



How Can I Use Title II, Part A and Title IV, Part A Funds in My School?

Levi Patrick

Assistant Executive Director of Curriculum and Instruction
Oklahoma State Department of Education
bit.ly/engageok19-excellence



“Every child **deserves a champion**,
an adult who will never give up on
them, who understands the power of
connection, and insists that they
become the best that they can
possibly be.”

Rita Pierson

Today...

- **What** can the funds buy?
- **Where** do we start?
- **Who** is really responsible for this?
- **When** do we have to have it done?



What Can the Funds Buy?

Title II, Part A

The 2019 Consolidated Appropriations Act provides **\$23.4 MILLION** in formula funding under Title II, Part A to Oklahoma schools.

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to —

1. **increase student achievement** consistent with the challenging State academic standards;
2. **improve the quality and effectiveness** of teachers, principals, and other school leaders;
3. **increase the number** of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students **greater access** to effective teachers, principals, and other school leaders.

II.A Allowable Activities



Available at <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>



Title IV, Part A

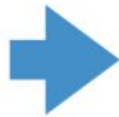
The 2019 Consolidated Appropriations Act provides **\$11.1 MILLION** in formula funding under Title II, Part A to Oklahoma schools.

The purpose of this title is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

1. provide all students with access to a **well-rounded** education;
2. improve **school conditions** for student learning; and
3. improve the **use of technology** in order to improve the academic achievement and digital literacy of all students.



IV.A Purpose



***Provide all students
with access to a well-
rounded education***

***Improve school
conditions for learning
to ensure safe and
healthy students***

***Improve the use of
technology to improve
academic achievement***

***Ensure better
outcomes for ALL
students***

Available at <http://sde.ok.gov/sde/TitleIVA>

IV.A: Well-Rounded

Well-Rounded Educational Opportunities (ESSA section 4107)

Districts shall use funds to develop and implement programs and activities that support access to a well-rounded education that may include programs and activities such as:

- college and career guidance and counseling programs;
- using music and arts for constructive student engagement, problem solving, and conflict resolution;
- improving instruction and student engagement in STEM subjects;
- efforts to raise student academic achievement through accelerated learning programs (dual/concurrent/AP/IB);
- improving Social Studies education;
- improving foreign language instruction;
- promoting volunteerism and community involvement; or
- supporting integration of subjects (such as combining arts and mathematics).

IV.A: Safe & Healthy

Safe and Healthy Students (ESSA section 4108)

Districts shall use funds to develop, implement, and evaluate comprehensive programs and activities that that may include programs and activities such as:

- Promoting community and parent involvement in schools;
- Providing school-based mental health services and counseling;
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;
- Establishing or improving dropout prevention;
- Supporting re-entry programs and transition services for justice-involved youth;
- Implementing programs that support a healthy, active lifestyle including health and physical education programs;
- Implementing systems and practices to prevent bullying and harassment; or
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

IV.A: Effective Use of Tech

Effective Use of Technology (ESSA section 4109)

