

Every Student Succeeds Act Title II, Part A

November 17, 2020



Today's Zoom

- We will have **Q&A** at the end of the presentation.
- Please remember that your district's policies and procedures may also impact what you can or cannot do in your federal programs. **If you have specific questions or concerns, please contact us for individual guidance, or consult with your district's legal counsel.**
- Today's slides may include screenshots from TEA's website or presentations to help accurately portray regulations, procedures, etc. We recommend you **view the actual TEA resources** (links are provided) to ensure you see the full guidance from TEA.

Tips for today's session:

- Please enter *your name* and *district name* in the chat – this will help us document your attendance today.
- Please keep your *microphones muted* and *be aware of your surroundings* if your video is on.
- *Enter you questions into the chat box* – we will monitor it throughout the session.
- This session is being recorded.

Agenda

- Title II, Part A Program Overview
- Definitions
- Three Areas of Focus
- LEA Application
- Required Consultation & Stakeholders
- Parent and Family Engagement
- Private Non-Profit Equitable Services
- Prioritization of Funds
- Use of Funds
- Carryover
- Compliance Monitoring
- Resources
- Q & A

Title II, Part A Program Overview

- **Every Student Succeeds Act (ESSA)**
 - Title I, Part A – Improving Basic Programs
 - Title I, Part C – Education of Migratory Children
 - Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out
 - **Title II, Part A – Supporting Effective Instruction**
 - Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement
 - Title IV, Part A – Student Support and Academic Enrichment (SSAE)

Title II, Part A Program Overview

- **Intent**

- Support educators in their work to improve the overall quality of instruction
- Ensure equity of educational opportunity for all students

- **Purpose**

- Increase student achievement consistent with the challenging State Academic standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and school leaders who are effective in improving student academic achievement
- Provide low-income and minority students greater access to effective teachers, principals, and school leaders

Professional Development Defined

Professional Development Activities should be...

- Sustained,
- Intensive,
- Collaborative,
- Job-Embedded,
- Data-Driven,
- Classroom-Focused, and
- Personalized or based on information from an evaluation and support system.

Rather than...

- Professional Development that stands alone and
- Does not connect to a larger school-wide or individualized plan

Evidence-Based Defined

- Statistically significant effect on improving relevant outcomes based on
 - *strong evidence* from at least one well-designed and well-implemented study;
 - *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - *promising evidence* from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- *demonstrates a rationale* based on high-quality research findings or positive evaluation that it is likely to improve relevant outcomes; and
- **includes ongoing efforts to examine the effects of such activity, strategy, or intervention**

Title II, Part A – Areas of Focus

- **Recruiting and Retaining Effective Teachers and Principals**
 - Recruiting, Hiring, and Retaining Effective Teachers in High-Need Schools (low-income schools w/high percentages of ineffective teachers and students who do not meet state academic standards)
 - Educator Induction and Mentorship Programs
 - Teacher Leadership
 - School Principal Support
 - Educator Cultural Competence
 - Recruiting Qualified Individuals from Other Fields
 - Improving School Working Conditions

Title II, Part A – Areas of Focus

- **Professional Development and Educator Growth**

- Assessments and Data Analysis
- Career Readiness Education
- Child Sexual Abuse Prevention
- Early Childhood Instruction
- Effectively Teaching Children with Disabilities, English Learners
- Evaluation and Support Systems
- Evidence-Based Professional Development
- Identification and Support of Gifted Students
- STEM-Focused Professional Development

Title II, Part A – Areas of Focus

- **Other Evidence-Based Activities**
 - **Reducing Class Size**
 - To a level that is *evidence-based* and used to improve student achievement
 - Maintain documentation locally
 - **Other Evidence-Based Activities**
 - Evidence is reasonably available and
 - Identified by the LEA to meet the purpose of Title II, Part A

LEA Application

- Formula Grant
- ESSA Consolidated Federal Grant Application
- [TEA Grant Opportunities](#)
- [TEA Entitlements Page](#)

Required Consultation & Stakeholders

Teachers

Specialized Instructional Personnel

Parents

Charter School Teachers, Principals, Other School Leaders

Principals

Community Partners

School Leaders

Paraprofessionals

Other Organizations or Partners

Indian Tribes or Tribal Orgs

- *Meaningful* Stakeholder Consultation
- Seek Advice from Required Stakeholders
- Use Data and *Ongoing Consultation*

