



# Title II, Part A for New Administrators

2019 Fall FASFEPA



# Contact Information

## Program Office –

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*Applications submitted via email, application narrative questions, acceptable uses of funds, scopes of work, equitable services, program changes*

## Grants Management Office –

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*Application/amendment intake (via US mail), **function and object codes**, DOE100A intake, DOE101 (application budget form), DOE151 (amendment budget form), red/green books*

# Purpose of Title II, Part A

The primary purpose of Title II, Part A is to enhance the quality of teaching and principal leadership in order to improve student achievement.

# Who is eligible for Title II, Part A?

- **Teachers, principals, and other school leaders**
- The term ‘school leader’ means a principal, assistant principal, or other individual who is—  
“(A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; **and**  
“(B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.”

# Who is eligible for Title II, Part A?

- Every teacher, principal, and other school leader in the school district is eligible to receive services as a result of Title II, Part A funding.
- Title I status has no impact on whether or not teachers in a school may receive Title II, Part A services.
- Some authorized uses of funds also include other types of school and district personnel.

# Other Staff Eligibility?

## Guidance Counselors

- According to ESSA, guidance counselors are considered “specialized instructional support personnel” and they are **not** considered to be “teachers, principals, or other school leaders.”
- Therefore, the only authorized uses of funds that guidance counselors qualify for are #9, #10, and #12.

# Other Staff Eligibility?

## [ESSA Section 8002 \(47\)](#)

- “(47) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL; SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—
- “(A) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term ‘specialized instructional support personnel’ means—
- “(i) school counselors, school social workers, and school psychologists; and
- “(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student ne
- “(B) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.— The term ‘specialized instructional support services’ means the services provided by specialized instructional support personnel.”

# Other Staff Eligibility?

## Paraprofessionals

- Paraprofessionals are eligible to participate in activities that specifically mention them in the authorized uses of funds:
- [Authorized Use #2: Section 2103 \(b\)\(3\)\(B\)](#) - “(B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in 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, consistent with section 111(g)(1)(B), such as initiatives that provide – (iii) Teacher, **paraprofessional**, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;”



# Authorized Uses of Funds

## Authorized Use of Funds under ESSA - Title II, Part A



This document is intended to be used as a tool for LEAs to determine allowable uses of Title II, Part A funds in accordance with [sections 2001 and 2103](#) of the [Elementary and Secondary Education Act \(ESEA\)](#), amended by the [Every Student Succeeds Act of 2015 \(ESSA\)](#). All information communicated on the following pages comes directly from [sections 2001 and 2103 of this Act](#).

### Required Use of Funds

#### PURPOSE [\(section 2001\)](#):

The purpose of Title II, Part A is to provide grants to State educational agencies and subgrants to local educational agencies to -

- 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.

#### LOCAL USES OF FUNDS [\(section 2103\(b\)\)](#):

The programs and activities described -

- **SHALL** be in accordance with the purpose of this title
- **SHALL** address the learning needs of all students, including children with disabilities, English learners and gifted and talented students.

The programs and activities described -

- **MAY** include, among other programs and activities, the items included in the authorized uses of

Authorized Use of Funds under ESSA – Title II, Part A

### Authorized Use of Funds #1

[section 2103 \(b\)\(3\)\(A\)](#)

“(A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that -

- (i) Is based in part on evidence of student achievement, which may include student growth; and
- (ii) Shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.”

### Authorized Use of Funds #2

[section 2103 \(b\)\(3\)\(B\)](#)

“(B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in 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, consistent with section 111(g)(1)(B), such as initiatives that provide -

- (i) Expert help in screening candidates and enabling early hiring;
- (ii) Differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
- (iii) Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
- (iv) New teacher, principal, or other school leader induction and mentoring programs that are designed to -
  - (I) Improve classroom instruction and student learning and achievement; and
  - (II) Increase the retention of effective teachers, principals, or other school leaders;
- (v) The development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform

## Authorized Use of Funds under ESSA – Title II, Part A



# Required Uses of Funds

According to ESSA, the purpose of Title II, Part A is to provide grants to State educational agencies and subgrants to local educational agencies to –

- 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.

# Required Uses of Funds

The programs and activities described –

- SHALL be in accordance with the purpose of this title
- SHALL address the learning needs of all students, including children with disabilities, English learners and gifted and talented students.

The programs and activities described –

- MAY include, among other programs and activities, [the items included in the authorized uses of funds document].

# Authorized Uses of Funds

- There are sixteen different ways Local Educational Agencies (LEAs) may use Title II, Part A funds.
- LEAs are not required to use all sixteen.
- All uses of funds must align with the “purpose” of Title II, Part A, discussed in earlier slides.

