

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables with chairs are arranged in the room. A large white diagonal line separates the image from the text on the right.

# **Title II, Part A Supporting Effective Instruction**

## **District Coordinators Program Overview**

August 2025

# Agenda

- Intent of Title II, Part A
- Allowable expenditures with Title II, Part A funds
- Considerations related to Title II, Part A planning
- Information needed to include in the district GMAP application

# Title II, Part A Intent

Title II, Part A funds can be used to provide *supplemental* activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders in order to:

- Increase student achievement
- Improve teacher and principal effectiveness
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders



# Supplement, Not Supplant

ESSA Section 2123 (b) states the following concerning supplanting funds:

- *SUPPLEMENT, NOT SUPPLANT- Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.*



# RAND requirements

- **Reasonable** – Not excessive in cost and based on prudent and sound purchasing practices. ([2 CFR 200.404](#))
- **Allocable** – Cost is incurred specifically for the benefit of the program, distributed proportionately, an allowable activity and meets the program's intent. ([2 CFR 200.405](#))
- **Necessary** – Essential for carrying out the needs-based program. ([2 CFR 200.403\(a\)](#))
- **Documented** – Purchases must be adequately documented. ([2 CFR 200.403\(g\)](#) and [2 CFR 200.302\(b\)\(3\)](#))

***“If my school didn’t have Title II, Part A funds, would I still find a way to pay for this?”***



# Title II, Part A Expenditures

- Professional Learning
  - Recruitment
  - Retention
  - Career Pathways
  - Equitable Distribution of Effective Educators
- Funds may never be reserved in any category as “rainy day funds” to use later as needed. All funds must be budgeted for clear, defined purposes that KDE approves.

# Professional Development

- **Section 8101(42)**
- **Purpose:** Provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards.

# Professional Learning

Districts may use funds to support the ongoing professional learning of teachers, principals and school leaders.

- Professional Learning Opportunities
  - Needs-based
  - Job-embedded
  - Sustainable
  - Evidence-based
  - Data-driven
  - Classroom-focused



# Evidence-based Professional Development

- *ESSA requires that Title II, Part A funds used for professional development must be for professional development that is evidence based (to the extent available).*
- **Section 2103(b)(3)(E)**
- providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement

# Evidence-based Professional Development

- **How does ESSA define “evidence-based”?**
- **Section 8101(21)** defines “evidence-based” as an activity, strategy, or intervention that—
  - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
    - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - (III) promising evidence from at least 1 well- designed and well-implemented correlational study with statistical controls for selection bias; or
  - (ii)(I) demonstrates a rationale based on high- quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

# Teacher Recruitment and Retention

## Recruitment

Districts may use funds to recruit teachers in critical shortage areas, particularly in high-poverty schools.

- Pay differentials
- Signing bonuses
- Relocation expenses
- Support for new teachers
- Support for paraeducators to gain certification

## Retention

Districts may use funds to implement activities that are proven to be effective in retaining teachers in a school or district.

- Induction and mentoring support
- Leadership opportunities
- Pay differentials
- Tuition reimbursement



# New teacher mentoring

- Per HB 48, Section 8(2), all school districts **are encouraged to** provide an induction program for teachers in their first year of teaching that is aligned with the standards and guidance for school districts developed by the EPSB but are no longer required to do so.
- Pursuant to Section 2301 of the Every Student Succeeds Act (ESSA), Title II, Part A funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II, Part A. Due to the passage of HB 48, which amends language provided in KRS 161.031 to no longer require districts to implement an induction program, school districts may access Title II, Part A funds for these purposes without supplanting.

# Class Size Reduction – ESSA 2103(b)(3)(D)

- reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

# Class Size Reduction

Districts may use funds to reduce class sizes by creating additional classes in a particular grade or subject. **Classes must be reduced to an evidence-based effective student/teacher ratio** prior to allocating funds for CSR.

