



Consolidated Application Title IIA, Supporting Effective Instruction Application Content

The following is an outline of the content for the Title IIA application. The application consists of three required components: assurances, program questions, and a budget. For full guidance, visit the Department's [ESSA Guidance](#) webpage or contact Isbelia Arzola at isbelia.arzola@iowa.gov or (515) 326-5962.

Program Assurances - SEC. 2102. 20 U.S.C. 6612 (b)

1. The local area education agency assures that it will comply with section 8501 Participation by Private School Children and Teachers.
2. The local area education agency assures that it will coordinate professional development activities authorized under this Title program with professional development activities provided through other Federal, State, and local programs.

Program Questions - SEC. 2102. 20 U.S.C. 6612 (b)

1. Are the authorized activities included in the local area education agency's Title IIA budget aligned with challenging State academic standards?
2. Which following activities does the local area education agency's systems of professional growth include? (Check all that apply)
 - Opportunities for building the capacity of teachers
 - Opportunities to develop meaningful teacher leadership
 - Improving teaching and student learning
 - Early learning instruction
 - Formative assessments
 - Special Education
 - Educator evaluation
 - Recruitment and retention
 - Talented and gifted
 - STEM
 - Career Technical Education
 - Library services
 - Sexual abuse prevention
 - Mental health
 - Culture and climate
3. Describe how the local area education agency will use data and ongoing consultation to continually update and improve activities supported under Part D (3) of Title IIA. (Limited to 500 characters)

***CONSULTATION.**—In developing the application described in paragraph (2), 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

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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. “(4) LIMITATION.—Consultation required under paragraph (3) shall not interfere with the timely submission of the application required under this section. “

4. Is the district using Title IIA funds for class size reduction? (yes/no)

By selecting yes, the district assures that all four of the following criteria have been met.

1. The results of local needs assessment indicated the need for class size reduction.
2. A K-3 class will be added with the intent to reduce class size to 17-20 or fewer.
3. Teacher(s) being paid with Title IIA funds are licensed teacher(s) teaching in K-3 classroom(s).
4. These classes are being taught by highly-qualified and highly-effective teachers who adjust instructional strategies to fit reduced class size.

Program Budget - SEC. 2102. 20 U.S.C. 6612 (b)

- Provide budget detail using the line items that correlate with the allowable activities outlined in code. Please note that the use of “Other” for a line item or an object code requires an explanation.

Allowable Activity (SEC. 2103. 20 U.S.C. 6613)	Line Item
Developing or improving a rigorous, transparent, and fair evaluation and support system for educators.	Implementation of a rigorous, transparent, and fair evaluation and support system for educators
Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective educators, particularly in low-income schools with high percentages of ineffective educators and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of educators, consistent with section 1111(g)(1)(B).	Initiatives to recruit and retain effective educators, particularly in low income schools
Recruitment of qualified individuals from other fields to become educators.	Recruitment of qualified individuals from other fields to become educators
Reduction of class size to a level that is evidence based.	Reduction of class size to a level that is evidence based
Providing high-quality, evidence-based personalized professional development for educators, that is focused on improving teaching and student learning and achievement, including supporting efforts to train educators	Provide professional development on improving teaching and student learning
Development of programs and activities that increase the ability of teachers to effectively teach children with disabilities or English language learners	Provide professional development to effectively teach children in Special Education or English learners

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Allowable Activity (SEC. 2103. 20 U.S.C. 6613)	Line Item
Providing programs and activities to increase the knowledge base of educators on instruction in the early grades, and the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	Increase the knowledge of educators on instruction in the early grades to meet the needs of students through age 8
Providing training, technical assistance, and capacity-building in districts to assist educators with designing, selecting and implementing formative assessments, designing classroom based assessment, and using the data from those assessments to improve instruction and student academic achievement.	Provide training to assist educators with designing, selecting and implementing formative assessments to improve instruction and student academic achievement
Carrying out in-service training for school personnel in 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.	Provide in-service training for school personnel in techniques to help educators understand how to refer students affected by trauma, and children with, or at risk of, mental illness.
Providing training to support the identification of students who are gifted and talented	Provide training to support the identification of students who are gifted and talented
Supporting the instructional services provided by school library programs	Support the instructional services provided by school library programs
Providing training for all school personnel regarding how to prevent and recognize child sexual abuse	Provide training for all school personnel regarding how to prevent and recognize child sexual abuse
Developing and providing professional development and other comprehensive systems of support for educators to promote high-quality instruction and instructional leadership in STEM.	Provide professional development to promote high-quality instruction and instructional leadership in STEM
Developing a feedback mechanism for improved working conditions	Developing a feedback mechanism for improved working conditions
Providing professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning.	Provide professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning
	Other