

Title II, Part A—Supporting Effective Instruction

Application Content

Consolidated Application for ESEA Title Programs

Introduction

The document outlines the content for the Title II, Part A (Title IIA)—Supporting Effective Instruction Application in the Consolidated Accountability and Support Application’s Consolidated Application for Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title Programs. The program application consists of three required components: assurances, questions, and a budget. For program guidance and contact information, visit the Department’s [Every Student Succeeds Act \(ESSA\) Guidance and Allocations page](#).

Program Assurances (ESEA § 2102(b); 20 U.S.C. 6612(b))

- 1) The LEA assures that it has and will comply with section 8501 (regarding participation by private [i.e., nonpublic] school children and teachers; ESEA § 2102(b)(2)(E)). (Yes/No)
- 2) The LEA assures that it will coordinate its Title IIA professional development activities with professional development activities provided through other Federal, State, and local programs (ESEA § 2102(b)(2)(F)). (Yes/No)
- 3) The LEA assures that it will submit to the Department such information as the Department requires, which must include the following: (Yes/No)
 - A description of how the LEA is using Title IIA subgrant funds to meet the program’s purpose, and how such chosen activities improved teacher, principal, or other school leader effectiveness, as determined by the LEA;
 - If the LEA used Title IIA funds to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access; and
 - Where available, the annual retention rates of effective and ineffective teachers, principals, or other school leaders, using any methods or criteria the State has or develops under section 1111(g)(2)(A) (ESEA § 2104(b)).
- 4) The LEA assures that it will make such Title IIA reports and information readily available to the public (ESEA § 2104(c)). (Yes/No)
- 5) The LEA assures that it will ensure that such Title IIA reports and information do not reveal personally identifiable information about any individual (ESEA § 2104(d)). (Yes/No)
- 6) The LEA assures it will use Title IIA funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II (ESEA § 2301). (Yes/No)
- 7) The LEA assures it understands that Nothing in Title II should be construed to—
 - Authorize the Secretary or any other officer or employee of the Federal Government to mandate, direct, or control the LEA or school’s—

- i. Instructional content or materials, curriculum, program of instruction, academic standards, or academic assessments;
 - ii. Teacher, principal, or other school leader evaluation system;
 - iii. Specific definition of teacher, principal, or other school leader effectiveness; or
 - iv. Teacher, principal, or other school leader professional standards, certification, or licensing.
- Alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers (ESEA § 2302). (Yes/No)

Program Questions (ESEA § 2102(b); 20 U.S.C. 6612(b))

- 1) Complete the table, adding a row for each budgeted line item (i.e., line items in the program budget), to describe—
 - Each proposed Title IIA activity indicated in the program budget, including those the LEA will provide to eligible nonpublic teachers, if applicable; and
 - How the LEA will align the activity with the challenging State academic standards (ESEA § 2102(b)(2)(A))

Note on Class Size Reduction Budget Line Item (LEA Only Line Item)

For the LEA to use the "Reduce class sizes through hiring additional effective teachers, based on evidence of improved student achievement" line item, the LEA must:

1. Have a local needs assessment indicating the need for class size reduction.
2. Add a kindergarten through grade 3 (K-3) class with the intent to reduce class size.
3. Have a licensed teacher in each K-3 classroom.
4. Have a highly-qualified and highly-effective teacher who adjusts instructional strategies to fit reduced class size in each classroom.

Agency Type	Proposed Activity	Proposed Activity Description	Activity Alignment Description
<input type="radio"/> LEA <input type="radio"/> Nonpublic School			

Did the LEA select the "Reduce class sizes through hiring additional effective teachers, based on evidence of improved student achievement" line item in the previous table?

- 2) Complete the following table to describe the LEA'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 (ESEA § 2102(b)(2)(B)).

Allowable Activity	Description

- 3) Fund Prioritization. Describe how the LEA will prioritize funds to its schools that—

- Are implementing comprehensive support and improvement activities and targeted support and improvement activities; and
- Have the highest percentage of children counted under section 1124(c) (ESEA § 2102(b)(2)(C)).

The categories of children include:

- Children aged 5-17 from families below the poverty line.
- Children aged 5-17 in institutions for neglected or delinquent youth (excluding Federal institutions) or in foster care supported by public funds. (1000 Character Limit)

4) Describe how the LEA engaged in stakeholder consultation during the development of this program application and prior to its timely submission of this program application. Specifically, describe how the LEA—

- Meaningfully consulted with—
 - Teachers,
 - Principals,
 - Other school leaders,
 - Paraprofessionals (including organizations representing such individuals),
 - Specialized instructional support personnel,
 - Charter school leaders (if the LEA 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 Title IIA;
- Sought advice from these individuals and organizations described regarding how best to improve the LEA’s activities to meet the purpose of Title IIA; and
- Coordinated the LEA’s Title IIA activities with other related strategies, programs, and activities being conducted in the community (ESEA § 2102(b)(3)-(4)).

