

The background of the slide features a large, faint, circular seal of the State of Texas. The seal contains a five-pointed star in the center, surrounded by a wreath of olive and oak branches. The words "THE STATE OF TEXAS" are inscribed around the perimeter of the seal.

Title II, Part A Special Data Collection Statewide Training

Federal Program Compliance

Legal Disclaimer

1. This presentation is intended solely to provide general information and guidance to Texas LEAs, ESCs, non-profit subgrantees, and participating Private Schools receiving equitable services. The content in this presentation reflects the Texas Education Agency's current understanding of statute and applicable federal guidance.
2. The content of this presentation is subject to change as a result of future guidance and or other updates provided by federal agencies with regulatory oversight of these programs.
3. This presentation does not constitute legal advice, and entities are, therefore, advised to seek legal counsel regarding the information and guidance provided in this presentation before acting upon the information provided.

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Today's Slides



The slides shared during this presentation are posted on the Title II, Part A TEA Webpage.



Introduction

Statutory Reference

As per the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), Title II, Part A, section 2104(a-c), each LEA receiving Title II, Part A funds shall submit to TEA such information as the State requires, which shall include the following information:

1. a description of how the school system is using Title II, Part A funds received to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness; and
2. if Title II, Part A funds are used to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access

Background

- This requirement was previously met through a national LEA survey conducted by the US Department of Education (USDE). However, in May 2025, TEA was notified that USDE would not be administering the national survey for the 2024-2025 grant year.
- Under section 2104(b), the ESEA requires LEAs to report to State Education Agencies (SEAs) how they spend Title II funds each year. While the USDE LEA survey has been used in the past to help TEA meet this requirement, in the absence of the USDE survey this year, TEA will be responsible for collecting this information from LEAs as outlined in ESEA 2104(b). While the ESEA does not require TEA to report this information to the USDE, TEA is required to make the results publicly available (ESEA 2104(c)).

Background (continued)

- To comply with the requirement, TEA has set up a Title II, Part A special data collection survey. All school systems that applied for Title II, Part A, program funds in 2024-2025 are required to report the information requested. All the data requested to be submitted is for the 2024-2025 school year. School systems that redirected 100% of their Title II, Part A funds via Funding Transferability and/or Rural Education Achievement Program (REAP) will not be required to submit the data requested since they did not operate a Title II, Part A program in the 2024-2025 grant year.



Accessing the Title II, Part A Special Data Collection Survey

How to Access the Survey

- On November 3, 2025, all School Systems that applied for Title II, Part A, program funds in 2024-2025, and are required to submit the data requested, will receive correspondence in the form of an auto-generated email from Smartsheet that includes the link to the Title II, Part A Special Data Collection Survey. The Title II, Part A Special Data Collection Survey will open on November 3, 2025, and remain open through January 9, 2026. The deadline for the school system to submit the survey is January 9, 2026.
- The information reported by each school system will be aggregated at the state level and publicly reported on TEA's Title II, Part A webpage by early March 2026.



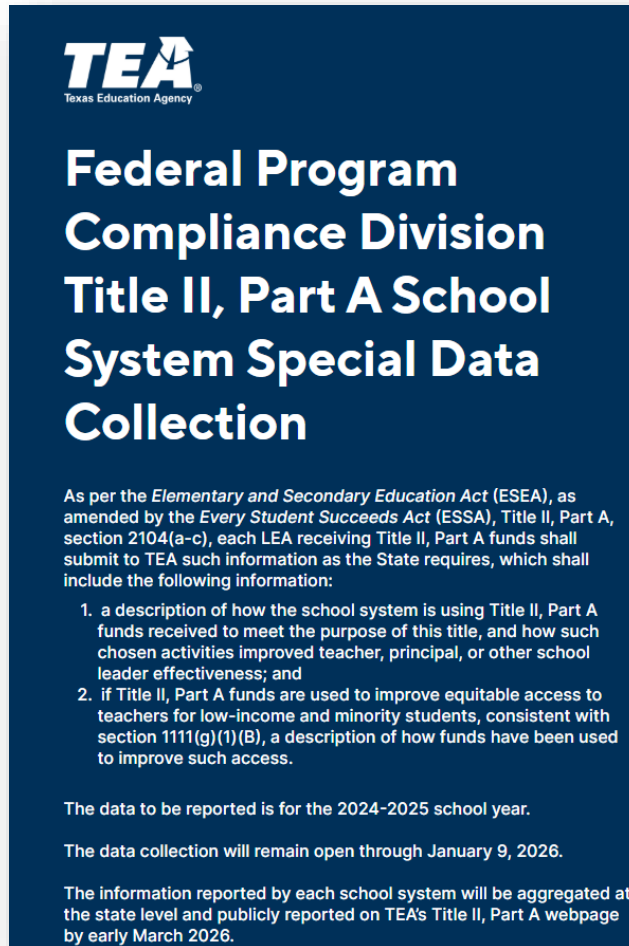
Note:

School systems that redirected 100% of their Title II, Part A funds via Funding Transferability and/or Rural Education Achievement Program (REAP) will not receive the notification since they are not required to submit any information.



