

Survey on the Use of Funds Under Title II, Part A
(Supporting Effective Instruction Grants –State Activities Funds)

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State: STATE

About the Survey

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides funds to States and LEAs to improve the quality of their teachers, principals, and other school leaders and raise student achievement. States and local educational agencies (LEAs) receive these funds under Title II, Part A of the ESEA (Supporting Effective Instruction Grants). The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how States are using their Title II, Part A State activities funds. Completion of this survey meets the reporting requirements under Section 2104(a)(1-4) of ESEA.

Instructions

Navigate through the survey by answering each question and clicking 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 navigate you back to the List of Survey Questions page. You may return to any section by clicking the List of Survey Questions tab on the navigation links 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 mm/dd/yyyy.

Once you have completed all sections, please be sure to click on the "Submit Completed Survey" button after the list of questions.

If you need assistance, please contact Shen Lee at (301) 738-3576 or ShenLee@westat.com.

Contact Information

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

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

Question 1: Provide the dollar amount of Federal FY 2018 Title II, Part A State activities funds allocated for the following activities. Do not include carryover funds. You can estimate if you do not have exact figures.

| | |
|---|----------------------|
| Total Federal FY 2018 Title II, Part A State activities funds allocation for State: | \$xxx,xxx,xxx |
| Total amount of Title II, Part A funds transferred <u>to</u> another program under ESEA funding transferability provisions (ESEA section 5103) | \$ _____ |
| Amount of Title II, Part A funds transferred to Title I, Part A | \$ _____ |
| Amount of Title II, Part A funds transferred to Title I, Part C | \$ _____ |
| Amount of Title II, Part A funds transferred to Title I, Part D | \$ _____ |
| Amount of Title II, Part A funds transferred to Title III, Part A | \$ _____ |
| Amount of Title II, Part A funds transferred to Title V, Part B | \$ _____ |
| Total Amount of funds transferred <u>from</u> another program to Title II, Part A | \$ _____ |
| Total Federal FY 2018 Title II, Part A State activities funds allocated | \$ _____ |
| <i>State activities funds not yet obligated at the time of response</i> | \$ _____ |

| <p style="text-align: center;">Activity</p> <p style="text-align: center;">Please note: States are not required to fund every activity listed</p> | <p style="text-align: center;">Title II, Part A funds</p> |
|--|---|
| <p>(a) Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—</p> <p>(I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards;</p> <p>(II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and</p> <p>(III) teacher certification or licensing requirements are aligned with such challenging State academic standards.</p> | <p>(I): \$ _____</p> <p>(II): \$ _____</p> <p>(III): \$ _____</p> <p style="text-align: center;">Total:</p> <p>\$ _____</p> |
| <p>(b) Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—</p> <p>(I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;</p> <p>(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and</p> <p>(III) developing a system for auditing the quality of evaluation and support systems.</p> | <p>(I): \$ _____</p> <p>(II): \$ _____</p> <p>(III): \$ _____</p> <p style="text-align: center;">Total:</p> <p>\$ _____</p> |
| <p>(c) Improving equitable access to effective teachers.</p> | <p>\$ _____</p> |

| | |
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| <p>(d) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—</p> <p>(I) individuals with a baccalaureate or master’s degree, or other advanced degree;</p> <p>(II) mid-career professionals from other occupations;</p> <p>(III) paraprofessionals;</p> <p>(IV) former military personnel; and</p> <p>(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.</p> | <p>\$ _____</p> |
| <p>(e) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—</p> <p>(I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and</p> <p>(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.</p> | <p>(I): \$ _____</p> <p>(II): \$ _____</p> <p>Total:</p> <p>\$ _____</p> |
| <p>(f) Fulfilling the State educational agency’s (SEA’s) responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.</p> | <p>\$ _____</p> |

| | |
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| <p>(g) Developing, or assisting local educational agencies in developing—</p> <p>(I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;</p> <p>(II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and</p> <p>(III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to—</p> <p>(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and</p> <p>(bb) increase the retention of effective teachers, principals, or other school leaders.</p> | <p>(I): \$ _____</p> <p>(II): \$ _____</p> <p>(III-aa): \$ _____</p> <p>(III-bb): \$ _____</p> <p>Total: \$ _____</p> |
| <p>(h) Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.</p> | <p>\$ _____</p> |
| <p>(i) Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1) of the ESEA) projects.</p> | <p>\$ _____</p> |
| <p>(j) Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under Title II, Part A.</p> | <p>\$ _____</p> |
| <p>(k) Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.</p> | <p>\$ _____</p> |

