

TITLE II, Part A: SUPPORTING EFFECTIVE INSTRUCTION

Guidance on Allowable and Unallowable Expenditures

| Allowable Expenditures | Unallowable Expenditures |
|--|--|
| <ul style="list-style-type: none"> • Recruitment and retention initiatives for effective teachers, such as signing bonuses, recruitment materials, salary differentials or incentive pay • Stipends and/or substitute costs to participate in professional development or mentorship initiatives • Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and analyzing student data to increase student achievement • Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to state and federal travel guidelines. More details on state and federal travel guidelines can be found on TEA's Administering a Grant. • Program development costs such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys • Materials and supplies that are 100% dedicated for use in PD sessions that are reasonable and necessary to carry out PD or for implementing collaborative educator work <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note about PD: ESSA defines PD as activities that are sustained, intensive, collaborative, job embedded, data-driven, personalized or based on information from an evaluation and support system, and classroom-focused rather than PD that stands alone and does not connect to a larger school-wide or individualized plan.</p> </div> | <ul style="list-style-type: none"> ○ PD that is stand-alone, 1-day, or short-term workshops with no connection to a larger schoolwide or individualized plan or initiative ○ Food and refreshments, including working lunches <i>unless</i> PD can meet a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. More details can be found on TEA's Administering a Grant General and Fiscal Guidelines ○ Materials and supplies that are not directly connected to PD (e.g. individual teacher iPads that are used outside the scope of professional development environment, training rooms used by non-instructional and instructional staff, white boards for classroom use, professional library that is unrelated to any specific PD) ○ Coursework and certification. Utilizing Title II, A funds for a teacher or principal's advanced degree is not an allowable use of Title II, Part A funds. However, if the coursework meets one of the allowable uses of program funds and meets the definition of professional development with the degree solely as a byproduct, then Title II, A could be used to pay for the coursework. |

Title II, A funding is intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

Recruit, Support and Retain Effective Teachers and Principals

Allowable activities for LEAs to: 1) attract the most effective educators to LEAs and the schools that need them, 2) develop a systematic, coordinated approach to provide new and sustained leadership opportunities with additional compensation, recognition, and job-embedded professional development for teachers and administrators to advance excellent teaching and learning, as well as 3) the use of evaluation data in development, compensation, and employment decisions include:

Recruiting/Retaining Effective Teachers

ESSA supports the development and implementation of 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, such as:

- Providing expert help in screening candidates and enabling early hiring
- Offering 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
- Teacher, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation
- New teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders

Instructional Leadership Development Focused on the Observation-Feedback Cycle

Strong instructional leaders use effective observation-feedback protocols as tools to support teacher growth and a school's academic vision. In the observation-feedback cycle, the campus leader acts as a coach, observing teacher practice and offering ongoing, prompt feedback to support teachers' short-term and long-term instructional goals.

Principal Support and Supervision

Research shows that principals are second only to teachers as a school-level factor with the potential to accelerate student academic outcomes. Effective principals not only improve student outcomes, but create working conditions that attract, develop, and keep high-quality teachers.

Strategic Compensation

Strategic compensation programs yield benefits in multiple areas of school and student performance. Strategic compensation in the form of performance-based pay, multiple pathways to advancement for classroom teachers, and competitive compensation rates attract experienced, effective teachers to low-performing, hard-to-staff schools and content areas.

Teacher Leadership / Master Teachers

Teacher Leadership or Master Teacher programs offer effective teachers who have the teaching skills needed to improve outcomes for students, particularly for students at-risk of not meeting challenging state assessments standards, added opportunities to coach, develop, mentor, and lead other teachers, while still teaching students. Teacher Leaders, or Master Teachers, receive compensation for the added responsibility of growing, developing, and supporting other teachers.

Professional Development/Growth

Allowable activities for LEAs to provide differentiated ongoing support for educators based on evidence of educator practice and student learning, including individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes, include:

High-Quality Professional Development

ESSA promotes the implementation of high-quality, personalized, evidence-based professional development for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning. Under ESSA, professional development should be sustained, personalized, and job-embedded initiatives that address identified needs gaps rather than stand-alone, one-day, or short-term professional development. ESSA states this professional development may include training teachers, principals, or other school leaders to:

- Use data to improve student achievement (ensuring individual student privacy under FERPA)
- Effectively engage parents, families, and community partners and coordinate services between school and community
- Help all students develop the skills essential for learning readiness and academic success
- Develop policy with school, local educational agency, community, or State leaders
- Participate in opportunities for experiential learning through observation

Evaluation/Support Systems

ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

Effective Teaching of English Language Learners

ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

Effective Teaching of Children with Disabilities

ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports.

Increased Knowledge/Ability to Teach Early Childhood

ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

High Quality Instruction of Science, Technology, Engineering, and Math

ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

Implementation of Formative Assessments

ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

Supporting Students Affected by Trauma and/or Mental Illness

ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

Identification and Support of Gifted Students

ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as:

- Enrichment, acceleration, and curriculum compacting activities
- Dual or concurrent enrollment programs in secondary school and post-secondary education

Instructional Services Provided by Libraries

ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

Training to Recognize/Prevent Sexual Abuse

ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

Feedback Mechanisms to Improve Working Conditions

ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

Career Readiness Education

ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

Other Activities

Carrying Out Other Evidence-Based Activities

ESSA supports carrying out other activities that are evidence-based, to the extent the State (in consultation with local education agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.