- Supplemental – **NOT** a way to address an allocation shortage
- Meet class size capacity requirements
- Documentable effectiveness regarding student achievement for that class (teacher tracks class progress)
- CSR staff must have a valid teaching certificate in the content and grade level to which they are assigned
- CSR staff must have been previously determined to be effective by the district; i.e., should not be a first-year teacher
- Supported by evidence and research

# New CSR GMAP statement

- Describe how Title II, Part A addresses the needs listed in the Consolidated School Improvement Plan (CSIP). If CSR staff are funded, identify the student/teacher ratio before adding and after adding the CSR teacher and supply the course or grade taught by each CSR staff.

# Career Pathways

Districts may use funds to create roles for staff that promote leadership and advancement but allow staff to remain in the classroom.

- Instructional coaching
- Teacher leaders/mentors
- Professional development leader (peer-led)
- PLC leader



# Title II, Part A Intent

## Examples of Allowable Expenditures

- Salaries, stipends, fees for instructional coaches
- Recruitment and retention initiatives
- New teacher support systems
- Supplemental evidence-based professional learning
- Substitutes for teachers attending professional learning
- Materials and supplies for approved, reasonable and necessary professional learning sessions
- Expenses related to equitable distribution of effective teachers

## Examples of Non-Allowable Expenditures

- Required or stand-alone professional development
- Curriculum Development
- Assessment Development
- Data Analysis
- Food and refreshment purchases
- Direct reimbursement to a nonpublic school
- Materials or supplies not directly connected to professional learning
- Materials for students
- Salaries for required positions

# Title II, Part A Considerations

- Data-Based Planning
- Shareholder Input
- District Needs Assessment
- Non-Public School Consultation
- Documentation of Evidence
- Policies, Processes, and Procedures
- Title II, Part A Program Monitoring



# Planning



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## What are the district needs?

- CDIP
- CSIP
- Student enrollment data
- Teacher certification data
- Graduation rates
- Attendance data
- Survey data

**Needs Assessment**

## How will the district address the needs?

- Professional Learning
- Recruitment and/or Retention
- Equitable Distribution of Effective Teachers
- Career Pathway Opportunities
- Other Federal programs

**Plan**

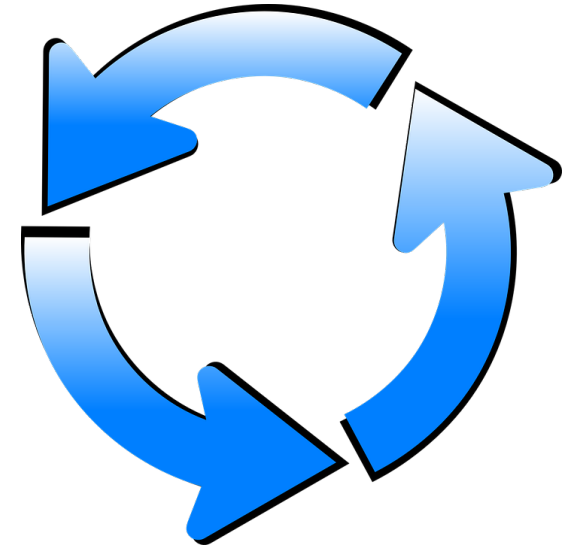
## Who is involved in determining district needs?

- District: Superintendent, Finance Officer, Title II Coordinator, Curriculum and Instruction Specialists, ESL Coordinator, Human Resources Staff
- School: Principals, Teachers, ***Parents***
- Community: Businesses, Community Leaders

**Shareholders**

# Developing a Plan

- ***Where are we now?***
  - What does data show?
  - What do our staff members say?
  - What do our families say?
  - What do our community members say?
- ***Where do we want to go?***
  - Based on data and shareholder input, what do we need to work on?
  - What should be prioritized?
  - What are our *needs*?
- ***How will we get there?***
  - What strategies can we try?
  - What has worked before? What has previously been unsuccessful? Why?
  - How can we improve?
  - What resources are available to fund these strategies?
  - How will we evaluate the implemented strategies?



# Considerations for Planning...

Identified Need (Where are we now?)	Strategies to Address Identified Need (Where do we want to go?)	Funding Source (How will we get there?)	Evaluation (How will we determine if the strategy is effective?)