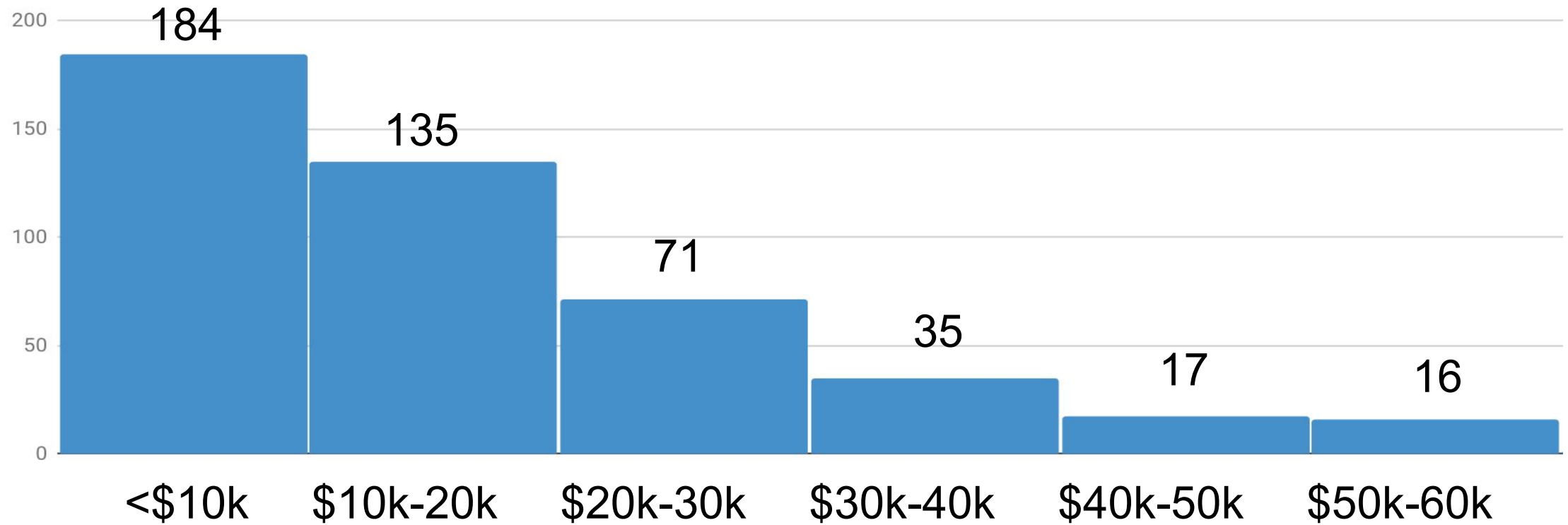
Districts shall use funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students by:

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement;
- Building technological capacity and infrastructure;
- Carrying out innovative blended learning projects;
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities; or
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

