The background of the slide features a large, faint, circular seal of the State of Texas. The seal contains the text "STATE OF TEXAS" around the perimeter and a central five-pointed star surrounded by a wreath of olive and live oak branches.

Constructing Compliance: A Builder's Guide to Title II, Part A Monitoring

Presented by Gerardo Ramirez

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- Select Event Name: 6/9/2026 - Constructing Compliance: A Builder's Guide to Title II, Part A Monitoring, presented by Gerardo Ramirez
- Select Program Name: Title II, Part A
- Enter First Name and Last Name
- Enter Role (Position Title)
- Provide Email Address (Optional)
- Select LEA, ESC or Other
 - LEA: Select LEA Name or Type LEA Name to find LEA Name
 - ESC: Select ESC Region Number
 - Other: Enter the name of your organization

<https://app.smartsheet.com/b/form/d522823a7cf34fd7ad3e1c905d4f28e6>

- Through the Program Monitoring Validations (PMV) the Federal Program Compliance Division is developing a Title II, Part A Monitoring Protocol.
- The monitoring protocol follows the process that the U.S. Department of Education uses.
- This protocol is meant to assist school systems in identifying the strongest documentation possible that may be used during the PMV process.
- School systems may use this protocol to self-assess and identify areas of documentation that need improvement.

Documentation Requested

- Documented overall compliance with a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor.

Note:

- The examples of documentation referenced in this presentation may include information related to services provided by vendors/contractors and are not intended to promote a specific product or specific vendor.



Alignment with Challenging State Academic Standards and Supplement, Not Supplant

- Section 2102(b)(2)(A)(2) CONTENTS OF APPLICATION. —Each application submitted shall include the following: (A) A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.
- Section 2103 LOCAL USES OF FUNDS – A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b).
- Section 2301 SUPPLEMENT, NOT SUPPLANT –Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

- Compliance Item 1: The Title II, Part A activities carried out by the LEA are aligned with the challenging State academic standards [Sec. 2102(b)(2)(A)].


- What process does the school system use to ensure that activities carried out under the Title II, Part A program are aligned with the challenging State academic standards?
- 1.1 Description of how the Title II, Part A activities are aligned with the challenging State academic standards.
- For ONE Title II, Part A activity: Submit relevant pages of the District Improvement Plan that include a statement that describes how the school system ensured that the activities to be carried out under Title II, Part A were aligned with the challenging State academic standards.

1.1 Documentation – Good Example

Strategy 5

Edit

Remove

 will ensure that math and science yearly stipends are provided to ensure that the turn over rate in these two "hard to fill" subject areas decrease so that the District is aligned with the challenging State academic standards by providing staff that are well trained and tenured in these two subjects.

Strategy's Expected Result/Impact Decreased math and science teacher turnover rate

Staff Responsible for Monitoring Exec. Directors- CIAA, Finance and Business Services, Human Resources
Directors, Elementary/Secondary Education, Federal Programs

Problem Statements

None

Funding Sources

255 - Title II, PT A \$127,000

Create Documentation

Disabled

1.1

1.1 Documentation – Not So Good Example

- Goal 1.** (Academic Growth) By May of 2025, 90% of students continuously enrolled in [redacted] between October 1, 2024, and May 2, 2025, will achieve expected growth in literacy and numeracy as measured by state and local assessments (including but not limited to mClass, MAP, STAAR/ EOC, IRLA, and CBA) and teacher observation.
- Objective 3.** (Engaged, Well- Rounded Students) - Consistently engage students in quality learning experiences that challenge and inspire. - Facilitate, promote, and value the interests of our students. - Identify and promote student's strengths and areas of interest.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. [redacted] Literacy Director will continue to oversee the implementation of the district ELAR curriculum. Additionally this year she will:</p> <ul style="list-style-type: none"> - participate in campus professional learning communities, - provide coaching assistance to ELAR teachers and campus administrators, - facilitate Reading Academy in-house for all new ELAR teachers in grades K-5. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,Dys,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2) 	[redacted]	August- May	(L)American Reading Company, (L)[redacted] Contracted Services, (L)Look Ahead Protocol/ Design Days, (L)mClass, (L)NWEA/ MAP, (L)Student-Centered Coaching Materials, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials)	<p>Criteria: Student growth in reading.</p> <p>10/16/24 - Some Progress</p>
<p>2. The district has implemented several new resources to support teachers including:</p> <ul style="list-style-type: none"> - new science textbooks and necessary resources and materials - streamlined math K-8th grade and reduced the number of platforms to focus on instruction - TEKS Resource, new platform- easier for teachers to use with more tools - TEKS Guide- curated instructional tools, lessons, and resources - Implementing TEKS Resource-curated instructional tools, lessons, and resources (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) 	[redacted]	July- June	(L)[redacted] Contracted Services, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials), (S)STEMScopes	<p>Criteria: Teacher usage and student success.</p> <p>10/16/24 - Some Progress</p>

Why?

- Great question!
- 1. There is no mention of Title II, Part A funds.
- 2. There is no mention that T2A funded this activity/strategy.
- 3. There is very little discussion of the challenging State academic standards; the focus is only testing outcomes.

1.1 Documentation (Continued)

1.1

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2022-2023

Data Sources Reviewed:

- Parent, student and staff surveys
- Attendance

NCLB Federal Funds			
Title I	Continue and expand Social Worker and Mental Health Teams to address SEL needs, acquire educational materials to enrich instruction.		\$ 911,723
Title II	Focus on Staff Recruitment of highly-qualified instruction faculty to drive academic improvement. Staff Referral Stipends		\$126,111
	of African American students.	students and English learners.	subgroups.
Student Achievement	Improvement in reading scores from 2022 to 2023, with increased participation in state assessments.	Low mastery levels in math and science; performance at or above grade level remains below state averages.	Implement rigorous interventions, focused tutoring, and align curriculum to address performance gaps.
School Culture and Climate	High engagement with assessments (100% participation) and positive school climate initiatives.	Address chronic absenteeism (15.6%) and behavioral challenges.	Reinvest in restorative practices and attendance intervention programs to foster a supportive learning environment.
Recruiting High Quality Teachers	Strong retention of good teachers aligned with [redacted]	Large pool of qualified teachers, teaching fellows, and paraprofessionals, that are	Talent recruiter housed at our campuses (not centralized) that is a part of the campus leadership team, understands

- The school system highlighted recruitment as their strategy and need – leading them to use stipends.
- Planned use of funds still reference NCLB, which is no longer in place since 2015.

