



# ESEA & IDEA Federal Programs Directors Meeting

September 2023



***Idaho State Department of Education***

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

9/2023



# Title II-A: Supporting Effective Instruction

Kathy Gauby  
Title II-A Coordinator



# Title II-A: Supporting Effective Instruction



## Session Objectives:

- Share information and resources for Title II-A program
  - Elementary & Secondary Education Act (ESEA)/ Every Student Succeeds Act (ESSA)
- Share information with one another regarding LEA Activities/Uses of Title II-A Funds

# ESEA- Every Student Succeeds Act (ESSA)



## **Elementary and Secondary Education Act of 1965**

[As Amended Through P.L. 114–95, Enacted December 10, 2015]

### **SECTION 1. <sup>1</sup> [20 U.S.C. 6301 note] SHORT TITLE.**

This Act may be cited as the “Elementary and Secondary Education Act of 1965”.

## **TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS**

- Sec. 2001. Purpose.
- Sec. 2002. Definitions.
- Sec. 2003. Authorization of appropriations.

### **PART A—SUPPORTING EFFECTIVE INSTRUCTION**

- Sec. 2101. Formula grants to States.
- Sec. 2102. Subgrants to local educational agencies.
- Sec. 2103. Local uses of funds.
- Sec. 2104. Reporting.

ESSA- <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

# Purpose of Title II-A



- 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

Title II-A webpage : <https://www.sde.idaho.gov/federal-programs/teacher/index.html>

# LEA Activities (A)



## (A) Developing or improving evaluation and support system

Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based.



# LEA Activities (A)- Continued



For pupil service staff, those standards shall be aligned with the profession's national standards.

For instructional staff, those standards shall be aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components.

(IDAPA 08.02.02.120.01) [untitled\(idaho.gov\)](https://untitled.idaho.gov)

## Charlotte Danielson's FRAMEWORK FOR TEACHING

<b>DOMAIN 1: Planning and Preparation</b> <b>1a Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"><li>• Content and the structure of the discipline</li><li>• Prerequisite relationships</li><li>• Content-related pedagogy</li></ul> <b>1b Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"><li>• Child and adolescent development</li><li>• Learning process</li><li>• Special needs</li><li>• Students' skills, knowledge, and language proficiency</li><li>• Students' interests and cultural heritage</li></ul> <b>1c Setting Instructional Outcomes</b> <ul style="list-style-type: none"><li>• Value, sequence, and alignment</li><li>• Clarity</li><li>• Balance</li><li>• Suitability for diverse learners</li></ul> <b>1d Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"><li>• For classroom use</li><li>• To extend content knowledge and pedagogy</li><li>• Resources for students</li></ul> <b>1e Designing Coherent Instruction</b> <ul style="list-style-type: none"><li>• Learning activities</li><li>• Instructional materials and resources</li><li>• Instructional groups</li><li>• Lesson and unit structure</li></ul> <b>1f Designing Student Assessments</b> <ul style="list-style-type: none"><li>• Congruence with instructional outcomes</li><li>• Criteria and standards</li><li>• Design of formative assessments</li><li>• Use for planning</li></ul>	<b>DOMAIN 2: The Classroom Environment</b> <b>2a Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"><li>• Teacher interaction with students, including both words and actions</li><li>• Student interaction with students, including both words and actions</li></ul> <b>2b Establishing a Culture for Learning</b> <ul style="list-style-type: none"><li>• Importance of content and of learning</li><li>• Expectations for learning and achievement</li><li>• Student pride in work</li></ul> <b>2c Managing Classroom Procedures</b> <ul style="list-style-type: none"><li>• Instructional groups</li><li>• Transitions</li><li>• Materials and supplies</li><li>• Performance of classroom routines</li><li>• Supervision of volunteers and paraprofessionals</li></ul> <b>2d Managing Student Behavior</b> <ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring student behavior</li><li>• Response to student misbehavior</li></ul> <b>2e Organizing Physical Space</b> <ul style="list-style-type: none"><li>• Safety and accessibility</li><li>• Arrangement of furniture and use of physical resources</li></ul>
<b>DOMAIN 4: Professional Responsibilities</b> <b>4a Reflecting on Teaching</b> <ul style="list-style-type: none"><li>• Accuracy</li><li>• Use in future teaching</li></ul> <b>4b Maintaining Accurate Records</b> <ul style="list-style-type: none"><li>• Student completion of assignments</li><li>• Student progress in learning</li><li>• Noninstructional records</li></ul> <b>4c Communicating with Families</b> <ul style="list-style-type: none"><li>• Information about the instructional program</li><li>• Information about individual students</li><li>• Engagement of families in the instructional program</li></ul> <b>4d Participating in a Professional Community</b> <ul style="list-style-type: none"><li>• Relationships with colleagues</li><li>• Participation in school and district projects</li><li>• Involvement in culture of professional inquiry</li><li>• Service to the school</li></ul> <b>4e Growing and Developing Professionally</b> <ul style="list-style-type: none"><li>• Enhancement of content knowledge and pedagogical skill</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li></ul> <b>4f Showing Professionalism</b> <ul style="list-style-type: none"><li>• Integrity/ethical conduct</li><li>• Service to students</li><li>• Advocacy</li><li>• Decision-making</li><li>• Compliance with school and district regulation</li></ul>	<b>DOMAIN 3: Instruction</b> <b>3a Communicating With Students</b> <ul style="list-style-type: none"><li>• Expectations for learning</li><li>• Directions for activities</li><li>• Explanations of content</li><li>• Use of oral and written language</li></ul> <b>3b Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"><li>• Quality of questions/prompts</li><li>• Discussion techniques</li><li>• Student participation</li></ul> <b>3c Engaging Students in Learning</b> <ul style="list-style-type: none"><li>• Activities and assignments</li><li>• Grouping of students</li><li>• Instructional materials and resources</li><li>• Structure and pacing</li></ul> <b>3d Using Assessment in Instruction</b> <ul style="list-style-type: none"><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Feedback to students</li><li>• Student self-assessment and monitoring of progress</li></ul> <b>3e Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"><li>• Lesson adjustment</li><li>• Response to students</li><li>• Persistence</li></ul>