# Unauthorized Uses of Funds

- Materials for use in classroom with students.
- Software licenses or online subscriptions used in the classroom with students.
- Any activity unrelated to recruitment, professional development, or retention of teachers/leaders.

# Unauthorized Uses of Funds

- An expanded list of unallowable expenses can be found on pages 4-5 of the Title II, Part A RFA.
- This list is applicable for ALL federal grants.

This is not an all-inclusive list of unallowable items.  
LEAs are expected to consult the FDOE program office with questions regarding allowable costs.

# Title II, Part A Allocations: Calculations for States

- The federal Title II budget is divided amongst the states:
  - 20% of the federal budget is awarded to states based on student enrollment numbers.
  - 80% of the federal budget is awarded to states based on student poverty status numbers.

# Title II, Part A Allocations: Calculations for LEAs

- Florida's Title II budget is divided in a similar way:
  - 5% state set-aside for state-level activities and administrative costs.
  - The remaining 95% is divided amongst the LEAs:
    - 20% - student enrollment numbers
    - 80% - student poverty numbers



# Title II, Part A Allocations: Data Used for Calculations

- Survey 3 is used by the Title II office to determine student enrollment and poverty status (free/reduced lunch) numbers.
  - If for some reason Survey 3 is not available at the time of the allocation calculation, Survey 2 final is used.

# Title II, Part A Allocations: Changes in \$\$ for LEAs

- Changes in LEA allocations from year to year depend on:
  - The budget awarded to Florida after the national allocation calculation.
  - Any change in number of students enrolled in the LEA.
  - Any change in number of poverty status students enrolled in the LEA.

# Title II, Part A Allocations: More Information

- Example

# Title II, Part A : Funding Caps

- There is no official administrative cost cap for Title II, Part A
  
- There is no roll forward cap for Title II, Part A

# Title II, Part A : Timelines

**Application** – historically, between  
April-September

**Monitoring** – November – April

**Amendments** – July – May 31

# Title II, Part A 19-20 Application

- Not part of the online grants application system (used by other federal programs).
- Applications are submitted via email to the [Title2A@fldoe.org](mailto:Title2A@fldoe.org) email address.
- Submission requirements are outlined on page 7 of the Title II, Part A RFA.

# Title II, Part A 19-20 Application

- LEAs must submit applications via email to [Title2A@fldoe.org](mailto:Title2A@fldoe.org), in the following formats:
  - DOE100A: Microsoft Word or PDF
  - Program Narrative Application: Microsoft Word
  - DOE101 (budget form): Microsoft Excel

The DOE100A form must also be mailed to grants management on or before July 1, 2019.

# Title II, Part A 19-20 Application

Due Date:

**Monday, July 1, 2019**

(early submissions are accepted)



# Monitoring Process

- LEAs will be emailed the monitoring workpapers in November
- Your LEA will be designated self, desktop, or on-site in this email
- Self-certification forms are due to Lynn ~4 weeks after

# Monitoring Process

- Desktop and Onsite LEAs will have 4-6 weeks to complete responses and gather evidence for workpapers
- Lynn will contact on-site LEAs to schedule an in-person monitoring visit

# Amendments

- Reasons you may need an amendment can be found on section B; pages 22 and 93 of the green book
- If you think you might need an amendment, you probably do.

Protip: The red and green books can be found on FLDOE's grants management webpage, as well as in Felicia's email signature!

Reason for Amendment	Required of Applicant			Response from DOE
	DOE 150	DOE 151	Written Request	Amendment DOE 200
Change in scope, goals, or objectives	X	X	-	X
Change in project evaluation scope	X	X	-	X
Change in deliverables	X	X	-	X
Change in work task	X	X	-	X
Change in key or types of personnel	X	X	-	X
Disengagement of project director	X	X		X
Obtaining services of third party	X	X	-	X
Budget revision to implement program amendment	X	X	-	X
Increase project amount	X	X	-	X
Revise project period	-	-	X	X
Change reporting dates (program or fiscal)	-	-	X	X
Decrease allocation	-	-	X	X
Terminate program	-	-	X	X

# Amendments

- Amendment forms:
  - DOE150 (narrative form)
  - DOE151 (budget form)
- **Required:** paper mail both forms to the address on the top of the DOE150 form
- Optional: email word/excel versions to Lynn



# Questions?



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# Equitable Services: Private Schools

- LEAs are required to provide educational services and other benefits for private school children, teachers and other educational personnel, equitable in comparison to services and other benefits for public school children, teachers and other educational personnel.