Smartsheet Survey

Survey Look and Feel



TEA
Texas Education Agency

Federal Program Compliance Division Title II, Part A School System Special Data Collection

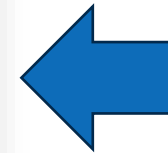
As per the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)*, Title II, Part A, section 2104(a-c), each LEA receiving Title II, Part A funds shall submit to TEA such information as the State requires, which shall include the following information:

1. a description of how the school system is using Title II, Part A funds received to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness; and
2. if Title II, Part A funds are used to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access.

The data to be reported is for the 2024-2025 school year.

The data collection will remain open through January 9, 2026.

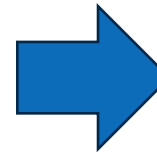
The information reported by each school system will be aggregated at the state level and publicly reported on TEA's Title II, Part A webpage by early March 2026.



- When you receive the survey link, it will open on your browser.
- On the left, you will have information about the survey, important dates, and the collection timeline.

Survey Look and Feel (continued)

- On the right, you will have submission instructions and fields ready for data entry.
- Please note that the survey does not allow for saving and returning to finish it.
- It is recommended to use the Title II, Part A School System Special Data Collection Worksheet first, to assist in filling out the survey online.



Submission Instructions

Please note that this form does not allow for saving only some responses and submitting the rest of the responses at a later time. Please ensure you have all the responses needed to be able to submit the form in its entirety.

To assist with ensuring you have all the data needed to complete the form, please reference the Title II, Part A School System Special Data Collection Worksheet.

Rural Education Achievement Program (REAP)/Funding Transferability (FT) Notice

If your school system redirected 100% of its Title II, Part A (Title II-A) funds to other ESSA programs via REAP/FT in the 2024-2025 school year as per the final version of the 2024-2025 ESSA Consolidated Federal Grant Application, your school system is **not** required to submit this data collection form.

Section 1: School System and Staff Contact Information

1.a. School System Name and CDN: *

Please select your School System Name and County District Number (CDN) from the drop-down menu.

Tip: You can locate your School System Name by typing into the search field.

Note: If your School System Name does not appear in the list, you are **not** required to submit this data collection form.

Survey Sections 1-4

- The Survey is broken down into different sections
- Section 1: School System and Staff Contact Information
- Section 2: Full-Time Equivalents (FTEs)
- Section 3: Percent of Title II-A Funds Budgeted
- Section 4: Use of Title II-A funds for Class Size Reduction

Survey Sections 5-10

- Sections 5-10 will become available as you complete responses for each Use of Funds category.
- Today we will cover all the sections, but note that this may be different for you since it is based on the responses you provide.

Survey Sections 5-10

- Section 5: Use of Title II-A funds for Evaluation Systems
- Section 6: Use of Title II-A funds for hiring, recruiting, and retaining staff referenced
- Section 7: Use of Title II-A funds for Professional Development (PD)
- Section 8: Use of Title II-A funds for Professional Development to Support Teachers
- Section 9: Use of Title II-A Funds for PD to Support Principals and Other School Leaders
- Section 10: Use of Title II-A funds for other Activities



Survey Sections 11-12

- Section 11: Teacher Quality/Effectiveness
- Section 12: Strategies used to Improve Equitable Access

Certification Statement

Certification Statement:

I hereby certify that the information submitted for this data collection is, to the best of my knowledge, correct and that the school system named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Certification Statement Agreement *

Is the School System staff submitting this data collection in agreement with the certification statement above?

- The second-to-last part of the survey is the certification statement.
- School Systems certify if they are in agreement with the certification statement.

Copy of Responses Notice

- The last part of the survey is the Copy of Responses Notice.
- If you are interested in receiving a copy of your responses, this is the **only** way for you to get them.
- Click on “Send me a copy of my responses” and type a valid email.



Copy of Responses Notice

Please select the "Send me a copy of my responses" checkbox below and enter a valid email address to receive a copy of the responses submitted for your school system. This is the only option for receiving a record of the responses submitted.

