

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.
-



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Title Talks

2022-23 Consolidated Application for ESSA-Funded Programs

Title II, Part A: Supporting Effective Instruction

OFFICE OF ESSA FUNDED PROGRAMS

Title Talk Title II, Part A: Supporting Effective Instruction

- 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.

Title Talk Title II, Part A: Supporting Effective Instruction page 1

- 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

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.
- All Title allocations for ESSA funded programs can be found here:
<http://www.nysed.gov/essa/allocations-poverty-data-and-student-counts>

Allocations, Poverty Data, and Student Counts			
Current Year 2022-23 Allocations, Allowable/Unallowable Expenditures and Carryover Limits			
ALLOCATIONS	PROJECT #	ALLOWABLE/ UNALLOWABLE EXPENDITURES	CARRYOVER LIMITS
Title I, Part A - Preliminary <ul style="list-style-type: none">Child Counts of Children in PovertyChild Counts for Institutions for the Neglected	0021-23-XXXX	Title I Part, A Title I, Part A (Homeless)	Title I, Part A
Title I, Part D - Preliminary <ul style="list-style-type: none">Facility Level	0016-23-XXXX	Title I, Part D	Title I, Part D
Title II, Part A - Preliminary	0147-23-XXXX	Title II, Part A	Title II, Part A
Title III, Part A - ELL	0293-23-XXXX	Title III, Part A - ELL	Title III, Part A - ELL

Title IIA- Program/Fiscal Information

- 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.

1 Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year? *

☒ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.

☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

a To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year? *

☐ The LEA exceeded the goals it set for the previous school year.

☐ The LEA met the goals it set for the previous school year.

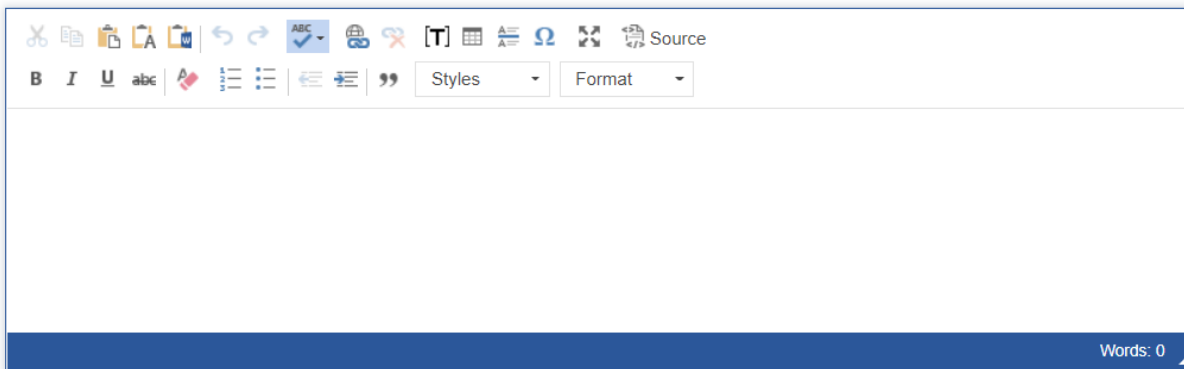
☐ The LEA did not meet the goals it set for the previous school year.

Title IIA- Program/Fiscal Information page 1

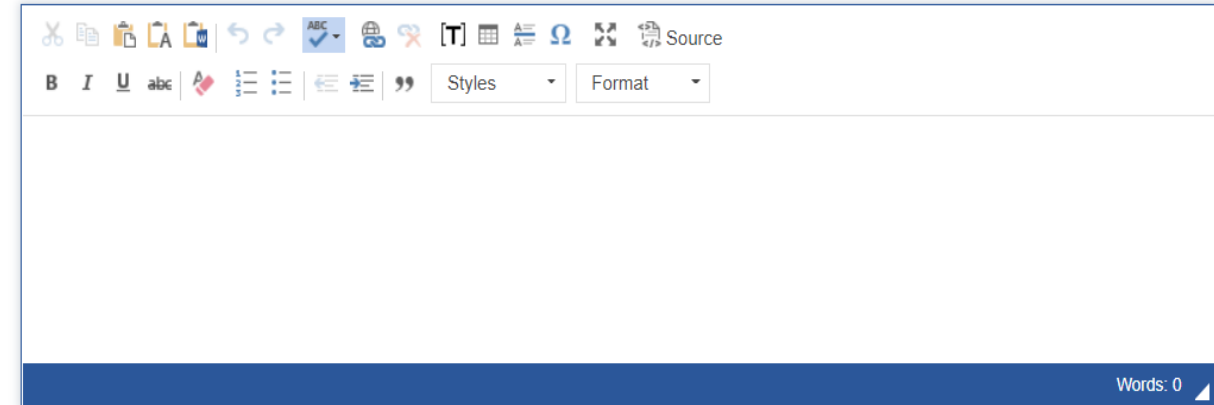
- Applicants are asked to discuss their Title II, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student learning, based on a recent needs assessment.

2 In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

(PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.) *



3 In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement. *



- 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 page 2

- Administration Cost
- Total Enrollment of LEA
- Total Enrollment of the with-in 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.

5

Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #) *
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	10,000
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	500
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	100

6

Based on the information provided above, please find in the chart below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for Title II, Part A.

	Title II, Part A <u>Per Pupil Amount</u> (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School Share</u> (\$)
Title II, Part A Calculations	75	37,500	7,500

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.

2

Is the LEA using Title IIA funds for *Instructional Coaching*?

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*: Excels 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; and

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.

3

Is the LEA using Title IIA funds for *Professional Learning Communities*?

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

9

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](#).

8

Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model. *

- ☐ 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.

PLEASE NOTE - Specific to this question, please refer to "Title IIA Evidence Requirements," "Title IIA Uses of Funds" and "Title II LEA Evidence Tool" in the Documents panel along the left side of the application.

26

Is the LEA using Title IIA funds for Other class size reduction programs?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model. *

- ☐ 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.

PLEASE NOTE - Specific to this question, please refer to "Title IIA Evidence Requirements," "Title IIA Uses of Funds" and "Title II LEA Evidence Tool" in the Documents panel along the left side of the application.

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.

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

Title IIA- Budget Narrative

- Provide details about all expenditures.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>None</i>
<i>Code 16 Support Staff Salaries</i>	<i>None</i>
<i>Code 40 Purchased Services</i> \$82,921	<ul style="list-style-type: none">• <i>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.</i>• <i>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.</i>• <i>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.</i>

Title Talk Title II, Part A: Supporting Effective Instruction page 3

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>



New York State
EDUCATION DEPARTMENT
[Knowledge](#) > [Skill](#) > [Opportunity](#)