- What documentation does the school system maintain locally to demonstrate that activities carried out under Title II, Part A program are aligned with the challenging State academic standards?
- 1.2 Relevant activity documentation for one Title II, Part A-funded activity referenced in item 1.1.
- Activity documents for one Title II, Part A activity, such as payroll costs, contracted services, supplies and materials, or other operating costs that demonstrate such activity alignment with the State academic standards.

1.2 Documentation Requested – Good example



255 11 6119 00 041 4 24 0 00 TEACHERS & OTHER PROFESSIONALS		-57,000.00	0.00	3,833.46	-53,166.54
Job	Account Type	Activity Code	Grant Cd.	Acct. Amt.	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	
XTRA - EXTRA DUTY	S - Supplemental pay	79 - Other	99	2,500.00	

1.2



1.2 Documentation Requested – Not So Good Example

We have selected the activity of hiring staff/stipends for recruiting high-quality teachers to meet the state’s academic standards. The general ledger reflects all payroll expenses related to the Talent Manager and stipends paid to employees for referrals.



Post Date	Source Type		Debit	Credit	Net Activity
12/31/2023	PX - Payroll Expense		4,000.00	0.00	4,000.00
SRC	Name	Description	Check Number	Identifier	Detail Amount
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/12/27 - Stj	\$500.00
12/31/2023	PX - Payroll Expense		1,500.00	0.00	1,500.00
SRC	Name	Description	Check Number	Identifier	Detail Amount
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2024/01/12 - Mic	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2024/01/12 - Mic	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2024/01/12 - Mic	\$500.00
03/15/2024	PX - Payroll Expense		1,500.00	0.00	1,500.00
SRC	Name	Description	Check Number	Identifier	Detail Amount
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/03/29 - Re	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/03/29 - Re	\$500.00
PX	[Redacted]	PAY: Employee Referral - 500.0000	[Redacted]	2023/03/29 - Re	\$500.00
Totals for Account 255 E 21 6119 00 999 4 99 T RE:			\$7,000.00	\$0.00	\$7,000.00

- Why do you think this is not a good example?
- If you say referrals, you are on track!
- T2A funds may be used to recruit effective teachers.
- This documentation shows that current employees got a “stipend” if they referred a colleague to work in this school system.
- This is an unallowable use of funds.

Unallowable findings may result in reclassification or refund!

- The school system was provided with the option to reclassify the expenditures or refund the expenditures to TEA.
- This is after TEA asked for the Title II, Part A General Ledger for 23-24 to understand the scope of these referrals.
- Then the school system provided the 24-25 Title II, Part A General Ledger that shows such items are no longer included.



- What process does the school system use to ensure activities carried out under the Title II, Part A program meet the requirements for the use of funds requirements for the program, including the Supplement, Not Supplant statutory requirements?
- 1.3 Description of how the school system ensures that activities carried out meet the Title II, Part A use of funds requirements, including the Supplement, Not Supplant statutory requirements.
- Submit relevant pages of the District Improvement Plan and/or Administrative Procedures Manual that include the description of the process used to ensure that activities carried out under Title II, Part A program meet the use of funds requirements for the program, including SNS requirements.

1.3 Good Documentation

Strategy 3: Following meaningful consultation with appropriate stakeholders, ESSA ISD would utilize Title II Part A funds and ESSER funds to improve the quality of the administrative and teacher workforce and provide high-quality professional development, appropriate supplies for the training, and substitute teachers. Provide professional development opportunities in the areas of technology and classroom teaching strategies for an increasingly diverse student population and provide funding for professional development and training opportunities outside of the district.

The district uses a structured review and monitoring process to ensure all Title II, Part A activities meet federal use-of-funds and Supplement, Not Supplant (SNS) requirements. Before any activity is approved, the Federal Programs Office verifies that it aligns with allowable Title II, Part A purposes and ensures that the activity is mandated by state law, district policy, and whether similar activities have historically been funded with non-federal funds; if so, Title II, Part A funds are not used.

ESSA ISD will coordinate Title II Part A professional development activities with professional development activities provided through other federal, state, and local programs. The majority of the Title 2 Part 8 funds will be allocated to the highest poverty campuses.

Strategy Expected Result/Impact: Scores, surveys, benchmark assessments, walk-thrus, evaluations

Staff Responsible for monitoring: District and campus admin, curriculum department.

Founding Sources: 281- ESSER, 255-ESSA Title II, Part A

1.3 Documentation Requested – Not So Good Example

██████████ ISD

Goal 1. (Academic Growth) By May of 2025, 90% of students continuously enrolled in ██████████ ISD between October 1, 2024, and May 2, 2025, will achieve expected growth in literacy and numeracy as measured by state and local assessments (including but not limited to mClass, MAP, STAAR/ EOC, IRLA, and CBA) and teacher observation.

Objective 3. (Engaged, Well- Rounded Students) - Consistently engage students in quality learning experiences that challenge and inspire. - Facilitate, promote, and value the interests of our students. - Identify and promote student's strengths and areas of interest.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. ██████████ ISD's Literacy Director will continue to oversee the implementation of the district ELAR curriculum. Additionally this year she will:</p> <ul style="list-style-type: none"> - participate in campus professional learning communities, - provide coaching assistance to ELAR teachers and campus administrators, - facilitate Reading Academy in-house for all new ELAR teachers in grades K-5. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,Dys,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2) 	<p>██████████, Chief Academic Officer, ██████████ ██████████ Director of Literacy</p>	August- May	(L)American Reading Company, (L)ESC ██████████ Contracted Services, (L)Look Ahead Protocol/ Design Days, (L)mClass, (L)NWEA/ MAP, (L)Student-Centered Coaching Materials, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials)	<p>Criteria: Student growth in reading.</p> <p>10/16/24 - Some Progress</p>
<p>2. The district has implemented several new resources to support teachers including:</p> <ul style="list-style-type: none"> - new science textbooks and necessary resources and materials - streamlined math K-8th grade and reduced the number of platforms to focus on instruction - TEKS Resource, new platform- easier for teachers to use with more tools - TEKS Guide- curated instructional tools, lessons, and resources - Implementing TEKS Resource-curated instructional tools, lessons, and resources (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) 	<p>██████████, Chief Academic Officer, ██████████ ██████████ Director of Literacy</p>	July- June	(L)ESC ██████████ Contracted Services, (L)TCMPC (TEKS Resource), (S)HQIM (High-Quality Instructional Materials), (S)STEMScopes	<p>Criteria: Teacher usage and student success.</p> <p>10/16/24 - Some Progress</p>

- How do you think this could be improved?
- Where, in this document, would you say the description of how the school system ensures activities carried out to meet the Title II, Part A use of funds requirements, including SNS requirements?
- It is also important to note that Title II, Part A, is not listed for these activities; we do not know if these activities are Title II, Part A-supported activities.