# Danielson Trainings- Administrators



- Effective Evaluation: Observation Skills (Module 1)
- Effective Evaluation: Calibration of Observation Skills (Module 2)
- Effective Evaluation: Student Assessment & Learning Focused Conversations (Module 3)



Visit the [Title II-A webpage](https://www.sde.idaho.gov/federal-programs/teacher/index.html) for additional workshop information:  
<https://www.sde.idaho.gov/federal-programs/teacher/index.html>

# Danielson Trainings-Instructional Leaders



- Creating a Common Vision for the Learning Environment
- Intellectual Engagement for All Students
- Observing for Teacher Growth
- Coaching for Teacher Growth



Visit the [Title II-A webpage](https://www.sde.idaho.gov/federal-programs/teacher/index.html) for additional workshop information:  
<https://www.sde.idaho.gov/federal-programs/teacher/index.html> .

## Additional Danielson Courses and Trainings

- Common Vision for Classroom Management
- Intellectual Engagement for All Students



Visit the [Title II-A webpage](https://www.sde.idaho.gov/federal-programs/teacher/index.html) for additional workshop information: <https://www.sde.idaho.gov/federal-programs/teacher/index.html> .

# LEA Activities (B)



(B) Developing and implementing initiatives for *recruiting, hiring, and retaining* effective teachers

Example: Provide stipend for teachers to teach in academic subjects where there is a shortage of teachers within a school or LEA.



# LEA Activities (C)



(C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders

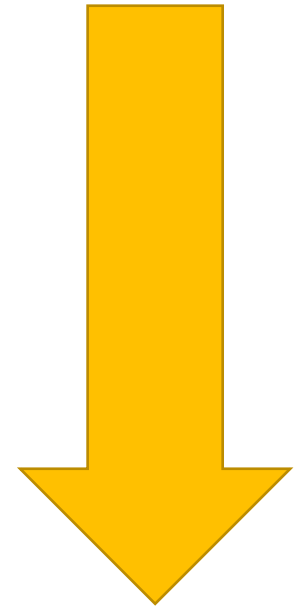
Example: Recruiting qualified individuals to teach in academic subjects where there is a shortage of teachers within a school or LEA. Support individuals in alternate route programs.



For information regarding teacher certification, visit the [SDE Certification website](#).

(D) Reducing class size to a level that is evidence-based

Example: Hire additional teachers to reduce class size, particularly in the early grades.



