Title II, Part A

Supporting Effective Instruction
Gerardo Ramirez – Federal Program Compliance

Participants will gain a better understanding of...

- ✓ Resources available;

- ✓ Program purpose;

- ✓ Focus areas;

- ✓ Allowable activities;

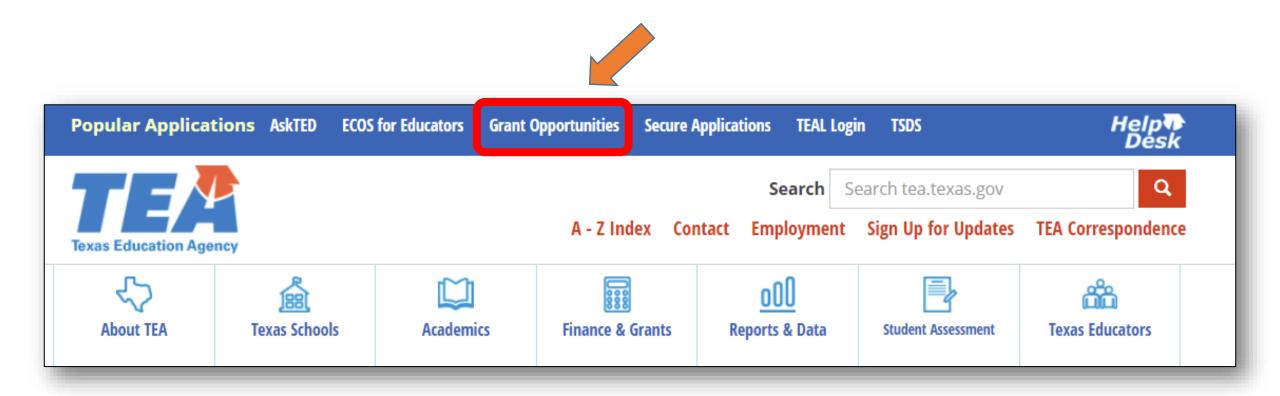- ✓ Program compliance requirements;

- ✓ Documentation examples

Resources Available...

✓ Program-Specific Provisions and Assurances;

✓ Title II, Part A Program Guide;
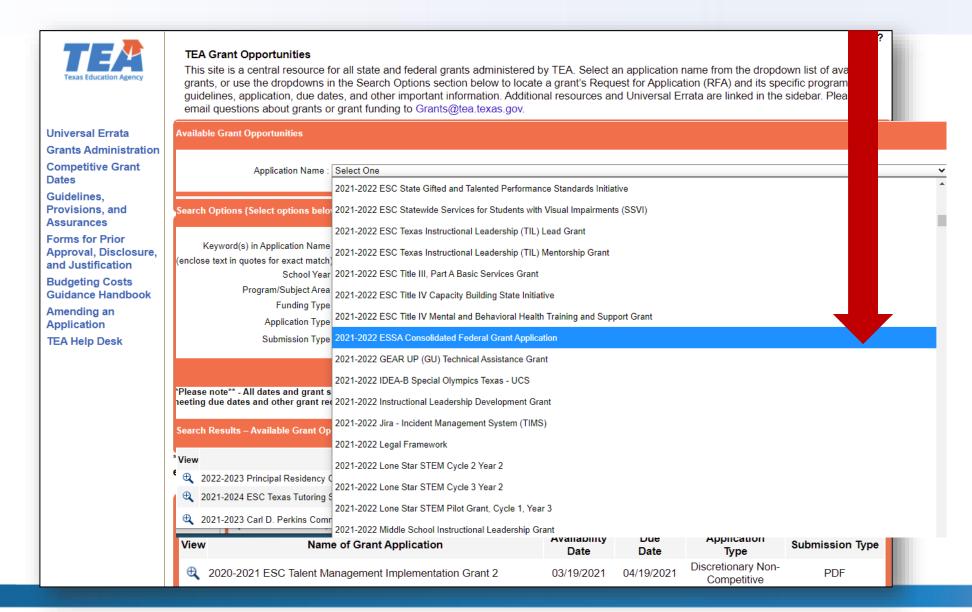
✓ Frequently Asked Questions;

✓ Use of Funds One-pager

From the Grant Opportunities Tab

Select Name of Grant Application

Scroll to "Application and Support Information" Section

Application and Support Information

Please note - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be accepted by TEA via any other means.

