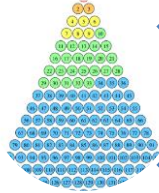


# Louisiana Believes

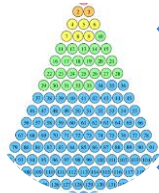
---

Why Title II Matters  
LASAFAP Spring Meeting 2020  
Edeltress Matthews Brown

# Agenda



Build capacity of all stakeholders



Provide updates and Technical Assistance



Understand Private School funding



Resources

# Purpose of Title II

## Title II under ESSA

- 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 teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

# Goals of Title II

- Enhance the quality of teaching and principal leadership in order to improve student achievement.
- LEA activities supported by Title II-A funds MAY include teacher, principal and school leader recruitment; training; induction and mentoring; professional development; retention; and class size reduction.
- LEAs should conduct an assessment of their hiring and professional development needs for improved teacher and principal quality.
- LEAs MUST provide teachers and staff of private schools within their boundaries with equitable opportunities to participate in professional development. This professional development must target the needs of private school personnel as determined through consultation with representatives of private schools and must align with the needs assessment conducted.

# From NCLB to ESSA

# What are the changes?

- Changes the formula funding to weigh poverty over population.
- Eliminates the requirement for teachers to be highly qualified.
- Allows states to blend Title II Part A funds with other ESSA funds (e.g., Title I, Part A, Title IV).
- Transferability percent increased from 50% to 100%.
- Professional Development not just for core subjects.



# Funding Options

# Allowable Expenditures

Here are a few examples:

- Professional learning for **all educators** (including librarians, counselors, arts teachers, and paraprofessionals)
- Job-embedded activities
- Teacher recruitment, training, and retention
- Partnerships with higher education and high-needs districts
- Grants to recruit, select, prepare, and provide professional development
- Grants to enhance education preparation programs
- Teacher mentoring and coaching
- Enhancing principals through ongoing professional learning





# Non-Allowable Expenditures

- Instructional staff (non-CSR teachers), classroom materials for students use are not allowable expenses.
- Funds may not be used for rental of a venue to provide professional learning unless the expense is determined to be necessary and reasonable.
- Title II funds may not be used to purchase food or beverage.



# How do you spend your Title II funds?



# Private School Funding

# Title II and Private Schools

- All private school expenditures are to flow through the LEA first. It is the responsibility of the LEA to ensure that the private schools receive their appropriate funding for professional learning.
- A consultation with each eligible private school must be held. The Affirmation of Consultation Form must be completed by the LEA.
- Professional learning for private school teachers and principals must be secular in nature and be linked to identified student academic needs.



# Title II Budgeting and Monitoring Requirements

## Title II and Super App

- Object code 100: Denote number of FT employees and percentage of FT; provide applicable rates. CSR teacher evidence based document.
- Object code 300: Must give sufficient information regarding vendor/consultant. Include subject matter and rate of pay.
- Object code 500: Provide job titles for travelers and name of conference/meeting to attend.
- Object code 600: Give specific examples of supplies/materials to be purchased.



# Title II Monitoring



## TITLE II, PART A

**SECTION I: Supporting Effective Instruction** – Use of a needs assessment to evaluate the strengths and weaknesses of the school’s teachers, with the expressed goal of determining how the school can best build on its strengths and improve areas of weaknesses by providing activities for educators in order to enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students in the school.

Needs Assessment					
23. The school system conducts an assessment of local needs for professional development and hiring. ESEA sections 2101(d)(3) and 2102(b)(3)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence of the needs assessment	<ul style="list-style-type: none"> <li>Copy of the needs assessment</li> <li>Copies (2-3) of agendas and sign-in sheets from planning meetings with name(s) and title(s) of participants</li> <li>A description of how the school system decides which activities to fund with Title II, Part A and how the school system updates and improves those activities as needed.</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence the needs assessment included the appropriate stakeholders		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Evidence the school system uses the results of the needs assessment to design Title II activities		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Use of Funds					
24. The school system uses Title II, Part A consistent with use of funds rules. ESEA Sec. 2123(a) UAR §200.404(a)	Supporting Documentation	Yes	No	N/A	Comments
a. Evidence the school system targets activities to: <ul style="list-style-type: none"> <li>Schools with the highest proportion of ineffective teachers,</li> <li>Schools with the largest average class size, or</li> <li>Comprehensive Intervention Required and/or Urgent Intervention Required schools</li> </ul>	<ul style="list-style-type: none"> <li>List of professional development activities and financial records (if required) for Comprehensive Intervention Required and/or Urgent Intervention Required schools, which may include workshops, job-embedded professional development, coaching/mentoring, etc.</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Evidence Title II funded activities are consistent with local use of funds options under ESEA Sec. 2123	<ul style="list-style-type: none"> <li>List of professional development activities and financial records (if required) for targeted schools with the highest proportion of ineffective teachers, which may include tuition reimbursement, PRAXIS reimbursement, recruitment stipends, etc.</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

# Resources



# Resources

Title II statute:

- <https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-ii.html>

Title II Non Regulatory Guidance:

- <https://www2.ed.gov/programs/teacherqual/guidance.pdf>

Frequently Asked Questions-ASCD:

- [http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Title-II-FAQ\\_Mar222016.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Title-II-FAQ_Mar222016.pdf)

# Questions

LDOE Grantshelpdesk

[LDOE.GrantsHelpdesk@la.gov](mailto:LDOE.GrantsHelpdesk@la.gov)