

# ***Survey on the Use of Funds Under Title II, Part A*** ***Supporting Effective Instruction Grants – State Activities Funds***

## **State (SEA) Survey**

**SY 2023-24**



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### **Notice of Confidentiality**

The information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this survey will be used only for statistical purposes, except as required by law.

Click [**next**] to consent to participate in the Study of Title II-A Use of Funds.

# Survey on the Use of Funds Under Title II, Part A

## Supporting Effective Instruction Grants – State Activities Funds

State: [STATE]

### About the Survey

The U.S. Department of Education is conducting its annual survey to evaluate the use of funds under the Elementary and Secondary Education Act of 1965 (ESEA). This legislation provides funding to state educational agencies (SEAs) and local educational agencies (LEAs) to improve teacher quality, school leadership, and student achievement. Specifically, funds are distributed under Title II, Part A, also known as “Supporting Effective Instruction Grants.” The objective of this survey is to enhance understanding of how states utilize their Title II, Part A State activities funds. SEA participation is necessary to fulfill the reporting requirements outlined in Section 2104(a) of the ESEA. The survey is being conducted by the American Institutes for Research.

### Instructions

Please avoid using your browser's "Forward" and "Back" buttons during the survey to prevent data loss. Instead, please use the following buttons that appear at the bottom of each page:

- **Back:** saves entered response(s) and navigates to the previous screen
- **Next Page:** saves entered response(s) and navigates to the next screen
- **Save & Exit:** saves entered response(s) and signs out. However, if you have NOT yet answered the question, use the Sign out link at the top of the screen instead.
- **Save & Go to Menu:** saves all entered responses and navigates to the Menu screen. However, if you have NOT yet answered the question, use the Menu link at the top of the screen instead.

For questions or technical issues, click the "Help" link at the top-right corner of the page. This link will appear on every page and clicking it will open a new screen with our support team contact information.

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Back

Next Page

## Contact Information

Please provide the following contact information for the individual completing the survey.

**First Name:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Ext:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

[Back](#)

[Next Page](#)

## Survey on the Use of Funds Under Title II, Part A Supporting Effective Instruction Grants – State Activities Funds

### Question 1. State funded amounts and transfers

Enter the dollar amount of Federal Fiscal Year (FY) 2023 Title II, Part A funds budgeted for State activities. This amount should include transfers to and from Title II, Part A to another program, as well as any unbudgeted funds. Please do not leave any cells blank. Enter 0.00 if there were no funds.

*Note: Federal FY 2023 covers 10/1/2022 through 9/30/2023 for funds to be used during school year 2023–24.*

<b>Maximum Title II, Part A funds available for State activities under Section 2101(c)(4)(A):</b>	<b>[Amount is prefilled] FivePercent</b>
<b>Actual amount reserved for State activities under Section 2101(c)(4)(A)</b>	\$ <b>q1_011</b>
<b>Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)</b>	<b>[Auto-calculated] \$ q1_012</b>
Amount of Title II, Part A funds transferred to Title I, Part A	\$ <b>q1_01a</b>
Amount of Title II, Part A funds transferred to Title I, Part C	\$ <b>q1_01b</b>
Amount of Title II, Part A funds transferred to Title I, Part D	\$ <b>q1_01c</b>
Amount of Title II, Part A funds transferred to Title III, Part A	\$ <b>q1_01d</b>
Amount of Title II, Part A funds transferred to Title IV, Part A	\$ <b>q1_01e</b>
Amount of Title II, Part A funds transferred to Title IV, Part B	\$ <b>q1_01f</b>
Amount of Title II, Part A funds transferred to Title V, Part B	\$ <b>q1_01g_</b>
<b>Amount of funds transferred from other ESEA programs to Title II, Part A</b>	\$ <b>q1_013</b>
<b>Amount available for State activities</b>	<b>[Auto-calculated] \$ q1_014</b>
<b>Total Federal FY 2023 Title II, Part A State activities funds budgeted</b>	\$ <b>q1_015</b>
<b>State activities funds not yet budgeted at the time of response</b>	<b>[Auto-calculated] \$ q1_016</b>

Back

Next Page

## Question 2. State activities funds budgeted

Enter the dollar amount of Federal Fiscal Year (FY) 2023 Title II, Part A State activities funds budgeted at the time of response for each allowable state use of funds (refer to section 2101(c)(4)(B)). **Exclude any carryover funds.** You can provide estimates if you do not have exact figures.