School System Use of Funds for Evidence-Based Activities

- Sections 2103(b)(3)(D); and 2103(b)(3)(P) LOCAL USES OF FUNDS (b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection— (3) may include, among other programs and activities— (D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers; (P) carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

- Part 3. Program Expenditures and Activities Participation, item 3.

- How does the school system ensure that evidence-based activities carried out under the Title II, Part A program meet the statutory definition of evidence-based?
- 1.1 Relevant activity, strategy, or intervention documentation for one Evidence-Based Activity paid out of Title II, Part A Funds as per submitted ESSA Consolidated Application – PS3104(Part 1.C.3) and reported relevant expenditures in Title II, Part A compliance report (PR3000 – Part 3, Line 3).
- The title page and relevant pages from the District Improvement Plan showing the documented use of Title II, Part A funds for an evidence-based activity (e.g., class-size reduction strategy).

1.1 – Requested Documentation Good Example

1.1

Goal 1: [Redacted] Academics and Ensure Equal Access

Performance Objective 1: [Redacted] will offer all students a challenging high-quality interdisciplinary curriculum and will provide an effective delivery system to ensure that all students demonstrate an increase in the math, reading language arts, science, and social studies sections of the Spring 2025 STAAR/EOC administration and meet the curriculum/graduation requirements for the Distinguished Level of Achievement under the [Redacted] Program.

Strategy 34 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 34: Class reduction initiative, allocating resources to campuses proportionally based on demonstrated need to improve student outcomes. The following campuses were identified and afforded class size reduction support [Redacted]</p> <p>Strategy's Expected Result/Impact: Reduce class size Increase STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Executive Directors, Campus Principals, Federal Programs Director</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 255 Title II, Part A - TPTR</p>	 No Progress	 No Progress	 Some Progress	 Continue/ Modify

1.1 – Not So Good Example

Title II Part A

Purpose of the Expense:

Based on the requirements listed in the Texas Education Dyslexia Handbook, [redacted] implements practices creating professional development opportunities for providers of Dyslexia Instruction. One of the evidence-based approved practices is partnering with institutions that provide opportunities for educators to become Certified Academic Language Therapists. This allows [redacted] ISD to maintain compliance with the state expectations for formal evaluations completed by highly qualified individuals. In addition, [redacted] students with characteristics of dyslexia in need of academic intervention, receive dyslexia instruction from highly qualified individuals trained and certified with the resources designed to ensure significant growth in all areas of reading.

1.1 Relevant Strategy or intervention documentation: Documentation of one evidence-based activity funded by Title II, Part A.	Certification and Compliance <ul style="list-style-type: none">• Certified Academic Language Therapists (CALTs) professional development for certification program
1.2 Documentation of evidence: Documentation of evidence demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes OR Documentation that demonstrates a rationale based on high-quality research findings or positive evaluation that such activity is likely to improve student outcomes.	Refer to [redacted]

Therapist Training

[redacted] ISD identifies educators annually to become certified dyslexia educators. The evidence-based program is with [redacted] Dyslexia and Learning Disorders.

[redacted] offers a comprehensive Therapist Training program for certified Texas public school teachers. This comprehensive training is designed for teachers of students with dyslexia using proven intervention techniques and is accredited by [redacted] ncil.

- Why do you think this is a bad example?
- This documentation shows the use of funds for a state-required training associated with this position.

- If the school system is using Title II, Part A funds for Professional Development (PD), then the school system should only report PD as its expenditures on the compliance report PR3000.
- All PD is intended to meet the definition in statute Sec. 8101(42).
- All PD that is supported by Title II, Part A funds is meant to be Evidence-Based; Thus, we are asking to keep Evidence-Based expenditures as only those activities that do not fit the other categories (Hiring, recruiting and retaining effective teachers and principals, and professional development) for the PR3000.
- Keep this in mind when you are also filling up the ESSA Application and you check your intended uses of funds for Title II, Part A on the PS3104.

- How does the school system ensure that evidence-based activities carried out under the Title II, Part A program meet the statutory definition of evidence-based?
- 1.2 Title II, Part A General Ledger based on amount reported on PR3000 – Part 3, Line 3
- Documentation of the Title II, Part A general ledger that shows the amount reported on PR3000 for Evidence-Based Activities as a payable expense.

- What documentation does the school system maintain locally to demonstrate that evidence-based activities carried out under the Title II, Part A program meet the statutory definition of evidence-based?
 - 1.3 Documentation of evidence for item 1.1. Documentation of evidence demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence, moderate evidence
- OR**
- Documentation that demonstrates a rationale based on high-quality research findings or a positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention. Documentation should align with the evidence-based activity for item 1.1.

- The training itself is evidence-based, as shown by the supportive documentation.
- While the activity may meet the standard of evidence-based, it still is **not an allowable use of Title II, Part A funds** since it is a state-mandated training for this position (Supplant Issue).

Descriptive Results

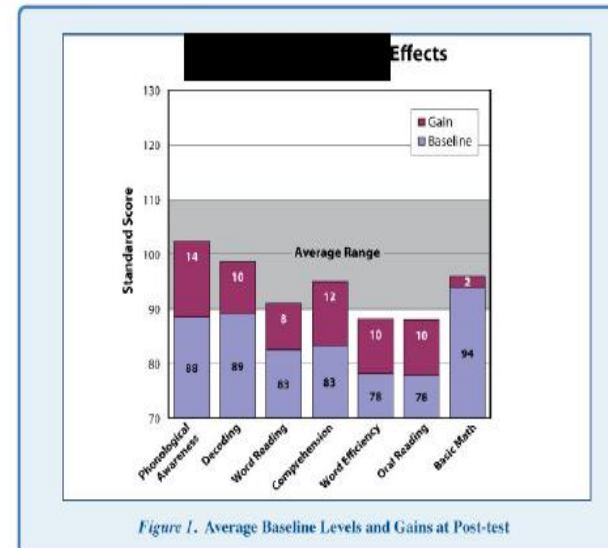
researchers evaluated the effect the curriculum had on students attending the [redacted] and dyslexia programs in public schools. Major findings are described and summarized below.¹

Details of the [redacted]

- Students come to the hospital for class four days per week for two academic years.
- Students participate in small group sessions for 90 minutes each day.
- Instruction at the laboratory is delivered by Academic Language Therapists.

