BEST FOR ALL
#TNBestforAll

Title II, Part A Supporting Effective Instruction

Lynn Dotson & Henry Lafollette

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TN Department of Education

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BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Agenda

- Overview of Title II, Part A
- Program Requirements
- Equitable Services
- Allowable Use of Funds
- Allowability Scenarios
- Closing

Overview of Title II, Part A

Program Purpose

- Title II, Part A (Title II) is intended to improve teacher and leader quality with a focus on preparing, training, and recruiting high-quality teachers and principals.

- Title II provides grants to state educational agencies (SEAs) and subgrants to local educational agencies (LEAs) 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.

Title II Transferability

- Under the Every Student Succeeds Act (ESSA), LEAs can transfer up to 100 percent (100%) of Title II funds into:
  - Title I, Part A — Improving Basic Programs
  - Title I, Part C — Migrant
  - Title I, Part D — Neglected and Delinquent
  - Title III, Part A — English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part A — Student Support and Academic Enrichment
  - Title V, Part B — Rural and Low-Income Schools (RLIS)

Program Requirements

Title II Supplement Not Supplant (SNS)

- Title II funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

- Title II funds may not be used to pay for any training or professional development (PD) that is required under State law or State Board of Education Rule.
  - Example: Child Abuse training, Child Sexual Abuse training, and Human Trafficking of Children training required under T.C.A. § 37-1-408

Defining Professional Development

- ESSA § 8101(42) defines "professional development," specifically noting that the professional development activities are:

  - sustained (not stand-alone, 1-day, or short-term workshops),

  - intensive,

  - collaborative,

  - job-embedded,

  - data-driven, and

  - classroom-focused.

Eligible Staff

- Title II, Part A funds can be used to support:
  - Teachers
  - Principals
  - Paraprofessionals
  - Other School Leaders

- According to ESEA § 8101(A)(44), the term **"school leader"** means a principal, assistant principal, or other individual who is:

  A. an employee or officer of an elementary school or secondary school, LEA, or other entity operating an elementary school or secondary school; and

  B. responsible for the daily instructional leadership and managerial operations **in the elementary school or secondary school building**.

Evidence-Based Activities

- When using Title II, Part A funds for PD and class size reduction, a SEA may require an LEA to only use Title II, Part A funds on evidence-based activities, to the extent that the State determines the evidence is reasonably available [ESEA § 2103(b)(3)(D-E)].

- More information about evidence-based interventions and ESSA requirements can be found in ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Evidence for ESSA.

Needs Assessment and Consultation

- What is required under the Elementary and Secondary Education Act (ESEA)?
  - **LEAs** must engage in **meaningful consultation** with a broad range of stakeholders as required by ESEA §§ 2101(d)(3) and 2102(b)(3), and non-public schools as required by ESEA § 8501, and must have a process in place to "**use data…**to continually update and improve activities supported under this part" [ESEA § 2102(b)(2)(D)].

- What does the guidance say?
  - SEAs and LEAs must engage in meaningful consultation with a broad range of stakeholders as required by ESEA §§ 2101(d)(3) and 2102(b)(3) and **should examine relevant data to understand students' and educators' most pressing needs, including the potential root causes of those needs given local context** (Title II, Part A Non-Regulatory Guidance).

Title II, Part A in InformTN

- How is this requirement met?
  - In Tennessee, LEAs are required to conduct a **comprehensive needs assessment annually** as part of the LEA plan development process in **InformTN:**
    - *Describe how professional development for teachers, principals, and other school leaders will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners, including those with disabilities.*