☒ Send me a copy of my responses

Email address *

Submit

Important: To receive your responses quickly, please enter a valid email address now. This is the only opportunity to get them in a timely manner. If you do not provide an email, you will need to submit a separate request later, via the Smartsheet WorkApp Help Form, which may delay the process.



Sections 1-4 Breakdown

Section 1: School System and Staff Contact Information

Section 1: School System and Staff Contact Information

1.a. School System Name and CDN: *

Please select your School System Name and County District Number (CDN) from the drop-down menu.

Tip: You can locate your School System Name by typing into the search field.

Note: If your School System Name does not appear in the list, you are **not** required to submit this data collection form.

1.b. School System Staff Contact Name: *

Please provide the name of the person that is most familiar with the data being submitted in case TEA needs additional information.

1.c. School System Staff Role/Title: *

Please provide the role/title of the person that is referenced in 1.b.

1.d. School System Staff Contact Email Address: *

Please provide the email address of the person that is referenced in 1.b.

1.e. School System Staff Contact Telephone Number: *

Please provide the telephone number of the person that is referenced in 1.b.

- In this section, school systems may select or start to type into the search field to find their name.
- If your School System Name does not appear in the list, you are not required to submit.
- Continue the rest of the fields, Staff Contact Name, Staff Role/Title, Email Address, and Telephone number.

Section 2: Full-Equivalents (FTEs)

- This section is regarding Full-Time Equivalents; there is no action needed.
- While this data will be included in the overall report, it will not be collected through this survey, as it is being obtained through alternative validated sources to reduce respondent burden and ensure data accuracy.

Section 2: Full-Time Equivalents (FTEs)

While this data will be included in the overall report, it will not be collected through this survey, as it is being obtained through alternative validated sources to reduce respondent burden and ensure data accuracy.



Section 3: Percent of Title II-A Funds Budgeted

*Note:
Percentages do
not need to sum
to 100.*

Section 3: Percent of Title II-A Funds Budgeted

Note: Percentages for 3.a. and 3.b do not need to sum to 100 percent. For example, some uses of funds may serve both teachers and school leaders, leading to a total of greater than 100 percent. Teachers include all staff members who teach, even if they also hold leadership role(s).

3.a. Percent of Title II, Part A Funds Budgeted to Support Teachers: Please provide an estimate of the percentage of all Title II, Part A (Title II-A) funds budgeted in your school system in SY 2024–2025 to support teachers.

% of Title II, Part A Funds budgeted to support Teachers: *

 %

3.b. Percent of Title II, Part A Funds Budgeted to Support Principals and Other School Leaders: Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your school system in SY 2024–2025 to support principals and other school leaders.

% of Title II, Part A Funds budgeted to support Principals and Other School Leaders: *

 %

- For the 3.a. and 3.b., you can provide estimates if you do not have exact figures.
- 3.a. Percent of Title II-A Funds Budgeted to Support Teachers
- 3.b. Percent of Title II, Part A Funds Budgeted to Support Principals and Other School Leaders

Allocation of Title II-Funds

Allocation of Title II-A Funds

For the following sections (4-10), please provide the amount of Title II, Part A funds your school system budgeted in SY 2024–2025, after transfers, for the following activities. Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

Sections 5-10 will become available as you complete responses for each Use of Funds category.



Section 4: Use of Title II-A Funds for Class Size Reduction

4.a. In SY 2024-2025, did your School System use Title II, Part A funds, after transfers, for Class Size Reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers? *

☒ Yes ☐ No

If the answer is “no”, you will continue to Section 5.

4.b. Amount Budgeted for Class Size Reduction: *

Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

4.c. During SY 2024–2025, in total, how many full-time equivalents (FTEs) were funded by Title II, Part A for the purpose of class size reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers?

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE.

Total Funded (FTE)s: *



Section 5: Use of Title II-A funds for Evaluation Systems

- 5.a. In SY 24-25, did your school system use Title II-A funds for Evaluation Systems?
 - If the answer is no, continue to section 6.
 - If yes, continue to 5.b.
- 5.b. Provide the amount budgeted for evaluation systems.

5.a. In SY 2024-2025, did your School System use Title II, Part A funds, after transfers, for Evaluation Systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for to inform decision making about professional development, improvement strategies, and personnel decisions)? *

☒ Yes ☐ No

5.b. Amount Budgeted for Evaluation Systems: *

Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

Note: Do not include carryover funds.

