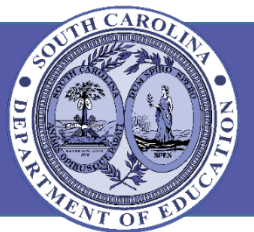


Is Title II for You?

Jennifer Rhodes and Leslie Bloss
Office of Federal and State Accountability

Overview

- The purpose of the Title II, Part A grant is to:
 - Increase student achievement consistent with challenging state academic standards
 - Improve the quality and effectiveness of teachers and principals
 - Increase the number of teachers and principals who are effective in improving student academic achievement in schools
 - Provide low-income and minority students greater access to effective teachers and principals



Aligning Funding Sources to Meet Needs – Same Targeted Goal

- Foundational Concept - Comprehensive Needs Assessment - Data Review, Collection, and Root Cause Analysis - **uploaded into Related Documents section in GEMS**
- Logic Models - Inputs, Activities, Benchmarks, Short-Term Outcomes, Long-Term Outcomes
- Collaboration across multiple federal programs
- Coordination of resources to meet aligned needs of students, teachers, and parents served by programs - *understanding program purposes and allowability*

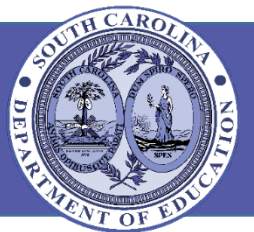


Stakeholder Involvement

LEAs must consult meaningfully with a wide array of stakeholders on the LEA's plan for carrying out Title II activities. LEAs must also conduct ongoing consultation with those stakeholders to update and improve activities supported with Title II funds.

Stakeholders include teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet Title II purposes.

ESEA, Section 2102(b)(2-3)



Priority

- LEAs must prioritize Title II funds to schools that:
 - Are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement activities (TSI)
 - Have the highest percentage of economically disadvantaged students



Allowable Uses of Funding

- Initiatives to recruit and retain highly effective (HE) teachers
- Professional development to increase teacher knowledge and improve instruction in the classroom
- Professional development to improve the quality of instructional leadership teams, principals, and other school leaders
- Multiple career paths
- Teacher advancement initiatives



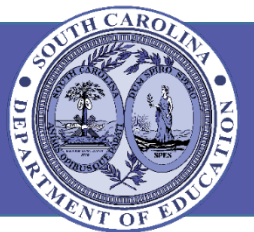
I. Recruit, Hire, and Retain Effective Teachers

- Signing bonuses
- Expert help in screening candidates and enabling early hiring
- Differential and incentive pay in high-need academic subject areas and specialty areas
- Recruitment fair registrations and travel
- Induction and mentoring programs for new educators, including early release time for mentoring compensation for mentors and evidence-based PD for novice educators and mentors
- Training on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about PD, improvement strategies, and personnel decisions
- A system for auditing the quality of evaluation and support systems
- Class size reduction
- Advancement and professional growth opportunities, including funds to compensate teachers for their increased leadership roles and responsibilities



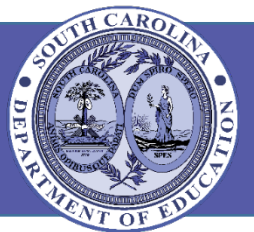
Continued Educator Supports:

- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction
- Developing feedback mechanisms to improve school-working conditions, including periodically and publicly reporting feedback on educator support and working conditions
- Teacher residency programs that meet certain requirements
- Time for collaborative planning, curriculum writing, peer observations, and leading trainings, which may involve using substitute teachers to cover classes during the school day



Continued Educator Supports, cont'd:

- Teacher-leader hybrid roles that allow teachers to provide instructional coaching to colleagues while remaining in the classroom, as well as other responsibilities, such as collaborating with administrators to develop and implement distributive leadership models and leading decision-making groups
- Providing financial support to educator recruitment programs within the community to improve hiring and retention of a diverse workforce
- Career advancement opportunities for current staff members, such as paraprofessionals, to gain the credentials to become classroom instructors
- Partnering with teacher preparation providers, including local community colleges, Institutions of Higher Education, Minority Serving Institutions, and alternative route providers, to build a pipeline of diverse candidates



Class Size Reduction (CSR)

LEAs may reduce class size by creating additional classes in a particular grade or subject and placing qualified teachers hired with program funds in those classes.

- Federal funds cannot be used to meet state or local class size requirements.
- The school and grade level for CSR must be documented in the Needs Assessment and listed in the online application.
- CSR cannot be used for gifted or SPED programs.



CSR – Required Documentation

- CSR Worksheet
- School master schedule in chart format for each school that has a CSR teacher
- Daily schedules or teachers grouped by grade level or content area
 - Self Contained: Grade level, total number of students in each class
 - Departmentalized: Course name for each class, total number of students in each class
- Semi-annual certification(s)



II. Professional Development Definition

The term “professional development” means activities that are —

1. An integral part of the district’s strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state standards; and
2. Sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.



