Learning the Basics of Title II, Part A

Federal Program Compliance Division

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Title II, Part A

Supporting Effective Instruction

Gerardo Ramirez t Federal Program Compliance

Participants will gain a better understanding } (Y

- Resources available;
- Program purpose;
- Focus areas;
-

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- Program-Specific Provisions and Assurances;
- Title II, Part A Program Guide;
- Frequently Asked Questions;
- Use of Funds One-pager.

Purpose of Title II, Part A

- Authorized by the Elementary and Secondary Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. The purpose of Title II, Part A is to:
  - Increase Student Achievement
  - Improve Educator Quality and Effectiveness
  - Increase the Number of Effective Educators
  - Provide Low-Income and Minority Students Greater Access to Effective Educators

Educator (s) = teachers, principles, and other school leaders

Intent of Funding

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ƒ improve the overall quality of instruction and

ƒ ensure equity of educational opportunity for all students

Supplement, Not Supplant

ESSA Section 2301

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title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under š Z] • š] š o X _

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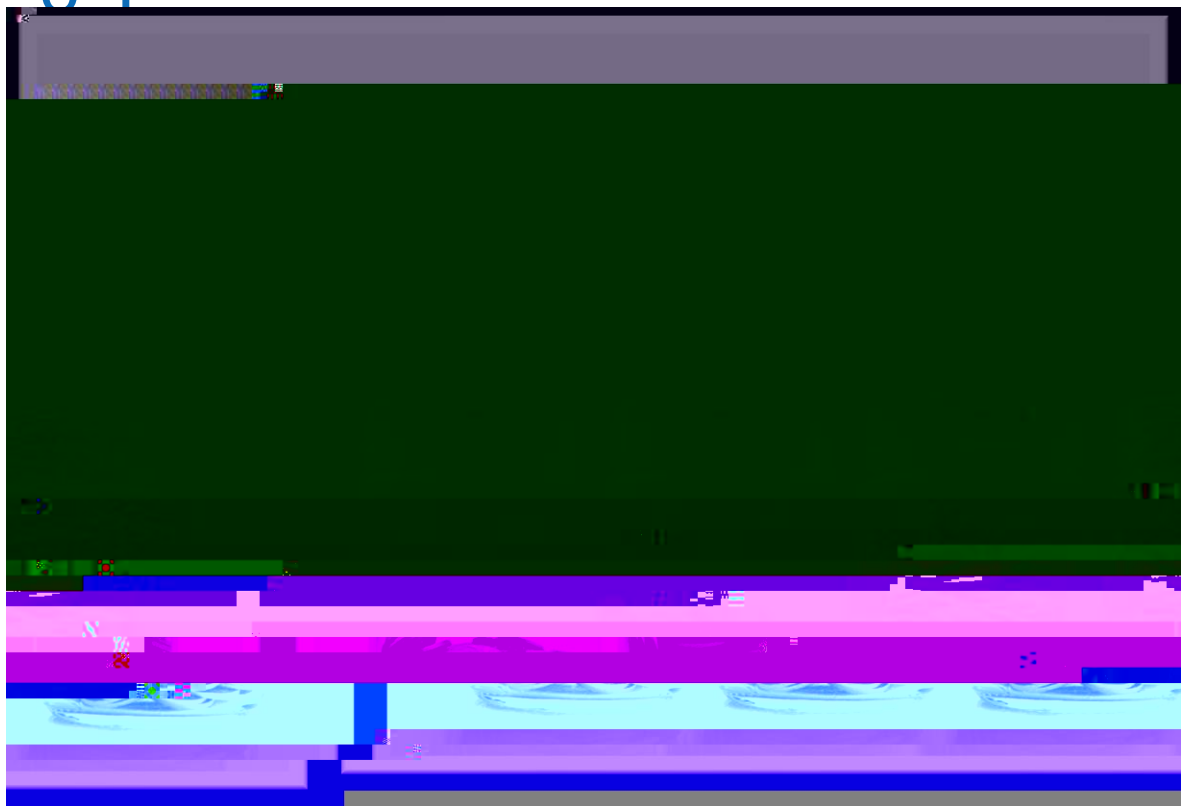
- In order to • µ ‰ ‰ o u v š o Y
- Program activities must enhance, expand, or extend required activities.

- Resource: Supplement, Not Supplant Handbook (Pages 5-8)



Presumptions of Supplanting

- An auditor will presume that supplanting occurs if the federal funds v
  - Provide services required by State or local law;
  - Provide same services as those provided in prior school year with State or local funds;
  - Provide same services in Federal and non-Federal programs.
  - Resource: Supplement, Not Supplant Handbook (Pages 3-8)

Rebutting the Presumption of Supplanting

- The LEA is responsible for providing documentation to rebut a presumption of supplanting.
  - Documentation of rescission of funds or budget reduction.
  - Documentation that prior fund source is no longer available.