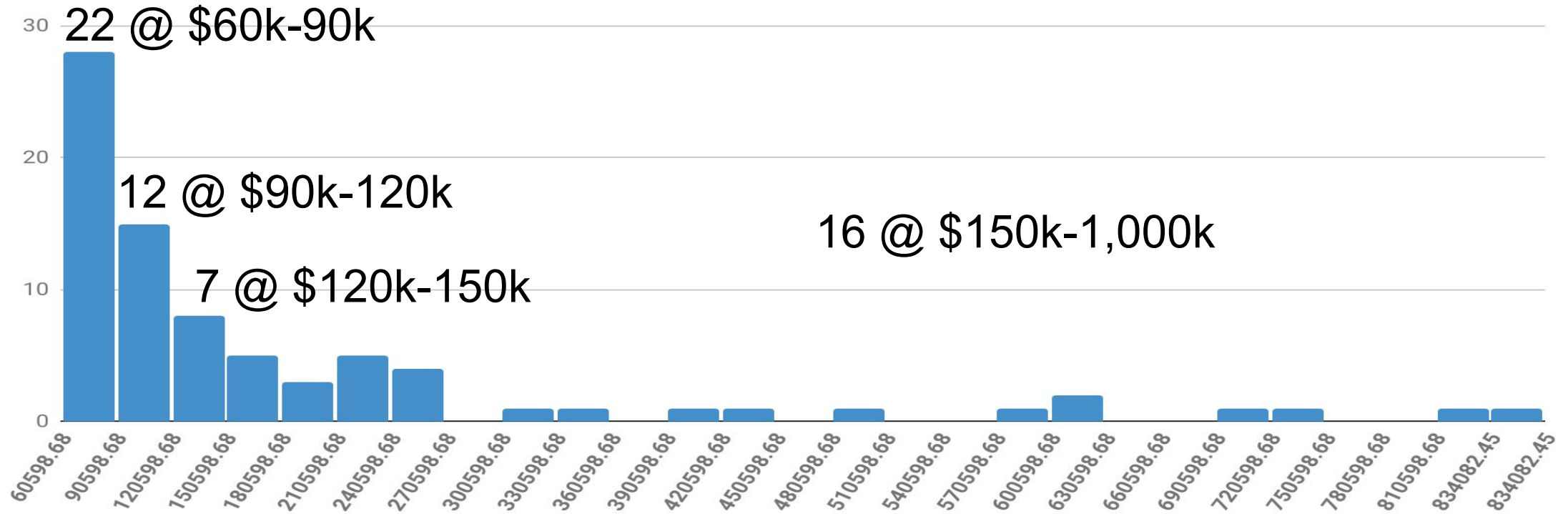
\$34,500,000

every year

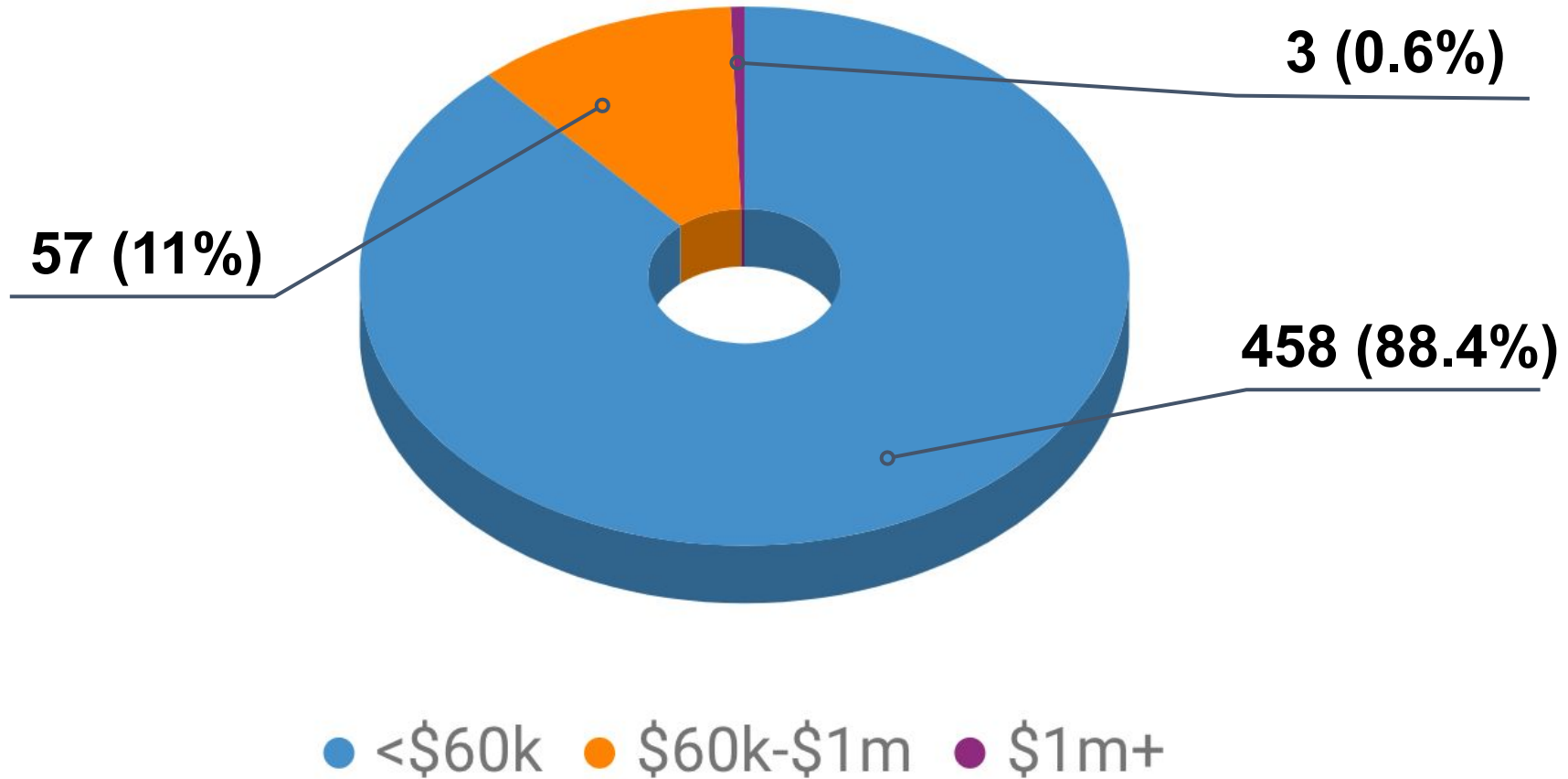
Title II.A Distribution (<\$60,000)



