



BEST FOR
ALL

We will set all students on a path to success.

Effective Use of Title II, Part A

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Federal Programs and Oversight | January 2021



Agenda



- Overview of Title II, Part A program
- Major changes in Every Student Succeeds Act (ESSA)
- Title II, Part A in Tennessee
- Allowable expenses
- Important reminders and questions to consider
- Resources
- Questions



Overview of Title II, Part A Program

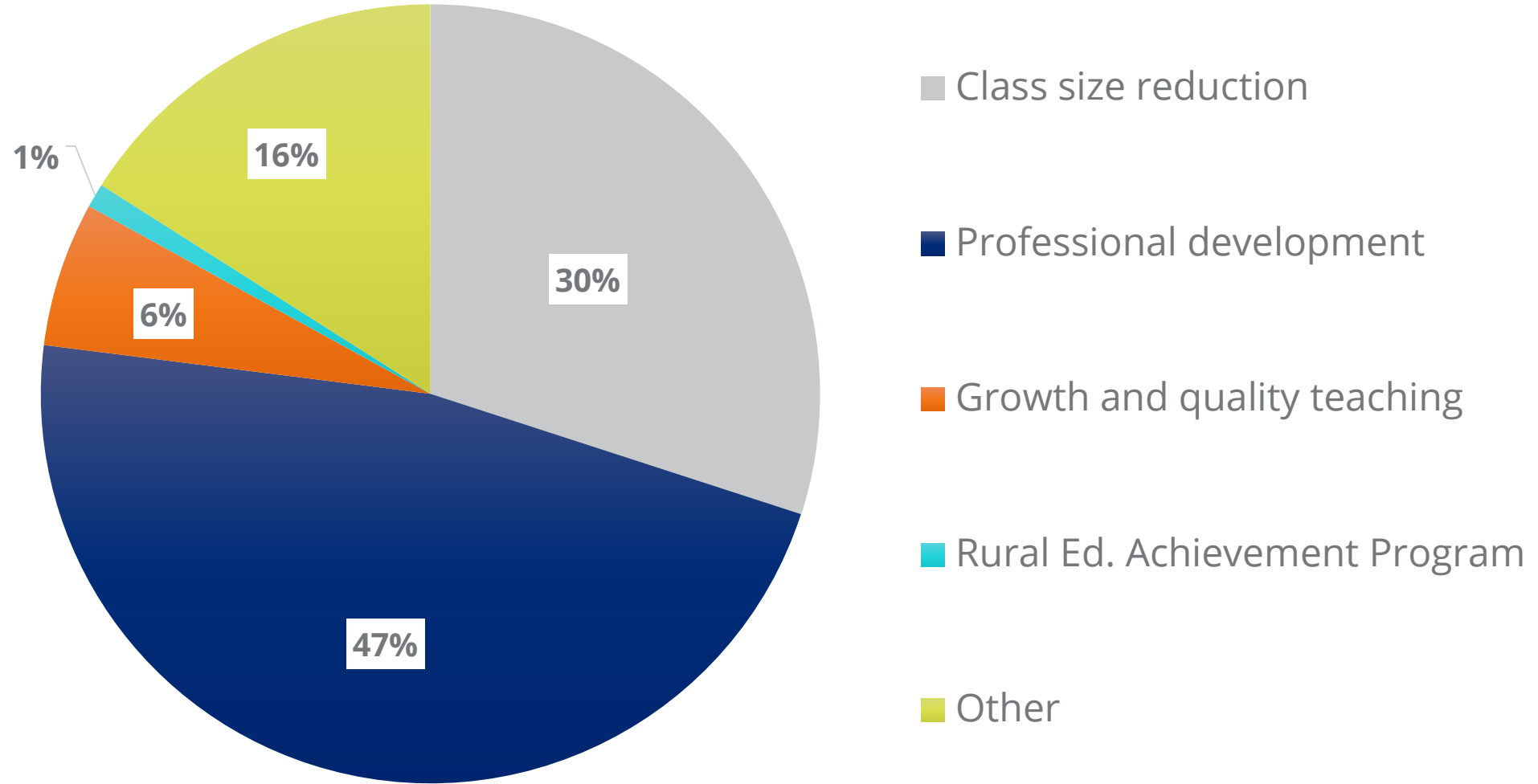


Major Components

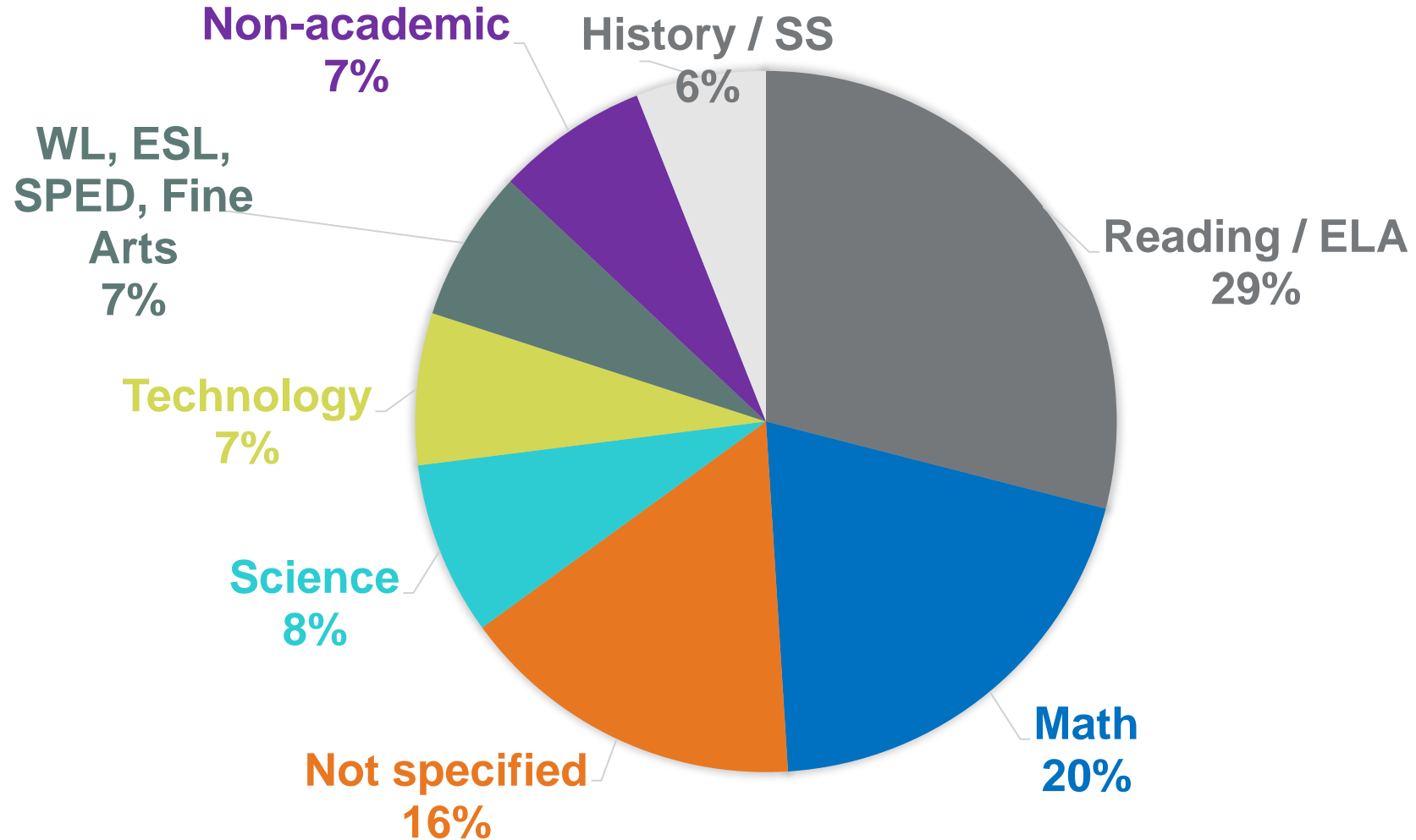
- Increase student achievement consistent with the challenging state academic standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement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



Uses of Title II, Part A Funds (U.S.)