Please include any funds used for services in private schools in the categories for which funds were budgeted



Section 6: Use of Title II-A funds for hiring, recruiting, and retaining staff referenced

Note: Do not include carryover funds.

Please include any funds used for services in private schools in the categories for which funds were budgeted

6.a. In SY 2024-2025, did your School System use Title II, Part A funds, after transfers, for hiring, recruiting, and retaining effective teachers, principals, and other leaders (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, or improving school working conditions)? *

☒ Yes ☐ No

6.b. Amount Budgeted for Hiring, Recruiting, and Retaining Effective Teachers, Principals, and Other Leaders: *

Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

- 6.a. In SY 24-25, did your school system use Title II-A funds for hiring, recruiting, and retaining effective teachers, principals, and other leaders?
 - If the answer is no, proceed to section 7.
 - If the answer is yes, proceed to section 6.b.
- 6.b. Provide the amount budgeted.

6.c. Strategies used[...]

6.c. What strategies did your school system use to hire, recruit, and retain effective teachers, principals, and other school leaders with the use of Title II, Part A funds? **Select all that apply (at least one option is required to be selected):**

- ☐ Support with screening candidates and early hiring for teachers
- ☐ Recruiting individuals from other fields to become teachers or leaders
- ☐ Recruiting new potential educators from the communities served by a school or school system (e.g., through "grow your own" programs or Registered Apprenticeships in education)
- ☐ Differential and incentive pay for teachers and leaders
- ☐ Providing additional time for collaborative planning with peers
- ☐ Emphasis on leadership opportunities and multiple career pathways for teachers
- ☐ Induction or new teacher and leader mentoring programs, including training for mentor teachers
- ☐ Targeting and tailoring professional development to individual teacher or leader needs
- ☐ Feedback mechanisms to improve school working conditions

Other

☐

- 6.c. What strategies did your school system use to hire, recruit, and retain effective teachers, principals, and other school leaders with the use of Title II, Part A Funds?
- If you select other, please provide a description.
- Select all that apply (at least one option is required to be selected)
- Continue to 6.d.

6.d. Of the strategies selected for 6.c., select the two with the highest funding amounts.

- 6.d. provides only the options selected on 6.c.
- For 6.d., based on what strategies are available, select the **two** strategies with the highest Title II-A funding amounts.

6.d. Of the strategies selected for 6.c., select the two with the highest Title II, Part A funding amounts.
Select only **two** based on the strategy(s) selected in 6.c.:

- ☐ Support with screening candidates and early hiring for teachers
- ☐ Recruiting individuals from other fields to become teachers or leaders
- ☐ Recruiting new potential educators from the communities served by a school or school system (e.g., through "grow your own" programs or Registered Apprenticeships in education)
- ☐ Differential and incentive pay for teachers and leaders
- ☐ Providing additional time for collaborative planning with peers
- ☐ Emphasis on leadership opportunities and multiple career pathways for teachers
- ☐ Induction or new teacher and leader mentoring programs, including training for mentor teachers
- ☐ Targeting and tailoring professional development to individual teacher or leader needs
- ☐ Feedback mechanisms to improve school working conditions
- ☐ Other



Section 7: Use of Title II-A funds for Professional Development (PD)

Note: Do not include carryover funds.

Please include any funds used for services in private schools in the categories for which funds were budgeted

Section 7: Use of Title II-A funds for Professional Development (PD)

7.a. In SY 2024-2025, did your School System use Title II, Part A funds, after transfers, for professional development (such as in-service seminars, coaching, university courses, or support for professional learning communities)? *

Note: If "No" is selected, Sections 8-9 are disabled.

☒ Yes ☐ No

7.b. Amount Budgeted for Professional Development: *

Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

- 7.a. In SY 24-25 did your school system use Title II, Part A funds, after transfers, for professional development (such as in-service seminars, coaching, university courses, or support for professional learning communities)?
 - If the answer is no, proceed to section 10.
 - If the answer is yes, continue to 7.b
- 7.b. Amount Budgeted for Professional Development – Provide the amount budgeted for PD.



7.c. Who participated in Title II-A funded professional development activities in SY 24-25?

7.c. Who participated in Title II-A funded professional development activities in SY 2024-2025? Select all that apply. *

☐ Teachers ☐ Principals and other school leaders

- If “Teachers” is selected, section 8 appears.
- If “Principals and other school leaders” is selected section 9 appears.



Section 8: Use of Title II-A funds for Professional Development to Support Teachers

- 8.a. Please estimate the percentage of teachers in your school system that participated in Title II, Part A-funded professional development activities during SY 24-25.
- Provide a percentage of all teachers who participated in Title II-A funded professional development activities in SY 24-25.