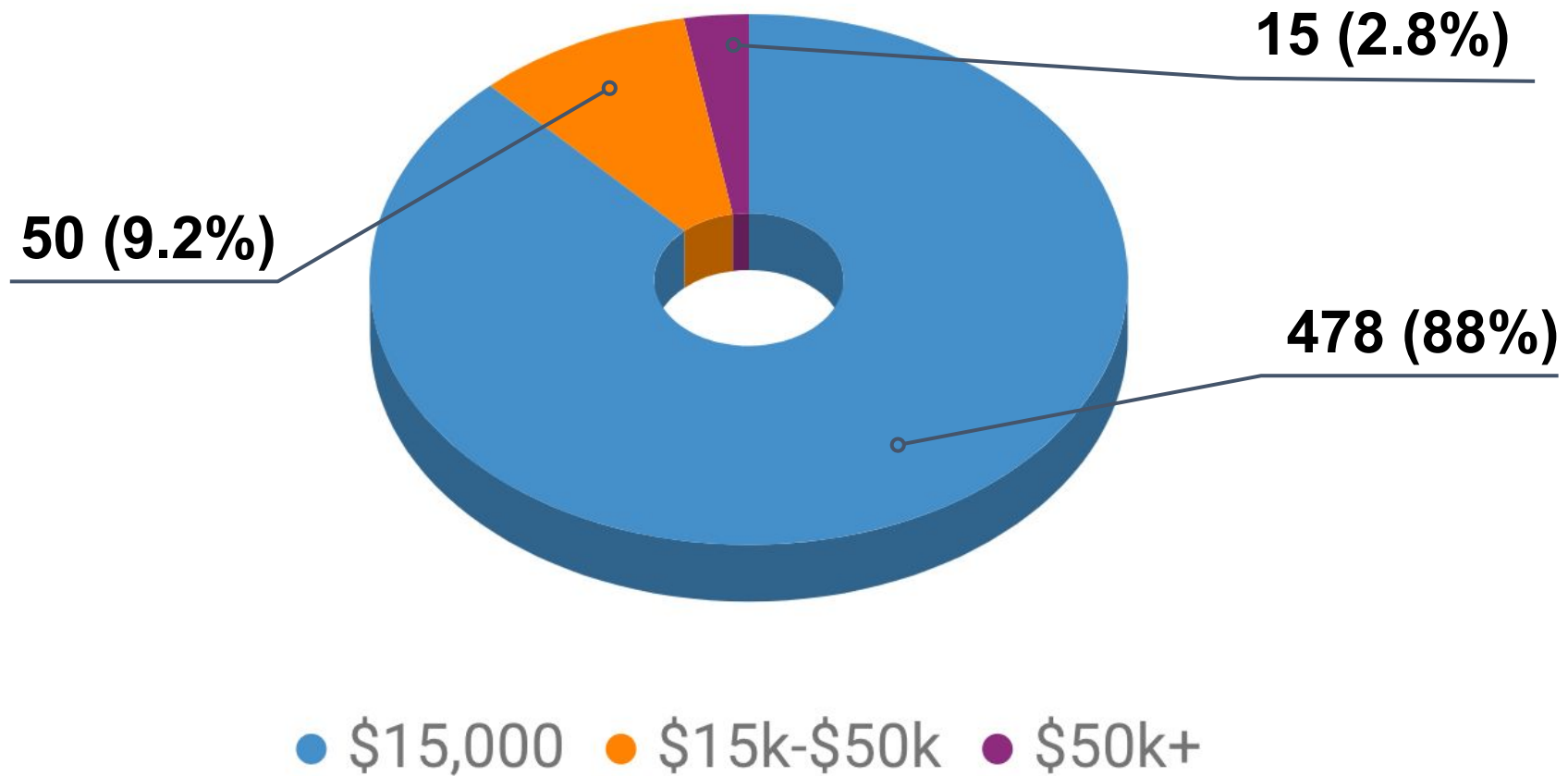
Title II.A Distribution ($\$60,000 < x < \$1,000,000$)