Assess and Identify Needs

Select Approach/Plan

Fund

Implement
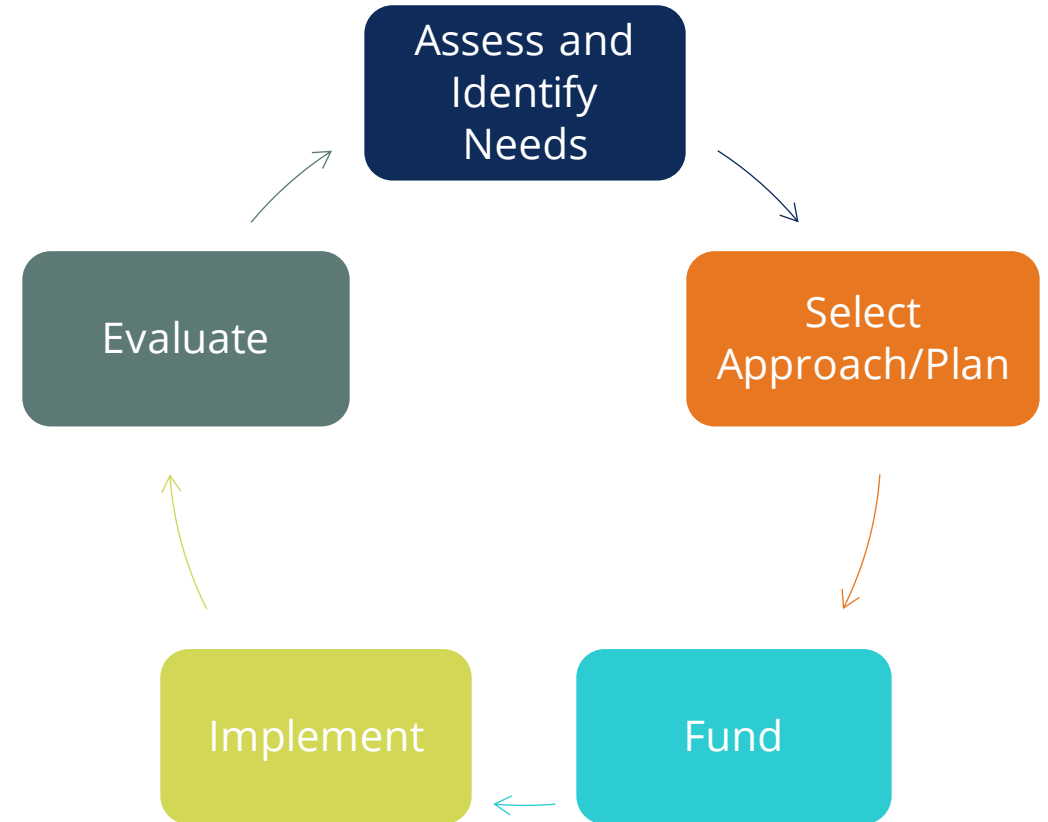
Evaluate

Title II, Part A – Program Evaluation

- **Title II, Part A Activity Evaluation Form**
  - *Optional* tool that can be utilized to document that the LEA is gathering and examining relevant Title II data.
  - Located in ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title II, Part A


SUPPORTING WORK

Equitable Services

Title II Equitable Services

- Under ESSA § 8501(a)(3)(A), LEAs are required to provide educational services and other benefits for non-public school children, teachers and other educational personnel, equitable in comparison to services and other benefits for public school children, teachers and other educational personnel.