Section 8: Use of Title II-A funds for Professional Development to Support Teachers

8.a. Please estimate the percentage of teachers in your school system that participated in Title II, Part A-funded professional development activities during SY 2024–2025. Teachers include all staff members who teach, even if they also hold leadership role(s).

Percentage of all teachers who participated in Title II-A funded professional development activities in SY 2024-2025: *

 %

8.b. Types of PD

8.b. Which of the following types of professional development and support to teachers did your school system provide during SY 2024–2025, funded at least in part by Title II–A? **Select all that apply (at least one option is required to be selected):**

- ☐ Single-session professional development
- ☐ Multi-session professional development
- ☐ Multi-session one-on-one support from teacher leaders or coaches
- ☐ Multi-session Internet-based professional development (e.g., video library, skill-building modules, online coaching)
- ☐ Multi-session group support (e.g., lesson study, peer-to-peer communities of practice)
- ☐ Professional conferences or membership fees for organizations
- ☐ University or college courses; traditional, course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based
- ☐ Professional certifications (e.g. National Board certification, state-level credentials or endorsements)

Other

☐

- 8.b. Which of the following types of professional development and support to teachers did your school system provide during SY 24–25, funded at least in part by Title II-A?
- If you select other, please provide a description.
- Select all that apply (at least one option is required to be selected)
- Continue to 8.c.

8.c. Of the types of professional development selected in 8.b., select the two with the highest Title II, Part A funding amounts

- 8.c. provides only the options selected on 8.b.
- For 8.c., based on what strategies are available, select the **two** strategies with the highest Title II-A funding amounts.

8.c. Of the types of professional development selected in 8.b., select the two with the highest Title II, Part A funding amounts. Select only **two** based on the types selected in 8.b.:

- ☐ Single-session professional development
- ☐ Multi-session professional development
- ☐ Multi-session one-on-one support from teacher leaders or coaches
- ☐ Multi-session Internet-based professional development (e.g., video library, skill-building modules, online coaching)
- ☐ Multi-session group support (e.g., lesson study, peer-to-peer communities of practice)
- ☐ Professional conferences or membership fees for organizations
- ☐ University or college courses; traditional, coursebased curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based
- ☐ Professional certifications (e.g. National Board certification, state-level credentials or endorsements)
- ☐ Other



8.d. Which of the following topics were covered by teacher professional development in your school system in SY 24-25, funded at least in part by Title II-A?

8.d. Which of the following topics were covered by teacher professional development in your school system in SY 2024–2025, funded at least in part by Title II–A ? **Select all that apply (at least one option is required to be selected):**

- ☒ Teacher content knowledge in ELA
- ☒ Teacher content knowledge in mathematics, or science, or social studies, or STEM (science, technology, engineering)
- ☒ Teacher content knowledge in other subject areas
- ☒ Integrating academic content, career and technical education, and work-based learning
- ☒ Instructional strategies
- ☒ Training for educators of early learners
- ☒ Instructional strategies management
- ☒ Offering joint professional learning and planning activities that address transition from early childhood to elementary school
- ☒ Using data and assessment
- ☒ Identifying students with referral needs (such as sexual abuse, mental health issues, homelessness, drug or alcohol abuse)
- ☒ Providing instructional materials
- ☒ Other ☒
- ☒ Providing instructional materials development
- ☒ Other (describe: _____)
- ☒ Identifying gifted and talented students
- ☒ Understanding student learning
- ☒ Understanding teacher learning
- ☒ Engaging parents and families
- ☒ Using technology

- 8.d. Asks to select what topics were covered by teacher PD in your school system during SY 24-25 that were funded at least in part by Title II-A funds?
- Select all that apply, at least one option is required to be selected.

8.e. Of the professional development topics selected in 8.d., select the two with the highest Title II, Part A funding amounts.

- 8.e. provides only the options selected on 8.d.
- For 8.e., based on what strategies are available, select the **two** strategies with the highest Title II-A funding amounts.