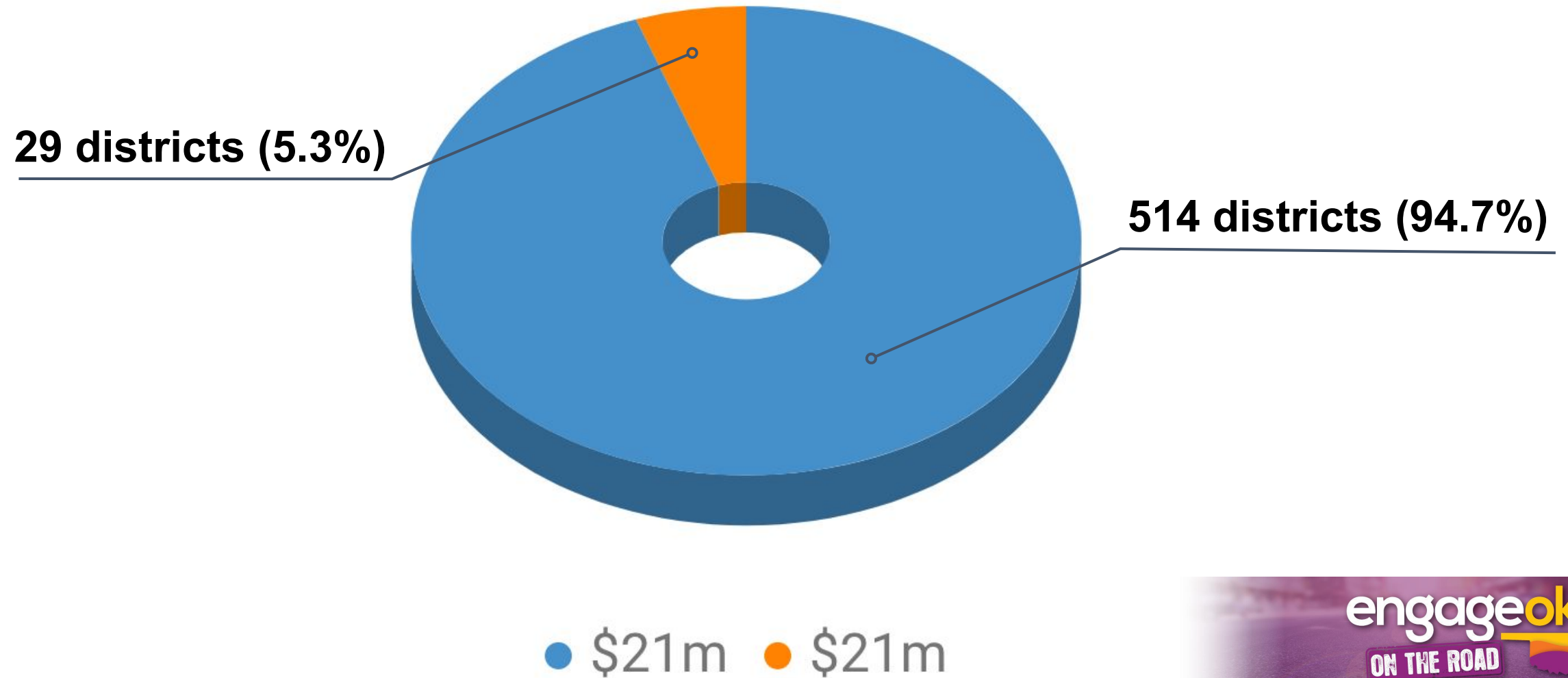
Title II.A Distribution



Title IV.A Distribution



Half the Money



\$42,000,000

available this year

\$42,000,000

available this year

**which is to say, approximately \$8,000,000 is
available in carryover funds**



Where Do We Start?

