

Title II, Part A Overview

March 27, 2024



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Technical Assistance: What Works for You?

Per the Grantee Satisfaction Survey, you would like more technical assistance from us.

Please drop into the chat any ideas in response to the following two questions:

1. What topics are you most interested in for TA?
2. What TA formats are best for you?



Equitable Services

EQUITABLE SERVICES WITH STATE FUNDS.

ESEA 8501(a)(1): an SEA is responsible for implementing equitable services for private school teachers, principals, and other school leaders to the extent that it reserves any funds under section 2101(c)(1) or (3) for State-level activities.

ESEA 2101(c)(1) allows an SEA to reserve up to five percent of its overall Title II, Part A allocation for State-level activities (specified in ESEA section 2101(c)(4)); and section 2101(c)(3) allows an SEA to reserve an additional amount of not more than three percent of the amount otherwise reserved for LEA subgrants for State-level principal or other school leader activities.

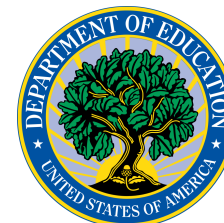
FINDING THROUGH MONITORING: Some SEAs do not carry out equitable services with State funds or invite private schools to their existing State-level activities.



Equitable Services

The SEA determines the **amount** of Title II, Part A funds to reserve for equitable services to private school teachers, principals, and other school leaders by calculating, on a **per-pupil basis**, the amount available for all public and private school children in the area of the State to be served, taking into consideration the number and needs of the eligible private school children and educators to be served. (ESEA section 8501(a)(4)(A)).

State-level activities in which private school educators may participate must be determined in **consultation** between the SEA and appropriate private school representatives (ESEA section 8501(c)(1)), such as a State-level private school working group.



Professional Development Definition

Section 8101(42)

Purpose: provide 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

Must be: sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

The statutory definition provides 18 potential activities that could meet the professional definition standard (Section 8101(42)(B)(i-xviii)). All of them must, however, be sustained, collaborative, job-embedded, data-driven, and classroom-focused.



Are there instances in which a training that does not meet the definition of professional development is allowable?

It depends. A few uses of funds in ESEA allow for training that does not meet the statutory definition of professional development.

SEAs (2101(c)(4)):

- How to integrate technology into curricula and instruction
- How to prevent and recognize child sexual abuse
- How to use student data to ensure that individual student privacy is protected

LEAs (2103(b)(3)):

- How to refer students affected by trauma, and children with, or at risk of, mental illness
- How to support the identification of students who are gifted and talented
- How to prevent and recognize child sexual abuse



Evidence-Based Professional Development

ESEA requires that Title II, Part A funds used for professional development must be for professional development that is evidence based (to the extent available)

Section 2103(b)(3)(E)

“...providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement”

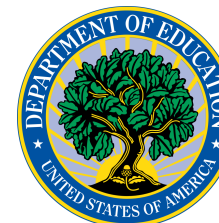


Evidence-Based Professional Development

How does ESEA define “evidence-based”?

Section 8101(21) defines evidenced based as an activity, strategy, or intervention that—

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least 1 well-designed and well-implemented experimental study;
 - Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.



Evidence-Based Professional Development

Best Practice:

- Create a website with vetted models and activities
- Some States provide quick approval in the application process for activities from an approved site, while more carefully scrutinizing other proposed activities

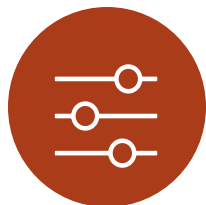
[Link: US Dept of Ed Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)





BEST PRACTICES CLEARINGHOUSE

<https://bestpracticesclearinghouse.ed.gov/>



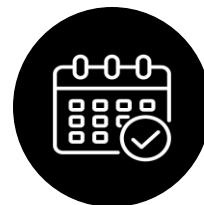
Resources

Search by instructional level or equity focus to learn how others are supporting multi-lingual students, students experiencing homelessness, and more!



Nationwide

Explore a map of resources from your State or be inspired by others!



Events

Use the calendar to easily access webinars and events.



Raise The Bar

Find resources to support the strategies in the Raise the Bar pillars: Achieve Academic Excellence, Boldly Improve Learning Conditions, and Create Pathways for Global Engagement.

Sign up for our Spotlight listserv to get resources delivered to your inbox!



Class Size Reduction: Using Evidence

If an LEA wants to use its LEA-level TIA funds to reduce class size, the SEA must:

- in consultation with LEAs,
- determine that there is an evidence base for the size to which the class is reduced that doing so will (or is likely to) improve student achievement.

Frequent monitoring finding: no evidence that SEAs and LEAs consulted re availability of evidence.



Class Size Reduction: Using Evidence

2103(b)(3)(D)

[R]educing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers



QUESTIONS?

Live Q&A Session:



**Title II, Part A
Program Email Box
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