- Resource: Supplement, Not Supplant Handbook

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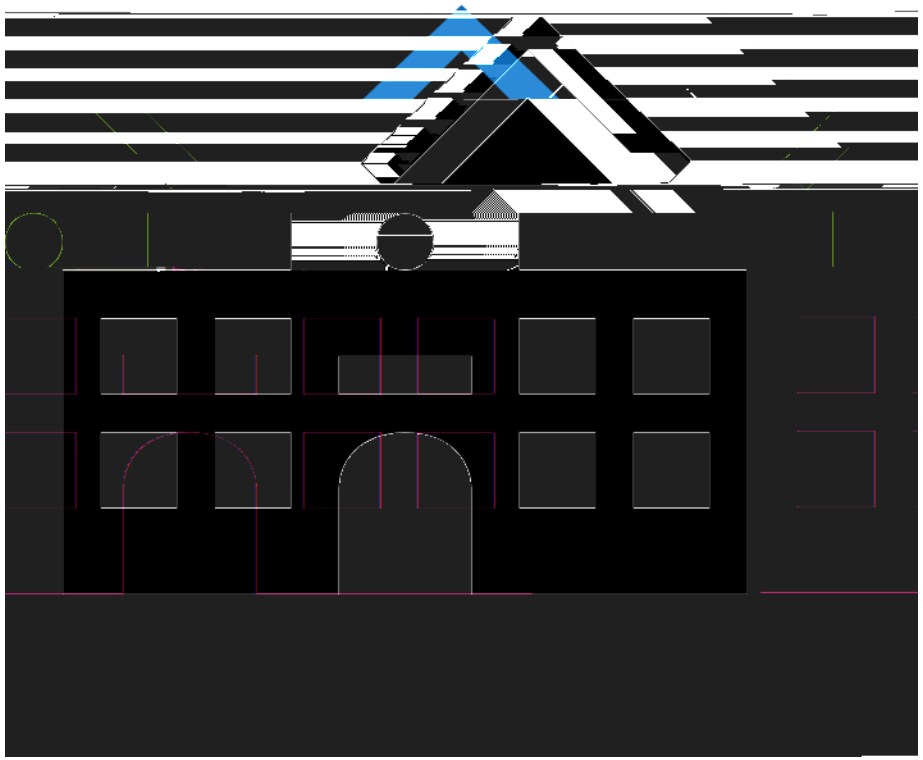
- Please refer to the Supplement Not Supplant Handbook available in the Federal Program Compliance Division webpage

Title II, Part A t Areas of Focus

- Recruit, Support, and Retain Effective Teachers and Principals;
- Professional Development/Growth;
- Other Evidence-Based Activities.