Using Evidence to Strengthen Education Investments

[Read the USDE non-regulatory guidance here.](#)

1. Identify Local Needs

Root Cause Workbook

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Moving Toward Equity Root-Cause Analysis Workbook



A Guide for State Education Agencies

[Access here.](#)

2. Select Relevant Evidence-based Interventions

Ohio's Evidence-based Clearinghouse

[Access here.](#)

Ohio | Department of Education

≡ MENU

Ohio's Evidence-Based Clearinghouse

You don't need a Ph.D. in statistics to be empowered by evidence – to bring about powerful change for your students. Ohio's Empowered by Evidence resources can help you make strategy decisions that will have a positive impact on your students.

GETTING STARTED

Using Evidence-Based Strategies in the Cycle of Continuous Improvement

Finding and using evidence-based strategies is just one step in the cycle of continuous improvement. Understanding how that step connects to the other steps in the cycle will help you use evidence-based strategies to effectively support your students.

About the Clearinghouse

Ohio's Evidence-Based Clearinghouse provides information and resources on how to use data and evidence within this cycle. Hover over the different steps of the cycle to learn more about each step.

1 IDENTIFY
Critical Needs

2 RESEARCH
and Select
Evidence-Based



3. Plan for Implementation

4. Implement

Implementation Playbook




[Access here.](#)





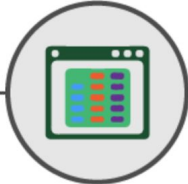

5. Examine and Reflect

RCT-YES

TM

[Home](#)[Help & Resources](#)[Get Started](#)

RCT-YES is a free software tool that allows you to easily analyze data and report results on the effectiveness of programs in your context.



Implement program

Collect outcome data for the treatment and comparison groups

Analyze data and report results using *RCT-YES*

Make informed decisions regarding the future of the program

[Free Download](#)

Version 1.2 Now Allows for Multiple Treatment Groups

Why is this tool important?

Decision makers implementing program changes, from new curricula to the latest technology, often demand evidence of their effectiveness. Existing evidence may come from studies with weak research designs or from a different context. For example, in education, findings from a study done in small, rural schools may not be relevant to an educator in a large, urban school.

What can it do for me?

RCT-YES can help you figure out "what works" in any policy field. You can use the free software for many research designs—including the most rigorous random assignment design—as long as a comparison group exists. *RCT-YES* estimates impacts that address the following questions:

1. What are average effects of the intervention on a given outcome?
2. Do intervention effects differ for key subgroups of individuals?

[Access here.](#)



**Who is really responsible
for this?**

2017 - 2018

MUSTANG HS

09 - 12 Grades

OVERVIEW

INDICATORS ▼

ABOUT OUR SCHOOL

YOUR STUDENT

PRINCIPAL

TERESA WILKERSON

ENROLLMENT

3,073 (2018)

PHONE

(405) 376-2404

WEBSITE

WWW.MUSTANGPS.ORG

PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and healthy environment. Schools identified as Programs of Excellence at one of three levels – bronze, silver or gold – will be distinguished for their evidence-based practices and support structures. [Click here](#) to learn more about how your school can foster Programs of Excellence.