8.e. Of the professional development topics selected in 8.d., select the two with the highest Title II, Part A funding amounts. Select only **two** based on the topic(s) selected in 8.d.:

- ☐ Integrating academic content, career and technical education, and work-based learning
- ☐ Training for educators of early learners
- ☐ Offering joint professional learning and planning activities that address transition from early childhood to elementary school
- ☐ Identifying students with referral needs (such as sexual abuse, mental health issues, homelessness, drug or alcohol abuse)
- ☐ Other

developmental delays

- ☐ Identifying gifted and talented students
- ☐ Understanding state content standards and instructional strategies to meet them
- ☐ Understanding teacher evaluation systems and resulting feedback
- ☐ Engaging parents and families
- ☐ Using technology



Section 9: Use of Title II-A funds for PD to Support Principals and Other School Leaders

Section 9: Use of Title II-A funds for PD to Support Principals and Other School Leaders

9.a. Please estimate the percentage of principals or other school leaders in your school system that participated in Title II, Part A-funded professional development activities during SY 2024–2025.
Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Percentage of all principals and other school leaders who participated in Title II–A funded professional development activities in SY 2024–2025: *

 %

- 9.a. Please estimate the percentage of principals or other school leaders in your school system that participated in Title II, Part A-funded professional development activities during SY 24-25.
- Provide a percentage of all principals and other school leaders who participated in Title II-A funded professional development activities in SY 24-25.



9.b. Which of the following types of professional development and support to principals and other school leaders did your school system provide during SY 24-25, funded at least in part by Title II-A?

9.b. Which of the following types of professional development and support to principals and other school leaders did your school system provide during SY2024-2025, funded at least in part by Title II-A?
Select all that apply (at least one option is required to be selected):

- ☐ Single session professional development
- ☐ Multi-session group professional development
- ☐ Multi-session one-on-one professional development
- ☐ Multi-session group support (e.g., learning communities, school system monthly or quarterly principal meetings)
- ☐ Professional conferences or organizations
- ☐ University or college courses, traditional course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or nonuniversity-based
- ☐ State leadership conferences or trainings
- ☐ Leadership certifications (e.g., state-level credentials or endorsements)

Other

☐

- 9.b. Asks to select what types of professional development and support to principals and other school leaders did your school system provide during SY 24-25 that were funded at least in part by Title II-A funds?
- Select all that apply; at least one option is required to be selected.
- If you select other, please provide a description.

9.c. Of the types of professional development selected in 9.b., select the two with the highest Title II, Part A funding amounts.

- 9.c. provides only the options selected on 9.b.
- For 9.c., based on what strategies are available, select the **two** strategies with the highest Title II-A funding amounts

9.c. Of the types of professional development selected in 9.b., select the two with the highest Title II, Part A funding amounts. Select only **two** based on the types selected in 9.b.:

- ☐ Single session professional development
- ☐ Multi-session group professional development
- ☐ Multi-session one-on-one professional development
- ☐ Multi-session group support (e.g., learning communities, school system monthly or quarterly principal meetings)
- ☐ Professional conferences or organizations
- ☐ University or college courses, traditional course-based curriculum
- ☐ Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or nonuniversity-based
- ☐ State leadership conferences or trainings
- ☐ Leadership certifications (e.g., state-level credentials or endorsements)
- ☐ Other

9.d. Which of the following topics were covered by principal and other school leader professional development in your school system in SY24-25, funded at least in part by Title II-A?

9.d. Which of the following topics were covered by principal and other school leader professional development in your school system in SY 2024–2025, funded at least in part by Title II–A? **Select all that apply (at least one option is required to be selected):**

- ☐ School improvement planning or identifying interventions to support academic improvement
- ☐ Strategies and practices to advance school climate, e.g., supporting students' social and emotional development and positive and inclusive school culture, including through multi-tiered systems of support; collaborating with other local partners to meet school and community needs that support student academic success (e.g., becoming a full-service community school); strategies for meeting students basic needs and health needs so they can be academically successful (e.g., learning strategies for effective school meal program)
- ☐ Training on recruiting and supporting a diverse educator workforce
- ☐ Strategies and practices to help teachers improve instruction, e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards
- ☐ Strategies and practices to develop and manage the school's workforce, e.g., a focus on recruiting, hiring, and retaining diverse and effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teachers to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders
- ☐ Strategies to engage parents and the community

Other

- 9.d. Which of the topics were covered by principal and other school leader professional development in your school system in SY24-25, funded at least in part by Title II-A?

9.e. Of the professional development topics selected in 9.d., select the two with the highest Title II-A funding amounts

- 9.e. provides only the options selected on 9.d.
- For 9.e., based on what strategies are available, select the **two** strategies with the highest Title II-A funding amounts.