Recruit, Support and Retain Effective Teachers and Principals

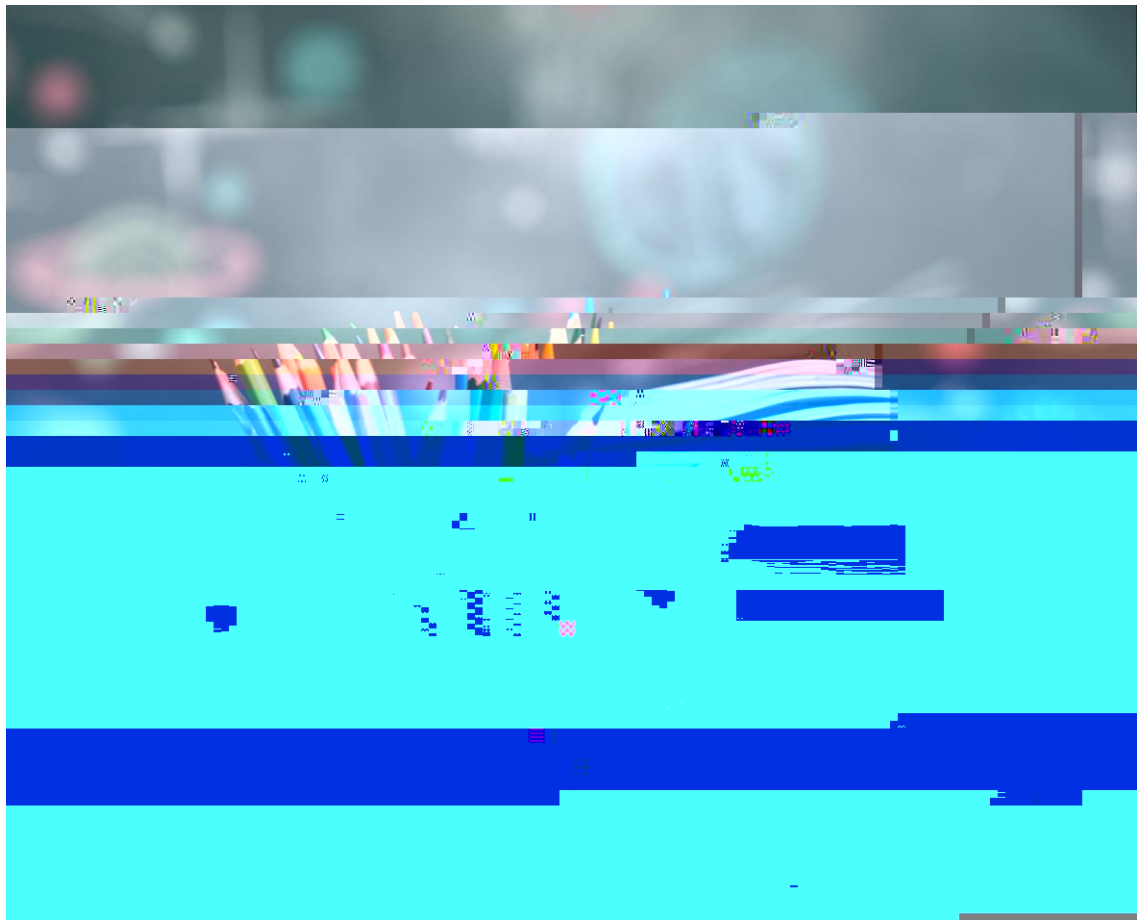


- Educator Induction and Mentorship Programs
- Teacher Leadership
- School Principal Support
- Educator Cultural Competence
- Recruiting Qualified Individuals from Other Fields
- Improving School Working Conditions
- Recruiting, Hiring, and Retaining Effective Teachers in High-Need Schools

*Not an all-inclusive list

High Need Schools Defined

High-Need Schools Allowable Activities



- Assistance screening candidates;
- Differential and incentive pay;
- Advancement opportunities;

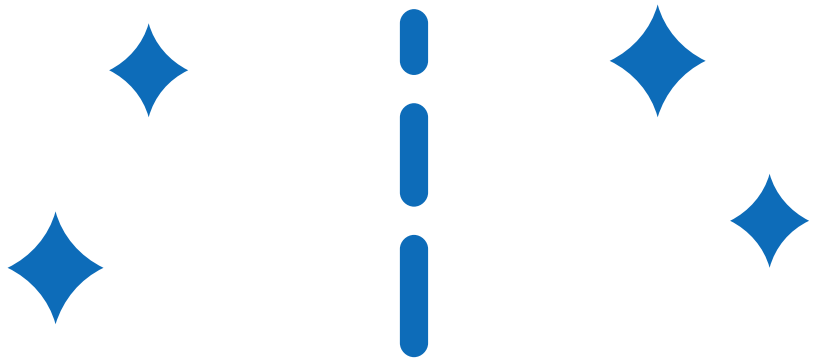
Professional Development

- Sustained
- Intensive
- Collaborative
- Date Driven
- Personalized or based on information from an evaluation and support system and
- Classroom-Focused

*Not an all-inclusive list

Allowable Activities Professional Development/Growth

- Assessments and Data Analysis;
- Career Readiness Education;
- Child Sexual Abuse Prevention;
- Early Childhood Instruction;
- Effectively Teaching Children with Disabilities;
- Effectively Teaching English Learners;



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- Evaluation and Support Systems;
- Evidence-Based Professional Development;
- Identification and Support of Gifted Students;
- School Library Programs;
- Supporting Students Affected by Trauma and/or Mental Illness;
- STEM-focused Professional Development;

Other Evidence-Based Activities

What is Evidence-Based?

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Other Evidence-Based Activities

Sec 8101(21)(A)

i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on t
   i. strong evidence from at least one well-designed and well-implemented experimental study; or
   ii. moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
   iii. promising evidence from at least one well-designed and well-implemented cTms3 omelaud-2(meon)-4( )-136tudy;

Other Evidence-Based Activities

- As part of the planning process,
  - Document why the LEA expects the activity to have a positive effect.
  - Consider whether the LEA can replicate the results of the study.
  - Consider whether the LEA implementing the activity in appropriate context.

Use of funds

Program Requirements

2. Meaningful Consultation

- Planning
- Implementation
- Evaluation

Required Stakeholders

- Teachers,
- Principals,
-

Other School Leaders [Sec. 8101(44)]

- The term ''school leader'' means a principal, assistant principal, or other individual who is:
  - an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; AND

Specialized Instructional Support Personnel [Section 8101(47)(A)(i)]

- School Counselors
- School Social Workers
- School Psychologists
- School Nurses
- Speech Language Pathologists
- School Librarians
- Other qualified professional personnel involved in providing assessment; diagnosis; counseling; educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs

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- Seek our diverse perspectives within stakeholder groups
- Make stakeholders aware of past and current used of Title II, Part A funds
- Include analysis of effectiveness of current and proposed activities
- Are stakeholders involved in the planning processes on an ongoing basis?
- Are the activities associated with the meaningful consultation of stakeholders held at a variety of times to ensure attendance and engagement?
- Are the planning activities part of a process rather than an event?

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- Is this process laid out in your District Improvement Plan?
  - If so, can it be improved?
- LEAs are required to seek advice from the required stakeholders.
  - An invitation is not the same as getting their feedback.
- What avenues can you think of to gather feedback and advice?

3. Coordination

- Coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.
- Benefits:
  - Increase program effectiveness
  - Eliminate duplication
  - Reduce fragmentation of instructional program

4. Prioritization of Funds

- To schools identified for school improvement under Section 1111
- To schools that have the highest percentage of low-income children

How do I document?

