums about draft plan
- CoP reviews draft plan
- Critical Stakeholder Groups respond to plan

Phase 4: Attaining Approval (*May - Jun.*)

- Public comment period
- CoP plan for communication
- Governor and legislature review

Phase 5: Communicating Plan (*Jul. - Sep.*)

- Communication to all stakeholders about implementation

Federal Education Funding in ESSA

Carol Blanchette

*Chief, Teaching and Learning, Educator
Excellence and Instructional Effectiveness*



RIDE Rhode Island
Department
of Education

Federal Funding Streams in ESSA: Introduction

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

Title I – Improving Academic Achievement of Disadvantaged

Purpose:

To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps

Use:

- **Part A**: Formula Grants to LEAs (districts) – many uses
 - Mandatory 7% set-aside by the state for school improvement activities
 - Optional 3% Set-aside for Direct Student Services**
 - Supplement not Supplant
 - Current LEA Formula Grant estimate for RI is about \$51 million
- **Part B**: State Assessments (including audits)
- **Part C**: Education of migratory children
- **Part D**: Prevention and interventions for neglected and delinquent children

Title II – Preparing High-Quality Educators

Purpose:

- Increase number, quality and effectiveness of teachers and school leaders to improve student achievement consistent with state standards
- Provide low-income and minority students greater access to effective educators

Use:

- **Part A – Supporting Effective Instruction (Formula Grants)**
 - Current estimate - \$10.6 million
 - Optional 3% set-aside for support for school leaders**
 - Optional 2% set-aside for teacher or school leader preparation academies**
 - Can be used for class-size reduction
- **Part B – National Activities (Competitive Grants)**
 - Teacher & School Leader Incentive Program
 - Literacy Education for All, Results for the Nation (LEARN)
 - American History & Civics Education
 - Programs of National Significance (leader recruitment, STEM master teachers)

Title III – Language Instruction for English Learners & Immigrants

Purpose:

- Ensure English Learners attain English proficiency and develop high levels of academic English
- Assist English Learners in meeting challenging state standards

Use:

- Supplement (not supplant) funding for instructional activities to develop English Proficiency and assist English Learners in meeting academic standards
- Assist educators in implementing and sustaining effective language instruction
- Help educators develop and enhance capacity to provide effective instruction
- Promote family and community participation in language instruction

Estimated amount - **\$2.1 million** for Formula grants to LEAs

Title IV(A) – Student Support and Academic Enrichment

Three Purposes:

- Offer Well-rounded Education to all Students (at least 20%)
- Safe, healthy, supportive, drug-free environments (at least 20%)
- Personalized, rigorous learning experiences supported by technology (some amount – not more than 15% for infrastructure)

Use:

- Current estimate for RI is about \$2.4 million
- Formula grants equal to LEA Title I(A)(2) percentage previous year
- 95% must be sub-granted to LEAs (with approved application)
- **Well-rounded includes**: accelerated learning, arts & music, STEM, college & career guidance
- **Safe & healthy includes**: drug & violence prevention, mental health services, reducing exclusionary discipline
- **Technology includes**: blended learning projects, tools for effective use by educators

Title IV(B) – 21st Century Community Learning Centers

Purpose:

Provide opportunities for communities to establish or expand activities in community learning centers that provide academic enrichment, offer a broad array of additional services, and offer families of students opportunities to actively and meaningfully engage in their children's education

Use:

- Current estimate for RI is about **\$4.9 million**
- **Competitive Grants**, but priority given to entities that support students at schools identified as needing targeted or comprehensive support, or at-risk students, and the families of such students

Input Questions for December

1. Give an anecdote of how you know that students are being supported well with the resources available in a school.
2. What information would you want to have about financial resources in a school?
3. What are some pros and cons of the funding choices inherent in ESSA :
 - a) 3% set-aside for direct student services (Title I)**
 - b) 3% set-aside for leadership development (Title II)**
 - c) 2% set-aside for in-district academies (Title II)**

(**noted within the presentation)

Calibration Task:

What else do you need to know?