- LEAs must contact appropriate officials of all non-public schools within the geographic boundaries of the LEA annually to determine participation in the Title II program, regardless of whether those officials have recently indicated any interest in program participation.
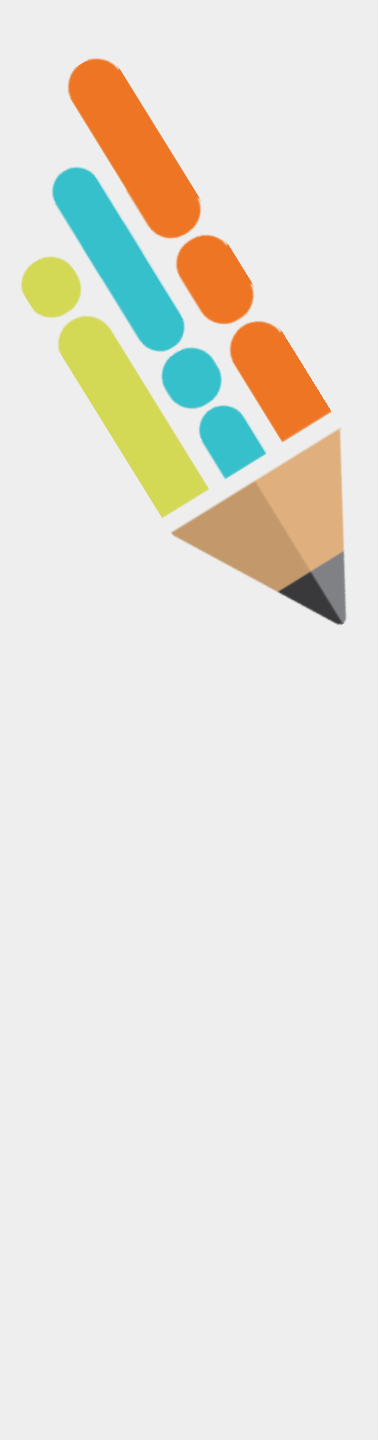
Title II Equitable Services - Consultation

- To ensure timely and meaningful consultation, the LEA must consult with appropriate non-public school officials during the design and development of the proposed Title II program, pursuant to ESSA § 8501(c).

- This consultation must occur <u>before</u> the LEA and non-public schools make any decisions that affect the opportunities for eligible private school children, teachers and other educational personnel to participate in Title II programs.
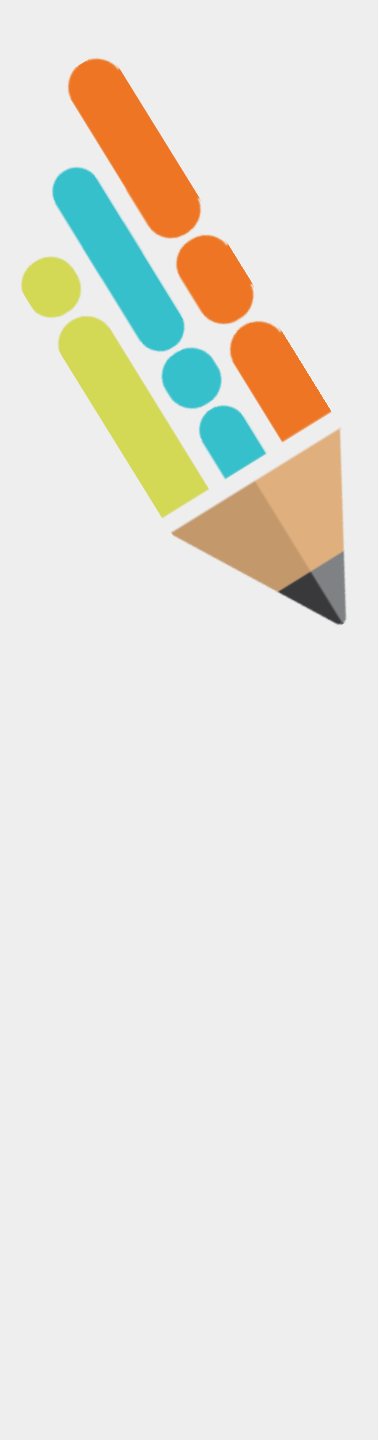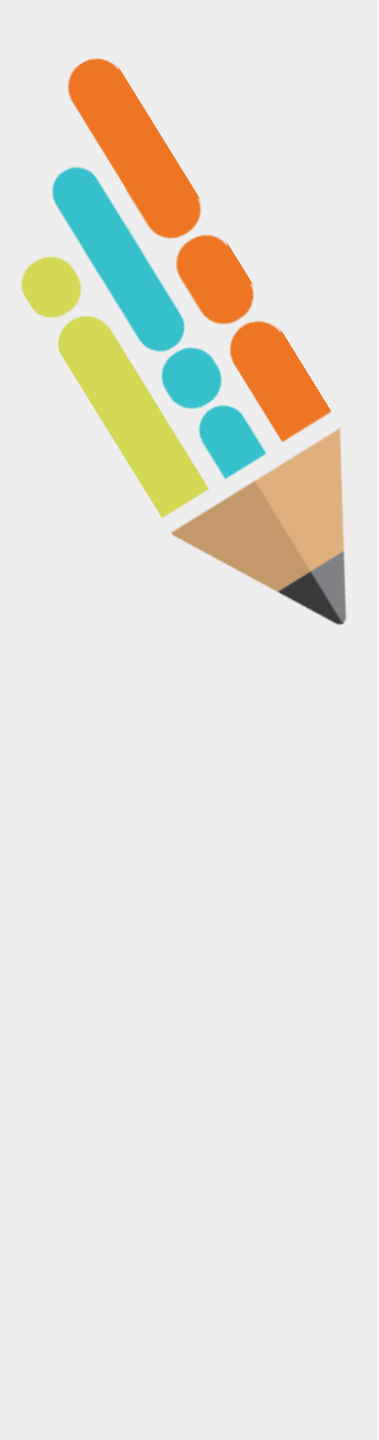
Title II Equitable Services - Consultation