Is there a description of Prioritization of Funds in your District Improvement Plan?

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5. System of Professional Growth and Improvement

6. Equitable Services to Private Non-Profit Schools

As specified in ESSA, Section 8501

6. Equitable Services to Private Non-Profit ^ Z } } o • } v

Program Compliance Monitoring

Compliance

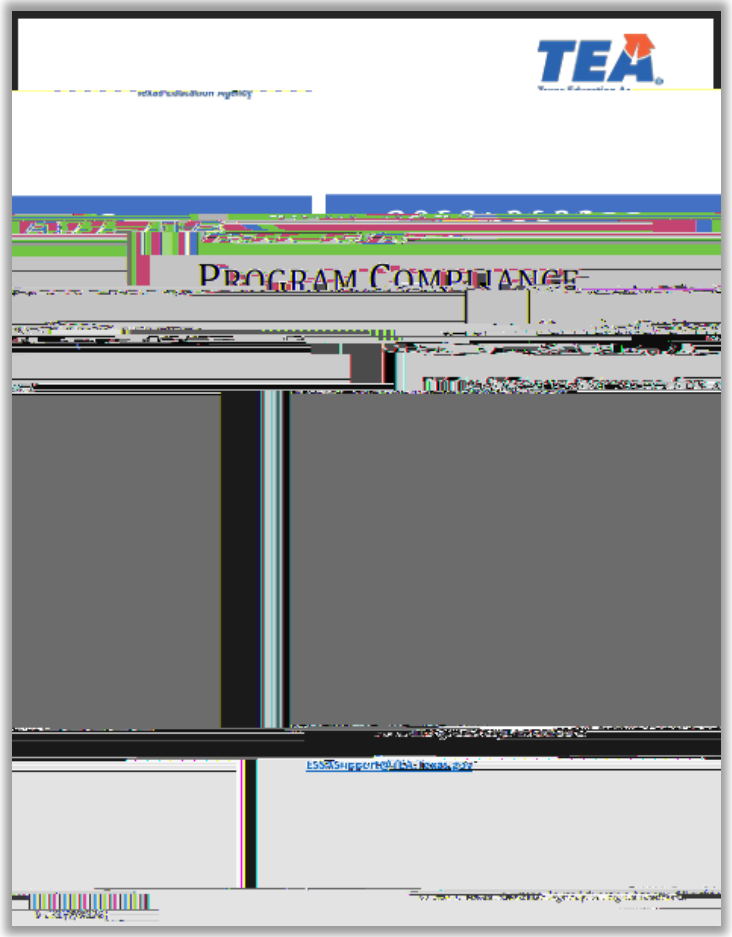
- ESSA
- Uniform Guidance (Code of Federal Regulations, CFR)
- EDGAR
- Nonregulatory Guidance

What is good documentation?

- Clear
- Concise
- Useful
-

Program Compliance Self-Check Guide

- Document to help with the ESSA Consolidated Compliance Report.
- Compliance items are organized by topic.



What is meant by in compliance?

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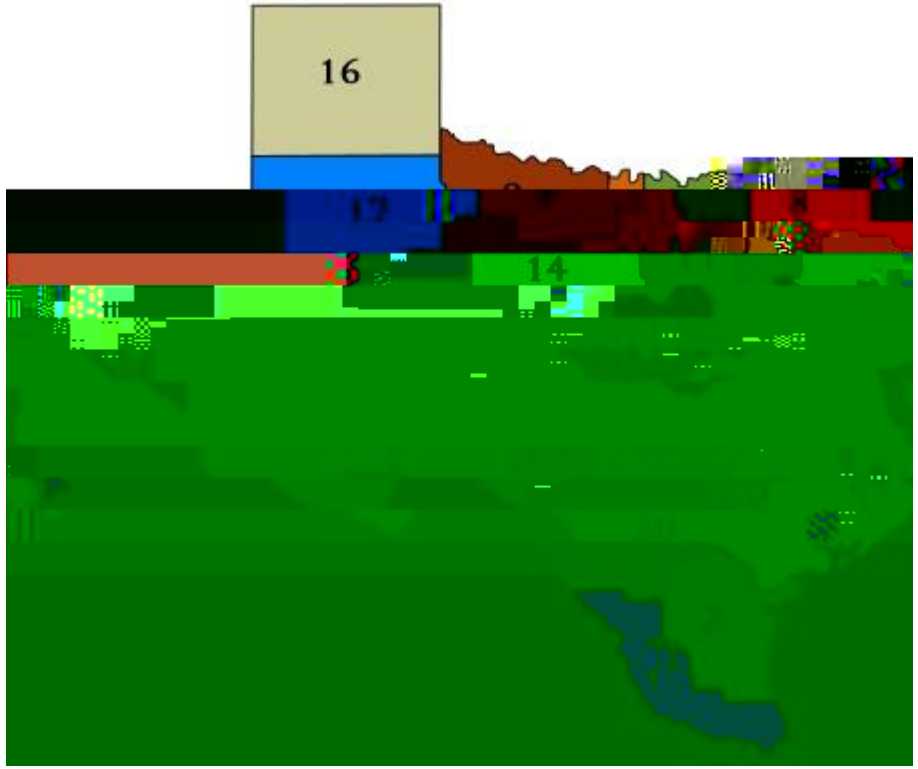
What is meant by Not in compliance?