Summary of [redacted] Effects

Data were collected from seven consecutive graduation groups at the Dyslexia Laboratory ($n = 113$). Students were tested at baseline and when treatment concluded at the end of the second year. Figure 1 shows summary statistics of average skill levels at the beginning of treatment and observed gains in phonological awareness², word decoding³, reading⁴, comprehension⁴, reading efficiency⁵, oral reading⁶ and math skills.⁴



Note: Class-size Reduction

- Supporting documentation may be an evaluation of the class-size reduction strategy that the school system conducted.
- This can include student data measuring the degree to which class size reduction has been effective.



Meaningful Consultation

- Section 2102(b)(2)(D)(2) CONTENTS OF APPLICATION. —Each application submitted shall include the following: (D) A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.
- Section 2102(b)(3)(A-B)(3) CONSULTATION.—In developing the application, a local educational agency shall— (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; (B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title.

- Compliance Item 1: The LEA meaningfully consults with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an 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 the purpose of Title II, Part A. [Section 2102(b)(3)(A)]

- How does the school system use data and ongoing consultation with stakeholders to continually update and improve Title II, Part A activities?
- 1.1 Relevant Pages of the District Improvement Plan. Include the title page and relevant pages of the District Improvement Plan that describe how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under Title II, Part A.
- The process referenced in the documentation should include a listing of stakeholders involved in the consultation process. The listing should include the individuals by name and the stakeholder group/role that each individual represents.

1.1 Documentation Requested – A good example

Parent and Community Engagement

Parent and Community Engagement Summary

The community of [REDACTED] has supported the school system through participation in campus and district activities. The contributions of a strong, local community base exemplifies the district's positive, lasting impact.

With hopes of reaching out to more families and community members, the district will continue to strengthen relationships between the school and the community. [REDACTED] SD will create opportunities to engage with district stakeholders (Parents/Guardians, Staff, Students, Community Members, and Private Non-Profit Organizations) to provide meaningful consultation regarding district/state/federal programs, family engagement policies, initiatives, funding, and effectiveness (Title I, II, III, IV, VI, Federal/State Grants).

Parent and Community Engagement Strengths

The district is renewing its commitment to parent participation activities (i.e. Dyslexia Awareness Night, Family Literacy Nights) to provide a positive platform for community outreach.

Social media platforms continue to be of value in reaching out to families and the community.

1.1 Documentation Requested – Not so good example

Perceptions

Perceptions Summary

Family and Community Engagement - Stakeholder Engagement Title II, Title I Requirement 7

SD is committed to improving our culture through a growth mindset and social-emotional learning. Positive relationships are built with our stakeholders in the community. Our goal is to provide opportunities, training, and information for parents that will be meaningful, improve student achievement, and increase effectiveness.

School Culture and Climate

Each campus uses a variety of activities to improve the educational climate which promotes parent and family engagement.

Safety protocols are an emphasis as well as a focus on student health.

Administrators are available for stakeholders when needed.

Perceptions Strengths

Family and Community Engagement

- English/Spanish signs, information, communication
- Volunteer opportunities provided
- Lunch Buddies
- Community support and participation
- Partnerships with TVCC
- Athens Public Education Foundation
- Multiple campus offerings for parent and family engagement

School Culture and Climate

2

- Why do you think this is a bad example?
- Who are these stakeholders? Especially since it says they are found in the community.

- What documentation does the school system maintain locally to demonstrate that data are used during ongoing consultation with stakeholders to update and improve Title II, Part A activities?
- 1.2 One meeting agenda is required to be submitted. The agenda submitted should provide evidence of meaningful consultation with all the required stakeholders in the development of the Title II, Part A program. It should be clear from the agenda that all the stakeholders had a genuine opportunity to participate in the planning and decision-making process. Documentation should align with the process referenced in the documentation submitted for item 1.1.

1.2 Documentation Requested – Good Example

1.2

██████████ SD District Improvement Committee Meeting
October 18, 2023
4PM – High School Library

- I. Welcome
- II. Purpose
- III. DIP Goals
 - A. ██████████ students will perform above the state average in all core areas (STAAR)
 - B. ██████████ will build relationships with all stakeholders that rely on trust, communication, and consistency to improve our district culture.
 - C. ██████████ will create a healthy and safe school environment that emphasizes safety and security along with mental wellness.
 - D. ██████████ will continue to encourage positive parent and community involvement.
 - E. ██████████ will recruit and retain quality administrators, teachers, and highly qualified instructional aides.
 - F. ██████████ will work to become financially sound while providing a quality education for our students
 - G. Stakeholder Input
- IV. Federal Funds
 - A. Title I
 - i. Amount \$61,755 plus an additional \$10,000 REAP from Title IV
 - a. Options for Budgeted Costs
 - i. Consolidated Administrative Funds 6100
 - ii. Payroll Costs
 - iii. Professional and Contracted Services
 - iv. Supplies and Materials
 - v. Other Operating Costs
 - vi. Debt Services
 - vii. Capital Outlay
 - viii. Operating Transfers Out
 - ix. Indirect Costs
 - b. Stakeholder Input
 - c. Reserved Funds of \$100 for Services to Homeless Students
 - B. Title II
 - a. Options for Planned Uses of Funds by Areas of Focus
 - i. Recruit, Support and Retain Effective Teachers and Principals
 - ii. Professional Development/Educator Growth
 - iii. Evidence-Based Activities
 - iv. Other Allowable Activities Not in Areas Mentioned Above
 - b. Stakeholder Input
- V. Next Meeting – November 29th
- VI. Adjourn

1.2 Not so good example



ANNEX

PEIMS/SKYWARD
[REDACTED]
HUMAN RESOURCE
[REDACTED]
TECHNOLOGY
[REDACTED]
SPECIAL ED.
[REDACTED]
SPECIAL PROGRAMS
[REDACTED]

- Questions or concerns

- Title I Parent Engagement- need any expenses from last year moved to that bucket of money.
- Title III
- CIP - Check each area for old dates and info
- CNA- Be sure to update your problem areas using your CNA.
-

- How do you think this could have been improved?