Task Intended Outcome:

- Help committee members digest information on title funding
- Provide answers to pressing questions needed to give further input

Task Directions:

1. At your tables, discuss what you heard from the presentation and summarize each title in one sentence
2. Discuss and reach consensus on two clarifying questions that you would need to know the answers to in order to give input effectively.
3. Write down your questions for the panel to answer.



Supporting Excellent Educators in Rhode Island under ESSA

*Lisa Foehr, Director, Educator Excellence and
Certification Services*

Carrie Appel, Educator Excellence Specialist



RIDE Rhode Island
Department
of Education

Supporting Excellent Educators: *A Refresher*

States must describe their educator development, retention, and advancement systems

Title II-A funding supports local efforts to support educators: improving preparation, certification structures, evaluation, evidence-based professional learning, leadership



Components of a Talent Management System

Lifecycle of an Educator



What do the Components Really Mean?

1. **Attract**

- Pathways into the Profession & Elevating the Status of the Profession

2. **Prepare**

- Initial Certification and Licensure & Program Approval and Accreditation

3. **Recruit & Hire**

- Recruitment, Selection, and Hiring (to a district and into a position)

4. **Develop, Support, & Grow**

- Induction and Mentoring, Evaluation and Professional Learning, and Career Advancement

5. **Retain**

- Educator Environment, Assignment and Transfer, Compensation, and Career Advancement



What's in a Name?

Options for RI's Talent Management System

1. Talent Management System
2. Human Capital System
3. Educator Advancement System
4. Educator Development System
5. Educator Excellence Support Continuum
6. Rhode Island Educator Career Continuum
7. System for Educator Excellence
8. The Rhode Island Continuum for Educator Excellence



Input Task: Strategies and Responsibilities

Task Intended Outcomes:

- Determine strategies and responsibilities for a comprehensive Talent Management System

Task Directions:

- Individually, review notes from the 10/19 meeting (includes constituent input, when available)
- Share your findings with your table
- Beginning with the component that matches your table number, come to consensus on the ONE piece your group will strategize (i.e., the Focus Piece)
- As a table, complete Strategies and Responsibilities handout
- Share out:
 1. What component/piece do you believe is most viable? What are the strategies and who bears the responsibility?
 2. What component/piece do you believe will be the most difficult to pursue? Why?
 3. Who were the “Others” you specified?



Strategies and Responsibilities Example

1. Attract								
Step 1	Focus Piece:	<i>Essential role of the teacher in society</i>						
			RIDE	LEA	School	*Other		
	Strategy 1:	<i>Embark on a media campaign showing teachers in action!</i>			X	X		X
	Strategy 2:							
	Strategy 3:							
Strategy 4:								
Strategy	Entity	Specific Role/Responsibility						
1	RIDE	<i>Communication office in collaboration with the Ed Excellence office recruits and selects teachers; liaises with the districts and Gov's office on all logistics pertaining to the videography</i>						
	LEA	<i>Supports RIDE in the recruitment and selection criteria</i>						
	School							
	* Governor's Office	<i>Provides the funding (e.g., airtime, videographer, etc.) and all other media-related business</i>						



Other Opportunities and Responsibilities for Educator Quality

✓ States will describe how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers

Decision Points:

- Develop statewide definitions for the following:
 1. Ineffective
 2. Out-of-field
 3. Inexperienced



Other Opportunities and Responsibilities for Educator Quality

- ✓ States will describe actions it may take to improve preparation programs and strengthen support for teachers, principals and other school leaders.
- ✓ States must also describe opportunities for autonomy and flexibility

Decision Points:

- What existing strategies should be leveraged?
- What new supports are needed?
- Should RI take advantage of the 3% set-aside to support school leaders?



