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

Supporting Effective Instruction Grants – State Activities Funds

State Survey

[YEAR]

Paperwork Reduction Act of 1995

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

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 local educational agencies (LEAs) to improve the quality of their teachers, principals, and other school leaders and raise student achievement. States and 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. While individual information will typically not be disclosed outside of the U.S. Department of Education, there may be circumstances where information may be shared with a third party, such as a Freedom of Information Act request, court orders or subpoena, or if a breach or security incident occurs that affects information collected through this survey, etc. Failure to provide your contact information may limit the ability of the Department to contact you with questions.

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].

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

This survey is being conducted for the U.S. Department of Education by Westat.
For assistance, please contact Title2afunds@westat.com or call 1-855-817-1704.

Contact information

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

First Name: _____
Last Name: _____
Position: _____
Phone: _____

E-mail: _____

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

Question 1. State funded amounts and transfers

Provide the dollar amount of Federal FY *[CURRENT YEAR]* Title II, Part A funds budgeted for State activities by accounting for funds transferred from Title II, Part A to another program and funds transferred from another program to Title II, Part A. Funds not yet budgeted should also be accounted for.

Maximum Title II, Part A funds available for State activities under Section 2101(c)(4)(A):	**[Amount is prefilled]**
Actual amount reserved for State activities under Section 2101(c)(4)(A)	$_____
Total amount of Title II, Part A funds transferred <u>to</u> another program under ESEA funding transferability provisions (ESEA section 5103)	**[Auto-calculated]**
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 IV, Part A	$_____
Amount of Title II, Part A funds transferred to Title IV, Part B	$_____
Amount of Title II, Part A funds transferred to Title V, Part B	$_____
Amount of funds transferred <u>from</u> other ESEA programs to Title II, Part A	$_____
Total Federal FY [*CURRENT YEAR*] Title II, Part A State activities funds budgeted	$_____
State activities funds not yet budgeted at the time of response	**[Auto-calculated]**

Question 2. State activities funds budgeted

Provide the dollar amount of Federal FY *[CURRENT YEAR]* Title II, Part A State activities funds budgeted at the time of response for each allowable state use of funds (section 2101(c)(4)(B)). Do not include carryover funds. You can estimate if you do not have exact figures.

The amounts reported in this question should sum to the total amount budgeted, as reported in question 1: [*DISPLAY FUNDS BUDGETED FROM QUESTION 1*].

See Attachment 1 for a full description of the use of funds from statute.

Activity	Title II, Part A funds budgeted
Administration, monitoring, and technical assistance	
Administration and monitoring	$_____
Training, technical assistance, and capacity building for LEAs	$_____
Professional development and training	
Professional development programs for principals	$_____
Promoting high-quality instruction and instructional leadership in STEM subjects(science, technology, engineering, mathematics, computer science)	$_____
Training to integrate technology into curricula and instruction	$_____
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	$_____
Training to integrate career and technical education into academic instruction	$_____
Training related to use of student data and privacy	$_____
Training to prevent and recognize child sexual abuse	$_____
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	$_____
Providing alternative routes for state certification of teachers, principals, or other school leaders	$_____
Providing licensure/certification reciprocity with other states	$_____
Reforming or improving preparation programs for teachers, principals, or other school leaders	$_____
Establishing or expanding preparation academies for teachers, principals, or other school leaders	$_____
Developing career paths that promote professional growth including instructional coaching and mentoring	$_____
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	$_____
Developing new teacher and principal induction and mentoring programs	$_____
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	$_____
Providing training and support for instructional leadership teams	$_____
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	$_____

Activity	Title II, Part A funds budgeted
Equitable access	
Improving equitable access to effective teachers	$_____
Other	
Library programs	$_____
Addressing transition to elementary school and school readiness	$_____
Other activities identified by the state (pleas e specify)	$_____

Question 2 continued

For each budgeted activity, briefly describe how the funds are used to meet the purpose of the Title II, Part A program and how the activity improved educator effectiveness.

See Attachment 1 for a full description of the use of funds from statute.

Question 3. Identifying funded activities that support equitable access

Please identify which State activities in Question 2, if any, were part of the State's plan for improving equitable access to effective teachers for low-income and minority students in the State, as discussed in the State's approved Consolidated State Plan.

[*DISPLAY CHECKBOX LIST OF STATE ACTIVITIES FROM QUESTION 2 WITH AN AMOUNT GREATER THAN ZERO*]

See Attachment 1 for a full description of the use of funds from statute.

Question 4. Set-aside question

Under Section 2101(c)(3), SEAs are permitted to reserve up to 3 percent of the amount reserved for subgrants to LEAs (2.85 percent of the State's total award) for activities for principals or other school leaders, in addition to the funds reserved for state activities under Section 2101(c)(4)(A). Your State could have set aside up to [*Provide amount prefilled here*] for this purpose.

Did your state reserve FY *[CURRENT YEAR]* funds under Section 2101(c)(3) for activities for principals and other school leaders?