| | |
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| <p>(l) Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds reserved for State activities that is not more than 2 percent of the State’s allotment, if—</p> <p>(I) allowable under State law;</p> <p>(II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and</p> <p>(III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.</p> | <p>\$ _____</p> |
| <p>(m) Supporting the instructional services provided by effective school library programs.</p> | <p>\$ _____</p> |
| <p>(n) Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.</p> | <p>\$ _____</p> |
| <p>(o) 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.</p> | <p>\$ _____</p> |
| <p>(p) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.</p> | <p>\$ _____</p> |
| <p>(q) 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.</p> | <p>\$ _____</p> |
| <p>(r) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.</p> | <p>\$ _____</p> |
| <p>(s) Working with other States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements.</p> | <p>\$ _____</p> |

| | |
|---|----------|
| (t) Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974) (20 U.S.C. 1232g) and in accordance with State student privacy laws and local educational agency student privacy and technology use policies. | \$ _____ |
| (u) Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of Title II of the ESEA. | \$ _____ |

Set aside question

In Federal FY 2018, a total of \$xxx,xxx,xxx.xx was made available for subgrants to LEAs in [State]. Under Section 2101(c)(3), SEAs are allowed to reserve not more than 3 percent of the amount reserved for subgrants to LEAs for activities for principals or other school leaders described in Section 2101(c)(4). Did your state reserve any of these funds for activities for principals and other school leaders described in Section 2101(c)(4)?

- Yes
- No

If you selected “Yes,” what percentage of those funds were reserved for those activities? ___ percent

In addition, please provide a description of the activities funded by the reserved funds: [Text answer]

Question 2: Please identify the areas in which your State allocated Federal FY 2018 Title II, Part A State activities funds.

- Developing and supporting school principals and other school leaders

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for developing and supporting principals and school leaders:

- Ensuring equitable access to teachers for low-income and minority students

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for ensuring equitable access to teachers for low-income and minority students:

Preparing, developing, and retaining teacher leaders

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for preparing, developing, and retaining teacher leaders:

Creating supportive school climates

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for creating supportive school climates:

Developing, implementing, or supporting educator evaluation systems

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for developing, implementing, or supporting educator evaluation systems:

Preparing educators to implement new college- and career-ready standards

What amount of Title II, Part A State activities funds have been allocated towards the activities described above? \$ _____

Please provide a brief description of how Title II, Part A state activities funds were used for preparing educators to implement new college- and career-ready standards:

Impact of Activities

Does your state evaluate the impact of some or all of activities supported with Title II, Part A funds?

Yes

No

If you selected "Yes," please provide a description of how you evaluate the impact of Title II, Part A funds below:

Upload study

If you selected "Yes," please upload any evaluation documents or reports that address the impact of Title II, Part A funds using the upload button below:

Question 3: SEA employees paid with Title II, Part A State activities and/or administrative funds

Provide the number of SEA employees whose salaries are fully funded by Title II, Part A State activities and/or administrative funds, and the number of SEA employees whose salaries are partially funded by Title II, Part A State activities funds and/or administrative funds. Please count numbers of **people** paid, not FTEs paid.

| Fully funded | Partially funded |
|--------------|------------------|
| _____ | _____ |

How many FTEs are accounted for in the previous chart?

Question 4: Did your State use Title II, Part A funds to implement a teacher, principal, or other school leader evaluation and support system consistent with Section 2101(c)(4)(B)(ii) in school year (SY) 2017-18?

- Yes** If you checked "yes," please provide school year (SY) 2017-18 evaluation results for teachers, principals, or other school leaders in your State. Enter whole numbers, not percentages, of teachers, principals, or other school leaders in each category.
- No**

| | Teachers | Principals | Other school leaders |
|-------|----------|------------|----------------------|
| Total | | | |

| Category | Teachers | Principals | Other school leaders |
|-------------------|----------|------------|----------------------|
| Not rated | | | |
| Ineffective | | | |
| [insert category] | | | |
| [insert category] | | | |
| [insert category] | | | |
| [insert category] | | | |

Question 5: Does your State collect data on the SY 2017-18 annual retention rate of effective and ineffective teachers, principals, and other school leaders, using any methods or criteria the State has or developed under Section 1111(g)(2)(A)?

Please note, nothing in this paragraph shall be construed to require any SEA or LEA to collect and report any data the SEA or LEA is not collecting or reporting as of the day before the date of enactment of the ESSA.

Yes If you checked “yes,” please complete the table below by providing the number of teachers, principals, or other school leaders retained in each category in school year (SY) 2017-18.

No

| | Teachers | Principals | Other school leaders |
|-------------------|----------|------------|----------------------|
| Total | | | |
| Category | Teachers | Principals | Other school leaders |
| Not rated | | | |
| Ineffective | | | |
| [insert category] | | | |
| [insert category] | | | |
| [insert category] | | | |
| [insert category] | | | |