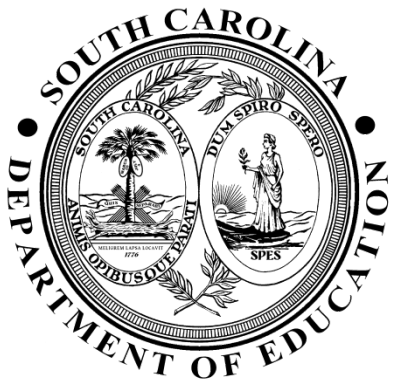




ESSA Academy Session:

Title II, Part A

Leslie Bloss

Finance and Applications Team

Molly M. Spearman – State Superintendent of Education

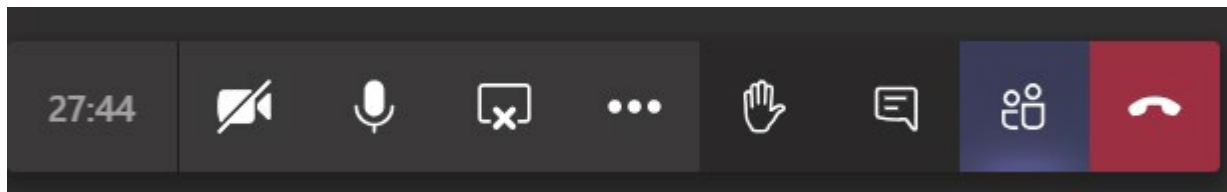
Housekeeping

To reduce distractions during the presentation, we ask that participants:

Mute your computer and/or phones during the presentation.

Turn camera function off.

Type questions in the chat box.



This presentation is being **recorded**.



Overview

The purpose of the Title II, Part A grant is:

- To increase student achievement consistent with challenging State academic standards
- To improve the quality and effectiveness of teachers and principals
- To increase the number of teachers and principals who are effective in improving student academic achievement in schools
- To provide low-income and minority students greater access to effective teachers and principals

Three Guiding Principles

Support for Educators

Educator Equity

Strengthening Title II, Part A Investments

Principle 1 - Support for Educators

Multiple pathways to teaching and leading

Induction and mentorship

Meaningful evaluation and support

Strong teacher leadership

Transformative school leadership (state level)

Principle 2 – Educator Equity

State Plans under ESSA must indicate how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.” (Section 1111 (g)(1)(B))

“Ineffective Teacher” Definition

An **ineffective teacher** will be defined as a teacher on an annual or continuing contract who has received a “not met” rating for one year OR a teacher on an induction contract who has received a “not met” rating for two consecutive years as outlined in Expanded ADEPT system guidelines.

“Inexperienced Teacher” Definition

An **inexperienced teacher** is defined as an educator who has three or fewer years of teaching experience as indicated on their SC license. In SC, districts may keep their teachers on induction contracts for up to three years.

“Out-of-Field Teacher” Definition

An **out-of-field teacher** is defined as a teacher who is teaching one or more courses or classes in a subject for which they do not have the appropriate certification.

Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina’s Public Schools, updated annually, establishes the acceptable certification credentials for educators working in various settings and roles.

Principle 3 – Strengthening Title II, Part A Investments

Chosen interventions must align with **identified needs**

The **evidence base** and the **district capacity** are considered when **selecting a strategy**

There is a robust **implementation plan**

Adequate resources are provided so the **implementation** is well-supported

Information is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps

Period of Performance

Each grant is open for a two year period

- 2019 Grant: July 1, 2018 – September 30, ~~2020~~ 2021
- 2020 Grant: July 1, 2019 – September 30, 2021
- 2021 Grant: July 1, 2020 – September 30, 2022

The state's fiscal year ends June 30th. Therefore, claims through June 30th of each year must be submitted in GAPS by August 15th.

Final expenditure claims must be submitted by November 15th of terminal year.

Work with your district finance staff to ensure timely submissions.

Maintenance of Effort (MOE)

MOE is typically calculated by the district Title I or Finance office.

Districts are required to maintain fiscal effort for Title II.

If a district does not meet MOE and a waiver is not granted, Title funding will be reduced.



Needs Assessment (NA)

Molly M. Spearman – State Superintendent of Education

What is a Needs Assessment?

A systematic effort to acquire an accurate, thorough picture of the strengths and areas for improvement of a district.

A process of collecting information and then using that data to structure decisions that will determine priorities/goals.

A way to determine what is happening that is impacting student learning and hypothesize what the root cause might be.

Purpose for Title II

The LEA must assure that information is gathered concerning the needs of its teaching force and school leaders in order to support all students in meeting challenging State content and standards.

To determine the needs of the LEA as it relates to the grant requirements.

To maintain an annual action plan of improvement.

NA: Stakeholder Involvement

Teachers

Principals

Other School Leaders

Paraprofessionals

Instructional Support Personnel

Charter School Leaders

Private School Administrators

Needs Assessment

Establish a timeline

Engage stakeholders

Summarize and analyze data to identify strengths and areas for growth

The needs assessment will reflect a wide array of needs, not all of which may be able to be addressed with limited fiscal resources. Prioritize the needs where Title II is likely to produce the most positive results in teaching practice and the achievement of students.

NA – Suggested Data Sources

Local, State and National Assessments

Teacher Surveys

PD course schedule, participation and evaluations

Student Discipline

Equity Data

Induction feedback

Audit Reports/Monitoring Reports

Online Application

Based on needs assessment and allocation awarded.