Next Steps for Talent Management Vision

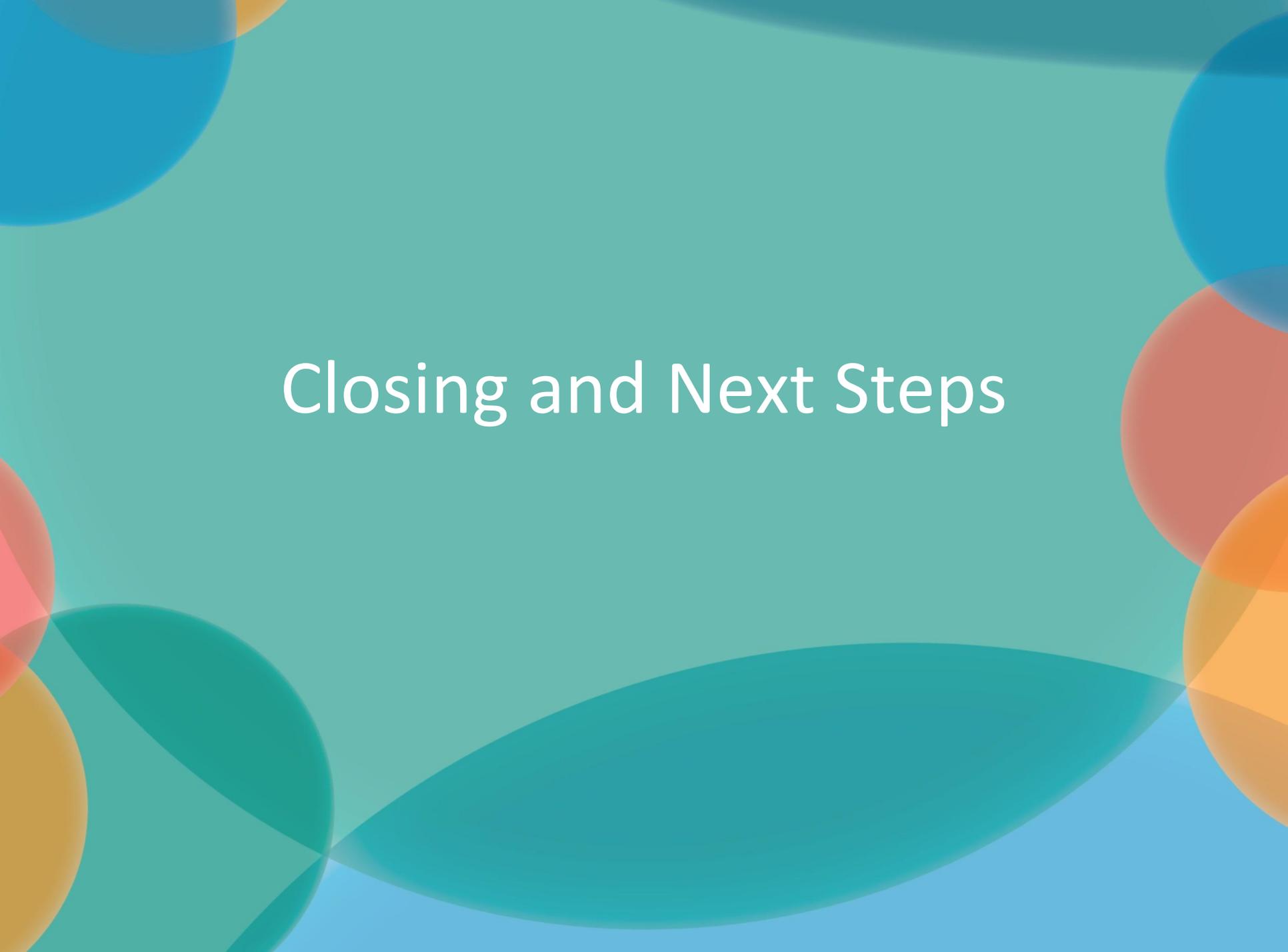
Dec–Feb: Begin engagement with stakeholder groups

Feb–Mar: Draft Talent Management portion of the consolidated state plan

Jan: Convene subcommittee to support the development and eventual implementation of RI TMS

Apr–June: Begin to flesh out the blueprint of a toolkit for LEAs to use





Closing and Next Steps

Thank you!

- **What's next?**

Follow up email will contain:

- Link to survey
- Link to materials from this meeting
- Information and materials for public forums
- Request for approval of the recommendation memo
- Call for additional questions and input on these topics

- **Next meeting: December 14, 2016**

4-6 pm at United Way of Rhode Island

Input Topic: Leveraging Federal Funding within ESSA

- **Questions or concerns?**

Please contact Felicia Brown at felicia.brown@ride.ri.gov