(E) Providing high-quality, personalized professional development that is evidence-based

Example: Include in Individualized Professional Learning Plan and/or school or district professional development opportunities for teachers to improve teaching practices, including effective instructional strategies and methods.

See also [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf) at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.

(F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners

Special Education Resource Center:

<https://www.sde.idaho.gov/sped/resource-center.html>

English Learner/Title III-A Program webpage:

<https://www.sde.idaho.gov/federal-programs/el/>

# LEA Activities (G)



(G) Providing programs and activities to increase the knowledge base and ability of teachers, principals, or other school leaders

Example: Providing an Instructional Coach at the LEA and/or school level (supplemental position).



# LEA Activities (H)



(H) Providing training, technical assistance, and capacity-building in LEA to assist teachers, principals, or other school leaders with selecting and implementing formative assessment



Assessment & Accountability Resource Center:

<https://www.sde.idaho.gov/assessment/resource-center.html>

- 
- A hand is pointing at a target with a bullseye. The target is surrounded by various icons representing different aspects of business and technology, such as a lightbulb, a gear, a person, a document, and a smartphone. This image is used to illustrate the concept of goals and strategy.

- Gifted & Talented webpage:

Title II-A | 18

# LEA Activities (K)



(K) Supporting the instructional services provided by effective school library programs

Example: Title II-A supports the Idaho Commission for Libraries Summer Summit

<https://libraries.idaho.gov/>



# Types of LEA Activities (L)



(L) Providing training for all school personnel regarding how to prevent and recognize child sexual abuse

Student Engagement & Safety Coordination webpage:  
<https://www.sde.idaho.gov/student-engagement/index.html>

# Types of LEA Activities (M)



(M) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in STEM subjects, including computer science

[SDE Science webpage:](https://www.sde.idaho.gov/academic/science/)

<https://www.sde.idaho.gov/academic/science/>

[SDE Information & Communication Technology webpage:](https://www.sde.idaho.gov/academic/information-tech/)

<https://www.sde.idaho.gov/academic/information-tech/>



(N) Developing feedback mechanisms to improve school working conditions



(O) Providing high-quality professional development for teachers , principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning



(P) Carrying out other activities that are evidence-based that meet the purpose of Title II-A

See the [Federal Programs Allowable Use of Funds](https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf) manual located at <https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf>.

# Definition of Professional Development



- (42) PROFESSIONAL DEVELOPMENT.—The term “professional development” means activities that—
- (A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and
  - (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that— ...

ESSA 8101(42)(A-B)

# Title II-A CFSGA Info. and Purpose tab



CFSGA Homepage- <https://apps.sde.idaho.gov/CFSGA/Home/Home>

General Information & Program Purpose	Activities	Program Description	Budget	Certification	Supporting Documents	Program Approval												
<b>Title II-A Supporting Effective Instruction for fiscal 2023-2024</b>																		
<b>ABERDEEN DISTRICT (058)</b>																		
<div>Print Preview Save</div>																		
<p>The purpose of Title II-A is to provide sub-grants to Local Education Agencies (LEA) to –</p> <ol style="list-style-type: none"><li>1. Increase student academic achievement consistent with the challenging state standards;</li><li>2. Improve the quality and effectiveness of teachers, principals, and other school leaders;</li><li>3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and</li><li>4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. (2001)</li></ol>																		
<p><b>District Address:</b> 318 West Washington Aberdeen, ID 83210-0610</p>																		
<p><u>Contact Info</u></p> <p>The below <b>REQUIRED</b> information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files <i>which can be done at any time</i>. Please contact your Region's ISEE Technology Coordinator at <a href="mailto:RegionalCoordinators@sde.idaho.gov">RegionalCoordinators@sde.idaho.gov</a>, if you need assistance.</p>																		
<table border="1"><thead><tr><th>Role Title</th><th>Name</th><th>Phone(s)</th><th>Email Address</th></tr></thead><tbody><tr><td>Title II-A Supporting Effective Instruction Coordinator</td><td>Marina Rae Taylor</td><td>Main Business: (208) 397-4113 Main Business: (208) 397-4115</td><td>taylorm@aberdeens58.org</td></tr><tr><td>Consolidated Grants Manager</td><td>Marina Rae Taylor</td><td>Main Business: (208) 397-4113 Main Business: (208) 397-4115</td><td>taylorm@aberdeens58.org</td></tr></tbody></table>							Role Title	Name	Phone(s)	Email Address	Title II-A Supporting Effective Instruction Coordinator	Marina Rae Taylor	Main Business: (208) 397-4113 Main Business: (208) 397-4115	taylorm@aberdeens58.org	Consolidated Grants Manager	Marina Rae Taylor	Main Business: (208) 397-4113 Main Business: (208) 397-4115	taylorm@aberdeens58.org
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# Title II-A CFSGA Activities tab