- LEAs must consult with appropriate non-public school officials and have the goal of reaching an agreement on how to provide equitable and effective programs for eligible non-public schools on issues including the following:

  - How student needs will be identified

  - How student needs will inform the professional learning needs of teachers, principals, and other school leaders

  - What services will be offered

  - How, where, and by whom the services will be provided

  - How the services will be assessed and how the results of the assessment will be used to improve those services,

  - The size and scope of the equitable services to be provided to eligible teachers, the amount of funds available for those services, and how that amount is determined

  - How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers

  - Whether the LEA will provide services directly or through a separate government agency, consortium, or entity through a third-party contractor.
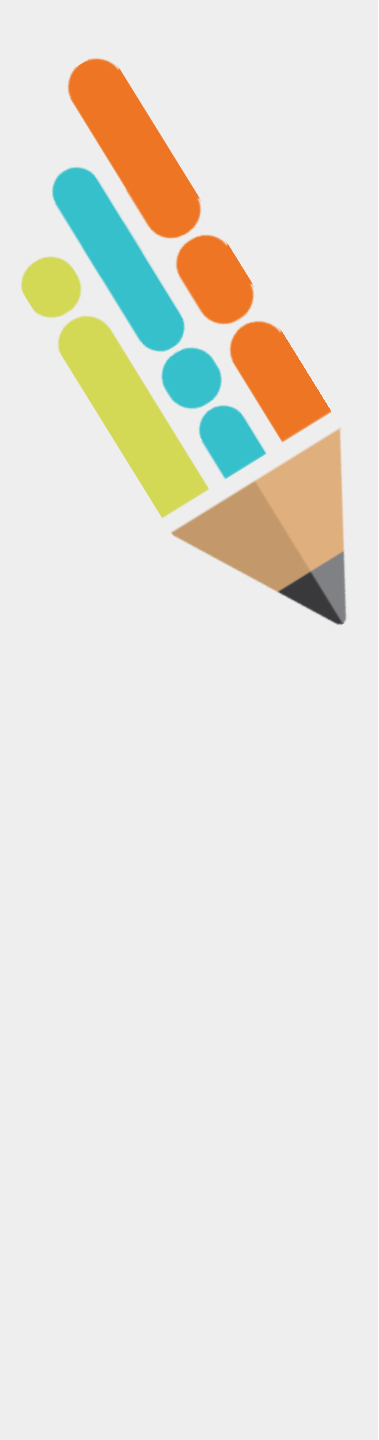
Title II Equitable Services - Consultation

- LEAs should also provide guidance on applicable policies or written procedures, such as travel, stipends, college courses, and source documentation required to determine allowability.

- LEAs must obtain a written affirmation signed by officials of each participating non-public school that meaningful consultation has occurred.