Subject Area PD Funded with Title II, Part A funds (US)



Changes in ESSA



Major Changes in ESSA

Title II, Part A under ESSA

1. Changes the funding formula
2. Removes the requirement for a teacher evaluation system (at federal level)
3. Eliminates the requirement for teachers to be highly qualified (per federal definition)
4. Increases requirements related to participating non-public schools



Major Changes in ESSA

- State funds: 20% based on census population; 80% based on census poverty (occurs over four years)
- Evidence-based
- Highly effective
- Well-rounded education
- More emphasis on school leaders



Major Changes in ESSA

- Equitable share is calculated on the total Title II, Part A allocation minus administration (public and non-public)
- Expanded equitable services consultation requirements
- Requirement to maintain and submit to the SEA a written affirmation documenting non-public school consultation occurred
- Requirement to maintain and submit agreements derived from non-public school consultation.



Title II, Part A Programs in Tennessee



Overview of Awards to SEA

Title II, Part A

- \$35,775,940 in FY17 (2016-17)
- \$32,841,108 in FY18 (2017-18)
- \$34,348,386 in FY19 (2018-19)
- \$30,913,557 in FY20 (2019-20)
- \$39,250,584 in FY21 (2020-21)



Title II, Part A Program Details

Program Administration: The reasonable and necessary costs to manage Title II-A in a compliant and effective manner.

- The district is utilizing consolidated administration to administer Title II-A. Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.
- The district is not utilizing consolidated administration to administer Title II-A. Provide a summary of how the Title II-A program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title II-A funds, and all other funding sources that will contribute to Title II-A administrative staff salaries/benefits.

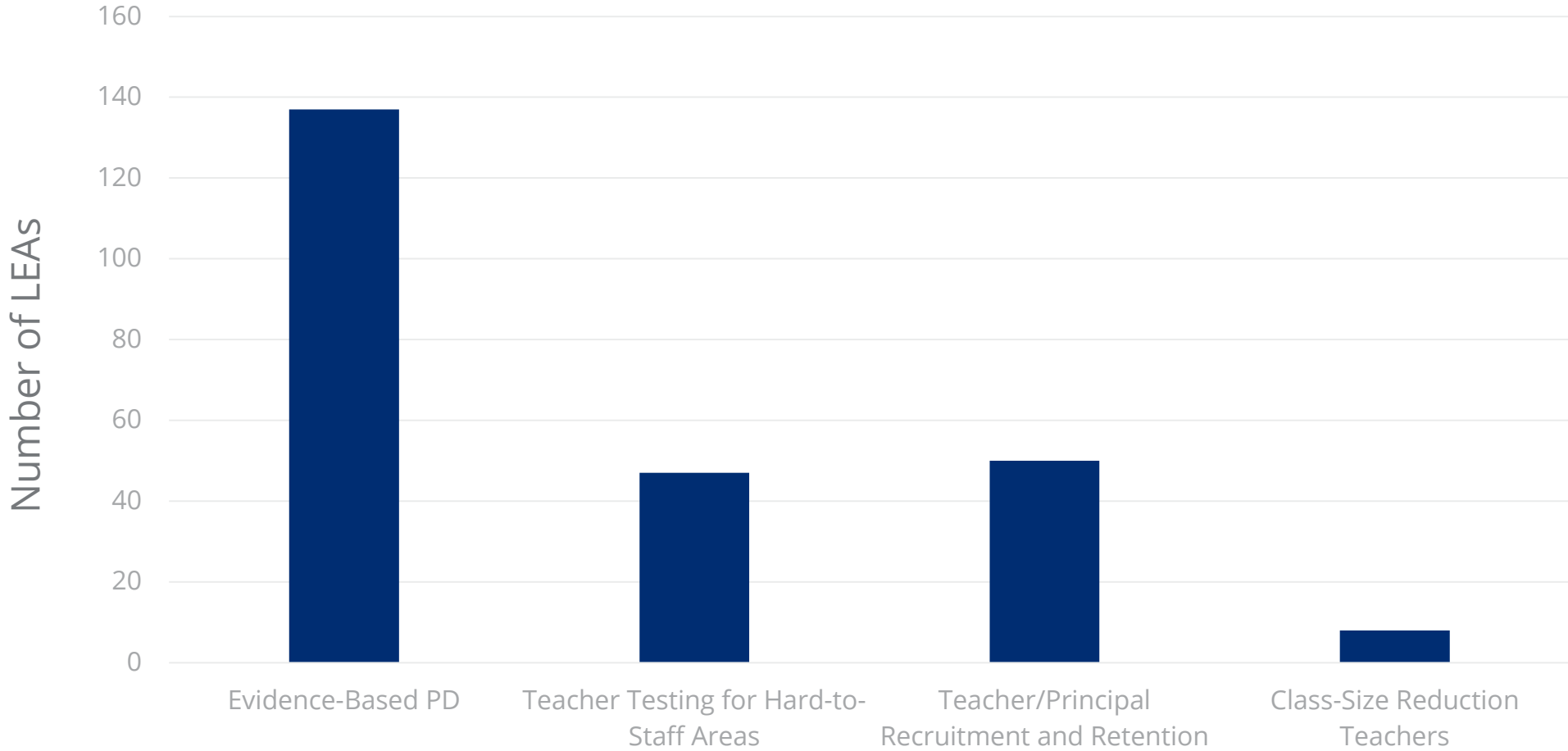
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Program Description

