

Study of Title II-A Use of Funds:

District Survey

2018-2019



The **Study of Title II-A Use of Funds** is examining how states and districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA). The study includes surveys of officials from all state education agencies and from a representative sample of school district officials from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school districts are using their Title II, Part A funds. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

The study, including this survey, is being conducted by Westat.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 120 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number **XXXX-XXXX**. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – Subgrants to Districts

District: [DISTRICT NAME]
State: [ST]
NCES ID: [NCES ID]

Instructions

Answer each question and click the "Save" button or the "Save and Mark as Complete" button. When you click the "Save" button, the responses you entered will be saved without navigating you away from the page. The "Save and Mark as Complete" button will check your responses for potential errors, and, if there are none, navigate you back to the List of Survey Questions. You may return to any section by clicking "List of Survey Questions" at the top of the screen. You may enter or change answers to questions any time prior to submission, even if a question is marked as complete.

You do not have to complete the survey all at once. You may return at a later time to complete the survey. The completed survey is due on **xx/xx/xxxx**.

To fill out this survey, it will be useful to access your district's Title II, Part A financial data. In addition, you will need access to the total amount spent on professional development across all funding sources.

Please refer to the table below to determine the questions you should complete. All districts should complete Question 1 before completing the remaining questions, as the applicability of Questions 2-12 depend on your response to Question 1.

Contact information	All districts
Section 1	All districts
Section 2	Districts that received Title II, Part A funds in SY 2018-19
Section 3	Districts that received Title II, Part A funds in SY 2018-19
Section 4	Districts that received Title II, Part A funds in SY 2018-19
Section 5	Districts that received Title II, Part A funds in SY 2018-19
Section 6	Districts that received Title II, Part A funds in SY 2018-19
Section 7	Districts that received Title II, Part A funds in SY 2018-19
Section 8	Districts that received Title II, Part A funds in SY 2018-19
Section 9	Districts that received Title II, Part A funds in SY 2018-19
Section 10	Districts that received Title II, Part A funds in SY 2018-19
Section 11	Districts that received Title II, Part A funds in SY 2018-19 and that have examined information about the distribution of teacher quality or effectiveness across schools in the district serving different student populations

Section 12

Districts that received Title II, Part A funds in SY 2018-19 and that have used strategies to address inequities

Once you have completed and marked all sections as complete, please be sure to click on the "Submit Completed Survey" button.

For assistance, please call 1-855-817-1704 or send an e-mail to title2afunds@westat.com.

Contact information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

Section 1: Title II, Part A funding in SY 2018-19

1. Did your district receive Title II, Part A funding in school year 2018-19?

Yes If you selected “yes,” **continue to Section 2.**

No If you selected “no,” you do not need to complete this survey. Click on “Save and Mark as Complete” then, on the List of Survey Questions, click “Submit Completed Survey.”

Section 2: Transfers to and from Title II, Part A

2a. Please provide the amount of Federal FY 2018 Title II, Part A funds made available to your district in SY (2018-19). **Do not include carryover funds.**

2b. Please provide the amount of Federal FY 2018 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to **Title I, Part A** \$ _____

Title II, Part A funds transferred to **Title I, Part C** \$ _____

Title II, Part A funds transferred to **Title I, Part D** \$ _____

Title II, Part A funds transferred to **Title III, Part A** \$ _____

Title II, Part A funds transferred to **Title IV, Part A** \$ _____

Title II, Part A funds transferred to **Title V, Part B** \$ _____

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103) \$ _____

2c. Provide the total amount of FY 2018 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** \$ _____

Total amount of Title II, Part A funds available to your district in SY 2018-19 after transfers: \$ _____

>> Continue to Section 3.

Section 3: Allocation of Title II, Part A funds

For reference, in Section 2 you answered that the total amount of Title II, Part A funds available to your district in SY 2018-19 AFTER TRANSFERS was: \$xxx,xxx.xx

3a. Please provide the amount of Title II, Part A funds available to your district in SY 2018-19, after transfers, allocated for the following activities. **Do not include carryover funds.** You can estimate if you do not have exact figures.

Hiring, recruiting, and retaining effective teachers, principals, and other leaders (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, improving school working conditions) \$ _____

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for high stakes decisions or guiding professional development planning) \$ _____

Class size reduction \$ _____

Professional development (such as in-service seminars, coaching, or support for professional learning communities) \$ _____

Other \$ _____

Total amount of SY 2018-19 Title II, Part A funds allocated: \$ _____

3b. In the table below, please provide the percentage of all Title II, Part A funds used in your district in SY 2018-19 to support teachers and the percentage of funds allocated to support principals and other leaders.

Teachers	Principals
_____ %	_____ %

>> Continue to Section 4.

Section 4: Strategies to hire, recruit, or retain effective teachers and leaders

4a. During SY 2018-19, has or will your district use Title II, Part A funds to hire, recruit, and retain effective teachers, principals, and other school leaders?