Stakeholder Group	Describe how the LEA meaningfully consulted the group	Describe how the LEA sought the group’s advice regarding how best to improve the LEA’s activities to meet the Title IIA purpose	Describe how the LEA will coordinate its Title IIA activities with other related community strategies, programs, and activities
Teachers			
Principals			
Other school leaders			
Paraprofessionals (including organizations representing them)			
Specialized instructional support personnel			

Stakeholder Group	Describe how the LEA meaningfully consulted the group	Describe how the LEA sought the group's advice regarding how best to improve the LEA's activities to meet the Title IIA purpose	Describe how the LEA will coordinate its Title IIA activities with other related community strategies, programs, and activities
Charter school leaders (if the LEA has charter schools; otherwise, enter "NA")			
Parents			
Community Partners			
Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IIA			

5) Using Data and Ongoing Consultation to Improve Title IIA Activities. Describe how the LEA will use data and ongoing consultation, as required by section 2102(b)(3), to continually update and improve Title IIA activities (ESEA § 2102(b)(2)(D)).

(3) CONSULTATION.—In developing the application..., a local educational agency shall—

(A) meaningfully 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;

(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; and

(C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.

Program Budget (ESEA § 2102(b); 20 U.S.C. 6612(b))

LOCAL USES OF FUNDS (ESEA § 2103; 20 U.S.C. 6613)

IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—

1. through a grant or contract with a for-profit or nonprofit entity; or
2. in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).

TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

1. shall be in accordance with the purpose of this title;
2. shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and
3. may include, among other programs and activities—

ESEA Citation	Allowable Activity (ESEA § 2103; 20 U.S.C. 6613)	Budget Line Item
2103(b)(3)(A)	<p>(A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—</p> <ul style="list-style-type: none"> (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; 	<p>Develop and improve a rigorous, transparent, and fair evaluation and support system for educators based on student achievement that includes multiple measures of educator performance and provides timely feedback</p>
2103(b)(3)(B)	<p>(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 1111(g)(1)(B), such as initiatives that provide—</p> <ul style="list-style-type: none"> (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— <ul style="list-style-type: none"> (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 decision-making about professional development, improvement strategies, and personnel decisions; and (vi) a system for auditing the quality of evaluation and support systems; 	<p>Recruit, hire, and retain effective teachers, especially in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, with initiatives like pay incentives, mentoring programs, and leadership opportunities</p>

ESEA Citation	Allowable Activity (ESEA § 2103; 20 U.S.C. 6613)	Budget Line Item
2103(b)(3)(C)	(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;	Recruit individuals from other fields, including mid-career professionals and military personnel, into teaching or school leadership roles
2103(b)(3)(D)	(D) reducing 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;	Reduce class sizes through hiring additional effective teachers, based on evidence of improved student achievement
2103(b)(3)(E)	(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, including supporting efforts to train teachers, principals, or other school leaders to— <ul style="list-style-type: none"> (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 1232g of this title (commonly known as the "Family Educational Rights and Privacy Act of 1974") and State and local policies and laws in the use of such data; (iii) effectively engage parents, families, and community partners, and coordinate services between school and community; (iv) help all students develop the skills essential for learning readiness and academic success; (v) develop policy with school, local educational agency, community, or State leaders; and (vi) participate in opportunities for experiential learning through observation; 	Provide high-quality, personalized professional development for educators focused on improving teaching, student learning, technology integration, and community engagement
2103(b)(3)(F)	(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, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;	Develop programs to improve teachers' ability to instruct students with disabilities and English learners, including use of multi-tier systems of support

ESEA Citation	Allowable Activity (ESEA § 2103; 20 U.S.C. 6613)	Budget Line Item
2103(b)(3)(G)	<p>(G) providing programs and activities to increase—</p> <ul style="list-style-type: none"> (i) 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; and (ii) 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 8, 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; 	Provide professional learning to increase teacher knowledge of early childhood instruction and provide support for joint professional learning for educators to meet the needs of students through age 8
2103(b)(3)(H)	<p>(H) providing 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, as appropriate;</p>	Offer training and support to use formative assessments and data to improve instruction, including additional teacher time for data review
2103(b)(3)(I)	<p>(I) carrying out in-service training for school personnel in—</p> <ul style="list-style-type: none"> (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism; 	Provide in-service training on trauma, mental health, and community-based referral systems for students in need of mental health support
2103(b)(3)(J)	<p>(J) providing training to support the identification of 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—</p> <ul style="list-style-type: none"> (i) early entrance to kindergarten; (ii) enrichment, acceleration, and curriculum compacting activities; and (iii) dual or concurrent enrollment programs in secondary school and postsecondary education; 	Train educators to identify and teach gifted and talented students and implement instructional practices, with options like early kindergarten entry, enrichment, and dual enrollment programs
2103(b)(3)(K)	<p>(K) supporting the instructional services provided by effective school library programs;</p>	Provide professional development to support instructional services offered by school library programs

ESEA Citation	Allowable Activity (ESEA § 2103; 20 U.S.C. 6613)	Budget Line Item
2103(b)(3)(L)	(L) 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;	Train eligible school personnel on preventing and recognizing child sexual abuse
2103(b)(3)(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 science, technology, engineering, and mathematics subjects, including computer science;	Develop and provide professional support systems for educators to enhance STEM instruction, including computer science
2103(b)(3)(N)	(N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;	Create feedback mechanisms to improve school working conditions through periodic, public reports on educator support and conditions
2103(b)(3)(O)	(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 (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and	Provide professional development on integrating academic content, career and technical education, and work-based learning to prepare students for postsecondary education and the workforce
2103(b)(3)(P)	(P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational 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.	Other
		Administrative Costs

The LEA must:

1. Budget 100% of total available funds.
2. Explain its use of the "Other" line item or object code.