Fine Arts



Mathematics



Science



Social Studies and Civics



World Languages



Safe and Healthy Schools

RELATED PROGRAMS

✓ Advanced Placement Courses

✓ CareerTech Courses

✓ Computer Science

✓ Fine Arts/Drama/Speech

✓ Industrial Arts/Technology Education

○ International Baccalaureate Courses

○ Internships

✓ ROTC

✓ World Languages

2017 - 2018

MUSTANG HS

09 - 12 Grades

OVERVIEW

INDICATORS ▾

ABOUT OUR SCHOOL

YOUR STUDENT

PRINCIPAL

TERESA WILKERSON

ENROLLMENT

3,073 (2018)

PHONE

(405) 376-2404

WEBSITE

WWW.MUSTANGPS.ORG

PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and healthy environment. Schools identified as Programs of Excellence at one of three levels – bronze, silver or gold – will be distinguished for their evidence-based practices and support structures. [Click here](#) to learn more about how your school can foster Programs of Excellence.



Fine Arts



Mathematics



Science



Social Studies and Civics



World Languages



Safe and Healthy Schools

RELATED PROGRAMS

✓ Advanced Placement Courses

✓ CareerTech Courses

✓ Computer Science

✓ Fine Arts/Drama/Speech

✓ Industrial Arts/Technology Education

○ International Baccalaureate Courses

○ Internships

✓ ROTC

✓ World Languages

2017 - 2018

MUSTANG HS

09 - 12 Grades

OVERVIEW

INDICATORS ▼

ABOUT OUR SCHOOL

YOUR STUDENT

PRINCIPAL

TERESA WILKERSON

ENROLLMENT

3,073 (2018)

PHONE

(405) 376-2404

WEBSITE

WWW.MUSTANGPS.ORG

PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will ensure students receive a well-rounded education in a safe, supportive environment. Programs of Excellence at one of three levels: bronze, silver or gold - are distinguished for their evidence-based practices and support student achievement. [Click here to learn more.](#) Find out how your school can foster Programs of Excellence.



Fine Arts



Mathematics



Science



World Languages



Safe and Healthy Schools

RELATED PROGRAMS

✓ Advanced Placement Courses

✓ CareerTech Courses

✓ Computer Science

✓ Fine Arts/Drama/Speech

✓ Industrial Arts/Technology Education

○ International Baccalaureate Courses

○ Internships

✓ ROTC

✓ World Languages



Program of Excellence Mathematics

Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



A BRONZE program...

- A. Promotes, supports, and refines effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of and reason through mathematical ideas. Teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:
- Establish mathematics goals to focus learning.
 - Implement tasks that promote reasoning and problem solving.
 - Use and connect mathematical representations.
 - Facilitate meaningful mathematical discourse.
 - Pose purposeful questions.
 - Build procedural fluency from conceptual understanding.
 - Support productive struggle in learning mathematics.
 - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



A BRONZE program...

- A. Promotes, supports, and refines effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of and reason through mathematical ideas. Teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:
- Establish mathematics goals to focus learning.
 - Implement tasks that promote reasoning and problem solving.
 - Use and connect mathematical representations.
 - Facilitate meaningful mathematical discourse.
 - Pose purposeful questions.
 - Build procedural fluency from conceptual understanding.
 - Support productive struggle in learning mathematics.
 - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



A BRONZE program

- Teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:
- Establish mathematics goals to focus learning.
 - Implement tasks that promote reasoning and problem solving.
 - Use and connect mathematical representations.
 - Facilitate meaningful mathematical discourse.
 - Pose purposeful questions.
 - Build procedural fluency from conceptual understanding.
 - Support productive struggle in learning mathematics.
 - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



A BRONZE program

A. Program is effective in that all teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:

- Establish mathematics goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

Program is effective in that all students are able to develop reasoning, critical thinking, and problem-solving skills that

establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.



When Do We Have to Have it Done?

Consolidated Applications Are Open Now... there's no better time to start!

1. Review current expenditures.
2. Build partnerships (consortia, local groups/agencies)
3. Identify local needs in consultation with parents, community members, tribes, educators, and students.
4. Focus on the planning toolkit as a guide.
5. Leverage the Programs of Excellence as a driver.

Stay Connected: Woova App

- Access handouts
- Up-to-date schedule
- Post photos
- Rank sessions

