TITLE TALK REMINDERS

• Please take a moment to self-mute your phone to limit background noise and to preserve bandwidth.

• Please click “Stop Video” to turn off video and click on the “Mute” icon in Zoom to help us preserve bandwidth. We are asking only NYSED presenters to use video today.

• Please send questions through the “Chat” feature in Zoom.
Title Talks
2022-23 Consolidated Application for ESSA-Funded Programs
Title II, Part A: Supporting Effective Instruction

OFFICE OF ESSA FUNDED PROGRAMS
The intent and purpose of these sessions is to provide the field with information about a range of topics related to the implementation of ESSA-funded programs.

The schedule, registration links and additional guidance materials can be found in the Training Opportunities section of the website.
• An extended question and answer period with Katherine and myself will be available after the short presentation.

• All questions should be submitted by emailing CONAPPTA@NYSED.GOV
Title Talk Title II, Part A: Supporting Effective Instruction

Agenda

- Allocations
- Program/Fiscal Information
- Use of Funds
- Conditions of Use
- FS-10 Budget
- Budget Narrative
- Q & A
Title IIA-Allocations

- Like Title I, Title II has both a Preliminary and a Final Posting.

Applicants are asked to indicate whether or not the Title II, Part A program was evaluated to determine progress made towards goals set for the previous year.

In addition, as applicable, applicants are asked to indicate the degree to which progress was made in the previous year.
Applicants are asked to discuss their Title II, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student learning, based on a recent needs assessment.

Applicants are also asked to describe specific goals and/or outcomes based on the information provided relating to student needs/obstacles.
Title IIA- Program/Fiscal Information

- Administration Cost
- Total Enrollment of LEA
- Total Enrollment of the within district Private Schools that are participating
- Calculations are made in real-time to provide the Title IIA per pupil amount and public/private proportionate shares.
Title IIA- Use of Funds

- Title II allocations **ONLY** for LEA in this section.
- Do not include private school spending in the Use of Funds.

**Title II Part A - Use of Funds Instructions**

The Title II, Part A program is designed to provide students from low-income families and minority students with greater access to effective educators. Local Educational Agencies (LEAs) must now consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Every Student Succeeds Act (ESSA), offer new opportunities for LEAs to more effectively attract, select, place, support, and retain excellent educators, re-visit traditional uses of these funds, and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based. Toward that end, available evidence-based resources include:

- **Non-regulatory Guidance: Using ESSA to Strengthen Education Investments (PDF)** - This guidance from the U.S. Department of Education (ED) seeks to help SEAs, LEAs, schools, educators, partner organizations, and other stakeholders understand the four levels of evidence and recommends a step-by-step process for choosing and implementing interventions that improve outcomes for students.

- **What Works Clearinghouse** - The What Works Clearinghouse (WWC), an initiative of ED’s Institute of Education Sciences (IES), is a helpful resource for locating the evidence on various education interventions.

- **ERIC** - ERIC is an online library of education research and information, sponsored by the IES.

- **Regional Educational Laboratory Program** - Regional Education Laboratories conduct applied research and development, provide technical assistance, develop multimedia educational materials and other products, and disseminate information in an effort to help others use knowledge from research and practice to improve education.

- **Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA** - This guide from WestEd provides an initial set of tools to help school districts understand and plan for implementing evidence-based improvement strategies.
Title IIA- Use of Funds/Conditions of Use

• Title II allocations **ONLY** for LEA.

• Do not include private school spending in the Use of Funds.

**Conditions of Use:**

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers’ instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

A) **Instructional** Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;

B) **Curriculum** Exceeds at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout a school;

C) **Data** Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

○ Yes, the LEA intends to allot funds to the above described use.

○ No, the LEA does not intend to allot funds to the above described use.

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**Conditions of Use:** PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

○ Yes, the LEA intends to allot funds to the above described use.