Errata 1
General and Fiscal Guidelines
General Provisions and Assurances
Lobbying Certification
Debarment and Suspension Certification
ESSA Program Guidelines
ESSA Program Specific
PNP Equitable Svcs. Reservations
Sample Application
Schedule SC5000 Guidance
Eligibility List for Section 5211--REAP
Title I, Part A - Campus Listing by LEA
Title I, Part A - Campus Listing by Region

ESSA Program-Specific Provisions and Assurances

Title II, Part A Resources

Title II, Part A Resources

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Federal Program Compliance

TEA's ESSA program compliance functions [...] rovided primarily by the Federal Program Compliance Division (FPC), which administers most programs [...] Every Student Succeeds Act (ESSA). FPC is a division of the Department of Grant Compliance and Ad[...]ration (GCA).

COVID-19 and Fede[...]l Grant Funds

Visit the Department of Grant Compliance [...] Administration for information on the federal grants authorized in response to COVID-19.

Federal Program C[...]mpliance

The links below lead to information for ea[...] the programs that the Federal Program Compliance Division administers.

Title I, Part A—Improving Basic Programs

Title I, Part C—Education of Migratory Chi[...]

Title I, Part D—Prevention and Interventio[...] Delinquent, Neglected, and At-Risk Youth

Grants

Federal Program Compliance

Grants Administration

Federal Program Compliance

Compliance and Reporting

Federal Fiscal Monitoring

Training and Other Resources

Related Content

Statewide Training Series *New 04/06/2021*

Department of Grant Compliance and Administration

Every Student Succeeds Act (ESSA) Statute

ESSA Ed-Flex

ESSA Random Validation Monitoring

Title I, Part A link on Federal Program Compliance Webpage

Title II, Part A resources on web

Title II, Part A-Supporting Effective Instruction

The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

The Texas Equity Plan and Texas Equity Toolkit is administered in the Division of Educator Support.

🖶 Print

Related Content

Statewide Training Series N_____ 06/2021

Department of Grant Comp_____ and Administration

Federal Program Complianc_____ sion

Every Student Succeeds Act_____ Statute

ESSA Ed-Flex

ESSA Private School Equitab_____ vices

ESSA Random Validation M_____ ng

ESSA State Plan

ESSA Unsafe School Choice_____

Recommended Use of ESSA_____ s - TEA Strategic Priorities

Supplement, Not Supplant_____ ook (Version 4.0, posted 09/05/2019)

Resources

Title II, Part A Frequently Asked Questions /Updated 10/29/2021

Title II, Part A resource links

Resources

Title II, Part A Frequently Asked Questions /*Updated* 10/29/2021

Title II, Part A Program Webinar 04/28/2020

Title II, Part A Program Guide 10/29/2021

Title II, Part A Use of Funds One Pager 10/29/2021

USDE Non-Regulatory Guidance on Title II, Part A

Contact Information

For questions or additional information, please contact the Federal Program Compliance Division at ESSASupport@tea.texas.gov.