- Yes** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no,” click on “Save and Mark as Complete” and continue to **Section 5**.

4b. What strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders? Also, please check the top two strategies based on the amount of funding allocated.

Strategy	Check all that apply	Check top two strategies
Support with screening candidates and early hiring for teachers	<input type="radio"/>	<input type="radio"/>
Recruiting individuals from other fields to become teachers or leaders	<input type="radio"/>	<input type="radio"/>
Differential and incentive pay of teachers and leaders	<input type="radio"/>	<input type="radio"/>
Emphasis on leadership opportunities and multiple career pathways for teachers	<input type="radio"/>	<input type="radio"/>
Induction or new teacher and leader mentoring programs	<input type="radio"/>	<input type="radio"/>
Targeting and tailoring professional development to individual teacher or leader needs	<input type="radio"/>	<input type="radio"/>
Feedback mechanisms to improve school working conditions	<input type="radio"/>	<input type="radio"/>
Other (describe: _____)	<input type="radio"/>	<input type="radio"/>

>> Continue to Section 5.

Section 5: Class size reduction

5.a. During SY 2018-19, has or will your district use Title II, Part A funds to fund, in whole or part, teacher salaries?

Yes If you selected “yes,” complete the remainder of this question below.

No If you selected “no,” click on “Save and Mark as Complete” and continue to **Section 6**.

5.b. During SY 2018-19, how many teachers have salaries funded, in part or in whole, by Title II, Part A funds? In total, how many full-time equivalents (FTEs) are funded by Title II, Part A?

Type of teacher	Fully-funded (number)	Partially- funded (number)	Total funded (number)	Total funded (FTEs)
Full-time teachers	—	—	—	—
Part-time teachers	—	—	—	—

>> Continue to Section 6.

Section 6: Teacher professional development activities

6. Please provide the total amount of funds your district has allocated for professional development during SY 2018-19 (including planned professional development) across all funding sources.

Total amount of funds allocated for professional development across all funding sources

\$ _____

>> Continue to Section 7.

Section 7: Teachers participating in professional development

7. Please provide the total count of teachers in your district in SY 2018-19, and the proportion of teachers in your district that you have or intend to use Title II, Part A funds to provide professional development activities in SY 2018-19.

Total number of teachers in your district in SY 2018-19

Proportion of teachers that you have or intend to use Title II, Part A funds to provide professional development activities in SY 2018-19

- Almost all (75% or more)
- Most (50% to less than 75%)
- Some (25% to less than 50%)
- Few (Less than 25%)

>> Continue to Section 8.

Section 8: Types of professional development

8. Please complete the table below regarding **all teacher professional development provided during SY 2018-19 (at least *in part* funded by Title II, Part A including planned professional development)**. Which of the following types of professional development and support to teachers is your district providing during SY 2018-19? Also, please check the top two types based on the amount of funding allocated to each method.

Types of teacher professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check top two types
Short-term (3 days or less) professional development, conducted by an external provider	<input type="radio"/>	<input type="radio"/>
Short-term (3 days or less) professional development, conducted by district or school-level staff	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) professional development with connected content, conducted by an external provider or coach	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) professional development with connected content, conducted by district or school-level staff	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) one-on-one support from district staff, teacher leaders or coaches	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) Internet-based professional development (e.g., video library, skill-building modules, online coaching)	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) group support (e.g., lesson study, peer-to-peer communities of practice)	<input type="radio"/>	<input type="radio"/>
Professional conferences or organizations	<input type="radio"/>	<input type="radio"/>
University or college courses	<input type="radio"/>	<input type="radio"/>
Professional certifications (e.g. NBPTS certification, state-level credentials or endorsements)	<input type="radio"/>	<input type="radio"/>
Other (describe: _____)	<input type="radio"/>	<input type="radio"/>

>> Continue to Section 9.

Section 9: Topics of professional development for teachers

9. Please complete the table below regarding all teacher professional development provided during SY 2018-19 (at least in part funded by Title II, Part A including planned professional development). Which of the following topics are covered by teacher professional development in your district in SY 2018-19? Also, please check the top two topics based on the amount of funding allocated to each topic.

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check top two topics
Teacher content knowledge in ELA	<input type="radio"/>	<input type="radio"/>
Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)	<input type="radio"/>	<input type="radio"/>
Teacher content knowledge in subjects other than ELA or STEM	<input type="radio"/>	<input type="radio"/>
Instructional strategies for academic subjects	<input type="radio"/>	<input type="radio"/>
Instructional strategies for classroom management or student behavior management	<input type="radio"/>	<input type="radio"/>
Using data and assessments to guide instruction	<input type="radio"/>	<input type="radio"/>
Providing instruction and academic support to English learners	<input type="radio"/>	<input type="radio"/>
Providing instruction and academic support to students with disabilities or developmental delays	<input type="radio"/>	<input type="radio"/>
Identifying gifted and talented students	<input type="radio"/>	<input type="radio"/>
Understanding state content standards and instructional strategies to meet them	<input type="radio"/>	<input type="radio"/>
Understanding teacher evaluation systems and resulting feedback	<input type="radio"/>	<input type="radio"/>
Engaging parents and families	<input type="radio"/>	<input type="radio"/>
Using technology	<input type="radio"/>	<input type="radio"/>
Integrating academic content, career and technical education, and work-based learning (as appropriate)	<input type="radio"/>	<input type="radio"/>
Offering joint professional learning and planning activities that address transition from early childhood to elementary	<input type="radio"/>	<input type="radio"/>

