TITLE II, PART A: Supporting Effective Instruction

Guidance on Allowable and Unallowable Expenditures

In general, Title II-A funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. Activities funded by Title II-A, must meet the purpose of Title II-A, which is to:

- Increase student achievement consistent with state 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, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

LEAs should take the following steps to determine if a proposed program or activity is allowable under Title II-A:

1. Verify that proposed Title II-A activities align with the LEAs Professional Development Plan or an overarching established teacher growth and improvement plan. ESSA defines professional development as activities that are sustained, intensive, collaborative, job-embedded, data-driven, personalized, or based on information from an evaluation and support system, and classroom-focused. This definition applies to all Title II-A activities, such as PLCs, conferences, workshops, etc.

2. LEAs must ensure that the identified needs are <u>listed in the Title II-A section of the Consolidated Application and the proposed program or activity addresses the identified needs</u>.
   - For nonpublic schools, confirm that LEA Affirmation of Private School Consultation has identified the need for the proposed Title II-A activities.

3. Confirm that the proposed activity is consistent with the <u>Title II Uses of Funds</u> and <u>Conditions of Use (in Consolidated Application)</u> outlined in this document. LEAs should please note additional information may be mentioned in this document to assist LEAs in maintaining appropriate documentation (for Monitoring Reviews).

4. Determine if the proposed expenditure is reasonable, necessary, and allocable to the grant.
   - Reasonable: consistent with prudent business practice and comparable current market value.
   - Necessary: required to carry out the intent and purpose of the Title II-A program.
   - Allocable: chargeable or assignable in accordance with relative benefits received. In addition, costs must be aligned with generally accepted accounting principles (GAAP) and adequately documented and budgeted within the grant.

5. Verify that the proposed use of funds for the activities supplement, and not supplant, other state or local funds that would otherwise be used to pay for the allowable activity. Supplanting is presumed if any of the following is true, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):
   - A district uses federal funds to provide services that are required under other federal, state, or local laws.
   - A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
   - A district uses federal funds to provide services that the district would otherwise provide without federal funds.

   Note: These presumptions may be overcome if the district can demonstrate that it would not have provided the services absent the availability of these federal funds. For example, new STEAM professional development had been provided with state grant funds for middle school teachers, and the grant funds were not available for the coming year. Title IIA funds could be used for this PD, assuming no other presumption was violated, and the district would not otherwise have been able to provide the PD

6. Ensure that the activity is not one of the prohibited activities in ESEA Section 2101 or Section 8526, as amended by the ESSA.

ALLOWABLE EXPENDITURES	UNALLOWABLE EXPENDITURES
- Salaries, stipends, or contractor/consultant fees for instructional coaches in **public** schools - Contractor/consultant fees for instructional coaches or professional development vendors/presenters in public and nonpublic schools - Recruitment and retention initiatives such as signing bonuses, relocation costs, recruitment materials and travel expenses, salary differentials or incentive pay, certification or licensure costs, contracted search costs for **public** schools - Stipends and/or substitute costs to participate in professional development in **public** schools - Stipends allowed for nonpublic instructional personnel for after or before school, in summer and/or vacation time professional development - Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and professional development in **public** schools - Administrative costs for coordinating professional development programs for public and nonpublic schools - Administrative fees (may be negotiated) for third-party contractors on behalf of nonpublic schools - Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to LEA travel policies and/or state and federal guidelines for both nonpublic and public-school educational personnel - Program development costs for allowable Title IIA-funded programs, such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys in the **public** schools - Materials, supplies, and equipment* **for use in professional development sessions** that are reasonable and necessary to carry out development sessions in both the public and nonpublic schools; or for implementing PD aligned collaborative educator work in **public** schools. - Reasonable benefits costs (i.e. per usual district policies) linked with FTEs/salaries identified in Codes 15 and 16 for **public** school personnel - BOCES costs related to provision of professional development or implementation, or analysis of programs and activities intended to meet ESSA objectives for both public and nonpublic schools - Salaries for effective class size reduction teachers in **public** schools (see Conditions of Use below)	- Professional development that is **stand-alone, one-day, or short-term** workshops with **no connection to a larger school-wide or individualized plan, with no job embedded component** or initiative for both public and nonpublic school personnel - Benefits costs for nonpublic personnel - Substitute costs in nonpublic schools. - Any direct reimbursement to a nonpublic school - Food and refreshments, including working lunches, are not allowed ***Materials and supplies that are not directly connected to Title II, Part A funded professional development** (e.g., individual teacher iPads that are used outside the scope of professional development environment, white boards for classroom use, software programs for students, copiers, computers, carts, and other miscellaneous electronic equipment, and professional library that is unrelated to any specific professional development) - Development and furnishing of training rooms in nonpublic schools - Materials and supplies that are not secular, neutral and nonideological - Use of Title II funds for student direct instruction or supplies to students or parent workshop - Nonpublic school professional development that has not been agreed to during the timely and meaningful consultation process.