Title II, Part A Program Guide

Posted on the TEA Title II, Part A Web Page

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TITLE II, PART A—
SUPPORTING EFFECTIVE
INSTRUCTION PROGRAM GUIDE

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Version 1.0 (10/2019)

Program Guide Page References

The Purpose of Title II, Part A

- ✓ **Increase** Student Achievement

- ✓ **Improve** Educator Quality and Effectiveness

- ✓ **Increase** the Number of Effective Educators

- ✓ **Provide** Low-Income and Minority Students **Greater Access** Effective Educators

Educator(s) = teachers, principals, and other school leaders

TEA

The Purpose of Title II, Part A

Authorized by the Elementary and Secondary Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. The purpose of Title II, Part A is to:

- Increase Student Achievement

- Improve Educator Quality and Effectiveness

- Increase the Number of Effective Educators

- Provide Low-Income and Minority Students Greater Access to Effective Educators

1

Educator(s) = teachers, principals, and other school leaders

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Intent of Funding

To support educators in their work to…

- ✓ improve the overall quality of instruction and

- ✓ ensure equity of educational opportunity for all students

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."

[ESSA Section 2301]

Supplement, Not Supplant Cont'd

In order to be supplemental…

Program activities must enhance, expand, or extend required activities.

➢ Resource: Supplement, Not Supplant Handbook (Pages 4-7)

Presumptions of Supplanting

- An auditor will presume that supplanting occurs if the federal funds—
  - Provide services required by State or local law;
  - Provide same services as those provided in prior school year with State or local funds;
  - Provide same services in Federal and non-Federal programs.

Resource: Supplement, Not Supplant

Handbook (Pages 4-7)

TEA

Rebutting the Presumption of Supplanting

- The LEA is responsible for providing documentation to rebut a presumption of supplanting.

  - Documentation of rescission of funds or budget reduction.
  - Documentation that prior fund source is no longer available.

  ➢ Resource: Supplement, Not Supplant
     Handbook (Pages 4-7)

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Traditional SNS Questions to Ask When Planning

- Is the activity/service required by state or local law?

- Did the LEA provide this activity/service in the prior year?

- What funds did the LEA use to provide the activity/service?

- Is the activity/service provided with federal funds to some recipients and with state/local funds to other recipients?

➢ Resource: Supplement, Not Supplant
Handbook (Pages 4-7)

Title II, Part A – Areas of Focus

- Recruit, Support, and Retain Effective Teachers and Principals

- Professional Development/Growth

- Other Evidence-Based Activities

Title II, Part A- Areas of Focus Cont'd

Recruit, Support and Retain Effective Teachers and Principals

- Educator Induction and Mentorship Programs
- Teacher Leadership
- School Principal Support
- Educator Cultural Competence
- Recruiting Qualified Individuals from Other Fields
- Improving School Working Conditions
- Recruiting, Hiring, and Retaining Effective Teachers in High-Need Schools

Professional Development

- Sustained
- Intensive
- Collaborative
- Data Driven
- Personalized or based on information from an evaluation and support system and
- Classroom- Focused

*Not an all-inclusive list

TEA

High-Need Schools Defined

"High-need schools are low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards."

High-Need Schools Allowable Activities

- ✓ Assistance screening candidates
- ✓ Differential and incentive pay
- ✓ Advancement opportunities
  - Leadership
  - Multiple career paths
  - Pay differentiation
- ✓ Induction and mentoring programs
- ✓ Performance evaluation training
- ✓ Auditing the quality of evaluation and support systems
- ✓ Equity-based activities
  - Incentives
  - Job-embedded opportunities
  - Teacher time banks

Professional Development/Growth

✓ Assessments and Data Analysis

✓ Career Readiness Education

✓ Child Sexual Abuse Prevention

✓ Early Childhood Instruction

✓ Effectively Teaching Children with Disabilities

✓ Effectively Teaching English Learners

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Professional Development/Growth

- ✓ Evaluation and Support Systems

- ✓ Evidence-Based Professional Development

- ✓ Identification and Support of Gifted Students

- ✓ School Library Programs

- ✓ Supporting Students Affected by Trauma and/or Mental Illness

- ✓ STEM-focused Professional Development

TEA

Professional Development/Growth

✓ Wide range of allowable PD topics

✓ Critical LEA determinations:

- Activity must be supplemental

  (i.e., not required by state/local law.