- The written Affirmation of Consultation must include the option for non-public school officials to indicate if timely and meaningful consultation occurred or if the program design is not equitable to eligible non-public school children.

Title II Equitable Services Allocations

- The amount an LEA must reserve to provide equitable services for Title II is based on the LEA's total Title II, Part A allocation, less administrative costs.

- The LEA determines the amount of funds available by calculating, on a per-pupil basis, the amount available for all public and non-public school students enrolled in participating non-public schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Title II Equitable Services Allocations

Example of Formula to Determine amount for Title II Equitable Services	
A. Number of Students	
A1. LEA Enrollment	900
A2. Participating Non-Public Schools Enrollment	100
A3. Total Enrollment = A1 + A2	1,000
B. Title II Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation	$1,000,000
B2. Administrative Costs (for public and private school programs)	$50,000
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 – B2	$950,000
C. **Per Pupil Rate**	
C1. B3 divided by A3	$950
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	$95,000

- In Tennessee, LEAs complete this formula within the Consolidated Funding Application (CFA).

Control of Funds

- LEAs must maintain control of the Title II funds at all times.

- Any materials, equipment or property purchased with Title II funds shall remain property of the LEA.

- Only the LEA may obligate and expend federal funds on behalf of participating non-public schools.

Allowable Activities for Equitable Services

- Educational services or other benefits, including materials and equipment, shall be secular, neutral and nonideological, in accordance with ESSA § 8501(a)(2).

- Under ESSA § 2103 (b)(3)(D), equitable services under Title II, may not be used for class size reduction (CSR) in a non-public school.

- If the non-public school requests attendance at a conference sponsored or conducted by a faith-based organization but is part of a sustained and comprehensive secular professional development plan, Title II funds may be expended to pay for the portion of the costs of the conference that, as determined by the LEA, represent the secular PD in which the non-public school staff participated.
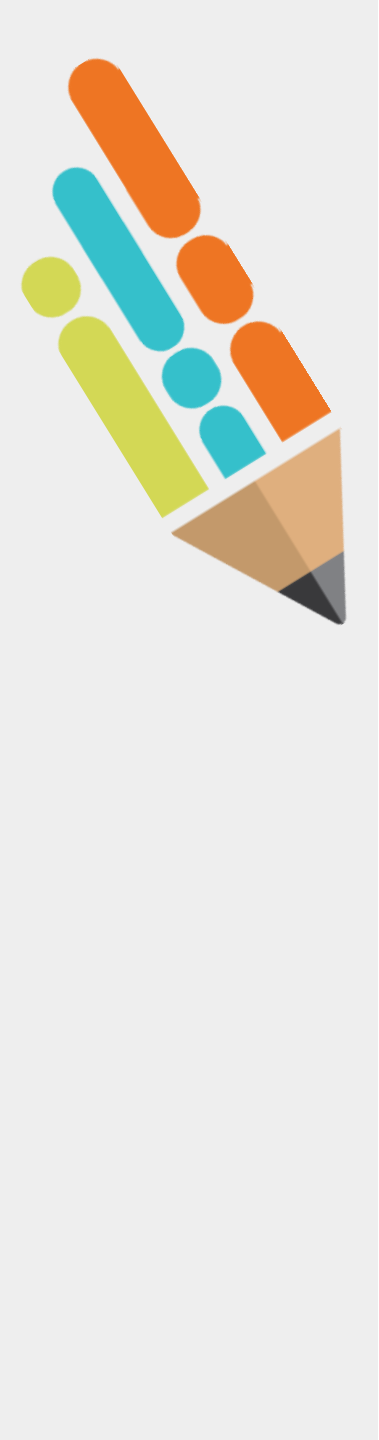
Allowable Use of Funds

Allowable Use of Title II Funds

High Quality Professional Development:

- The implementation of high-quality, personalized, evidence-based professional development for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student development
- Activities may include training teachers, paraprofessionals, principals, or other school leaders to:
  - Effectively integrate technology into curricula and instruction,
  - Use data to improve student achievement [ensuring individual student privacy under the Family Educational Rights and Privacy Act (FERPA],
  - Effectively engage parents, families, and community partners and coordinate services between school and community,
  - Help all students develop the skills essential for development readiness and academic success,
  - Develop policy with school, LEA, community, or State leaders, and
  - Participate in opportunities for experiential development through observation.