The total amounts reported in this question should align with the overall budgeted amount, as reported in question 1: *[DISPLAY FUNDS BUDGETED FROM QUESTION 1]*.

See Attachment 1 for a full description of the use of funds from statute.

Activity	Title II, Part A funds budgeted
<b>Administration, monitoring, and technical assistance</b>	
Administration and monitoring	\$q1_0201
Training, technical assistance, and capacity building for LEAs	\$q1_0202
<b>Professional development and training</b>	
Professional development programs for principals	\$q1_0203
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q1_0204
Training to integrate technology into curricula and instruction	\$q1_0205
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q1_0206
Training to integrate career and technical education into academic instruction	\$q1_0207
Training related to use of student data and privacy	\$q1_0208
Training to prevent and recognize child sexual abuse	\$q1_0209
<b>Recruiting, hiring, retaining effective educators</b>	
Reforming certification, licensing, or tenure systems or preparation programs	\$q1_0210
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q1_0211
Providing licensure/certification reciprocity with other states	\$q1_0212
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q1_0213
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q1_0214
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q1_0215
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q1_0216
Developing new teacher and principal induction and mentoring programs	\$q1_0218
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q1_0218
Providing training and support for instructional leadership teams	\$q1_0219
<b>Evaluation systems</b>	
Teacher, principal, or other school leader evaluation and support systems	\$q1_0220

Activity	Title II, Part A funds budgeted
<b>Equitable access</b>	
Improving equitable access to effective teachers	\$q1_0221
<b>Other</b>	
Library programs	\$q1_0222
Addressing transition to elementary school and school readiness	\$q1_0223
Other activities identified by the state (please specify)	\$q1_0224

Back

Next Page

## Question 2 continued

For each budgeted activity, briefly describe how the funds are used to meet the purpose of the Title II, Part A program and how the activity improved educator effectiveness.

*See Attachment 1 for a full description of the use of funds from statute.*

Activity	Title II, Part A funds budgeted
<b>Administration, monitoring, and technical assistance</b>	
Administration and monitoring	\$q1_2a01
Training, technical assistance, and capacity building for LEAs	\$q1_2a02
<b>Professional development and training</b>	
Professional development programs for principals	\$q1_2a03
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q1_2a04
Training to integrate technology into curricula and instruction	\$q1_2a05
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q1_2a06
Training to integrate career and technical education into academic instruction	\$q1_2a07
Training related to use of student data and privacy	\$q1_2a08
Training to prevent and recognize child sexual abuse	\$q1_2a09
<b>Recruiting, hiring, retaining effective educators</b>	
Reforming certification, licensing, or tenure systems or preparation programs	\$q1_2a10
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q1_2a11
Providing licensure/certification reciprocity with other states	\$q1_2a12
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q1_2a13

Activity	Title II, Part A funds budgeted
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q1_2a14
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q1_2a15
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q1_2a16
Developing new teacher and principal induction and mentoring programs	\$q1_2a18
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q1_2a18
Providing training and support for instructional leadership teams	\$q1_2a19
<b>Evaluation systems</b>	
Teacher, principal, or other school leader evaluation and support systems	\$q1_2a20
<b>Equitable access</b>	
Improving equitable access to effective teachers	\$q1_2a21
<b>Other</b>	
Library programs	\$q1_2a22
Addressing transition to elementary school and school readiness	\$q1_2a23
Other activities identified by the state (please specify)	\$q1_2a24

Back

Next Page

### Question 3. Identifying funded activities that support equitable access

Please identify which State activities in Question 2, if any, were part of the State’s plan for improving equitable access to effective teachers for low-income and minority students in the State, as discussed in the State’s approved Consolidated State Plan. *Select all activities that apply.*

[DISPLAY CHECKBOX LIST OF STATE ACTIVITIES FROM QUESTION 2 WITH AN AMOUNT GREATER THAN ZERO]

q1\_03none

None of the State activities were part of the State’s plan for improving equitable access to effective teachers for low-income and minority students in the State, as discussed in the State’s approved Consolidated State Plan

Q3\_00none

See Attachment 1 for a full description of the use of funds from statute.