- LEA is not meeting program requirement in the current reporting year.
- LEA describes the plan to meet compliance the following year.

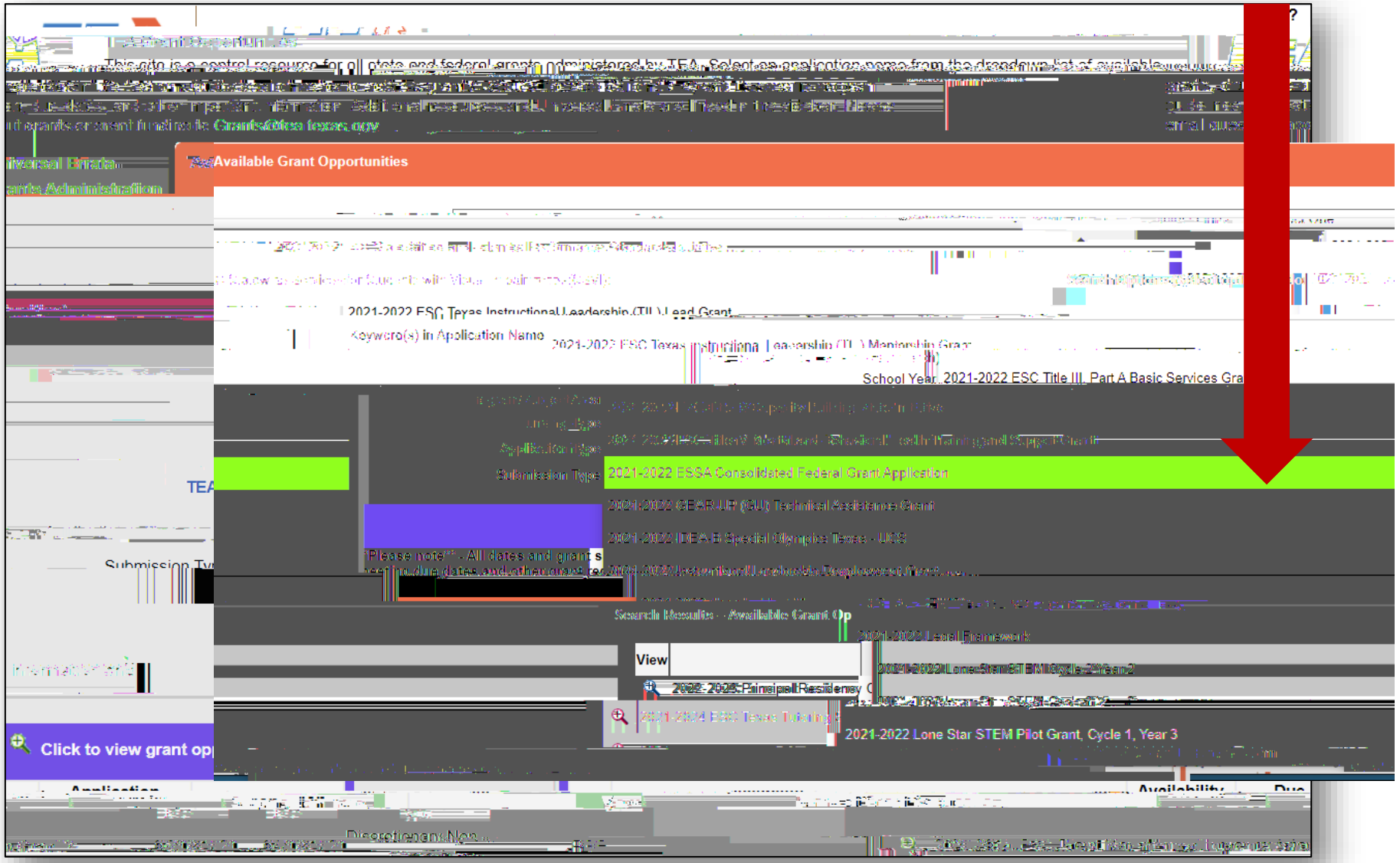
Program Compliance Self-Check

Regional Education Service Centers