- What documentation does the school system maintain locally to demonstrate that data are used during ongoing consultation with stakeholders to update and improve Title II, Part A activities?
- 1.3 Meeting minutes or notes for the meeting referenced in Item 1.2.
- Meeting notes/minutes are required to be submitted for the meeting referenced in item 1.2. Such meeting notes/minutes should provide evidence of meaningful consultation with all the required stakeholders in the development of the Title II, Part A program. It should be clear from the notes/minutes that the stakeholders had a genuine opportunity to participate in the planning and decision-making process. Documentation should align with the documented process and list of stakeholders involved that are referenced in Item 1.1

1.3 Good Example

3

██████████ ISD District Improvement Committee
October 18, 2023
Minutes

██████████ welcomed the group and stated that the purpose of the meeting was to gather input from stakeholders about Title I and II funds and how they would be spent. The district improvement plan must have goals based on a needs assessment and related data. Goals were provided on the agenda given to the group.

██████████ asked the group if they had any concerns or feedback at that point. None were voiced.

██████████ shared that the district received federal funds based on how many students qualify for free and reduced lunch. The district wants every family to fill out the application so that the numbers are accurate and the district receives the appropriate amount of funds. The district may spend Title I, II, III, and IV funds in the same way if they are all reaped together. The amount of Title I funds plus the additional reap from Title IV were provided on the agenda. The options for spending that money were also listed. The district has historically used the money for payroll costs for paraprofessionals to work with at-risk students. The paraprofessionals document their time and effort for these funds.

██████████ asked for stakeholder input on this item. A question was asked about whether the free/reduced lunch application was online with other registration paperwork this year and, if not, where it could be located. The district is working on getting the application online for next year's registration. It was provided at the ice cream social at the JH/HS in August. The district will communicate more clearly about where families can find the application.

Another question was asked about whether there is a deadline to turn in the form. The application may be filled out at any time and is good through that school year the following October. Families should submit the application annually.

A question was asked about whether the district could put together a video to share on social media to explain to families how important it is to submit the application and answer common questions about the application. It was suggested that the district offer a reward to students for turning in the application.

██████████ asked if there were any objections to using the Title I and IV funds for payroll for paraprofessionals. Cory Richardson voiced a motion to use the Title I and IV funds for payroll. ██████████ seconded the motion. All were in favor.

██████████ discussed the options (listed on the agenda) for Title II funds and stated that the district would like to use the funds for professional development/educator growth with the Region ██████████ Education Service Center. Using the funds this way allows the district to receive free or reduced cost training sessions throughout the school year and summer. ██████████ made a motion to use Title II funds on professional development, and ██████████ seconded the motion. All were in favor.

The next District Improvement Committee meeting will be on November 29 and will include information on accountability, safety, and finance. Two meetings will be held in the spring regarding the 2024-25 district calendar.

██████████ asked if there was anything that the group wanted more information on or wanted the district to put into the plan, and there was no response. He offered to provide more information if anyone had questions later.

5

1.3 Not So Good Example

Proposed Days [REDACTED] 2023-24

I have sent the invoice for the lesson plan redesign for the STAAR Redesign questions:

\$15,000

Summer 2023 Total: \$9,750 or \$5250 – This would be paid from 2022-23 funds.

If we have days for summer PD, we have been doing one day for each grade level. We can continue to do that or we can have a half day for each grade level. Another option would be to do 2 grade levels at a time.

If we do full days, we will need one day each for Grades K-8 Math, Science 4-5 and 7-8. That would be 13 days at \$750 per day. If we do a two grades per day or a half day for each grade, we will need 7 days at \$750.

This would be \$9,750 or \$5250. *Summer total*

School Year 2023: Total: \$35,000

I would like to meet one half-day with each grade level 4 times during the year.

This would be 7 days 4 times per year for \$750 per day: **\$21,000**

I would also like to meet with the new teachers in Grades 1-3 for a half day 3 times per year: **\$4500**

I think we should plan walkthroughs and class observations two days per month – October, November, January, February and March: **\$7500**

Materials estimate: **\$2000**

A Summer 2024 (if want to do those days): Total: \$9,750 or \$5250 *we will see on this*

If we have days for summer PD, we have been doing one day for each grade level. We can continue to do that or we can have a half day for each grade level. Another option would be to do 2 grade levels at a time.

If we do full days, we will need one day each for Grades K-8 Math, Science 4-5 and 7-8. That would be 13 days at \$750 per day. If we do a two grades per day or a half day for each grade, we will need 7 days at \$750.



This would be \$9,750 or \$5250.



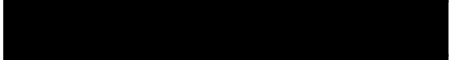
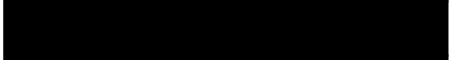
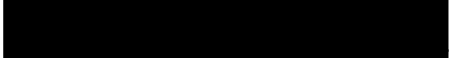
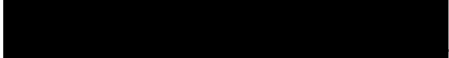
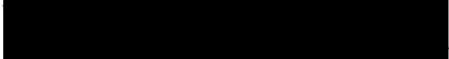
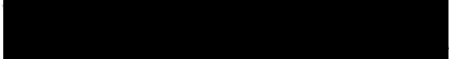
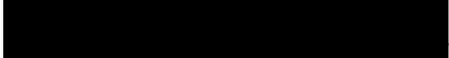
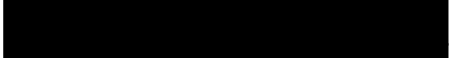
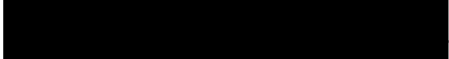
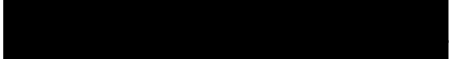
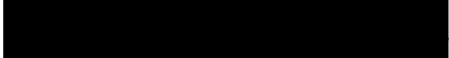
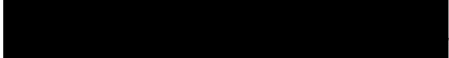
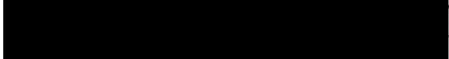
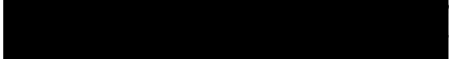
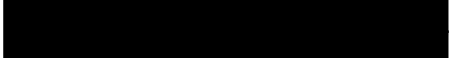
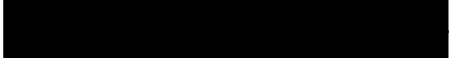
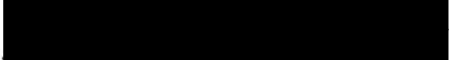
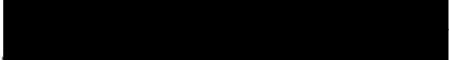
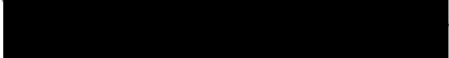
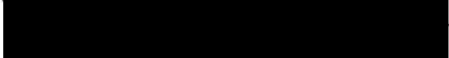
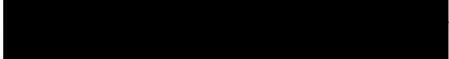
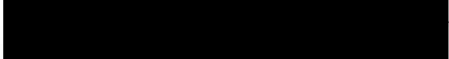
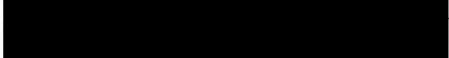
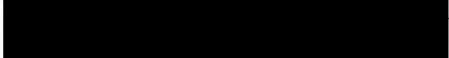
- Why do you think this is a bad example?
- How do you think this could be improved?