Activity	Title II, Part A funds budgeted
<b>Administration, monitoring, and technical assistance</b>	

<b>Activity</b>	<b>Title II, Part A funds budgeted</b>
Administration and monitoring	\$q1_0301
Training, technical assistance, and capacity building for LEAs	\$q1_0302
<b>Professional development and training</b>	
Professional development programs for principals	\$q1_0303
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$q1_0304
Training to integrate technology into curricula and instruction	\$q1_0305
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$q1_0306
Training to integrate career and technical education into academic instruction	\$q1_0307
Training related to use of student data and privacy	\$q1_0308
Training to prevent and recognize child sexual abuse	\$q1_0309
<b>Recruiting, hiring, retaining effective educators</b>	
Reforming certification, licensing, or tenure systems or preparation programs	\$q1_0310
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$q1_0311
Providing licensure/certification reciprocity with other states	\$q1_0312
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$q1_0313
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$q1_0314
Developing career paths that promote professional growth including instructional coaching and mentoring	\$q1_0315
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$q1_0316
Developing new teacher and principal induction and mentoring programs	\$q1_0318
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$q1_0318
Providing training and support for instructional leadership teams	\$q1_0319
<b>Evaluation systems</b>	
Teacher, principal, or other school leader evaluation and support systems	\$q1_0320
<b>Equitable access</b>	
Improving equitable access to effective teachers	\$q1_0321
<b>Other</b>	
Library programs	\$q1_0322
Addressing transition to elementary school and school readiness	\$q1_0323
Other activities identified by the state (please specify)	\$q1_0324

Back

Next Page



## Question 4. Set-aside question

According to Section 2101(c)(3), SEAs are permitted to reserve up to 3 percent of the funds allocated for subgrants to LEAs (equivalent to 2.85 percent of the State’s total award) for activities benefitting principals or other school leaders. This is in addition to funds reserved for state activities under Section 2101(c)(4)(A). Your SEA could have set aside up to [*Prefilled Amount: TwoPointEightyFivePercent*] for this purpose.

Did your state reserve Federal FY 2023 funds under Section 2101(c)(3) for activities benefitting principals and other school leaders?

- Yes
- No

q1\_\_04

If you selected “Yes,” how much did your State reserve for those activities? \$q1\_04reserve

If you selected yes, please provide a description of the activities funded by the reserved funds: [Text answer]

q1\_\_04description

Back

Next Page

## Question 5. Funding by educator type

Please estimate the percentage of your Federal FY 2023 Title II, Part A state activity funds budgeted amount [*Prefilled Amount from Q1: qi\_05*] designated to support teachers and the percentage allocated to support principals and other school leaders.

Note: Percentages do not need to total 100 percent.

	<b>Percentage of Title II, Part A funds</b>
Teachers	q1_0501%
Principals and other school leaders	q1_0502%

Please note that the following two questions pertain to the school year 2022-23.

Back

Next Page

## Question 6. Evaluation results

In the school year (SY) 2022–23, did your State use Title II, Part A funds to implement a teacher, principal, or other school leader evaluation and support system consistent with Section 2101(c)(4)(B)(ii)?

- Yes** If you selected “yes,” please provide the SY 2022–23 evaluation results for teachers, principals, or other school leaders in your State. Enter whole numbers, not percentages, for each category.

- No**

q1\_06

Enter the **total** number of teachers, principals and other school leaders in your state for SY 2022–23.

	Teachers	Principals and other school leaders
Total	q1_06ttotal	q1_06ptotal

How many teachers, principals and other school leaders received a rating that your state considers to be “**effective or above**” during SY 2022–23?

Category	Teachers	Principals and other school leaders
Effective or above	q1_06teffective	q1_06peffective

How many teachers, principals and other school leaders received a rating that your state considers to be “**ineffective**” during SY 2022–23?

Category	Teachers	Principals and other school leaders
Ineffective	q1_06tineffective	q1_06pineffective

How many teachers, principals and other school leaders have **no rating available** in SY 2022–23?

Category	Teachers	Principals and other school leaders
Not rated	q1_06tnrated	q1_06pnotrated

*[DISPLAY ONLY IF THE SUM OF NOT RATED, INEFFECTIVE, AND EFFECTIVE DOES NOT EQUAL THE TOTAL]*

How many teachers, principals and other school leaders have “**other**” evaluation ratings during SY 2022–23, and describe this category?