General Information  
&  
Program Purpose

Activities

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Description

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Supporting  
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Program  
Approval

Title II-A Supporting Effective Instruction for fiscal 2023-2024

## ABERDEEN DISTRICT (058)

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Description of the activities to be carried out by the Local Education Agency (LEA) under this section and how these activities will be aligned with challenging State academic standards. (2102(b)(2)(A))

	Activity Description	Description of how the activity is expected to improve student academic achievement ( <u>measurable objectives</u> ).	What evidence level of criteria does this strategy meet?	Delete Activity
Activity 1	Book Study: Practice Perfect: 42 Rules for Getting Better at Getting	Rules for developing talent with disciplined, deliberate, intelligent	Strong Evidence ▼	<input type="checkbox"/>
Activity 2	8th Annual Idaho Family & Community Engagement Conference	Family and community engagement (FACE) plays an essential and	Strong Evidence ▼	<input type="checkbox"/>
Activity 3	New & Experienced Federal Programs Conference	The Federal Programs Department, in conjunction with the English	Moderate Evidence ▼	<input type="checkbox"/>
Activity 4	Idaho SMART Program	Idaho Striving to Meet Achievement in Reading Together (SMART) is a	Strong Evidence ▼	<input type="checkbox"/>

Add Activity

# Title II-A CFSGA Program tab



General Information & Program Purpose	Activities	Program Description	Budget	Certification	Supporting Documents	Program Approval
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## Title II-A Supporting Effective Instruction for fiscal 2023-2024

### ABERDEEN DISTRICT (058)

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1. Description of Local Education Agency's (LEA) system of professional growth and improvement (induction for teachers, principals, other school leaders for building teacher leadership)(2102(b)(2)(B)).

Every year, the district sends out a Professional Development of Needs Survey to teachers and paraprofessionals. Information from the survey is analyzed by the Professional Development Committee to determine a book study and other training needs. Those teachers wishing to attend a training of their choice may fill out a request for the committee to approve. Other professional development funding from the State is used to provide training to administrators and teachers. Mentor teachers are provided for all 1st-3rd-year teachers. Trainers are

2. Description of how Local Education Agency (LEA) will prioritize funds to schools implementing Comprehensive Support and Improvement and/or Targeted Support and Improvement activities. (2102(b)(2)(C)).

Currently, we do not have any schools in priority improvement. (If we did, we would look at data and consult with administrators and teachers to make decisions on where to focus the funds to help those schools improve. The SWIP and Needs Assessment would help here.)

3. Description of how LEA will use data and consultation to update and improve activities in this program (2102(b)(2)(D)).

The LEA uses student achievement data and survey data to determine professional development needs. The SWIP Tool provides information from the school building leadership teams. Consultation with parents and the community is communicated by the Title IIA Coordinator and the PTSA. Parent Advisory Committees at each school building and the district level provide additional input from parents.

# Title II-A CFSGA Budget tab



General Information & Program Purpose	Activities	Program Description	Budget	Certification	Supporting Documents	Program Approval	
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Title II-A Supporting Effective Instruction for fiscal 2023-2024

## ABERDEEN DISTRICT (058)

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Allocation for 2023-2024	\$29,659	
Carry-over From Previous Year as of 9/30/2023	\$8,293	Reasonable and necessary – up to 25% of 2022-2023 allocation. <a href="#">Click here to use the Carryover Calculator.</a>
Re-allocation from 2022-2023	\$0	
Transferred to other programs in Title V-A	\$0	Transferred to other programs via Title V-A Funding Transferability
Transferred from other programs in Title V-A	\$0	Transferred from other programs via Title V-A Funding Transferability
Total Allocation	\$37,952	Total available for 2023-2024 Title II-A program.