  Refer back to 3 presumptions of supplanting)

- Activity must meet the statutory PD definition

Other Evidence-Based Activities

What is Evidence-Based?

Title II, Part A- Areas of Focus Cont'd

Other Evidence-Based Activities

Sec 8101(21)(A)

i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

  (I) *strong evidence* from at least one well-designed and well-implemented experimental study; or

  (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or

  (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

ii. *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and

iii. includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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Other Evidence-Based Activities

As part of the planning process,

- Document why the LEA expects the activity to have a positive effect.

- Consider whether the LEA can replicate the results of the study.

- Consider whether the LEA implementing the activity in appropriate context.

12-13

Reducing Class Size

Is class-size reduction a Title II, Part A allowable use of funds and under what conditions?

It is allowable. **However**, the district must have evidence from research that shows that the class-size reduction for the grade, subject and number of students in question is actually effective.

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Use of funds

Title II, Part A Use of Funds

1. **Supplement, Not Supplant**
2. **Prioritization of funds** for campuses in School Improvement and with high percentages of low-income students
3. **Activities and/or Resources**
   a. Comprehensive Needs Assessment (highly recommended!)
   b. District Improvement Plan
      i. Alignment with challenging State academic standards
      ii. Meaningful consultation and coordination
   c. Reasonable
   d. Necessary
   e. Allocable
   f. Allowable under Title II, Part A
4. **EDGAR Requirements**
5. **LEA Policies and Procedures**

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Program Compliance

Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards	2- Meaningful Consultation	3- Coordination
4- Prioritization of Funds	5- System of Professional Growth and Improvement	6- Private Nonprofit School Participation

TEA

1. Alignment of Activities to the Challenging State Academic Standards

- Title II, Part A program activities are required to be aligned to the challenging State academic standards.

- Establishing Program Requirement Compliance

- Include a statement in the District Improvement Plan that describes how the LEA will ensure that the activities to be carried out under Title II, Part A will be aligned with the challenging State academic standards.

- Retain related activity documentation.

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Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards	2- Meaningful Consultation	3- Coordination
4- Prioritization of Funds	5- System of Professional Growth and Improvement	6- Private Nonprofit School Participation

TEA

2. Meaningful Consultation

- Planning
- Implementation
- Evaluation

15

Required Stakeholders

- ✓ 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

TEA

Other School Leaders [Sec. 8101(44)]

The term "school leader" means a principal, assistant principal, or other individual who is:

1. an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; **AND**

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

For example, LEA central office staff meet the first part of the definition, but may not meet the second part. As a result, they are not identified as a 'school leader'.

Required Stakeholders

✓ 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

Specialized Instructional Support Personnel [Section 8101(47)(A)(i)]

✓ School Counselors

✓ School Social Workers

✓ School Psychologists

✓ School Nurses

✓ Speech Language Pathologists

✓ School Librarians

✓ Other qualified professional personnel involved in providing assessment; diagnosis; counseling; educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs

TEA

Meaningful Consultation (Requirements)

- ✓ Seek Advice for Improvement of Activities

- ✓ Use Data and Ongoing Consultation to Update and Improve Activities

Meaningful Consultation Guiding Questions

- Are stakeholders involved in the planning processes on an ongoing basis?

- Are the activities associated with the meaningful consultation of stakeholders held at a variety of times to ensure attendance and engagement?

- Are the planning activities part of a process rather than an event?

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TEA

Meaningful Consultation

- ✓ Seek our diverse perspectives within stakeholder groups
- ✓ Make stakeholders aware of past and current used of Title II, Part A funds
- ✓ Include analysis of effectiveness of current and proposed activities

What is good documentation?

- Description of the Consultation Process
  - "The LEA invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports and survey results and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year."

Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards	2- Meaningful Consultation	3- Coordination
4- Prioritization of Funds	5- System of Professional Growth and Improvement	6- Private Nonprofit School Participation

TEA

3. Coordination

Coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.

Benefits:

- Increase program effectiveness
- Eliminate duplication
- Reduce fragmentation of instructional program

Title II, Part A Program Compliance Requirements

| 1- Alignment of Activities to the Challenging State Academic Standards | 2- Meaningful Consultation | 3- Coordination |
| 4- Prioritization of Funds | 5- System of Professional Growth and Improvement | 6- Private Nonprofit School Participation |

TEA

4. Prioritization of Funds

- To schools identified for school improvement under Section 1111
- To schools that have the highest percentage of low-income children

✓ Include a statement in District plan that describes how the LEA prioritized its Title II, Part A funds.

What is good documentation?

- **Description of Prioritization of Funds**

- "Because the LEA has no campuses identified for school improvement under Section 1111, the LEA focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students."

What supporting documentation opportunities do you see?

Description of Prioritization of Funds

"The LEA has two campuses identified for school improvement under Section 1111; however, because all the professional development needs of these campuses have been met through the Title I School Improvement Grant, the LEA has focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students."

Sample of Supporting Documentation

Campus Name	School Improvement (Y/N)	Poverty %	Title II, Part A
Campus A Elementary	N	76%	$25,000
Campus B Middle	Y	70%	Needs met by SIG
Campus C Elementary	N	50%	$25,000
Campus D Middle	Y	52%	Needs met by SIG
Campus E Elementary	N	45%	$25,000
Campus F High School	N	42%	$20,000
TOTAL	--	--	$95,000

Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards	2- Meaningful Consultation	3- Coordination
4- Prioritization of Funds	5- System of Professional Growth and Improvement	6- Private Nonprofit School Participation

TEA

5. System of Professional Growth and Improvement

- LEAs are required to have a system of professional growth & improvement such as –
  - induction for teachers, principals, or other school leaders;
  - opportunities to build capacity of teachers;
  - opportunities to develop meaningful teacher leadership.

✓ Include a statement in District or Campus plan that describes the system of professional growth and improvement.

Title II, Part A Program Compliance Requirements

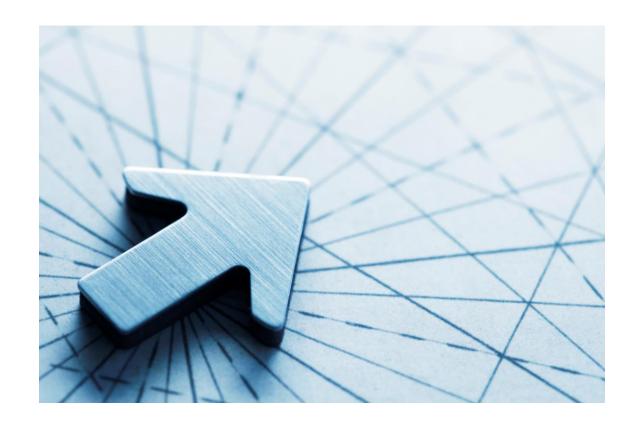| 1- Alignment of Activities to the Challenging State Academic Standards	2- Meaningful Consultation	3- Coordination
4- Prioritization of Funds	5- System of Professional Growth and Improvement	6- Private Nonprofit School Participation

TEA

6. Equitable Services to Private Non-Profit Schools

As specified in ESSA, Section 8501

6. Equitable Services to Private Schools

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

Title I, Part A—Improving Basic Programs

Title I, Part C—Education of Migratory Children

Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth

Title II, Part A—Supporting Effective Instruction

Title IV, Part A—Student Support and Academic Enrichment

Title V, Part A—Funding Transferability

Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program

Title VIII—ESSA Unsafe School Choice Option

ESSA Private School Equitable Services

The following ESSA-related programs are administered in other divisions *(click on each of the programs listed for program-specific information).*

ESSA State Plan

Recommended Use of ESSA Funds - TEA Strategic Priorities

Supplement, Not Supplant Handbook (Version 4.0, posted 09/05/2019)

Division Resources

ESSA Compliance Reports - Resources Updated 07/30/2020

Program Webinars and Program Guides Updated 05/22/2020

Frequently Asked Questions (FAQ) Documents by Program

Title I, Part A *Updated* 02/26/2021

Program Compliance Monitoring

Program Compliance Monitoring

- Random Validations

- Compliance Report

- Program Compliance Self-Check

What is good documentation?