USE OF FUNDS		CONDITIONS OF USE
PERSONALIZED PROFESSIONAL DEVELOPMENT	**Instructional Coaching**	Coaching programs are broadly defined as in-service professional development 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[1]. Common roles for coaches include: • Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. • 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. These individuals can ensure a consistent curriculum implementation throughout a school. • Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction. **Please Note:** Schedules, minutes, calendars, observations, summaries, etc. should be maintained on file in the event of future monitoring.
	Professional Learning Communities	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[2]. 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[3]. **Please Note:** Schedules, minutes, calendars, observations, summaries, etc. should be maintained on file in the event of future monitoring
	Principal Leadership	Leadership is second only to teaching among school related factors as an influence on learning[4]. Effective pre-service and in-service principal training programs[5] should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals' networks and conferences, participation in professional development with teachers, and guided "walk-throughs" of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.
	Teacher Leadership	Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms[6]. The use of teacher leaders, rather than vendors, to perform coaching services and/or professional development related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.
	Induction and Mentoring	High-quality mentoring (second year and beyond) and induction programs[7] provide new and/or beginning teachers, mentors, and school leaders with professional development, research-based resources, and formative assessment tools, as well as technical assistance and capacity building. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers' skills in lesson planning and analyzing student work. **Please Note**: The portion of a mentoring program funded with Title II, Part A funds, MUST go beyond that which is required under Commissioner's Regulations 100.2 (dd) due to the Supplement Not Supplant provision within the federal law; otherwise supplanting is presumed. These presumptions may be overcome if the district can demonstrate that it would not have provided the services absent the availability of these federal funds.
	National Board Certification	National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance[8,9]. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning[10].

[1] Matthew A. Kraft, David Blazar, Dylan Hogan. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, November 2016

[2] Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza. Effective Teacher Professional Development. Learning Policy Institute. 2017, p. 17.

[3] Rhonda Barton and Jennifer Stepanek. The Impact of Professional Learning Communities. Principal's Research Review, a publication of the National Association of Secondary School Principals. Vol 7, Issue 4, July 2012.

[4] Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al., Learning from Leadership: Investigating the Links to Improved Student Learning, Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 2010, 9. Available at www.wallacefoundation.org

[5] Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, Margaret Orr. Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs – Final Report, Stanford, 2007.

[6] Benjamin Backes and Michael Hansen. Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative, National Center for Analysis of longitudinal Data in Education Research, January 2018.

[7] Rebecca Schmidt, Viki Young, Lauren Cassidy, Haiwen Wang, & Katrina Laguarda. Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students, SRI Education, 2017.

[8] Cowan, J., & Goldhaber, D. National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell, 2015.

[9] The Proven Impact of Board Certified Teachers on Student Achievement. National Board for Professional Standards Impact Brief.

[10] Information about National Board Certification available on their website at http://www.nbpts.org/practice-policy/policy/

USE OF FUNDS		CONDITIONS OF USE
OTHER ALLOWABLE USES OF FUNDS	**Other**	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 or completing a logic model.
	Rigorous Academic Content	ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include professional development session(s) that result in collaborative work 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.
	Recruiting & Retaining Effective Teachers	ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in public low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: ▪ Providing expert help in searching for and screening candidates and enabling early hiring; ▪ Offering differential pay and recruitment incentives for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); ▪ Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; ▪ New teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.
	Recruiting Individuals from Other Fields	ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.
	Evaluation/Support Systems	ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.
	Effective Teaching of ELL/MLL Students	ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.
	Effective Teaching of Children with Disabilities	ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.
	Increased Knowledge/Ability to Teach Early Childhood	ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
	High Quality Instruction of STEM	ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.
	Implementation of Formative Assessments	ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement. This may include providing additional time for teachers to review student data and respond.

USE OF FUNDS		CONDITIONS OF USE
	Supporting Students Affected by Trauma and/or Mental Illness	ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
	Identification and Support of Gifted Students	ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: • Early entrance into kindergarten • Enrichment, acceleration, and curriculum compacting activities; and • Dual or concurrent enrollment programs in secondary school and post-secondary education.
	Instructional Services Provided by Libraries	ESSA supports professional development intended to improve the instructional services provided by effective school library programs.
	Training to Recognize/Prevent Sexual Abuse	ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
	Feedback Mechanisms to Improve Working Conditions	ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.
	Career Readiness Education	ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.
USE OF FUNDS		**CONDITIONS OF USE**
CLASS SIZE REDUCTION	**Early Grade Class Size Reduction**	Class size reduction programs must meet the following evidence-based criteria. The program must: • Extend for multiple years during the early grades[11], with a focus on low-income and minority students[12]; • Reduce class sizes to 15-18 students or fewer [13] (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); • Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan[14]. **Please Note:** LEAs should maintain supporting data and/or longitudinal documents and yearly assessments of the initiative in the event of future monitoring.
	Class Size Reduction for Special Populations	ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc.). SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student's IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model. **Please Note:** LEAs should maintain supporting data and/or longitudinal documents and yearly assessments of the initiative in the event of future monitoring.

[11] Krasnoff, B. (2014). What the Research Says About Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers: A Compendium of the Evidence on Title II, Program-Funded Strategies. Education Northwest, Northwest Comprehensive Center.

[12] Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. NCPEA Policy Brief, 1(2), 1-9.

[13] Darling-Hammond, L., Lam, L., Mercer, C., and Podolsky, A. (2016) Evidence-Based Interventions: A Guide for States. Learning Policy Institute.

[14] Center for Public Education's page about class size reduction.

USE OF FUNDS	CONDITIONS OF USE
Other Class Size Reduction Programs	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 or completing a logic model. LEAs should collect data on the effectiveness of the program. **Please Note:** LEAs should maintain supporting data and/or longitudinal documents and yearly assessments of the initiative in the event of future monitoring.