# Title II-A CFSGA object codes



Obj. Code	Description	2023-2024
100	Salaries <i>Required:</i> <i>Upload FTE File on Supporting Documents tab</i>	Amount: <input type="text" value="\$16,000"/> Description: <input type="text" value="Stipends for 5 employees who will provide professional development training \$1,500.00 each for a total of"/>
200	Employee Benefits	Amount: <input type="text" value="\$3,254"/> Description: <input type="text" value="Benefits for the stipends for 5 employees who will provide professional development training \$305.10 each"/>
300	Purchased Services (non travel)	Amount: <input type="text" value="\$5,100"/> Description: <input type="text" value="\$3,750.00 Funds to pay for Leadership Dues for 5 to IASA."/>
380	Travel Expense	Amount: <input type="text" value="\$3,000"/> Description: <input type="text" value="Travel for Staff to Attend the Professional Development and Purchased Services activities identified on the Title"/>
400	Supplies and Materials	Amount: <input type="text" value="\$10,598"/> Description: <input type="text" value="Purchase of books: Practice Perfect: 42 Rules for Getting Better at Getting Better by Doug Lemov, Erica"/>
	Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
800	Indirect Cost Rate: %	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
Totals		<input type="text" value="\$37,952"/>

# Title II-A Administrative Costs



Administrative Costs	<p><i>Up to 10% of allocation. Additional information will be required if total administration exceeds 10%.</i></p> <p><i>In addition, allocation - admin costs = basis for Equitable Services for Private Schools.</i></p> <p><b>THIS AMOUNT IS INCLUDED IN ONE OR MORE OF THE ABOVE BUDGET ITEMS.</b></p> <p>Amount:</p> <div data-bbox="835 729 1080 803"><input type="text" value="\$0"/></div> <p>Description:</p> <div data-bbox="835 875 1686 1003"><input type="text"/></div>
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# Title II-A Excessive Carryover Waiver



If the LEA has 25% or more GRA balance and/or unobligated II-A funds for previous years' Title II-A grants (as of September 30, then the LEA needs to complete the Excessive Carryover Waiver Request.

## Excessive Carryover Waiver Request

☐ The LEA is requesting an excessive carryover waiver. By requesting this waiver, the LEA provides assurance that it has a plan for expending excess carryover funds during the 2023-2024 year and acknowledges that if the waiver is approved, the LEA is responsible for ensuring that funds are expended.

Please explain the reason for the request:

☐ Excessive Carryover Waiver Approved

# Title II-A Supporting Documents



If the LEA is using Title II-A funds for salaries/benefits for staff, upload an Excel document with FTE breakdown. (For stipends, FTE can be listed as zero.

General Information & Program Purpose

Activities

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Certification

Supporting Documents

Program Approval

Title II-A Supporting Effective Instruction for fiscal 2023-2024

**ABERDEEN DISTRICT (058)**

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FTE File

Upload an Excel file of FTE counts for your Title II-A program. Include school, job title, # of people, and # of FTEs. [Example](#)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: 

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

Files Uploaded

File	Upload Date	Actions
<a href="#">FTE_Aberdeen School District.xlsx</a>	6/16/2023	<input type="checkbox"/> Delete

Delete Selected

Other Files

Upload other files that support Title II-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: 

Choose File

 No file chosen

Upload

Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

# Title II-A CFSGA Certification



General Information & Program Purpose	Activities	Program Description	Budget	Certification	Supporting Documents	Program Approval
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Title II-A Supporting Effective Instruction for fiscal 2023-2024

**ABERDEEN DISTRICT (058)**

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Certified By: TAYLORM@ABERDEEN58.ORG  
Certified Date: 6/14/2023

☒ The Local Educational Agency will commit to the following obligations-

1. Professional Development. Sec 2102 (b)(2) (F)  
The Local Educational Agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
2. Timely and Meaningful Consultation. Sec. 2102 (b) (3)  
The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.  
Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.
3. Equitable Services. Sec. 8501 (a)  
The LEA will annually contact the officials of private schools and make an offer for services with an opportunity to ask questions and will provide eligible private school children with services eligible under the Title II, Part A program.

Include consultation with educators, parents, private schools, tribal partners, and other community partners, as applicable.