Allowable Use of Title II Funds

Evaluation/Support Systems:
- The development or improvement of rigorous, transparent, and fair evaluation and support systems for teachers, principals, and school leaders

Effective Teaching of English Language Learners:
- The development of programs and activities that increase the ability of teachers to effectively teach English language (EL) learners

Effective Teaching of Children with Disabilities
- The development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities

Allowable Use of Title II Funds

Effective Instruction of Science, Technology, Engineering, and Math (STEM)

- The development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science

Implementation of Formative Assessments

- The training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond

Allowable Use of Title II Funds

Supporting Students Affected by Trauma and/or Mental Illness
- The provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness

Identification and Support of Gifted Students
- The provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students

Instructional Services Provided by Libraries
- Professional development intended to improve the instructional services provided by effective school library programs

Allowable Use of Title II Funds

Feedback Mechanisms to Improve Working Conditions
- The development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback
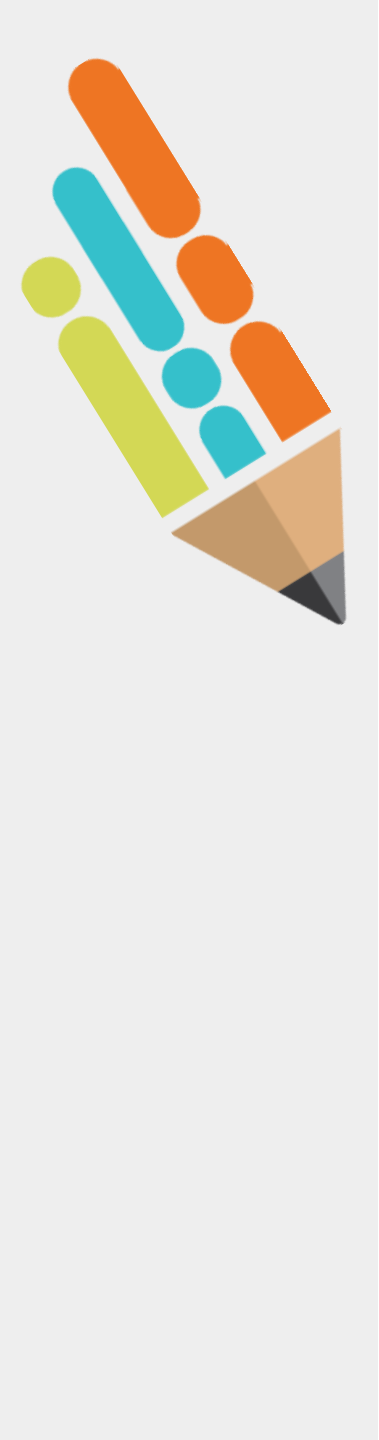
Career Readiness Education
- Training teachers, principals, or other school leaders on strategies to integrate rigorous academic content and provide effective career/technical education and work-based development to help prepare students for post-secondary education and the workforce

Allowable Use of Title II Funds

Recruiting/Retaining Effective Teachers:

▪ The development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-LEA equity in the distribution of teachers, such as:

   – Providing expert help in screening candidates and enabling early hiring.
   – Offering differential and incentive pay for teachers, principals, or other school leaders in high need academic subject areas and specialty areas, which may include performance-based pay systems.
   – Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation.
   – New teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student development and achievement, and increase the retention of effective teachers, principals, or other school leaders.