- ✓ Clear
- ✓ Concise
- ✓ Useful
- ✓ Organic to Process
- ✓ Contemporaneous

Program Compliance Self-Check
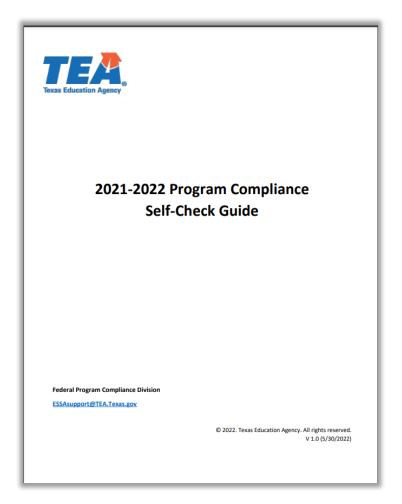
- YES, NO, or Not Applicable
  - "Yes" means the LEA is in compliance and has all the documentation readily available. Any or all the documentation listed may be requested during a validation or an audit.
  - "No" means the LEA is not in compliance. The LEA will have space to explain how it will come into compliance for the following year.
  - "N/A" is only an option for some questions.

Program Compliance Self-Check Guide

- Document to help with the ESSA Consolidated Compliance Report.

- Compliance items are organized by topic.

TEA
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2021-2022 Program Compliance Self-Check Guide

Federal Program Compliance Division
ESSAsupport@TEA.Texas.gov

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V 1.0 (5/30/2022)

Where do I find this guide?

Visit the Department of Grant Compliance and Administration for information on the federal grants authorized in response to COVID-19.

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

- Title I, Part A—Improving Basic Programs
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth
- Title II, Part A—Supporting Effective Instruction
- Title IV, Part A—Student Support and Academic Enrichment
- Title V, Part A—Funding Transferability
- Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program
- Title VIII—ESSA Unsafe School Choice Option
- ESSA Private School Equitable Services

The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).

Related Content

Texas Federal Programs Parent and Family Engagement State Plan
(New 05/06/2022)

Statewide Training Series
(Updated 10/11/2022)

Department of Grant Compliance and Administration

Every Student Succeeds Act (ESSA) Statute

ESSA Ed-Flex

ESSA Random Validation Monitoring

ESSA Consolidated Compliance Reports Resources

ESSA State Plan

Recommended Use of ESSA Funds - TEA Strategic Priorities

Supplement, Not Supplant Handbook
(Version 5.0, posted 04/20/2022)

What is meant by in compliance?

- Report lists "Strongest Documentation Recommended"
- LEA may have other documentation that potentially might show compliance
  - The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

What is meant by Not in compliance?

- LEAs is not meeting program requirement in the current reporting year.
- LEA describes the plan to meet compliance the following year.

TEA

Compliance Report
PR3000 – Title II, Part A

Part 4: Program Compliance Self-Check

A. Alignment with the Challenging State Academic Standard

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

   a. ○ In Compliance

   If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

   - Relevant pages of the District Improvement Plan;
   - Activity documents for Title II, Part A activities (See Title II, Part A Program Guide for examples.)

   The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

   b. ○ Not In Compliance

   If not in compliance, use the space below to describe how the LEA plans to come into compliance for the following year.

Regional Education Service Centers

Federal Program Compliance Division

Gerardo Ramirez

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