Identify the activities to be supported with Title II A funding.	Number of Staff Impacted (Headcount)			
	Teachers	Principals	Paras	Other School Leaders
<input checked="" type="checkbox"/> Evidence-based professional development activities for teachers, principals, paraprofessionals and other school leaders.	554	11		10
<input type="checkbox"/> Teacher/principal recruitment and retention activities.				
<input type="checkbox"/> Class-size reduction teachers				
<input type="checkbox"/> Teacher testing for hard-to-staff areas				



Use of Title II, Part A Funds in FY21



Evidence-Based PD

Examples:

- Mentor and induction programs
- District-based preparation program for school leaders
- Subscriptions
- Conferences, trainings, workshops
- Consultants
- Academic/instructional coaches
- Professional Learning Communities (PLCs)

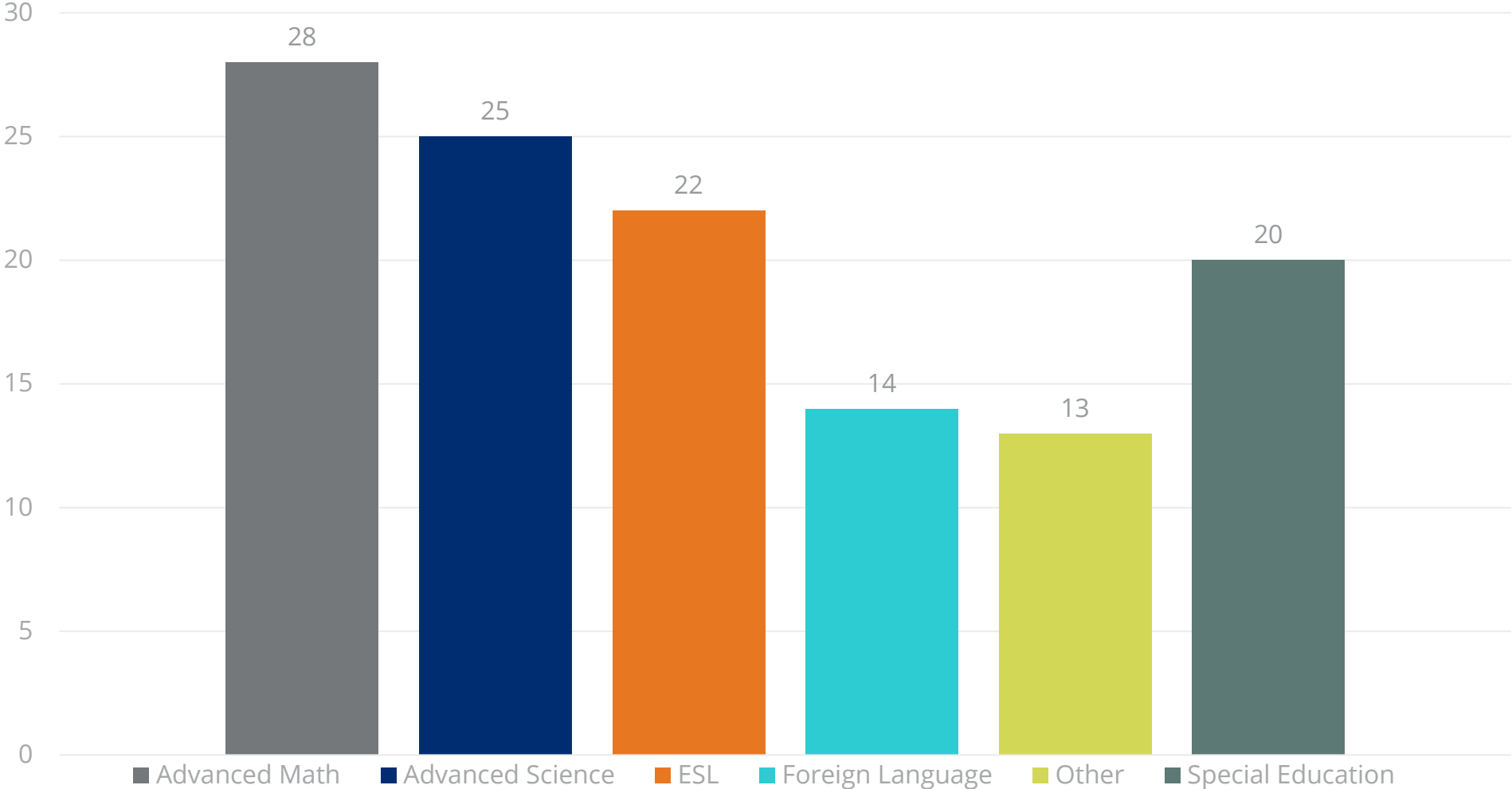


Recruitment and Retention

- Differentiated pay
 - Years of experience
 - Completion of degrees
- Recruiting bonuses
 - Hard-to-staff areas
 - Diverse candidates
- Retention bonuses
 - Based on evaluation scores
 - Number of years in system



Identified Hard-to-Staff Areas



Equitable Services: Participating Non-Publics

Number of LEAs with non-publics participating in Title II, Part A equitable services	34
Number of non-publics participating in Title II, Part A equitable services	161



Allowable Expenses



Allowable Uses of Title II, Part A Funds

- Developing or improving **rigorous, transparent, and fair evaluation and support systems** for teachers, principals, and school leaders
- Developing and implementing initiatives to assist in **recruiting, hiring, and retaining effective teachers** in order to **improve the within-district equity** of those teachers particularly in:
 - Low-income schools
 - Low-income schools with high percentages of low-effect teachers