1. Is the strategy **REASONABLE** and connected to the identified need?
2. Is the cost **ALLOCABLE** to Title II, Part A (or another federal funding source)?
3. Is the strategy and related cost **NECESSARY** to meet the identified need?
4. Are procedures in place to ensure that the strategies and funding are **DOCUMENTED**?
5. Does the plan **intentionally** address identified needs?

# Shareholder Consultation

- *Schedule regular “meetings”*
- *Allow everyone to be heard*
- *Develop credibility for the district 😊*

## What does consultation *look* like?

- Surveys
- Emails
- Texts
- Local newspaper notifications
- Website information
- Virtual meetings
- PTA/PTO

## How can shareholder consultation be documented?

- Meeting minutes
- Meeting agendas
- Sign-in Sheets
- Video recordings
- Virtual meeting attendance records
- Copies of texts and emails
- Newspaper clippings

# Non-Public School Participation

Districts *must* reserve funds to provide Title II, Part A equitable *services* to eligible non-public schools.

- Maintain *on-going* consultation
- Provide needs-based professional learning *services* to participating schools
- Services must be supplemental, secular, neutral, and non-ideological in nature
- Completed, signed and dated NPS participation packets should be uploaded into GMAP
- Participating NPS should be provided with written documentation regarding complaint procedures
- Materials provided to NPS should be appropriately labeled and written procedures should be in place regarding the disposal of federally funded inventory

Any professional learning, conference registration fees, etc., must be paid by the district; non-public schools cannot be reimbursed

# Documentation

- A regulatory requirement
- A factual record of work
- A way to show and check that *processes and procedures* are controlled
- An advertisement of work and effort

*If it's not  
documented,  
then it doesn't  
exist*





# Importance of Policies, Processes, and Procedures

- Written processes and procedures meet the Every Student Succeeds Act (ESSA) and Uniform Grant Guidance requirements
- Supports internal controls
- Establishes transparency
- Supports staff changes and/or transitions
- Ensures continuity of work

**Policy** - A course or principle of action.

**Process** – A high-level operation spanning the organization which consists of the *various functions necessary to accomplish a specific task; i.e., “what.”*

**Procedure** – *An established way of doing something which outlines the order of specific steps required to achieve an end result; i.e., “how.”*