○ No, the LEA does not intend to allot funds to the above described use.
Title IIA- Conditions of Use

• Example: Rigorous Academic Content

Is the LEA using Title IIA funds to support the integration of Rigorous Academic Content?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include collaborative work or professional development to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers’ content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

○ Yes, the LEA intends to allot funds to the above described use.
○ No, the LEA does not intend to allot funds to the above described use.
Title IIA- “Other”

- Questions 8 and 26, are the “Other” options.
- **Title IIA Program Webpage.**
- LEAs interested in using the “Other” options should carefully read the **Title IIA Evidence Requirements.**
Title IIA- FS-10 Budget

- **Budget FS-10 Form**

- Do not leave blanks, or phrases such as “TBD,” or varies.

- Provide adequate information across all columns.

**PURCHASED SERVICES: Code 40**

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

<table>
<thead>
<tr>
<th>Description of Item</th>
<th>Provider of Services</th>
<th>Calculation of Cost</th>
<th>Proposed Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District - $72,462</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers College Reading &amp; Writing Project Staff Development and Calendar Conference days for Elementary teachers grades K-6 (general ed, sped, Reading, E/NL, administrators)</td>
<td>Teachers College</td>
<td>160.33 staff development hours @ $167.16 per hour for 2.48 elementary schools = $26,800 per school</td>
<td>$66,461</td>
</tr>
<tr>
<td>Private School A - $3,371</td>
<td>Scope Educational Services</td>
<td>Calendar Conference Days: 4 elementary schools @ $1,500 per school</td>
<td>$6,000</td>
</tr>
<tr>
<td>- Mindfulness for Positive &amp; Productive Classrooms Workshop</td>
<td></td>
<td>5 teachers @ $435.20 per teacher</td>
<td>$2,176</td>
</tr>
<tr>
<td>- Poverty in Education Workshop</td>
<td></td>
<td>4.13 teachers @ $289 per teacher (Allocating $1,195 to grant)</td>
<td>$1,195</td>
</tr>
<tr>
<td>Private School B - $1,655</td>
<td>Esther Brookins</td>
<td>12 teachers @ Full-day rate = $1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>- Culturally Responsive Education Virtual full-day Workshop</td>
<td></td>
<td>3-hour Half-day workshop @ $250 per hour for 12 Teachers. Allocating 0.62 hrs.</td>
<td>$155</td>
</tr>
<tr>
<td>- Enhancing School/Classroom Climate &amp; Culture Virtual half-day Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private School C - $5,434</td>
<td>Esther Brookins</td>
<td>3 Full-day sessions @ $1,500 per session for teachers and administrators. Allocating $3,973 (approx 2.65 sessions) to grant.</td>
<td>$3,973</td>
</tr>
</tbody>
</table>
Title IIA- Budget Narrative

- Provide details about all expenditures.

<table>
<thead>
<tr>
<th>CODE/BUDGET CATEGORY</th>
<th>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 15 Professional Salaries</td>
<td>None</td>
</tr>
<tr>
<td>Code 16 Support Staff Salaries</td>
<td>None</td>
</tr>
</tbody>
</table>
| Code 40 Purchased Services | • PD for District includes Staff Development for grade-level and administrative teams provided by Teachers College. Staff Developers meet with teachers of grades K-6 to support them in their implementation of the Teachers College Reading and Writing Units of Study published by Heinemann. Professional learning is targeted toward pedagogical development of literacy instruction, understanding format and organization of the units of study, and strategies to grow instructional practices to support student literacy development (conferring, small group instruction, lesson design, data analysis, etc.). Teachers attend one-day conferences throughout the year to grow their practices in literacy instruction.  
• Monies to support staff development initiatives for the following non-public schools: Sample Private School A PD will include workshops where teachers will learn to understand how to build the foundation of Dignity as the driving force to culturally responsive education and educational equity. They will build a supporting classroom climate that can help to reduce bullying and create stronger student-teacher relationships. Sample Private School B PD will include courses wherein teachers learn the benefits of Mindful Practice in reducing teacher and student stress as well as how to teach it. Teachers will also examine the relationship between poverty and learning and develop effective ways to help students overcome the barriers to learning that result from enduring poverty. |

$82,921
Q & A
NYSED Support

Please contact the ESSA-Funded Programs Office at (518) 473-0295 or via email at conappta@nysed.gov if you have any questions or concerns regarding the content of the session.

Thank You for Your Continued Collaboration!

- For Additional Guidance and Support, please visit our web-site at: http://www.nysed.gov/essa/schools/consolidated-application