II. PD - Teachers

- Improve content knowledge
- Improve instructional practices such as:
 - Addressing the needs of students with different learning styles
 - Improving student behavior in the classroom
 - Involving parents in their child's education (especially MLs)
 - Understanding and using data and assessments to drive instruction
 - Integrating technology into instruction
- Supplements, stipends, and substitutes



PD - Additional Compensation

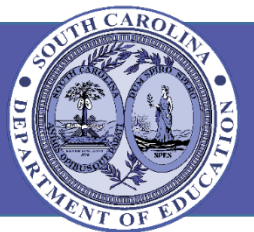
- **Supplements**: Funds received for providing services above and beyond salary; commonly used for funding mentors and paying teachers to provide professional learning
- **Stipends**: Given to certified personnel for having successfully completed PD that has occurred outside of the employee's contracted hours
- **Substitutes**: Can be funded from Title II for time teachers are out of the classroom attending a Title II funded PD



PD - Supplies

Title II funds can be used to purchase PD supplies that are reasonable and necessary to carry out the PD.

- MAY purchase professional learning books for a book study on a topic that aligns with the needs assessment
- MAY NOT purchase books to stock a professional learning reference library
- MAY purchase 15 graphing calculators for 15 teachers to use during PD on math content
- MAY NOT purchase a classroom set of graphing calculators for the teacher to implement the strategies learned



III. PD - Leadership

Under Section 2103 (b)(3)(E) of ESEA, as amended by ESSA, districts may use Title II funds to provide PD for:

- Teachers
- Instructional leadership teams
- Principals
- Other school leaders



School Leader Definition

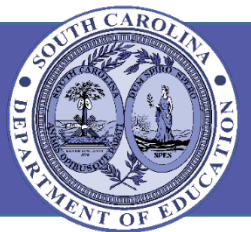
Section 8101(44) of ESSA defines “school leader” as a principal, assistant principal, or other individual who is:

- A. An employee or officer of an elementary or secondary school, district, or other entity operating an elementary or secondary school;
AND
- B. Responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.



“Other School Leader” Definition

- Historically, the SCDE has applied a very narrow definition of “other school leaders.”
- After consultation with Brustein & Manasevit, the SCDE has been advised to broaden its interpretation.
- Therefore, any kind of assistant principal, department or grade level chairperson, media center specialist, school counselor, etc. may be considered a “school leader” **if the definition of “school leader” in Section 8101(44) is met.**



PD - Leadership

- Professional development to help principals and superintendents become outstanding managers and educational leaders
- Development and support of academies to help talented aspiring principals or superintendents



IV. Multiple Career Paths

- PACE
- CATE Work Based Certification Program
- Teach for America
- EPI



V. Teacher Advancement

- Promote professional growth
- Emphasize multiple career paths
 - Mentor training
 - Additional certifications (Montessori, GT, ESOL, etc.)
 - National Board
 - Advanced degrees



Transferability of Funds

- LEAs may transfer funds from: Title II or Title IV
- LEAs may transfer funds to: Title I, Migrant, Neglected and Delinquent, Title II, Title III, Title IV, or Title V
- The funds transferred become subject to all rules and regulations for the grant they are transferred into.
- LEAs must consider how the transfer will impact the required set-asides (Title I) and equitable services.
- The SCDE Title II Coordinator must be notified in writing about the LEA's intent to transfer funds to another grant prior to submitting an application and budget.



Highly Qualified

- With the reauthorization of ESEA, HQ requirements were removed from law.
- LEAs should hire teachers who are properly certified for their teaching assignment.
- States began defining IOI in 2017-18 and began reporting data with the 2018-19 school year.



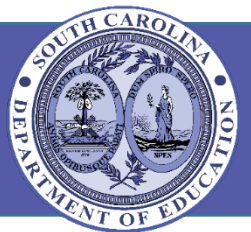
Parents' Right to Know

- This requirement has not been removed from law.
- Must notify parents in a format that is understandable, in a medium that will reach all parents, and in a language the parent will understand
- Ensure the notification includes the principal's contact information, the school's or LEA's name, and the date of notification



Parents' Right to Know, cont'd

- Must notify parents that they may request the following information regarding their child's teacher:
 - Whether the teacher has met the SC certification requirements for the grade level and subject area in which the teacher provides instruction
 - Whether the teacher is teaching under an emergency or other provisional status through which SC qualifications or certification criteria have been waived
 - The college major and any graduate certification or degree held by the teacher
 - Whether the student is provided services by the paraprofessionals, and if so, their qualifications



20-Day Letter

- Title I schools are required to notify parents when their child is assigned to or taught for 20 or more consecutive days by a teacher who is not properly certified for the teaching assignment.



Supplement, Not Supplant

- Title II funds may be used only to supplement educational program activities provided with state and local funds.
- The LEA may not use Title II funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.
- Title II funds may be used to fund only the PD activities that supplement those mandated locally or by the state and can supplement those discretionary PD activities that the LEA would fund in the absence of other local and/or state funding.



Resources:

[Non-Regulatory Guidance: Building Systems of Support](#)

[Study Highlights: State and District Use of Title II, Part A Funds in 2019–2020](#)



QUESTIONS?



Contact Information

- Jennifer Rhodes; Team Lead, Consolidated Finance and Applications; jrhodes@ed.sc.gov
- Leslie Bloss; Education Associate, Consolidated Finance and Applications; lbloss@ed.sc.gov