- What documentation does the school system maintain locally to demonstrate that data are used during ongoing consultation with stakeholders to update and improve Title II, Part A activities?
- 1.4 Documentation of attendance for the meeting referenced in item 1.2.
- A sign-in sheet is required to be submitted for the meeting referenced in item 1.2 and should include the meeting date, stakeholder names, roles, and signatures for the required stakeholders. The meeting date, names, and roles of the participants must be documented on the participant roster. Documentation should align with the documented list of stakeholders involved, which is referenced in Item 1.1. Note: If the meeting was held in a virtual environment, the school system may substitute a participant roster in lieu of a sign-in sheet that includes signatures.

1.4 Good Example

- Has meeting title.
- Has date and time.
- Has name, signature, and roles.
- Is legible.

 Title II, Part A Consultation Meeting
Sign-In Sheet
October 18, 2023
8:30AM-10:00AM
 Academy

Printed Name	Signature	Role
		Parent
		Parent
		Paraprofessional
		F.A.C.E.
		Nurse
		Teacher
		Teacher
		Teacher
		Admin
		Admin
		Principal
		District
		District



Prioritization of Funds

- Section 2102(b)(2)(C)(2) CONTENTS OF APPLICATION.—Each application submitted shall include the following: (C) A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

- Compliance Item 1: The LEA prioritizes Title II, Part A funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c). [Section 2102(b)(2)(C)]

Documentation Requested [1.1]

- What process does the school system use to ensure that Title II, Part A funds are prioritized for schools that are implementing comprehensive support and improvement activities and targeted support activities under section 1111(d) and that have the highest percentage of low-income students?
- 1.1 Relevant Pages of the District Improvement Plan. Include the title page and relevant pages of the District Improvement Plan that describe how the local educational agency will prioritize Title II, Part A funds.
- The process referenced in the documentation should include a listing of schools that are implementing comprehensive support and improvement activities and targeted support activities under section 1111(d) and that have the highest percentage of low-income students, and a description of how Title II, Part A funds were prioritized for such schools.

1.1 Documentation Requested – Good Example

[Redacted]
 [Redacted] - District Improvement Plan
 2023-2024

Title II, Part A: Supporting Effective Instruction – District Goal [Redacted] will attract, develop, retain, and sustain effective administrators, teachers, and staff for our classrooms and schools.

[Redacted] will utilize funding to support recruitment and retention initiatives for effective teachers. Funding will support a robust professional development series including training, conferences, materials and supplies for collaborative educator work that focuses on improving the overall quality of instruction and ensure equity of educational opportunity for all of [Redacted]

Title II

Goal	Objective	Strategy	Resources Needed	Amount
3	1	1	Performance Pay – Retention Plan	
3	1	2	Supplemental Pay - Longevity	
3	1	6,7	Professional Development	\$188.77

Prioritization of Title II, Part A Funding 2023-2024

Campus	Campus #	Grade Span	Total Campus Enrollment	School Improvement	Campus Low-Income Percentage	*Campus Rank for Funding	Amount
[Redacted]	105	K-5	78	No	72%	3	\$0
[Redacted]	102	K-6	193	No	80%	2	\$0
[Redacted]	101	K-6	232	No	68%	4	\$92.26
[Redacted]	041	K-6	138	No	94%	1	\$96.51

* [Redacted] will prioritize Title II funding for campuses demonstrating the greatest need based on the school that serves the highest percentage of low socio-economic families. Strategically, allocating funds based on the rank order of campuses in this manner is equitable and a fair distribution of funds.

1.1 Documentation Requested – Not So Good Example

Goal 2: [redacted] will establish and continually support high-expectations for the academic growth of our students and the professional growth of our staff.

Performance Objective 2: Actively recruit and retain highly effective personnel in all staff positions.

High Priority

Evaluation Data Sources: T-TESS Observations, Walkthroughs

Summative Evaluation: Met Objective

Next Year's Recommendation: Monitor newly developed hiring procedures to ensure success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and actively recruit the most qualified candidates for each open staff position. Strategy's Expected Result/Impact: All staff positions will be filled with highly-effective personnel who build strong academic and extra-curricular programs. Staff Responsible for Monitoring: Assistant Superintendent, Directors, Campus Principals Funding Sources: Recruitment - Title II-A, Salaries - Local Funds	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Verify all teachers are properly certified and all paraprofessionals meet highly qualified requirements. Strategy's Expected Result/Impact: All instructional staff are highly effective. Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals Funding Sources: - Title II-A, - Local Funds	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Assign a district-trained mentor teacher to each professional staff member who is new to the district. Strategy's Expected Result/Impact: New teachers will acclimate to [redacted] SD more quickly and smoothly, resulting in better relationships with staff and students. Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals Funding Sources: - Title II-A	Formative		
	Dec	Mar	June

NoProgress
 Accomplished
 Continue/Modify
 Discontinue

- Why do you think this is a not so good example?
- Are we able to read how this school system prioritizes Title II, Part A funds?
- How do you think this could be improved?