school

Identifying students with referral needs (such as sexual abuse, mental health issues, drug or alcohol abuse)

Other (describe: _____)

>> Continue to Section 10.

Section 10: Types of professional development for principal and other school leaders

10. Please complete the table below regarding all principal and other school leaders professional development provided during SY 2018-19 (at least *in part* funded by Title II, Part A including planned professional development). Which of the following types of professional development and support to principal and other school leaders is your district providing during SY 2018-19? Also, please check the top two types based on the amount of funding allocated to each method.

Types of principal and other school leaders professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check top two types
Short-term (3 or less days) professional development, conducted either by external provider or district-level staff	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) group professional development, conducted by district-level staff	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) group professional development, conducted by an external provider	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) one-on-one professional development, conducted by district-level staff	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) one-on-one professional development, conducted by an external provider	<input type="radio"/>	<input type="radio"/>
Longer-term (4 or more days) group support (e.g., learning communities, district monthly or quarterly principal meetings)	<input type="radio"/>	<input type="radio"/>
Professional conferences or organizations, external to the district or state	<input type="radio"/>	<input type="radio"/>
University or college courses	<input type="radio"/>	<input type="radio"/>
State leadership conferences or trainings	<input type="radio"/>	<input type="radio"/>
Leadership certifications (e.g., state-level credentials or endorsements)	<input type="radio"/>	<input type="radio"/>

Other (describe: _____)

>> Continue to Section 11.

Section 11: Topics of professional development for principal and other school leader professional development

11. Please complete the table below regarding all principal and other school leader professional development provided during SY 2018-19 (at least in part funded by Title II, Part A including planned professional development). Which of the following topics are covered by principal and other school leader professional development in your district in SY 2018-19? Please check the top two topics based on the amount of funding allocated to each topic.

Principal and Other School Leader Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check top two topics
School improvement planning or identifying interventions to support academic improvement	<input type="radio"/>	<input type="radio"/>
Strategies and practices to advance organizational development (e.g., a focus on setting a shared school mission; creating a safe and respectful environment for learning; improving school climate and culture; fostering communication and collaboration among teachers and parents; distributing leadership responsibilities; ensuring efficient use of available funding and instructional time; and deploying resources aligned with strategic goals)	<input type="radio"/>	<input type="radio"/>
Strategies and practices to help teachers improve instruction (e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards)	<input type="radio"/>	<input type="radio"/>
Strategies and practices to develop and manage the school's workforce (e.g., a focus on recruiting, hiring, and retaining effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teacher talent to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders)	<input type="radio"/>	<input type="radio"/>
Strategies to engage parents and the community	<input type="radio"/>	<input type="radio"/>
Other (describe: _____)	<input type="radio"/>	<input type="radio"/>

>> Continue to Section 12.

Section 12: Teacher Quality/Effectiveness and Equity

12a. Has your district examined information about the distribution of teacher quality or effectiveness to assess whether low income or minority students were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

Yes, and inequities were found

If you selected “yes,” complete the remainder of this question below.

Yes, but no inequities were found

If you selected “yes,” complete the remainder of this question below.

No

If you selected “no,” click on “Save and Mark as Complete” and **continue to Question 12.**

12b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? Check all that apply.

Type of information used to define teacher quality	Check all that apply
Teacher evaluation ratings	<input type="radio"/>
Teacher effectiveness, as measured by value added measures or student growth percentiles	<input type="radio"/>
Teacher effectiveness, as measured by student learning objectives or student growth objectives	<input type="radio"/>
Teacher experience	<input type="radio"/>
Teacher certification	<input type="radio"/>
Teacher education	<input type="radio"/>
Assignment of teachers to a grade or classes consistent with their field of certification	<input type="radio"/>
Other (describe: _____)	<input type="radio"/>

>> Continue to Section 13.

Section 13: Strategies used to improve equitable access

13a. During SY 2018-19, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

- Yes** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no,” click on “**Save and Mark as Complete**”.

13b. What strategies has your district used or will your district use to address any substantial inequities found in equitable access to effective teachers for low-income and minority students? Check all that apply.

Strategy to address inequities	Check all that apply	
Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	<input type="radio"/>	
Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Increasing external recruitment activities such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="radio"/>	
Other (describe: _____)	<input type="radio"/>	