Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Instructions for Allowable Use of Title II, Part A Funds
to Support Effective Teaching and Leading
Sec. 2001 of the Elementary and Secondary Education Act (ESEA),
as amended by the Every Student Succeeds Act (ESSA)

Title II, Part A is a U.S. Department of Education (ED) grant program that provides supplemental funding to help support effective instruction. ED awards Title II, Part A funds to state educational agencies (SEAs) such as the Montana Office of Public Instruction, which then sub- grants funds to local education agencies (LEAs). For convenience, this section will refer to the Title II, Part A program as "Title II." For more information about the Title II program in Montana, please visit the Title II website.

Purpose of the Title II Program
In general, Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. The purpose of Title II is to:

1. Increase student achievement consistent with state standards,
2. Improve the quality and effectiveness of teachers, principals, and other school leaders,
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Eligible Staff Types
Title II, Part A funds can be used to support:
- Teachers
- Principals
- Other School Leaders
- Paraprofessionals

For federal non-regulatory guidance on the Title II program, please see *Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning* (September 2016).

Program Requirements
In Montana, Title II funds support three broad goals:

1. Get good teachers through recruitment and hiring practices.
2. Support and grow new teachers using effective induction strategies.
3. Keep, develop, and sustain teachers through retention practices, class-size reduction, and effective and continual professional learning.

Develop a Plan

Each LEA develops and submits a plan to the OPI that addresses their needs for professional learning and the recruitment, induction, and retention of teachers. There should be a clear connection between identified needs and Title IIA activities. LEAs are to consult with state-approved private schools within their LEA boundaries that have chosen to participate in Title II to develop a plan based on their needs.

Allowable Use of Funds

LEAs annually submit an application through E-Grants for Title II funding.
A table of eligible and non-eligible use of funds can be found on page 6 of this document.

Professional Learning/Growth

Title II offers an LEA the flexibility to design and implement a wide variety of activities that can encourage staff to meet the individual needs of educators based on educator practice and student learning. Professional learning opportunities support the development of all school personnel including, teachers, paraprofessionals, principals, and other school leaders and may be individualized to effectively support new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes including the following:

High Quality Professional Learning

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

- Effectively integrate technology into curricula and instruction,
- 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, and
- Participate in opportunities for experiential learning through observation.

Evaluation/Support Systems

ESSA supports the development of a rigorous, transparent, and fair evaluation 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.

Effective Instruction of Science, Technology, Engineering, and Math (STEM)

ESSA supports the development and provision of professional learning 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 LEAs 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 learning 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 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.

Recruitment, Placement, and Retention of Effective Educators

ESSA supports 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 learning for teachers and administrators to advance excellent teaching and learning, and 3) use evaluation data in development, compensation, and employment decisions.

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-LEA 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, paraprofessional, 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

Recruiting Individuals from Other Fields

ESSA supports recruiting 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.

Reducing Class Size

ESSA supports the use of Title IIA funds to reduce class size to a level that is evidence-based, to the extent the State (in consultation with LEAs) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring or additional effective teachers.

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 LEAs) determines that such evidence is reasonably available and identified by the LEA that meet the purpose of Title II.

Transferability

Under ESSA, LEAs can transfer up to 100 percent (100%) of Title II funds into:

- Title I, Part A – Improving Basic Programs
- Title I, Part C – Migrant
- Title I, Part D – Neglected and Delinquent
- Title III, Part A – English Learners
- Title IV, Part A – Student Support and Academic Enrichment

Private School Equitable Services Checklist
For Title II, equitable participation applies to all state-approved private schools within LEA boundaries that have chosen to participate in Title II as indicated in the E-Grants Application.   ✓ The LEA contacts the eligible private school early for timely and meaningful consultation to determine the professional learning needs of its teachers and students.   ✓ LEAs cannot simply offer private school educators the opportunity to attend LEA-sponsored professional learning activities.   ✓ LEAs remain in control of the funds (no money goes directly to the private schools).   For more information about equitable services and private schools, please visit http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Private-Schools

Eligible and Non-Eligible Expenditures

Title II, Part A eligible expenditures should be the result of needs identified by LEAs and stakeholders.