# Equitable Services: Suggested Timeline

## Early Spring:

- Begin consulting with private schools to determine needs for the following school year.

## Upon Application Release:

- Finalize activities with private schools; include their activities in the LEA's application.



# Equitable Services: Suggested Timeline

## July 1<sup>st</sup>:

- LEAs will receive a 25% advance of allocation amount for summer activities until their applications are approved.
- Private schools should also have access to 25% of their allocation at this time.

# Equitable Services: Suggested Timeline

## Upon Application Approval:

- LEAs will have access to their full allocation amount.
- Private schools should also have access to their full allocation amount.
- “Preliminary” status of allocations should not affect private school accessibility.

# Equitable Services: Suggested Timeline

Throughout the school year:

- Pursuant to [section 8501\(c\)\(3\)](#), consultation should continue throughout the implementation and assessment of activities.

# Equitable Services: Suggested Timeline

## Final Allocations Released to LEAs:

- LEAs are responsible for completing the equitable services allocation calculation again to provide private schools access to the updated “final” numbers.

# Equitable Services: Allocation Calculation

Example of Formula to Determine Amount for Title II, Part A Equitable Services	
<b>A. Number of Students</b>	
A1. LEA Enrollment	900
A2. Participating Private Schools Enrollment	100
A3. Total Enrollment = A1 + A2	1,000
<b>B. Title II, Part A Allocation</b>	
B1. Total LEA Allocation	\$1,000,000
B2. Administrative Costs (for public and private school programs)	\$50,000
B3. LEA Allocation Minus Admin Costs = B1 - B2	\$950,000
<b>C. Per Pupil Rate</b>	
C1. B3 divided by A3	\$950
<b>D. Equitable Services</b>	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	\$95,000

- Detailed information about LEA responsibilities can be found in the [Title II, Part A: Equitable Services Technical Assistance Document](#).

# Equitable Services: Private School Use of Funds

- The only authorized uses of funds private schools do not have access to are class size and any activity including salaries.

# Equitable Services: Charter School Allocations

- Pursuant to [20 U.S.C. 8061 s. 10306](#), all charter schools shall receive all federal funding for which the school is otherwise eligible. Such federal funds include, but are not limited to, Title I, Title II, and IDEA funds.

# Equitable Services: Charter School Allocations

- Currently, there is no law or statute governing how charter school allocations must be determined.
- The district may determine how the formula is derived.
- Allocations must be fair and equitable.



# Equitable Services: Charter School Allocations

- Because the funds issued to the state are calculated using the census data and based on student counts, ages five to 17, through the formula required in the legislation, it is recommended that the district use student counts to determine the reimbursement allocations.

# Equitable Services: Charter School Participation

- Once allocation amounts are determined, charter schools may choose to either:
  - A reimbursement option, where the charter chooses the activities and the LEA reimburses the school
  - A participation option, where the charter “gives back” the allocation to the LEA and participates in LEA activities

# Equitable Services: Charter School Participation

- We recommend that the district and the charter school mutually decide which type of arrangement is best for services provided by the LEA, be it a reimbursement plan, LEA participation, or other means that best meets the needs of the teachers and appropriate personnel in the charter school.

# Equitable Services: Charter Schools Additional Info

- Detailed information about LEA responsibilities can be found in the [Title II, Part A and Charter Schools – Technical Assistance Document](#).

# Supplement, Not Supplant

- Supplement: something that completes or enhances something else when added to it; add an extra element or amount to.
- Supplant: replace; to take the place of and serve as a substitute.

# Supplement, Not Supplant

Title II, Part A funds cannot be used to *replace*, or off-set, state and local investments in education.

# Supplement, Not Supplant

- From the assurances section the [program application](#):

“The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with [section 2301](#).”

# Supplement, Not Supplant

## ESSA SEC. 2301:

### **“SEC. 2301. SUPPLEMENT, NOT SUPPLANT.**

“Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

“Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.”



# Supplement, Not Supplant

- This is also outlined on page D-23 of the [Green Book](#):

## Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

- Title II, Part A funds cannot be used to *replace*, or off-set, state and local investments in education.

# How do I know if I am supplanting?

Is this expense something that, in the past, was paid with general revenue, state funds, or local funds?

If Title II, Part A funds were to go away completely, would the district continue to fund this activity/position using other revenue sources?

Is the LEA using Title II, Part A funds to provide something that is required by local, state law or policy, or other federal law?

# How do I know if I am supplanting?

- If the answer to any of the previous questions is “YES,” then supplanting may be occurring.
- If you are still unsure if you may be supplanting, please let me know. We can look at your Title II, part A activities together and discuss.



# Questions?



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