 - High percentages of students not meeting academic standards



Allowable Uses of Title II, Part A Funds

- **Recruiting qualified individuals from other fields** to become teachers, principals, or other school leaders
- **Reducing class size** to a level that is evidence-based, to improve student achievement through recruiting and hiring of additional effective teachers
- Providing **high-quality, personalized professional development that is evidence-based** for teachers, instructional leadership teams, principals, or other school leaders



Allowable Uses of Title II, Part A Funds

- Developing programs and activities that increase the **ability of teachers to effectively teach children with disabilities**, including children with significant cognitive disabilities, **and English learners (ELs)**
 - Programs and activities may include:
 - Multi-tier systems of support (MTSS)
 - Positive behavioral intervention and support



Allowable Uses of Title II, Part A Funds

- Providing programs and activities to increase:
 - The ability of principals or other school leaders to **support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8**, which may include joint professional learning and planning activities for school staff and educators in preschool programs that address transition to elementary school
 - The knowledge base of teachers, principals, or other school leaders on instruction in the early grades and strategies to measure whether young children are progressing



Allowable Uses of Title II, Part A Funds

- Providing **training, technical assistance, and capacity-building within districts** to assist teachers, principals, or other school leaders with:
 - **selecting and implementing formative assessments,**
 - **designing** classroom-based assessments, and
 - **using data** to improve instruction and student achievement.