# Title II-A Program Activities



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 5 II-A	<b>Title II-A Professional Development Activities</b> Description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards. ESSA Section 2102 (b)(2)(A)	Provide the following evidence: <ul style="list-style-type: none"><li>•LEA and/or school level professional development calendars for the current school year.</li><li>•CFSGA (Activities Tab)</li><li>•Interview (as needed)</li></ul>

# Professional Growth and Improvement



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 6 II-A	<p><b>Title II-A Professional Growth and Improvement</b></p> <p>Description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. ESSA Section 2102 (b)(2)(B)</p>	<p>Upload the following evidence:</p> <ul style="list-style-type: none"><li>•Description of or additional information about LEA induction/mentoring program and leadership development opportunities, as applicable.</li><li>•CFSGA (Program Description #1)</li><li>•Interview (as needed)</li></ul>

# Comprehensive & Targeted Support (CSI, TSI and ATSI)



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 7 II-A	<b>Prioritizing Funds</b> Description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). ESSA Section 2102 (b)(2)(C)	Provide the following evidence: <ul style="list-style-type: none"><li>•List of schools in LEA, including any CSI, TSI, and/or ATSI designations, as applicable.</li><li>•Provide copy of SWIP for each participating school.</li><li>•CFSGA (Program Description #2)</li><li>•Interview (as needed)</li></ul>

# Use of Data and Consultation



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 8 II-A	<b>Title II-A Use of Data</b> Description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part. ESSA Section 2102 (b)(2)(D)	Provide the following evidence: <ul style="list-style-type: none"><li>•Examples of LEA and/or school level collaboration, data meetings, etc. documenting how the LEA/school uses data and ongoing consultation to update and improve Title II-A activities.</li><li>•CFSGA (Program Description #3)</li><li>•Interview (as needed)</li></ul>

# Consultation and Coordination



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 9 II-A	<p><b>Title II-A Consultation and Coordination</b></p> <p>(A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p> <p>(B) Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title;</p> <p>(C) Coordinate the local educational agency's activities under this part with other related strategies, programs, and activities conducted in the community. ESSA Section 2102(b)(3)</p>	<p>Provide the following evidence:</p> <ul style="list-style-type: none"><li>•Documentation showing evidence of consultation, including seeking advice, from teachers, principals, other school leaders, paraprofessionals, instructional support personnel, charter school leaders, parents, community partners, and other organizations, as applicable. This documentation may include meeting minutes, sign in sheets, meeting agendas, surveys, etc.</li><li>•This also includes coordinating LEA activities with other related strategies, programs, and activities, as applicable.</li></ul> <p>Additional evidence:</p> <ul style="list-style-type: none"><li>•Interview (as needed)</li></ul>

# Addressing the Learning Needs of Students



Indicator/ Programs	Citation	Supporting Documents and Resources
PROG 10 II-A	<b>Title II-A Allowable Activities</b> Activities: (1) Shall be in accordance with the purpose of this title; (2) Shall address the learning needs of all students; and (3) May include, (A)-(P) ESSA Section 2103(b) Types of Activities <a href="https://www2.ed.gov/documents/essa-act-of-1965.pdf">https://www2.ed.gov/documents/essa-act-of-1965.pdf</a>	Title II-A LEA budget & expenditures Provide the following evidence: <ul style="list-style-type: none"><li>•CFSGA Title II-A Activities descriptions</li><li>•Interview (as needed)</li></ul> See also the Federal Programs Allowable Use of Funds Manual at <a href="https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf">https://www.sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf</a> .

# Additional Title II-A Requirements



- Some indicators apply to all LEAs. (SID 4 & SID 11)
- Fiscal Accountability, Homeless Education, and Equitable Services to Private Schools indicators also apply to Title II-A program.

Note: Equitable Services to Private Schools does not apply to charter LEAs.