Documentation Requested [1.2]

- What documentation does the school system maintain locally to demonstrate that Title II, Part A funds are prioritized for schools that are implementing comprehensive support and improvement activities and targeted support activities under section 1111(d) and that have the highest percentage of low-income students?
- 1.2 Documentation that shows evidence of prioritization of Title II, Part A funds based on schools served by the school system under Title I, School Improvement, and/or that have the highest percentages of low-income children.
- A spreadsheet and/or budget documents showing evidence of how Title II, Part A funds were prioritized for activities to benefit Title I School Improvement campuses and/or campuses with the highest percentages of low-income students.

1.2 Documentation Requested – Good Example

Title II Budget
2023-2024

**From Oct. 2022-NSLP

	Budget	F&R %	# Low SES	Enrollment
██████████-041 \$	17,107	49.39%	201	407
██████████01 \$	20,426	67.80%	240	354
██████████03 \$	22,556	65.43%	265	405
██████████01 \$	17,363	46.05%	204	443
\$				
Dollars per Student \$	85.11		910	
			63.33%	
Total Entitlement \$	77,452			

Additional documentation from the district's board-approved Professional Development Plan:

6

Funding Plan--2023-2024|School Year

Multiple sources of funding will be used to support the ██████████ Professional Development Plan:

- Local Funds
- Federal Funds
 - Title II–Prioritized to campuses with highest number of low-SES students and/or a federal accountability label
- Grant Funds

1.2 Documentation Requested – Not So Good Example

255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Specialists		\$8,500.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$31,933.00
+/- Difference					\$23,433.00

- Why do you think this is a bad example?
- Based on this, are you able to tell how Title II, Part A funds are prioritized?
- How could this be improved?



System of Professional Growth and Improvement, Statutory Definition of Professional Development and Coordination

- Section 2102(b)(2)(B): A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders, and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- Section 8101(42) PROFESSIONAL DEVELOPMENT
- Section 2102(b)(2)(F): An assurance that the local educational agency will coordinate professional development activities under this part with professional development activities provided through other Federal, State, and local programs.

- Part 4, Compliance Item E, number 1: The LEA has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders, and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

- What is the process for ensuring the school system has a system of professional growth and improvement?
- 1.1 Relevant pages of documentation outlining the school system's Title II, Part A System of Professional Growth and Improvement.
- Relevant pages of the District Improvement Plan and/or school system professional development plan that include the description of the school system's Title II, Part A System of Professional Growth and Improvement. The professional development activities referenced as part of the Title II, Part A System of Professional Growth and Improvement must adhere to the definition of professional development as noted in statute and must be made available for eligible program beneficiaries, such as principals, teachers, and other school leaders.

1.1 Documentation Requested – Good Example

The school system's Title II, Part A System of Professional Development is documented through a coordinated set of policies and procedures that guide how educators are supported from initial needs identification through ongoing professional learning. The system begins with an annual review of student performance data, educator evaluation results, and district and campus improvement priorities. These data points inform the identification of professional learning needs and ensure that all growth activities funded through Title II, Part A, directly address documented instructional priorities and educator development goals

- What process does the school system use to ensure that professional development activities funded by Title II, Part A funds meet the statutory definition for professional development?
- 1.2 Relevant pages of documentation outlining the process for ensuring that professional development activities meet the statutory definition for professional development and evidence of implementation.
- Relevant pages of the District Improvement Plan and/or school system professional development plan that include the description of the process used to ensure that professional development activities funded by Title II, Part A funds meet the statutory definition for professional development.

1.2 Documentation Requested – Good Example



Federal Program Compliance Division
ESSAsupport@tea.texas.gov

Title II, Part A: Supporting Effective Instruction Use of Funds

Statutory Reference

Every Student Succeeds Act (ESSA), Section 2301. Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Allowable Costs Criteria

LEAs must use the following 5 steps and requirements to determine whether Title II, Part A funds can be used for any activity/resource.

1. Apply the traditional presumptions of Supplant to determine if the use of funds is supplemental. [Section 2301]
2. Ensure that the LEA has prioritized Title II, Part A funds for use at Title I, Part A campuses identified for School Improvement and campuses serving Title I, Part A students. [Section 2102(b)(2)(C)]
3. Ensure that activities and/or resources address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students [Section 2103(b)(2)]; and are:
 - Identified in the Comprehensive Needs Assessment [**Strongly Recommended as Best Practice**];
 - Included in the District and/or Campus Improvement Plan;
 - The plan addresses how the activity/resource identified will be aligned with challenging State academic standards [Section 2102(b)(2)(A)]; and
 - The planning process for the Title II, Part A program meets the requirements for meaningful consultation of stakeholders and coordination [Section 2102(b)(3)]
 - If a professional development activity, ensure that it meets the ESSA definition of Professional Development; [Section 8101(42)]
 - Reasonable;
 - Necessary to carry out the intent and purpose of the Title II, Part A program;
 - Allocable; and
 - Allowable under Title II, Part A.
4. Ensure that the expenditure(s) meet all EDGAR requirements.
5. Ensure that all LEA policies and procedures were followed.

Additional Resources:

[TEA Title II, Part A Webpage](#)
[TEA Title II, Part A Program Webinar](#)
[TEA Title II, Part A Program Guide](#)
[TEA Title II, Part A Frequently Asked Questions](#)
[EDGAR Materials and Resources](#)

The district ensures that all Title II, Part A–funded professional development meets the statutory definition through a structured review and approval process embedded in both the District Improvement Plan and the districtwide Professional Development Plan. Each year, the district conducts a comprehensive needs assessment using student performance data, educator evaluation results, and campus improvement priorities. Only professional learning activities that directly address these documented needs and align with district instructional goals are considered for Title II, Part A support.

All proposed professional development is evaluated by the Teaching and Learning and Federal Programs offices to verify that it meets the federal definition of high-quality professional development. Such offices use the Title II, Part A Use of Funds one-page document provided by TEA. Each activity must demonstrate that it is sustained, intensive, collaborative, job-embedded, data-driven, and focused on improving classroom instruction. Proposals are submitted through a standardized process requiring documentation of the identified need, expected outcomes, implementation plan, and evaluation measures. Activities that do not meet statutory criteria are not approved for funding.