Allowable Uses of Title II, Part A Funds

- Carrying out **in-service training** for school personnel in:
 - Techniques and supports needed to help educators understand **when and how to refer students affected by trauma, and children with, or at risk of, mental illness**
 - Forming **partnerships between school-based mental health programs and mental health organizations**
 - **Addressing issues related to school conditions for student learning**, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism
 - The use of **referral mechanisms to connect students with appropriate treatment and intervention services** in the school and/or community



Allowable Uses of Title II, Part A Funds

- Providing **training to support the identification of students who are gifted and talented**, including high-ability students not formally identified for gifted, and implementing instructional practices that support the education of such students
 - Early entrance into kindergarten
 - Dual or concurrent enrollment programs in secondary school and postsecondary education
 - Enrichment, acceleration, and curriculum compacting activities



Allowable Uses of Title II, Part A Funds

- Supporting instructional services provided by **effective school library programs**
- Providing **training for all school personnel**, including teachers, principals, and other school leaders, specialized instructional support personnel, and paraprofessionals, regarding the **prevention and identification of child sexual abuse**
- Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote **high-quality instruction and leadership in STEM subjects**



Allowable Uses of Title II, Part A Funds

- Developing **feedback mechanisms to improve school working conditions**, including through periodically and publicly reporting results of educator support and working conditions feedback
- Providing high-quality professional development for teachers, principals, or other school leaders on **effective strategies to integrate rigorous academic content, career and technical education, and work-based learning**



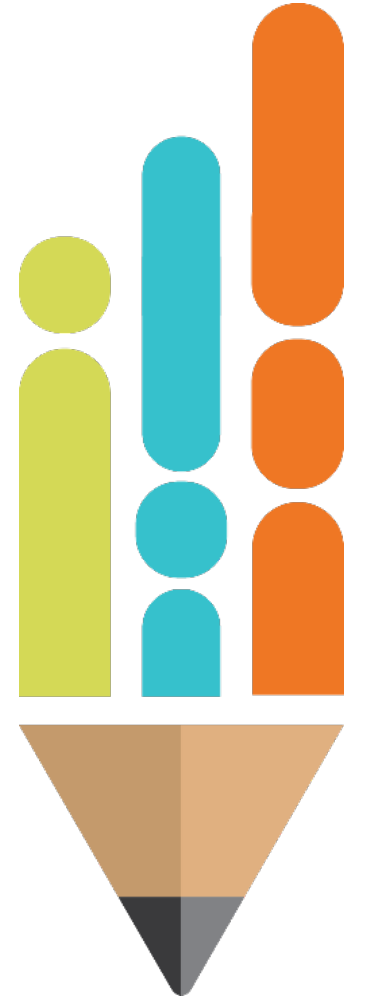
Title II Allowability

- Divide into groups of three
- Review each scenario and discuss with your group
- Determine whether it is allowable as written
- Determine what would be needed for it to be allowable
- Address any additional questions posed with the scenario
- Be ready to discuss/share out



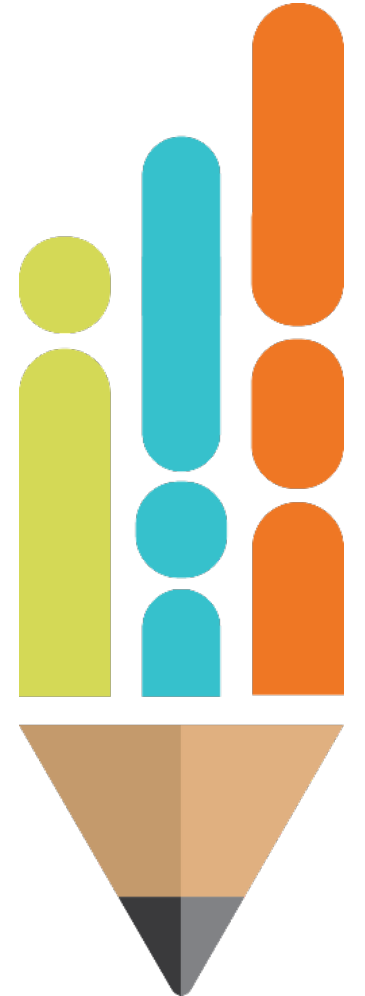
Scenario 1

- Saint Volunteer, a private school, is participating in an equitable services program in the Apple County School district. The LEA has worked with the non-public school to develop a needs assessment. Their needs assessment shows that the schools teachers have a need for professional development in math. The LEA and the non-public school during consultation have agreed that the district will provide professional development with district staff members to the teachers on location at the private school. The LEA will pay for stipends for the non-public school teachers and for the substitute teachers out of Title II so the professional development can take place during the day.
- Is this allowable? Why or why not?