From the Grant Opportunities Tab

Select Name of Grant Application



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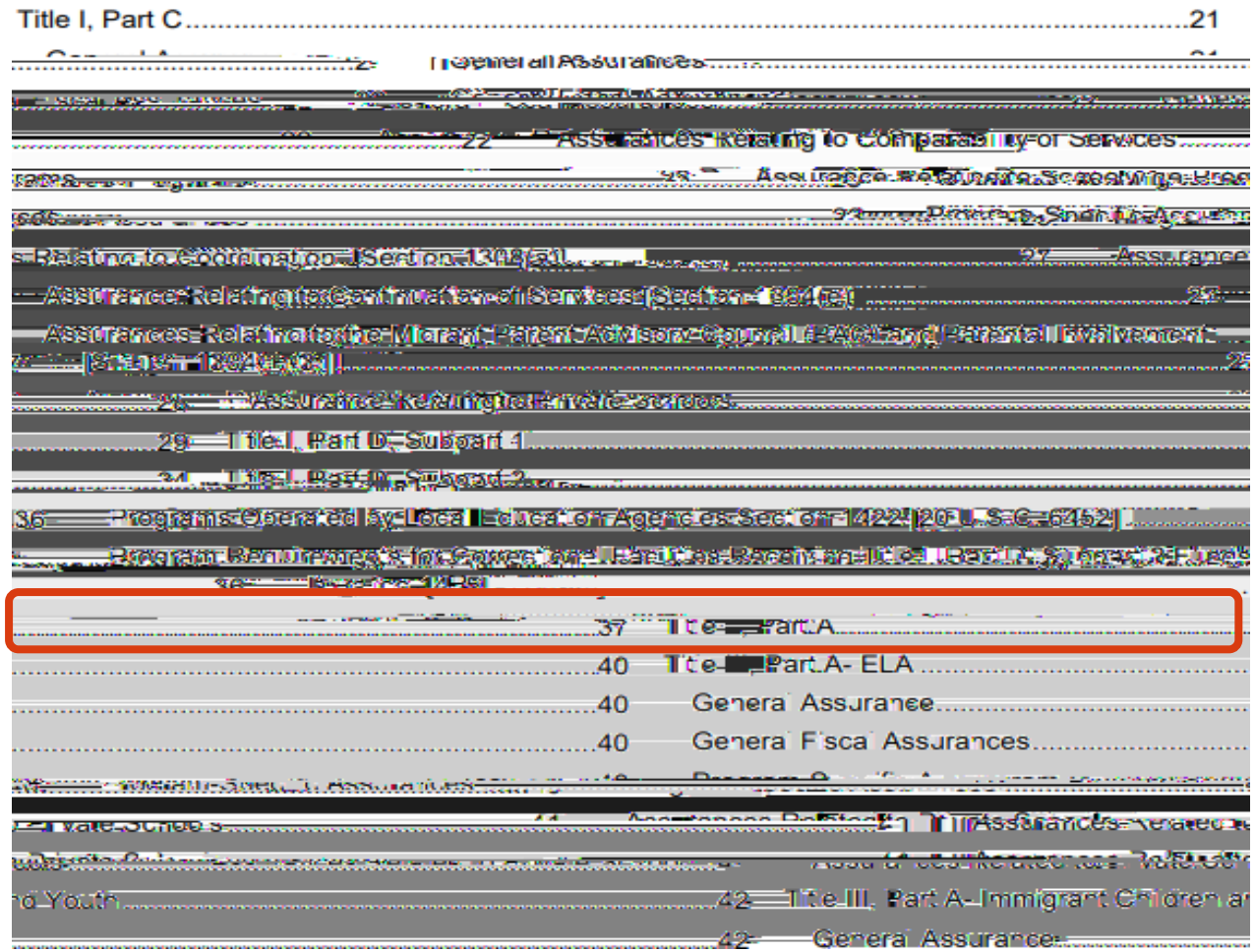
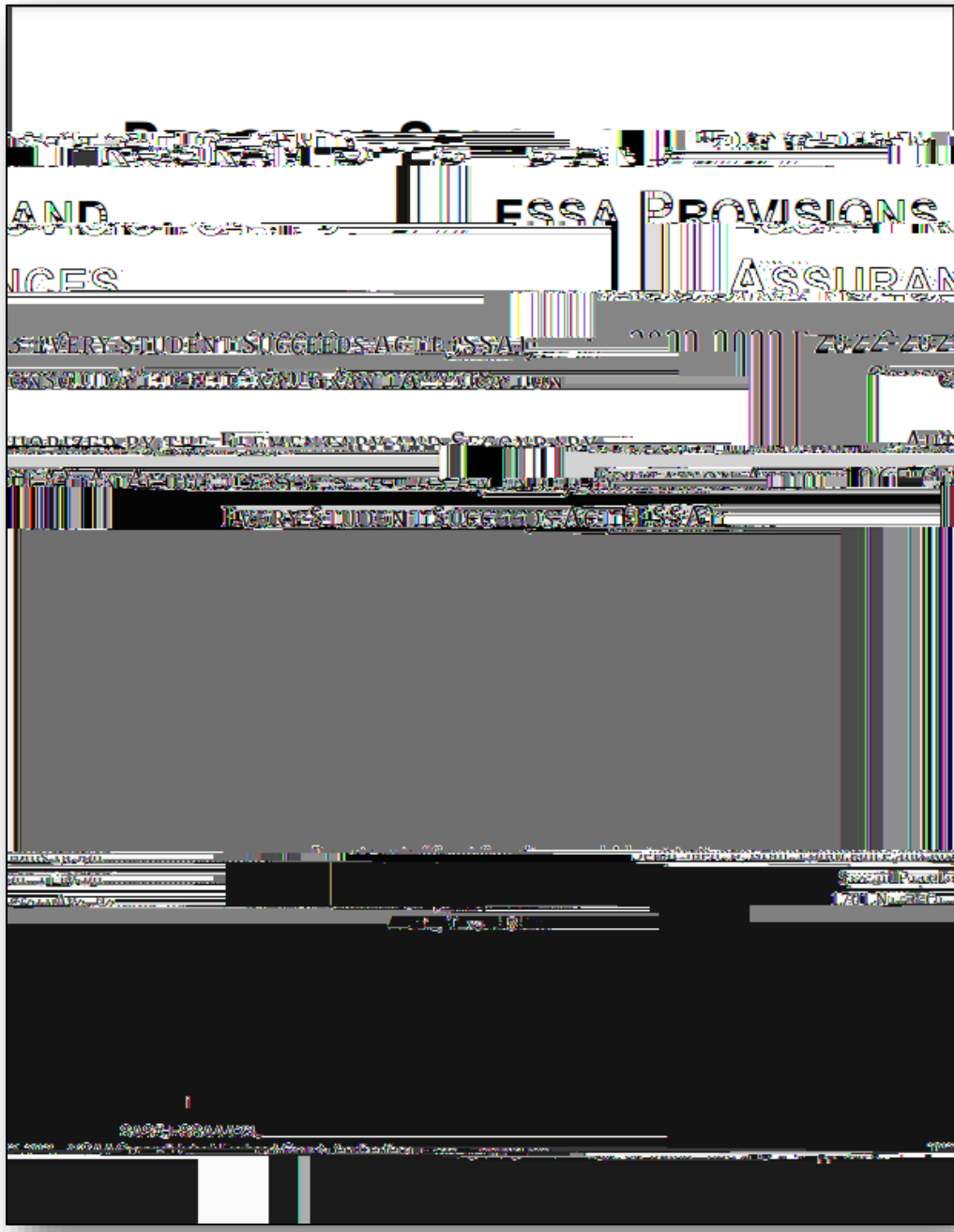
ESSA Program-Specific Provisions and Assurances