9.e. Of the professional development topics selected in 9.d., select the two with the highest Title II, Part A funding amounts. Select only **two** based on the topic(s) selected in 9.d.:

- ☐ School improvement planning or identifying interventions to support academic improvement
- ☐ Strategies and practices to advance school climate, e.g., supporting students' social and emotional development and positive and inclusive school culture, including through multi-tiered systems of support; collaborating with other local partners to meet school and community needs that support student academic success (e.g., becoming a full-service community school); strategies for meeting students basic needs and health needs so they can be academically successful (e.g., learning strategies for effective school meal program)
- ☐ Training on recruiting and supporting a diverse educator workforce
- ☐ Strategies and practices to help teachers improve instruction, e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards
- ☐ Strategies and practices to develop and manage the school's workforce, e.g., a focus on recruiting, hiring, and retaining diverse and effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teachers to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders
- ☐ Strategies to engage parents and the community
- ☐ Other



Section 10: Use of Title II-A funds for Other Activities

Note: Do not include carryover funds.

Please include any funds used for services in private schools in the categories for which funds were budgeted

Section 10: Use of Title II-A funds for Other Activities

10.a. In SY 2024-2025, did your School System use Title II, Part A funds, after transfers, for other activities that have not been already noted in Sections 4-9? *

☒ Yes ☐ No

10.b. Describe the "Other" activities:

10.c. Amount Budgeted for Other Activities: *

Do not include carryover funds. You can estimate if you do not have exact figures. Please report in whole dollar amounts and round to the nearest dollar amount.

Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.

- 10.a. In SY24-25, did your school system use Title II-A funds, after transfers for other activities that have not been already noted in sections 4-9?
 - If the answer is no, proceed to section 11.
 - If the answer is yes, continue to 10.b.
- 10.c. Amount Budgeted for Other Activities

Section 11: Teacher Quality/Effectiveness

- 11.a. Asks during the most recent school year, did your school system examine information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students in Title I, Part A schools were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?
 - If the answer is yes (any), proceed to 11.b.
 - If the answer is no, proceed to Section 12
- 11.b. Which of the types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? Select all that apply

11.b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? **Select all that apply (at least one option is required to be selected):**

- ☐ Teacher evaluation ratings
- ☐ Teacher effectiveness, as measured by value added measures or student growth percentiles
- ☐ Teacher effectiveness, as measured by student learning objectives or student growth objectives
- ☐ Teacher experience
- ☐ Teacher certification
- ☐ Teacher education
- ☐ Assignment of teachers to a grade or classes consistent with their field of certification
- ☐ Other



Section 12: Strategies used to Improve Equitable Access

Section 12: Strategies used to Improve Equitable Access

12.a. During SY 2024-2025, did your school system use Title II, Part A funds to improve within-school system equitable access to effective teachers? *

☐ Yes ☐ No

- 12.a. Asks during SY 24-25, did your school system use Title II-A funds to improve within-school system equitable access to effective teachers?
 - If the answer is yes, proceed to 12.b.
 - If the answer is no, proceed to the certification statement.
- 12.b. Asks to select the strategies your school system use to address any substantial issues found in access to effective teachers for low income and minority students.

Section 12: Strategies used to Improve Equitable Access

12.b. What strategies did your school system use to address any substantial issues found in access to effective teachers for low-income and minority students? **Select all that apply (at least one option is required to be selected):**

- ☐ Offering more compensation for qualified or effective teachers who move to or stay in schools with more low-income or minority students compared to other schools
- ☐ Developing career ladders or teacher leadership roles to attract and retain teachers in schools with more low-income or minority students compared to other schools
- ☐ Beginning the hiring process earlier for vacancies at schools with more low-income or minority students compared to other schools
- ☐ Increasing external recruitment activities such as hosting open houses and job fairs for schools with more low-income or minority students compared to other schools
- ☐ Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with more low-income or minority students compared to other schools
- ☐ Offering more professional development for teachers in schools with more low-income or minority students compared to other schools
- ☐ Limiting the ability of teachers who are inexperienced or lowperforming to transfer to or be placed in schools with more low-income or minority students compared to other schools
- ☐ Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with more low-income or minority students compared to other schools
- ☐ Other

- 12.a. Asks during SY 24-25, did your school system use Title II-A funds to improve within-school system equitable access to effective teachers?
 - If the answer is yes, proceed to 12.b.
 - If the answer is no, proceed to the certification statement.
- 12.b. Asks to select the strategies your school system use to address any substantial issues found in access to effective teachers for low income and minority students.

Certification Statement Agreement

Certification Statement:

I hereby certify that the information submitted for this data collection is, to the best of my knowledge, correct and that the school system named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Certification Statement Agreement *

Is the School System staff submitting this data collection in agreement with the certification statement above?

- Towards the end of the survey is the certification statement.
- School Systems certify if they agree with the certification statement.