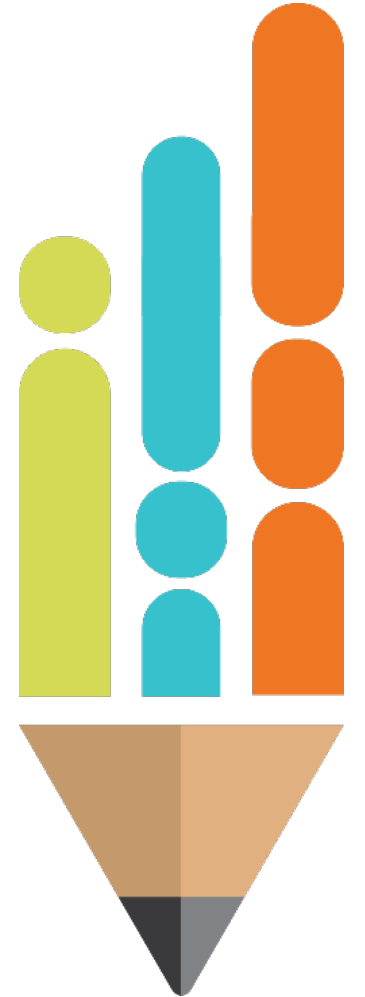
Scenario 2

- Robin Elementary is a K-5 school in the Orange City School system. The LEA has created a needs assessment that shows their biggest professional development need concerns social and emotional learning. The LEA would like to purchase a professional development online course for all of their teachers and paraprofessionals that helps foster positive relationships with students and stresses culturally responsive pedagogy. Title II funds will be used for the teacher and paraprofessional subscriptions to the program.
- Is this allowable?



Scenario 3

- Oak Tree Middle School is in the Leaf County School system. The school system's needs assessment shows that they need professional development for reading in grades K-3. There is a conference in Atlanta for reading teachers and coaches. There are three reading teachers at Oak Tree Middle School that are interested in attending the conference along with their reading coach and the head of the reading program from the LEA central office. The team will travel to Atlanta for the conference, spend three nights at a hotel at the state rate and attend the conference. Title II funds will be used for conference registration, hotel costs, travel costs, meals and incidentals for the three days of the training.
- Is this allowable?



The Specifics of Allowability

ACTIVITY	ALLOWABLE	NOT ALLOWABLE
PD Coaches	To support teachers, model best practices, etc.	To complete paperwork and grade papers
Teacher Stipends	To learn HOW to develop/align /design/map curriculum or assessments	To develop/align/design/map curriculum or assessments
Technology Training	How to integrate technology into instruction	How to create a new class in Skyward (or other SMS)
Substitute Teachers	To pay for a teacher who is attending a PD paid for with Title II funds	To pay for a teacher who is out sick or attending a PD paid for with GP funds
Training on SWDs	Training on how to differentiate and scaffold instruction	Orton-Gillingham training to meet needs outlined in IEPs

Questions to Consider

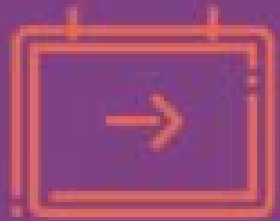
- Is this reasonable and necessary?
- Is this required?
- How would this be paid for in the absence of Title II, Part A funds?
- Which funding source paid for this last year?
- How is the district utilizing other title funds (I, III, IV, V)?
- How can the district maximize funding?
- Is this the best use of these funds?
- How is the district coordinating programs?
- Which areas of need were identified in the needs assessments (district and school levels)?
 - What do the human capital reports highlight?



Additional Questions to Consider

- How can the district and schools build and ensure capacity?
- How is PD monitored?
- How can the district ensure support to novice educators?
- How can the district support low-/high-performing teachers?
- Is this sustainable?
- How many people are benefitting?
- Is there a district-wide PD plan with a variety of offerings?
- Is there an option to partner with other LEAs to defray costs?
- How can the district collaborate with teacher prep and higher education programs?
- How is PD tied to teacher evaluations and observations?

Is the PD Sustained and Intensive?



sustained \sa-'stānd/ adjective:
taking place over an extended period;
longer than one day or a one-time workshop.

KEY METRIC:
Activity enrollments consisting of
more than three meetings

finding:

13%

Intensive \in-'ten(t)-sh/ adjective:
focused on a discreet concept,
practice, or program.