Title II, Part A Resources

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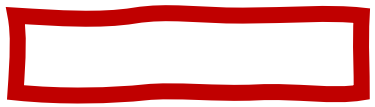
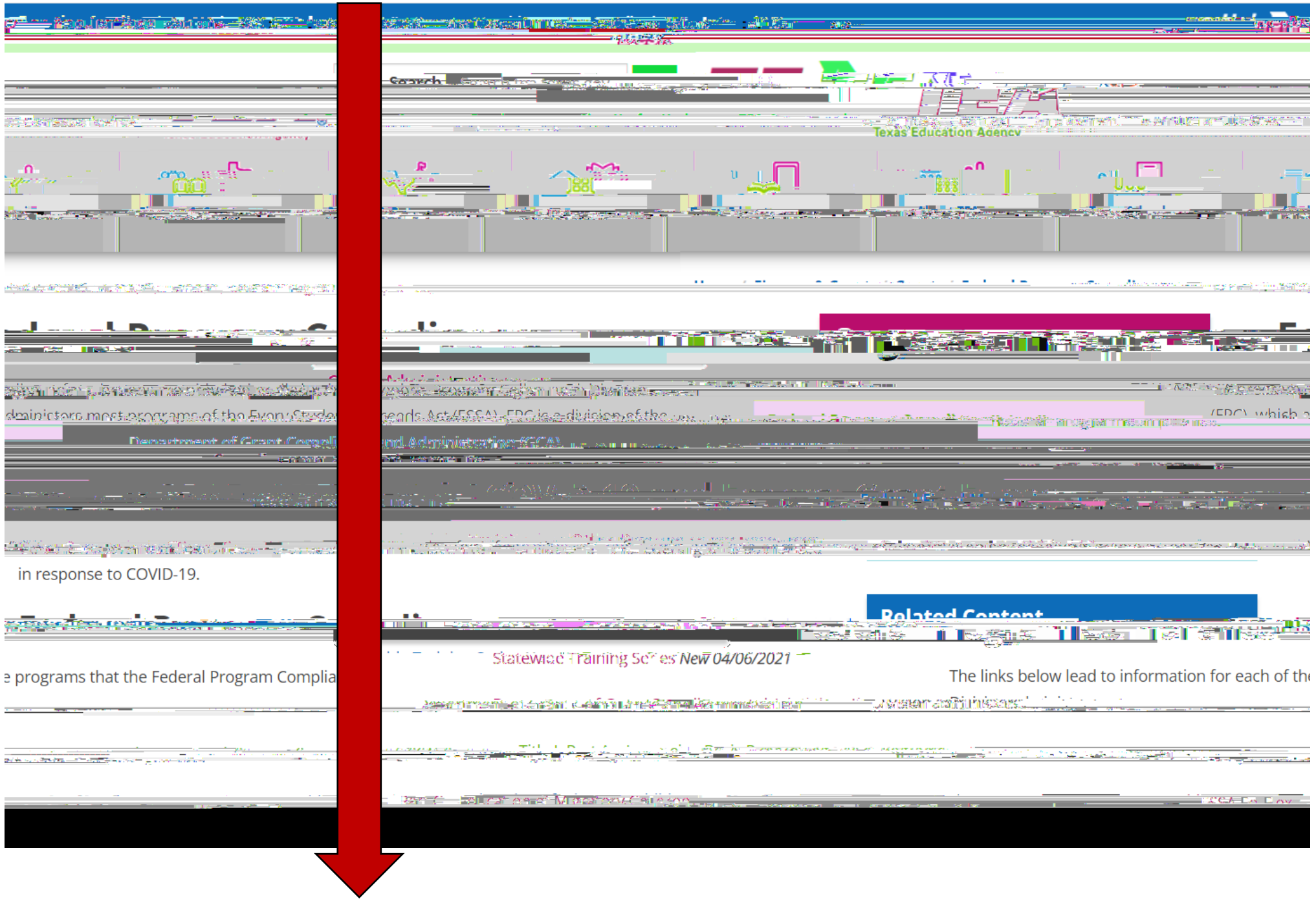
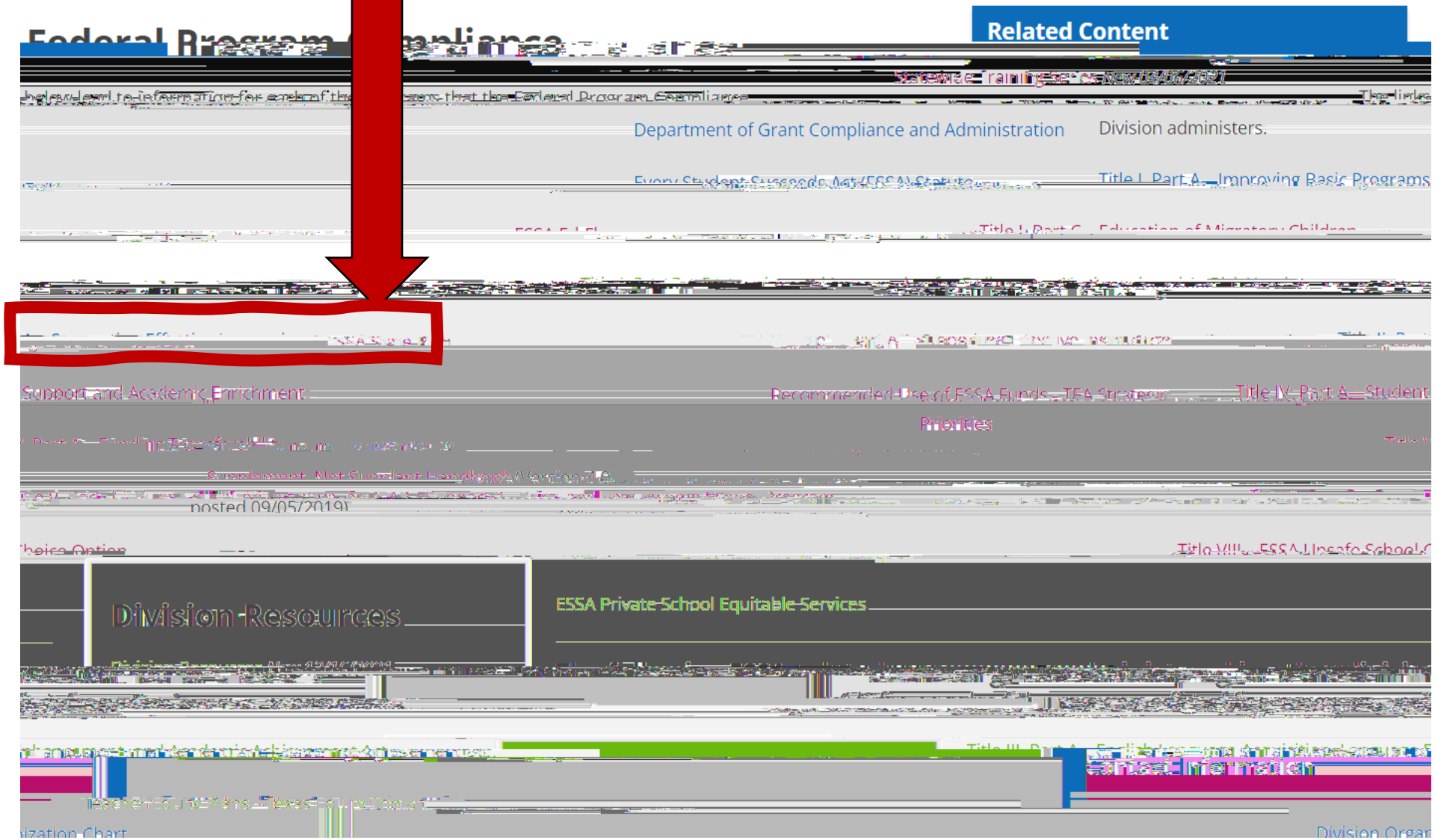



Texas Education Agency
in response to COVID-19.
Related Content
Statewide Training Series New 04/06/2021
The links below lead to information for each of the

Title I, Part A link on Federal Program Compliance Webpage



Title II, Part A resources on web

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