□ **Yes**
□ **No**

If you selected "Yes," how much did your State reserve for those activities? $_____

If you selected yes, please provide a description of the activities funded by the reserved funds: [Text answer]

Question 5. Funding by educator type

Please provide an estimate of the percentage of your Title II, Part A state activity funds budgeted in FY [*CURRENT YEAR*] [*Provide amount prefilled here from Q1*] to support teachers and the percentage used to support principals and other school leaders.

Note: percentages may not sum to 100 percent.

	Percentage of Title II, Part A funds
Teachers	___%
Principals and other school leaders	___%

Please note that the next two questions will be asking about the school year *[PRIOR YEAR]*.

Question 6. Evaluation results

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) *[PRIOR YEAR]*?

☐ **Yes** If you checked "yes," please provide SY *[PRIOR YEAR]* 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**

The **total** number of teachers, principals and other school leaders in your state for the SY *[PRIOR YEAR]*.

	Teachers	**Principals and other school leaders**
Total		

How many teachers, principals and other school leaders received a rating that your state considers to be "**effective or above**" during SY *[PRIOR YEAR]*?

Category	**Teachers**	**Principals and other school leaders**
Effective or above		

How many teachers, principals and other school leaders received a rating that your state considers to be "**ineffective**" during SY *[PRIOR YEAR]*?

Category	Teachers	Principals and other school leaders
Ineffective		

How many teachers, principals and other school leaders have **no rating available** in SY *[PRIOR YEAR]*?

Category	Teachers	Principals and other school leaders
Not rated		

[DISPLAY ONLY IF THE SUM OF NOT RATED, INEFFECTIVE, AND EFFECTIVE DOES NOT EQUAL THE TOTAL]

How many teachers, principals and other school leaders had "other" evaluation ratings during SY *[PRIOR YEAR]* and describe this category?

Category	Teachers	Principals and other school leaders
Other (specify)		

Question 7. Annual retention rates

In your State, are SY *[PRIOR YEAR]* retention rates for teachers and principals or other school leaders available by evaluation category (i.e., effective or ineffective) using the 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 was not collecting or reporting as of December 9, 2015, the day before the date of enactment of the ESSA.

☐ **Yes** If you checked "yes," please complete the table below by providing the percentage of teachers and the percentage of principals and other school leaders who received evaluation ratings equivalent to "effective" who were retained in SY *[PRIOR YEAR]*.

☐ **No**

[DISPLAY ONLY IF YES IS CHECKED]

The percentage of **teachers** who received a rating that your state considers to be "effective" who were retained during SY *[PRIOR YEAR]*.	___%
The percentage of **principals and other school leaders** who received a rating that your state considers to be "effective" who were retained during SY *[PRIOR YEAR]*.	___%

Attachment 1. State activity descriptions for questions 2 and 3.

State activity description for questions 2 and 3	Full text from statute, to be provided in the online survey (mouseover text)
Administration, monitoring, and technical assistance	
Administration and monitoring	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.
Training, technical assistance, and capacity building for LEAs	Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under Title II, Part A.
Professional development	
Professional development programs for principals	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.
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	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.
Training to integrate technology into curricula and instruction	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.
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	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.
Training to integrate career and technical education into academic instruction	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.
Training related to use of student data and privacy	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.
Training to prevent and recognize child sexual abuse	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.

State activity description for questions 2 and 3	Full text from statute, to be provided in the online survey (mouseover text)
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that— (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; (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 (III) teacher certification or licensing requirements are aligned with such challenging State academic standards.
Providing alternative routes for state certification of teachers, principals, or other school leaders	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— (I) individuals with a baccalaureate or master's degree, or other advanced degree; (II) mid-career professionals from other occupations; (III) paraprofessionals; (IV) former military personnel; and (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.
Providing licensure/certification reciprocity with other states	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.
Reforming or improving preparation programs for teachers, principals, or other school leaders	Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.
Establishing or expanding preparation academies for teachers, principals, or other school leaders	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— (I) allowable under State law; (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 (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.

State activity description for questions 2 and 3	Full text from statute, to be provided in the online survey (mouseover text)
Developing career paths that promote professional growth including instructional coaching and mentoring	Developing, or assisting local educational agencies in developing— (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;
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	Developing, or assisting local educational agencies in developing— (II) strategies that provide differential pa**y**, 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;
Developing new teacher and principal induction and mentoring programs	Developing, or assisting local educational agencies in developing— (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— (aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (bb) increase the retention of effective teachers, principals, or other school leaders.
Opportunities for effective teachers to lead evidence-based professional development for their peers	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— (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;
Training and support for instructional leadership teams	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— (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	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— (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; (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

State activity description for questions 2 and 3	Full text from statute, to be provided in the online survey (mouseover text)
	(III) developing a system for auditing the quality of evaluation and support systems.
Equitable access	
Improving equitable access to effective teachers	Improving equitable access to effective teachers.
Other	
Library programs	Supporting the instructional services provided by effective school library programs.
Addressing transition to elementary school and school readiness	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.
Other activities identified by the state (specify)	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.