Title II funds may not be used to develop, align, map, or revise curriculum, or assessments; however, Title IIA funds may be used to provide professional learning, training, and resources to teach/train on how to design, develop, align, map, or revise curriculum or assessments.

Line Item	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Instructional/ Professional Staff	• Academic/Instructional Coaches • Development and support for LEA-based preparation programs for administrators • Differential pay for teachers in high need districts • Signing bonuses • Salary for in-field teacher for Class Size Reduction (CSR) • Stipends; see below for more information	• Paid time to design, develop, align, map or revise curriculum or assessments • Salary for inexperienced (less than five years of teaching experience) or out-of-assignment teacher for Class Size Reduction (CSR)
Administrator Salaries	• Program Administrator, Grant Manager, Professional Learning Coordinator – only the portion of the salary that provides direct support of Title II allowable activities	• Entire salary unless the administrator's entire responsibility is Title II
Support Staff Salaries	• Support staff for Title II grant work – only portion of salary that provides direct support of Title II allowable activities	• Entire salary unless the support staff's entire responsibility is Title II
Stipends	• Teacher stipends to lead or participate in workshops or trainings that improve content knowledge or classroom practice • Teacher and paraprofessional stipends for participation in Title II professional learning activities • Stipends for teacher mentors or teacher mentor coordinators	• Salaries for paraprofessionals • Stipends for tutors
Fringe Benefits	• Reasonable benefits proportionately linked with salaries	• Not allowable for non-public personnel

Line Item	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Contracted Services	• Consultants to provide professional learning to improve content knowledge or classroom practice of teachers, principals, and other school leaders • Consultants to improve student behavior in the classroom and identify early and appropriate interventions to help students with special needs • Consultants to provide training to improve content knowledge or classroom practice of paraprofessionals • Consultants to provide professional learning to support or facilitate National Board certification • Substitutes for teachers, principals, or other school leaders to attend Title II funded professional learning	• Substitutes for teachers not attending Title II funded professional learning • Consultants for first aid training
Supplies and Materials	• Supplies or materials to be used strictly for professional learning such as books or instructional resources • Professional learning activity supplies, such as chart paper, pens, binders, easels • Printing or copying for professional learning activities	• Supplies to be used in the classroom or by students • Anything not directly connected to Title II funded professional learning activity • Books, software, instructional technology for private schools
Travel (Registration)	• Conference registration for Title II funded professional learning activities • Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary	• Any direct reimbursement to a private school • Food and refreshments, including working lunches

Line Item	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Other Costs	• Cost of state tests to fulfill teaching certificate endorsement requirements (teachers) • Cost of PASS Training (MFPS)- paraprofessionals • Professional learning memberships or subscriptions • Advertising to recruit effective educators • Space rental for professional learning activities • Private school allocation for professional learning	• Any materials, travel expenses, or supplies that are not directly connected to Title II funded professional learning • Cost of National Board candidate or assessment fees
Indirect Costs	• District indirect cost rates can be found at: http://opi.mt.gov/Leadership/Finance-Grants/School-Finance/School-Finance-Accounting	• Indirect rate greater than the percentage assigned to district
Equipment	• Portion of software or digital content used as part of a Title II funded professional learning activity	• Equipment (hardware, computers, or other devices) • Software or licenses • Hardware or software for student use

Technical Assistance

Quick Checks Before Submitting E-Grants Grant Application
✓ **Contact information**: Verify that all contact information is accurate. ✓ **Complete Program Detail Pages:** Include a brief narrative in detail on the program detail pages in grant application. ✓ **Budget Page:** Make sure all objects referenced on the budget page include a brief narrative and match the Object of Expenditure categories on the Budget Page. ✓ **Contracts:** Ensure that you are following the required procurement process for federal grants. ✓ **Private School-Equitable Services Information:** Be sure you provided timely and meaningful consultation with eligible private school(s) in your boundaries. The affirmation of consultation must be uploaded to the Private Participation in E-Grants application.

EGrants application must be approved by Thursday, October 31, 2019

If you need technical assistance or have questions regarding the use of Title II funds, please contact Christy Hendricks, Title II-A Coordinator at 406-444-0794.