Allowable Use of Title II Funds

Recruiting Individuals from Other Fields:

- Recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders

Allowable Use of Title II Funds

Reducing Class Size:
- The use of Title II, Part A funds to reduce class size in grades K-3 to a level that is evidence-based, to improve student achievement through the recruiting and hiring of additional effective teachers

- ***Reminder:*** Based on guidance from the U.S. Department of Education (ED), LEAs must show that the educators hired as CSR teachers are proven to be highly effective by **Oct. 1** annually.
  - More information about the requirements around CSR teachers can be found [here](#) in ePlan > TDOE Resources > Consolidated Funding Application Training Materials.

Allowability Notes

Purchasing Equipment, Supplies, and Materials with Title II

- The only time equipment, supplies & materials may be purchased with Title II funds is if they are necessary to complete a **Title II-funded PD activity**.

- Examples:*
  - Books for a Title II-funded teacher book club
  - Flip charts, markers and folders for a Title II-funded PD activity
  - Required texts for a Title II-funded course

* Allowability is always dependent on several factors; an investment is not automatically allowable simply because it was allowed in the past.

Allowability Notes

Purchasing Equipment, Supplies, and Materials with Title II

- The following examples are *not* allowable purchases under Title II:
  - Teacher laptops with accompanying PD* on how to effectively use them in the classroom
  - Entire curriculum sets for teaching staff with accompanying PD* on implementation
  - Supplies for use in the classroom and/or by students

* In these cases, the PD itself could likely be funded with Title II, just not the listed equipment/materials.

Allowability Notes

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 non-Title II funds
Training on SWDs	Training on how to differentiate and scaffold instruction	Orton-Gillingham training to meet needs outlined in Individualized Education Plans (IEPs)

Questions to Consider

- Is this reasonable and necessary?
- Is this required?
- How would this be paid for in the absence of Title II funds?
- Which funding source paid for this last year?
- How is the district utilizing other ESSA funds (Titles I, III, IV, or 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?

Allowability Scenarios

Title II Allowability

- Work with the people around you
- 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 non-public 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 school's 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's needs assessment shows their biggest professional development need concerns social and emotional learning.
- The LEA would like to purchase an online PD course for 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 LEA's needs assessment shows that they need PD 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?

Closing

Additional Questions to Consider

- How can the district and schools build and ensure capacity?
- How is PD monitored and evaluated?
- How can the district ensure support to novice educators?
- How can the district support low- and 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?

Important Reminders: Title II 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

National Organizations

Educator professional learning and growth

- [Association for Supervision and Curriculum Development (ASCD)](#)
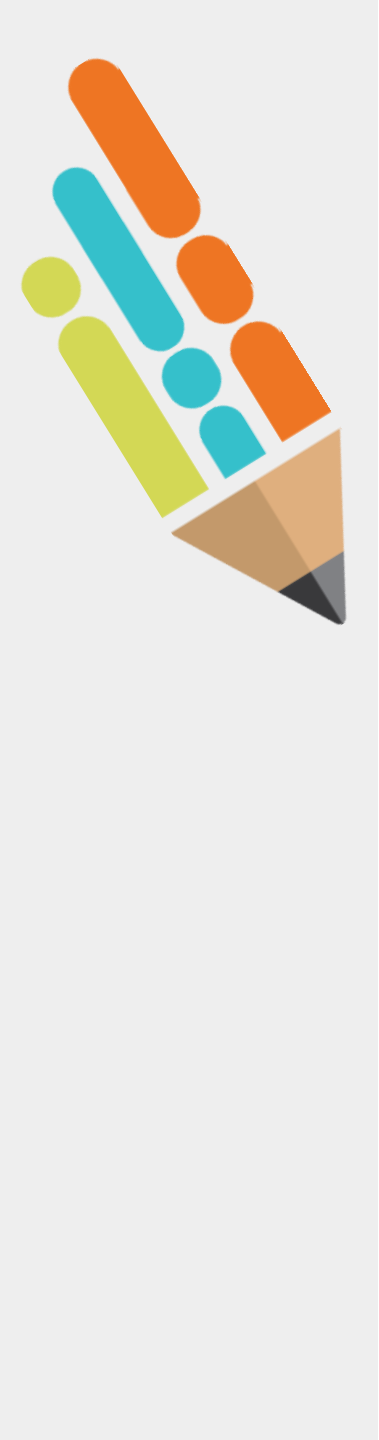- [Learning Forward](#)