Private School Equitable Services

- LEA must provide timely and meaningful consultation with appropriate private school officials
- If LEA chooses to transfer out of Title II, PNP is still entitled to their proportional share of services under the program the funds are transferred to.
- Secular, neutral, and nonideological
- Equitable in comparison to services and other benefits for the LEA's public school teachers participating in Title II, Part A

Prioritization of Funds

- Title I, Part A campuses identified for *school improvement*
- Campuses serving Title I, Part A students

Allowable Use of Funds and SNS

- **One statutory fiscal requirement for Title II – Supplement, Not Supplant**
- **Schoolwide Flexibility – NOT applicable to Title II!**
- **Maintain documentation for the following questions:**
 - How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
 - Is the need identified in the comprehensive needs assessment? Is it in the CIP/DIP?
 - How will the impact be measured?
 - How is the expenditure supplemental to non-federal programs?
- Supplement not Supplant (link to guide)
- [Updated One-Pager](#)

Title II, Part A Use of Funds Checklist

- Supplement, Not Supplant
- Prioritization of Funds
- Address the Learning Needs of All Students (SPED, ELL, GT, etc.)
- EDGAR Requirements (Education Department General Administrative Regulations - USDE)
- LEA Policies and Procedures
 - Follow most restrictive policy or procedure!

Additional Use of Funds Requirements

- Comprehensive Needs Assessment
- District and/or Campus Improvement Plan
- Reasonable
- Necessary to meet the Intent and Purpose
- Allocable
- Allowable
- If PD, fits Title II definition of professional development!

Carryover

- No percent threshold for Carryover of Title II, Part A funds!
- Note: Nothing in 2020 is normal.

Compliance Monitoring

- **Federal Program Compliance Division**

- Random Validations
- Program Compliance Reporting – ESSA Consolidated Compliance Report
 - LEA indicates the sources of documentation that show compliance
 - Maintain documentation on file at the LEA
 - “Must be readily available upon request from the Texas Education Agency”
- PR3001 – Needs Assessment, Priorities, and Program Outcomes Report

- **Federal Fiscal Monitoring Division**

- Were the expenditures used for authorized purposes and in compliance with federal regulations?

- [20-21 Random Validation Documentation Matrix - Title II, Part A](#)

Title II, Part A Resources

- [TEA – Title II, Part A: Supporting Effective Instruction](#)
- [Program Guide – Title II, Part A: Supporting Effective Instruction](#)
 - Interactive Table of Contents
 - FAQs
 - A-Z Topic List

Upcoming Trainings

- 11/17/2020 1 – 3:30 p.m. [TEA: Indirect Cost Rate/Additional Costs Workbook \(Zoom\)](#)
- 11/18/2020 10 - 11:30 a.m. [Title I, Part A Overview \(Zoom\)](#)
- 12/3/2020 9 a.m. – Noon [Campus Requirements for Title I Administrators \(Zoom\)](#)
- 12/3/2020 9 – 11:30 a.m. [TEA: Indirect Cost Rate/Additional Costs Workbook \(Zoom\)](#)
- Title I Schoolwide Trainings (required for new SW campuses or administrators)*
 - 2/17/2021 9 a.m. – Noon Comprehensive Needs Assessment
 - 2/24/2021 9 a.m. – Noon Campus Improvement Plan
 - 3/3/2021 9 a.m. – Noon Parent & Family Engagement

* TBD Zoom or In-person

Other Resources

- [ESC Region 11 Federal Programs Website](#)
- [COVID-19 Support: District Waivers, Finance and Grants](#)
- [Statewide Parent and Family Engagement Initiative](#)
- [ESSA Program Compliance \(TEA\)](#)
- [Indirect Cost Rates \(TEA\)](#)
- [Texas Education for Homeless Children and Youth](#)
- [TEA You Tube playlist](#) – go to link and select the *Grant Compliance and Administration* playlist



Questions & Answers

Group Discussion / Collaboration

- Current concerns or struggles
- Guest speakers
- Training topics

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- What items were identified in your breakout groups?

Breakout rooms:

- You will automatically be sent into breakout rooms for small group discussion.
- Please choose one spokesperson in your group to report back briefly to the entire group!