Category	Teachers	Principals and other school leaders
Specify name of the other category: q1_06otheros	q1_06tother	q1_06pother

Back

Next Page

## Question 7. Annual retention rates

In your State, are SY 2022-23 retention rates for teachers and principals or other school leaders available by evaluation category (i.e., effective or ineffective) using the methods or criteria the State has or developed under Section 1111(g)(2)(A)?

Please note, nothing in this paragraph shall be construed to require any SEA or LEA to collect and report any data the SEA or LEA was not collecting or reporting as of December 9, 2015, the day before the date of enactment of the ESSA.

- Yes** If you checked “yes,” please complete the table below by providing the percentage of teachers and the percentage of principals and other school leaders who received evaluation ratings equivalent to “effective” who were retained in SY 2022-23.

**No**

q1\_07

*[DISPLAY ONLY IF YES IS CHECKED]*

The percentage of <b>teachers</b> who received a rating that your state considers to be “effective” who were retained during SY 2022-23.	q1_0701%
The percentage of <b>principals and other school leaders</b> who received a rating that your state considers to be “effective” who were retained during SY 2022-23.	q1_0702%

Back

Next Page

## End of Survey

The survey questions have been submitted. If you have any questions about your submission, please call the survey hotline at (888) 862-1694 or email us at [titledtwo@air.org](mailto:titledtwo@air.org).

Print Completed Survey for Your Records

## Attachment 1.

### State activity descriptions for questions 2 and 3

State activity description for questions 2 and 3	Full text from Title II, Part A statute
<b>Administration, monitoring, and technical assistance</b>	
Administration and monitoring	Fulfilling the State Educational Agency's (SEA's) responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.
Training, technical assistance, and capacity building for LEAs	Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under Title II, Part A.
<b>Professional development</b>	
Professional development programs for principals	Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	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 science, technology, engineering, and mathematics subjects, including computer science.
Training to integrate technology into curricula and instruction	Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1) of the ESEA) projects.
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.
Training to integrate career and technical education into academic instruction	Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.
Training related to use of student data and privacy	Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974) (20 U.S.C. 1232g) and in accordance with State student privacy laws and Local Educational Agency student privacy and technology use policies.
Training to prevent and recognize child sexual abuse	Providing 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.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
<b>Recruiting, hiring, retaining effective educators</b>	
Reforming certification, licensing, or tenure systems or preparation programs	<p>Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—</p> <ul style="list-style-type: none"> <li>(I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards;</li> <li>(II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and</li> <li>(III) teacher certification or licensing requirements are aligned with such challenging State academic standards.</li> </ul>
Providing alternative routes for state certification of teachers, principals, or other school leaders	<p>Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—</p> <ul style="list-style-type: none"> <li>(I) individuals with a baccalaureate or master’s degree, or other advanced degree;</li> <li>(II) mid-career professionals from other occupations;</li> <li>(III) paraprofessionals;</li> <li>(IV) former military personnel; and</li> <li>(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.</li> </ul>
Providing licensure/certification reciprocity with other states	<p>Working with other States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements.</p>
Reforming or improving preparation programs for teachers, principals, or other school leaders	<p>Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.</p>
Establishing or expanding preparation academies for teachers, principals, or other school leaders	<p>Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds reserved for State activities that is not more than 2 percent of the State’s allotment, if—</p> <ul style="list-style-type: none"> <li>(I) allowable under State law;</li> <li>(II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and</li> <li>(III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.</li> </ul>

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Developing career paths that promote professional growth including instructional coaching and mentoring	Developing, or assisting local educational agencies in developing— (I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	Developing, or assisting local educational agencies in developing— (II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school Local Educational Agencies, which may include performance-based pay systems;
Developing new teacher and principal induction and mentoring programs	Developing, or assisting local educational agencies in developing— (III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to— (aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (bb) increase the retention of effective teachers, principals, or other school leaders.
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers;
Training and support for instructional leadership teams	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.
<b>Evaluation systems</b>	
Teacher, principal, or other school leader evaluation and support systems	Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by— (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results; (II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and

State activity description for questions 2 and 3	Full text from Title II, Part A statute
	(III) developing a system for auditing the quality of evaluation and support systems.
<b>Equitable access</b>	
Improving equitable access to effective teachers	Improving equitable access to effective teachers.
<b>Other</b>	
Library programs	Supporting the instructional services provided by effective school library programs.
Addressing transition to elementary school and school readiness	Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.
Other activities identified by the state (specify)	Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of Title II of the ESEA.