For school leaders

- [Association for Middle Level Education (AMLE)](#)
- [National Association of Elementary School Principals (NAESP)](#)
- [National Association of Secondary School Principals (NASSP)](#)

National Organizations

Content-specific (national, regional, state levels)

- [American Council on the Teaching of Foreign Languages (ACTFL)](#)

- [Music Teachers National Association (MTNA)](#)

- [National Art Education Association (NAEA)](#)

- [National Council for the Social Studies (NCSS)](#)

- [National Council of Teachers of English (NCTE)](#)

- [National Council of Teachers of Mathematics (NCTM)](#)

- [National Science Teaching Association (NSTA)](#)

- [Teaching English to Speakers of Other Languages (TESOL)](#)

Title II, Part A Resources

- [Title II, Part A Non-Regulatory Guidance](#)

- [Title II, Part A Program Overview](#)

- [Title II, Part A PowerPoint (ED)](#)

- [Title II, Part A Activity Evaluation Form](#)

Resources can be found in ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title II, Part A

Contact Information

ESEA Divisional Coordinators
- East: Henry.LaFollotte@tn.gov
- West: Lynn.Dotson@tn.gov
- Middle: Alisha.Gilmore@tn.gov
- 20 Most Populous: Heather.Farley@tn.gov

Brinn Obermiller │ Senior Director of ESEA Oversight
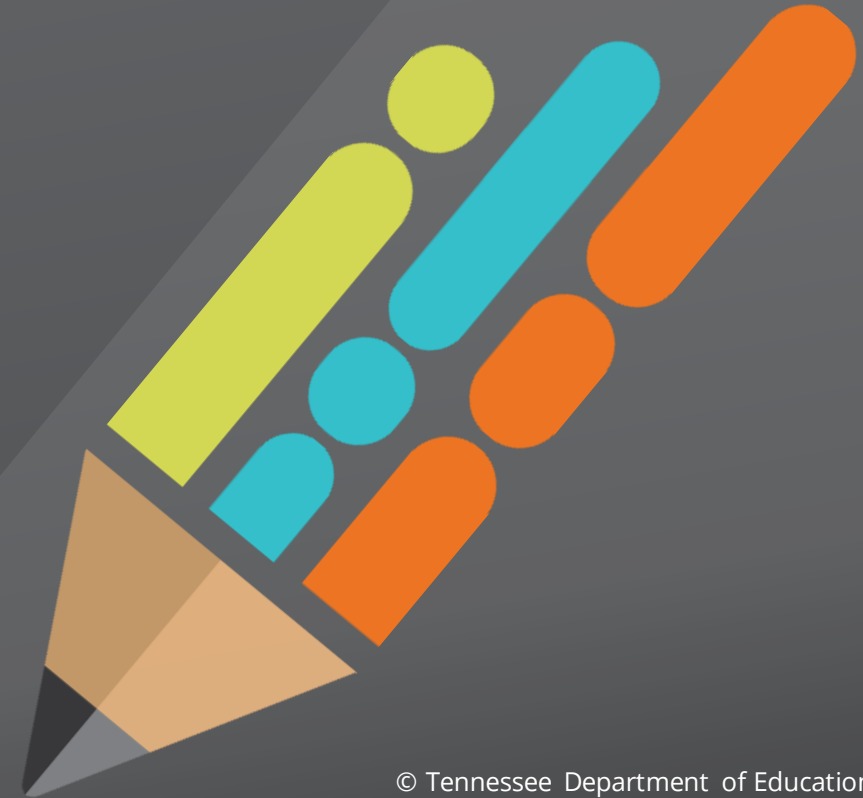
Brinn.Obermiller@tn.gov

Thank You!

Questions?

Tuesday-Thursday
Please Share Your Feedback:

You may access the PD by navigating here:
https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey

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