Federal Programs Monitoring webpage-

<https://www.sde.idaho.gov/federal-programs/program-monitoring/>

Education for Homeless Children and Youth webpage-

<https://www.sde.idaho.gov/federal-programs/homeless/index.html>

Equitable Services webpage-

<https://www.sde.idaho.gov/federal-programs/equitable-services/>

# Title IIA Equitable Services for Private Schools



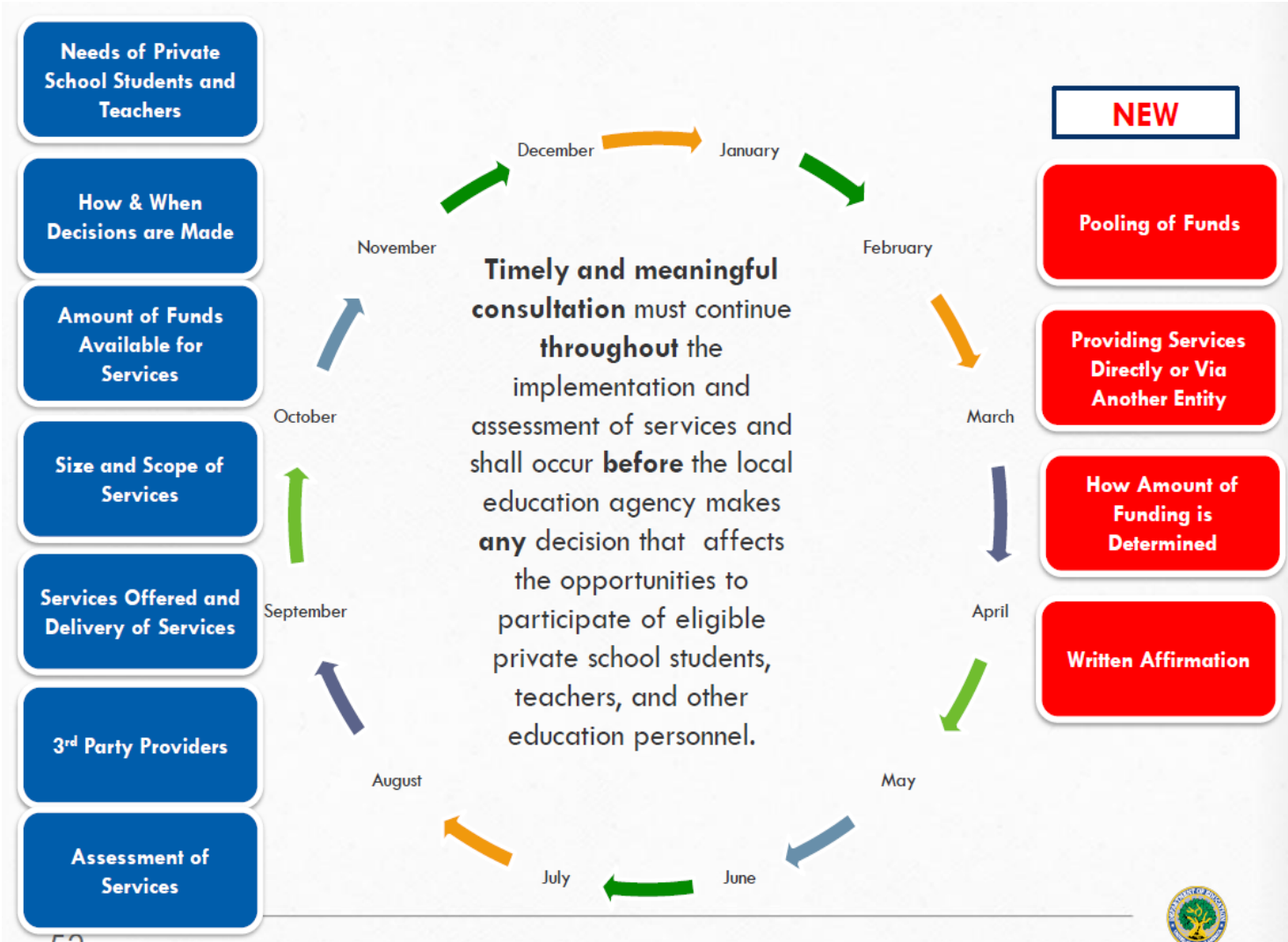
- Intent to Participate and Consultation
  - Only non-profit private schools located within the district are eligible
  - Funding is based on the total number of students enrolled in the school
- Equitable Services is **not funding** given to private schools
  - The LEA provides **services** to private schools




## Services, Monitoring, Evaluation

- Services for the school community is based on the **needs of the students, teachers and parents**
- Services provided may be different from the district's plan
- Monitor the impact/results of the services throughout the school year
- Complete an evaluation of the services with the private school officials annually

# Title II-A Equitable Services Consultation Process



# Collaborate with one another



How are you  
using your Title  
II-A funds?

Thank you  
for asking!

# Questions



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