Once approved, the district monitors implementation to ensure fidelity to the planned design and collects evidence of effectiveness, including changes in educator practice and student outcomes. Evaluation results are reviewed annually and used to refine future professional learning priorities and funding decisions. This continuous cycle of needs assessment, alignment review, monitoring, and evaluation ensures that all Title II, Part A–funded professional development is compliant, high-quality, and directly connected to improving teaching and learning.

- What process does the school system use to ensure that professional development activities funded by Title II, Part A funds meet the statutory definition for professional development?
- 1.3 Documentation showing evidence of process implementation
- The school system shall also maintain documentation showing evidence of process implementation, including but not limited to detailed descriptions of Title II, Part A-funded professional development activities; compliance checklists; use of funds checklists; purchasing/procurement documents; contracts; etc.

1.3 Documentation Requested – Good Example

Sample Planning for Individual Professional Development for [Employee Name]

SCHOOL YEAR
2024 - 2025



To use with Sample Professional Development Plan for a particular employee.

What are your specific goals?	What key skills are needed for each goal?	What skills do you need to develop?	What actions are you going to take?	Target dates for progress review and completion
Become a content expert in the subject I wish to specialize in	<ul style="list-style-type: none"> Advanced professional development and content training in the subject area I wish to specialize in Communication skills Leadership skills Management skills 	<ol style="list-style-type: none"> Expert knowledge Leadership skills 	<ol style="list-style-type: none"> Carry out my own research by reading reports and completing a project of the knowledge I need to achieve this Shadow a current head of subject 	<p>Review: March 2024</p> <p>Completion: September 2024</p>
To make the most of technology use in the classroom	<ul style="list-style-type: none"> Information and Communication Technology and technology knowledge An ability to incorporate technology in my teachings 	<ol style="list-style-type: none"> Knowledge of what technology and software is available and suitable. An ability to understand how to use technology To be able to incorporate technology in my lessons 	<ol style="list-style-type: none"> Talk with colleagues and find out what technology they use in the classroom. Speak to the IT department, or someone with IT knowledge Find and take appropriate training, such as an online course. Hold an informal workshop with colleagues to share knowledge 	<p>Review: November 2024</p> <p>Completion: February 2025</p>
To address the individual learning styles of students have and expand my teaching methods accordingly	<ul style="list-style-type: none"> Knowledge of the different learning styles children have An understanding of what other teaching methods I could use as a pilot study 	<ol style="list-style-type: none"> An understanding of what different learning styles students may have. To be able to deliver broader teaching methods appropriately 	<ol style="list-style-type: none"> Write a review of the most relevant instructional strategies Arrange for an observational visit to another school to see what teaching methods they encourage and how successful they are 	<p>Review: December 2024</p> <p>Completion: April 2025</p>

- What process does the school system use to ensure that Title II, Part A professional development activities are coordinated with professional development activities provided through other Federal, State, and local programs?
- 1.4 Relevant pages of documentation outlining the process used to ensure that Title II, Part A professional development activities are coordinated with professional development activities provided through other Federal, State, and local programs.
- Relevant pages of the District Improvement Plan and/or school system professional development plan that include the description of the process used to ensure that Title II, Part A professional development activities are coordinated with professional development activities provided through other Federal, State, and local programs.

1.4 Documentation Requested – Good Example

The district uses a structured process for planning, approving, and implementing professional growth activities. All proposed activities must align with district instructional frameworks, educator standards, and the statutory definition of high-quality professional development. The system emphasizes sustained, job-embedded learning; collaboration among educators; and a clear connection to improving classroom practice. As part of this process, the district ensures that Title II, Part A–funded professional development is coordinated with other professional learning provided through federal programs such as Title I and Title III, as well as state and local initiatives. This coordination prevents duplication, promotes coherence, and strengthens the overall professional learning system.

- What process does the school system use to ensure that Title II, Part A professional development activities are coordinated with professional development activities provided through other Federal, State, and local programs?
- 1.5 Documentation showing evidence of process implementation
- The school system shall also maintain documentation showing evidence of process implementation, including but not limited to coordination meeting documents (meeting agendas, meeting notes/minutes, and sign-in sheets/participant rosters).

1.5 Documentation Requested – Good Example

Agenda

1. Welcome, Introductions, and Outcomes (5 minutes)

- **Lead:** Facilitator

2. Comprehensive Needs Assessment (CNA) Review (15 minutes)

- **Lead:** Federal Programs & Teaching & Learning
- **Purpose:** Validate priority needs derived from student performance data, educator evaluation results, and campus improvement plans.
- **Action Items:**
 - Confirm priority needs that PD must address.
 - Identify any data gaps and assign owners to collect missing data (e.g., subgroup performance, teacher survey insights).
 - Update the District Improvement Plan (DIP) and PD Plan alignment notes.

3. PD Activities—Implementation Status & Next Steps (30 minutes)

- **Lead:** Teaching & Learning
- **Purpose:** Review Title II, Part A–funded PD activities against statutory criteria (sustained, intensive, collaborative, job-embedded, data-driven, focused on improving instruction).
- **Action Items:**
 - Finalize session objectives, scope & sequence, facilitators, and delivery model (coaching, PLCs, lesson study, micro-credentials).
 - Confirm participant lists and enrollment processes.
 - Lock dates, venues/virtual links, and materials.
 - Identify support for transfer to classroom practice (coaching cycles, observation/feedback, PLC protocols).

4. Coordination with Other Programs (30 minutes)

- **Lead:** Federal Programs with Title I/III, Special Programs, and State/Local PD Leads

- [Title II, Part A Webpage](#)
- [Title II, Part A Program Guide](#)
- [Title II, Part A Use of Funds One Page Document](#)
- [Supplement, Not Supplant Handbook](#)
- [ESSA Program Monitoring Validations](#)
- [Program Compliance Self-Check](#)
- [Title II, Part A SNS Worksheet](#)

Presentation Feedback



- Select Event Name: 6/9/2026 - Constructing Compliance: A Builder's Guide to Title II, Part A Monitoring, presented by Gerardo Ramirez
- Select Program Name: Title II, Part A
- Select a response for the training evaluation statements.
- Provide feedback for the open-ended items.
- Optional: Provide email address if you would like for a staff member to follow up with you regarding any additional feedback you may want to share.

<https://app.smartsheet.com/b/form/e1425a8ae38f4c869627ce01a91ec953>



Thank you!

Federal Program Compliance Division



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