Copy of Responses Notice

- The last part of the survey. If you are interested in receiving a copy of your responses, this is the **only** way for you to get them.
- Click on “Send me a copy of my responses” and type a valid email.



Copy of Responses Notice

Please select the "Send me a copy of my responses" checkbox below and enter a valid email address to receive a copy of the responses submitted for your school system. This is the only option for receiving a record of the responses submitted.

☒ Send me a copy of my responses

Email address *

Important: To receive your responses quickly, please enter a valid email address now. This is the only opportunity to get them in a timely manner. If you do not provide an email, you will need to submit a separate request later, via the Smartsheet WorkApp Help Form, which may delay the process.



Congrats! You are done!






Resources

Worksheet

- To assist in the completion of the survey, we have developed a worksheet that you may pre-fill before you complete the survey.



Title II, Part A School System Special Data Collection for Public Reporting

Guidance and Reporting Worksheet

As per the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), Title II, Part A, section 2104(a-c), each LEA receiving Title II, Part A funds shall submit to TEA such information as the State requires, which shall include the following information:

- (1) a description of how the school system is using Title II, Part A funds received to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness; and
- (2) if Title II, Part A funds are used to improve equitable access to teachers for low-income and minority students, consistent with section 1111(j)(1)(B), a description of how funds have been used to improve such access.

Background

This requirement was previously met through a national survey conducted by the US Department of Education (USDE). However, in May 2025, TEA was notified that the USDE would not be administering the national survey for the 2024-2025 grant year data. Under section 2104(b), the ESEA requires School Systems to report to State Education Agencies (SEAs) how they spend Title II, Part A funds each year. While the USDE survey has been used in the past to help TEA meet this requirement, in the absence of the USDE survey this year, TEA will be responsible for collecting this information from LEAs as outlined in ESEA 2104(b). While the ESEA does not require TEA to report this information to the USDE, TEA is required to make the results publicly available [ESEA 2104(c)].

To comply with the requirement, TEA has created a Title II, Part A special data collection survey. All school systems that applied for Title II, Part A program funds in 2024-2025 and did not redirect 100% of their Title II, Part A funds via funding transferability and/or the Rural Education Achievement Program (REAP) are required to report the information requested. School systems that redirected 100% of their Title II, Part A funds via Funding Transferability and/or Rural Education Achievement Program (REAP) will not be required to submit the data requested since they did not operate a Title II, Part A program in the 2024-2025 grant year.

All the data requested to be submitted is for the 2024-2025 school year.

How to access the Title II, Part A Special Data Collection Survey

On November 3, 2025, all School Systems that are required to submit the data requested will receive correspondence in the form of an auto-generated email from Smartsheet that includes the link to the Title II, Part A Special Data Collection Survey. The Title II, Part A Special Data Collection Survey will open on November 3, 2025, and remain open through January 9, 2026. The deadline for the school system to submit the survey is January 9, 2026.

The information reported by each school system will be aggregated at the state level and publicly reported on TEA's Title II, Part A webpage by early March 2026.

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Frequently Asked Questions

FAQs

- Q: What kind of documentation do I need to keep on file when completing this submission?
 - A: Although School Systems are required to maintain documentation locally as it relates to documenting use of Title II, Part A funds, for purposes of this survey, the information requested is meant to aid in fulfilling the requirement as intended in statute.
- Q: Is this request for data just for Texas, or is it for everyone?
 - A: The requirement to gather and make this information public applies to all the U.S. States that receive Title II, Part A funds.
- Q: What if I didn't select the option to receive the responses to the survey that were submitted via email, and I would like a copy of the responses submitted?
 - A: We may be able to provide the data if requested via Help Desk ticket. To receive your responses quickly, please enter a valid email address at the end of the survey. This is the only opportunity to get them in a timely manner. If you do not provide an email, you will need to submit a separate request later, via the Smartsheet WorkApp Help Form, which may delay the process.
- Q: My district is not listed in the drop-down menu of the form. What do I do?
 - A: If your school system is not on the drop-down menu, it most likely means you have redirected 100% of your funds out of Title II, Part A. That means you are not required to complete this survey.

Upcoming dates!

- As you navigate this process, we will host two Statewide Office hours:
 - Office Hour #1 – 11/5/25, 1pm – 2pm.
 - Office Hour #2 – 11/10/25, 1pm – 2pm.
- These office hours are meant to help you with any questions you may have as you fill this survey.
- Please register by clicking on the dates above, see you there!

Title II, Part A Contact



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