



## Title II, Part A Executive Summary

Supporting Effective Instruction

### Introduction

The purpose of this title is to provide grants to state educational agencies and subgrants to local educational agencies to:

1. Increase student achievement consistent with the challenging State academic 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.

### Grant Requirements

The Every Student Succeeds Act (ESSA) modified the formulas by which the Department allocates Title II, Part A funds to state education agencies (SEAs) and by which SEAs allocate those funds to local education agencies (LEAs). The following sections provide details on the formula changes. For more information, please visit [Building Systems of Support for Excellent Teaching and Leading](#).

1. **Changes to the United States Department of Education (USDE) allocations to SEAs formula:**
  - a. The hold-harmless is phased out over a series of years starting with the FY 2017 allocations.
  - b. The share of funds allocated based on ages 5 to 17 in poverty relative to the share of funds allocated based on ages 5 to 17 population increases, starting in FY 2018.
  - c. State agencies for higher education (SAHE) are no longer eligible to receive an allocation from the Department.
  - d. SEAs are allowed to reserve additional funds for certain State activities for principals or other school leaders.
2. **SEA Awards to LEAs:** A SEA continues to be responsible for determining LEA allocations and for ensuring the LEAs' provision of equitable services to private school students (see Section V: Equitable Services in the Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under ESSA).
3. **LEA subgrant determination:** Beginning in fiscal year 2017, under the ESSA, there is no longer a "hold-harmless" provision governing the calculation of LEA subgrants. A SEA, therefore, distributes funds to LEAs based solely on the following formula:
  - a. 20 percent of the funds must be distributed to LEAs based on the relative numbers of individuals ages 5 through 17 who reside in the area the LEA serves (based on the most recent Census data, as determined by the Secretary); and
  - b. 80 percent of the funds must be distributed to LEAs based on the relative numbers of individuals ages 5 through 17 who reside in the area the LEA serves and who are from families with incomes below the poverty line (based on the most recent Census data, as determined by the Secretary).

## Allowable Activities

ESEA section 8101(42) defines “professional development” activities as **sustained** (not stand-alone, one-day, or short-term workshops), **intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

1. Providing high-quality, personalized professional development that is evidence-based focused on improving teaching and student learning and achievement.
2. Providing programs and activities to increase the knowledge base of educators on instruction in the early grades, and the ability of educators to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.
3. Providing training, technical assistance, and capacity-building in local educational agencies to assist educators with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
4. Providing training, technical assistance, and capacity-building in local educational agencies to assist educators with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
5. Developing or improving a rigorous, transparent, and fair evaluation and support system for educators.
6. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly low-income schools.
7. Providing training to support the identification of students who are gifted and talented.
8. Recruiting qualified individuals from other fields to become educators.
9. Developing and providing professional development and other comprehensive systems of support for educators to promote high-quality instruction and instructional leadership in STEM.
10. Providing high-quality professional development for educators on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning.
11. Supporting the instructional services provided by effective school library programs.
12. Providing training for all school personnel regarding how to prevent and recognize child sexual abuse.
13. 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.
14. Developing feedback mechanisms to improve school working conditions.
15. Reducing class size to a level that is evidence-based to the extent that State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers **(Public school districts only)**.
16. Carrying out other activities that are evidence-based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

## Next Steps and Additional Guidance

The Department will hold webinars and on-site workshops to assist districts in completing their ESSA applications. For more information on Iowa’s ESSA implementation and training schedule, including archived and upcoming webinars, see the [ESSA School Improvement Timeline](#).

For additional Title II, Part A guidance, see the Department’s [Every Student Succeeds Act](#) webpage or contact Isbelia Arzola, Title II, Part A Director and Education Consultant, at [isbelia.arzola@iowa.gov](mailto:isbelia.arzola@iowa.gov).