Follow guidance from USED and SCDE when developing plan.

Online application should be completed and submitted by your Superintendent by July 31st.



Allowable Use of Funds

Molly M. Spearman – State Superintendent of Education

Necessary and Reasonable

Reasonable means costs:

- Should not exceed that which would be incurred by a prudent person under similar circumstances.
- Should be in the LEA plan.
- Reflect sound business practices.
- Reflect market prices for comparable goods and services for the geographic area.

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.

Supplement, Not Supplant

In the following instances, it is presumed that supplanting has occurred if:

- The LEA used Federal funds to provide services that were required under other Federal, State or local laws.
- The LEA used Federal funds to provide services that were provided with non-Federal funds in the prior year.

Allowable Uses of Funding

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

I. Recruit and Retain HE Teachers

Signing bonuses

Differential pay

Recruitment fair registrations and travel

Induction programs

Teacher mentors

Class size reduction

Incentives for teachers and principals who have a record of success

Class Size Reduction

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.

Class Size Reduction

Although maximum class sizes have been upheld by the Legislature, to determine if there is a concern for supplanting use the following guidelines:

K-3: 30:1

4, 5 and 6 (ELA and Math): 30:1

4, 5 and 6 (Other subjects): 35:1

7-12: 35:1

Supplement, Not Supplant Test

Run PowerSchool report for the grade

Subtract the federally funded teacher(s) from the total number of teachers for that grade

Divide the number of students by the number of state funded teachers assigned to the grade level

If calculation is **at or below** the guideline – activity is supplemental

If calculation is **above** the guideline – activity is supplanting

Class Size Reduction

Be very cautious when applying funds to a position that was previously funded with state or local dollars.

Maintain documentation supporting a reduction of funds.

Contact SCDE for guidance.

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 –

1. Are an integral part of the district 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. Are 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 limited English proficient)
- Understanding and using data and assessments to drive instruction
- Integrating technology into instruction

Supplements, stipends and substitutes



Professional Development Travel

Travel costs are allowable for transportation, lodging and meals. The charges should be consistent with those normally allowed in like circumstances in non-federally-sponsored activities.

State policy for meals MUST be followed.

Meals	Depart Before	Return After	In-State	Out-of-State
Breakfast	6:30am	11:00am	\$8.00	\$10.00
Lunch	11:00am	1:30pm	\$10.00	\$15.00
Supper	5:15pm	8:30pm	\$17.00	\$25.00
Daily Maximum			\$35.00	\$50.00

Lodging – GSA rates (www.gsa.gov/perdiem)

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 81010 (44) of ESEA, as amended by ESSA, defines “school leader” as a principal, assistant principal or other individual who is:

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

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 program

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

Non-Allowable Expenses

Food

General substitute teachers

Instructional materials

Evaluator training (supplanting issue)

MAP testing and other benchmark testing

Technology /equipment

Recruitment giveaways with district logo

What's new with Title II

What's New With Title II?

Instructional Services Provided by Libraries

ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

Instructional Services Provided by School Counselors

ESSA supports professional development intended to improve the instructional services provided by effective school counseling programs such as:

- Ensuring students achieve academically and are college- and career-ready
- How to teach and address the needs of students with different learning styles. In particular, the needs of students with disabilities, students with special learning needs and English learners. This also includes training in methods to improve student behavior in the classroom and to identify early interventions to help students.

What's New With Title II?

Supporting Students Affected by Trauma and/or Mental Illness

ESSA supports 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, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

Training to Recognize/Prevent Sexual Abuse

ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.



Private Schools

Molly M. Spearman – State Superintendent of Education

Private Schools

Private school teachers, principals and assistant principals are eligible to participate in the Title II, Part A program.

- Private school must hold non-profit status to be eligible
- Two options:
 - Participate with district
 - Receive allocation which remains managed by the district

Invitation to Participate

Invitations should be:

- Sent to private schools within the geographic boundaries of the district
- For involvement in the next fiscal year
- Mailed in a timely fashion in order to allow the participants the opportunity to take part in the annual needs assessment
- Mailed by USPS registered receipt

*Can coordinate mailing with other Federal programs

Private Schools

Permissible Uses of Funds

Private schools may not use Title II funds for class size reduction because a private school's contracts for its teachers would be inconsistent with the requirements of ESEA section 8501 (d) regarding public control of funds and the supervision and control of employees or contractors.

Private Schools

Reimbursement

Districts cannot reimburse private schools directly

Only the district may obligate and expend federal funds

- District must procure services
- District must purchase materials
- District must reimburse individual teachers/principals

District must ensure expenses are reasonable, necessary and allowable.



Charter Schools

Molly M. Spearman – State Superintendent of Education

Charter Schools

Charter schools in South Carolina are public schools – either charter is held by district or SCPCSD or TCIE

If your district holds the charter, treat the charter school as any other school in your district

If part of SCPCSD or TCIE, the charter school will receive Title II services through SCPCSD or TCIE.



Professional Qualifications

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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 and in a medium that will reach all parents (if possible, provide in a language the parent will understand)

Ensure the notification includes the principal's contact information, the school or LEA name, and the date of notification.

Parents Right to Know

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

LEAs are required to notify parents of children in Title I schools 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.

Thank you for participating!

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