KEY METRIC:
Average length of PD activities (in hours)

finding: 4.5 hours



Are there Job-embedded and Collaborative Offerings?



Job-embedded

\ˈjɒb, ɪm-ˈbeɪ-dəd\ adjective;

a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

KEY METRIC:

Activities offered within the school system

finding:

63%



Collaborative

(kə-ˈlɑ-bə-ˈrɑ-tɪv\ adjective;

involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

KEY METRIC:

Enrollment in an activity with a collaborative format

finding:

9%

Is the PD Data-informed and Classroom-Focused?



Data-driven

\ˈdeɪ.təˌdraɪ.v.ɪn adjective:

based upon and responsive to real time information about the needs of participants and their students

KEY METRIC:
Activities offered aligned to a data-driven format

finding:

88%



Classroom-focused:

\ˈklɑːs.rʊm, ˈfoʊkɑːst adjective:

related to the practices taking place during the teaching process and relevant to instructional process.

KEY METRIC:
Activities aligned with classroom-focused InTASC standards.

finding:



Important Reminders: Title II, Part A Expenses

- Are not allowed for direct services to or use by students
- Are for educators
 - School leaders
 - Teachers
 - Paraprofessionals
- Must be aligned to the needs assessment
- Must be reasonable, allowable, and necessary
- Cannot supplant
- Must be offered to charter schools



Resources



TDOE Resources

- Title II, Part A state coordinator: Brinn.Obermiller@tn.gov
- Assigned [divisional coordinators](#)
- Professional learning:
 - Webinars
 - Regional trainings
 - FPO updates (monthly)
- **ePlan TDOE Resources (eplan.tn.gov)**
 - *Consolidated Funding Application Guide*
 - *Coordinated Spending Guide*



TDOE Resources

- Technical assistance and support
- Listserv for regular email updates
- Contacts in other divisions
- State conferences
- Regional trainings



National Organizations

Educator professional learning and growth

- [ASCD](#)
- [Learning Forward](#)

For school leaders

- [NAESP](#)
- [AMLE](#)
- [NASSP](#)

Content-specific (national, regional, state levels)

- [NCTE](#) – English and Language Arts
- [NCSS](#) – Social Studies
- [ACTFL](#) – World Languages
- [NAEA](#) – Art
- [NCTM](#) – Math
- [NSTA](#) – Science
- [TESOL](#) – ESL
- [MTNA](#) – Music



Websites

- USED. *Title II: Preparing, training, and recruiting high quality teachers and principals*. Retrieved from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg20.html>
 - Non-regulatory guidelines, memos, etc.
 - Dear colleague letters
- Every Student Succeeds Act, S.1177, 114th Cong. (2015). Retrieved from: <http://www.gpo.gov>



Other

- [Evidence for ESSA](#)
- [Tennessee School Board Association](#)
- [Tennessee State Board of Education](#)
- [Council of Chief State School Officers](#)
- [Brustein and Manasevit](#)



References

- DuFour, R., and Fullan, M. (2013) *Cultures built to last: Systemic PLCs at work*. Bloomington, IN: Solution Tree Press.
- Frontline Research and Learning Institute. (2016). Bridging the gap, parts 1, 2, 3, and 4. Retrieved from: <https://www.frontlineinstitute.com/reports/essa-report/>.
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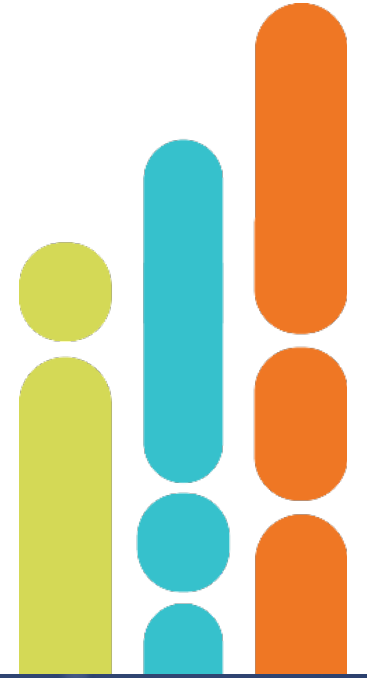
Questions

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Thank You!

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