# Processes and Procedures Considerations...

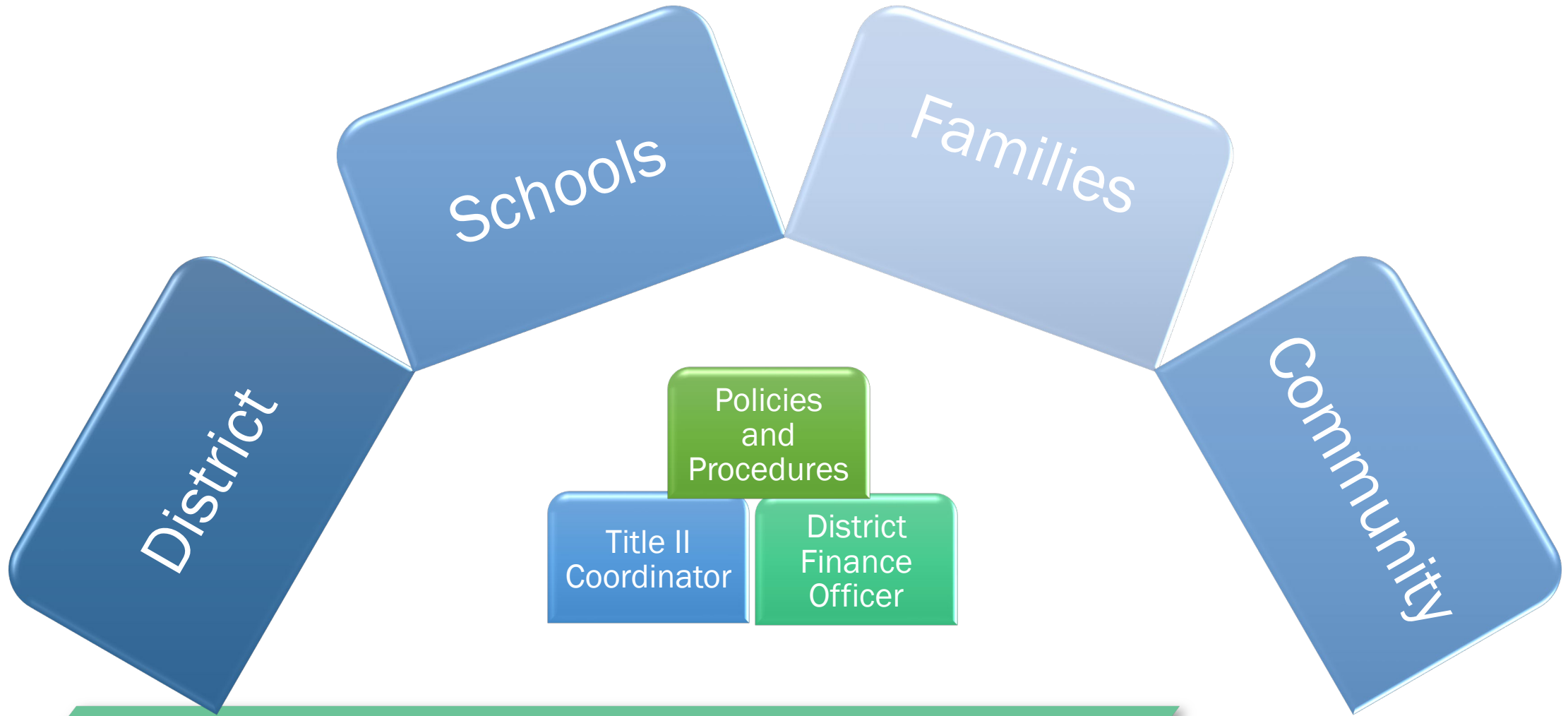
- A great place to begin is by creating written documentation of an existing process/procedure.
- Are all Title II, Part A related policies, processes, and procedures currently used in your district documented?
- Are the documents up to date?
- Are staff familiar with the documents?
- Is there consistent and effective implementation?
- Is there consistent and effective evaluation?



# Fiscal Management

- Allowability procedures
  - Are other district staff members aware of the process for Title II, Part A spending?
- Internal processes or procedures
  - How does the district ensure that Title II, Part A expenditures are accurate, allowable, and allocable to the program?
  - How often is MUNIS reviewed?
  - How does the district ensure funds are being spent in a timely fashion?
- Written time and effort procedures
  - How are Title II, Part A salaries and stipends documented?
  - How does the district ensure that the work being performed aligns with compensation?

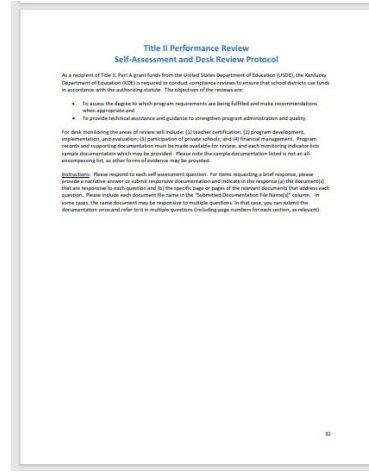
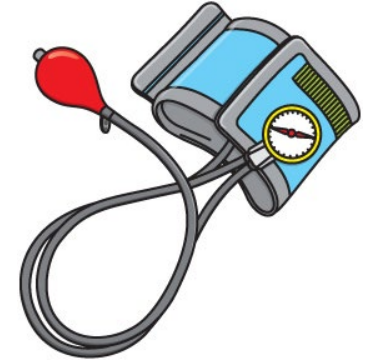
# Collaboration and Communication!



# Title II, Part A Monitoring

*Program monitoring is an opportunity for celebration and growth!*

- Desk Monitoring for Title II, Part A: October – December
- Consolidated Monitoring: January – April
  - Teacher Certification
  - Program Development, Implementation, and Evaluation
  - Financial Management
  - Equitable Services



# Monitoring Continued...

- **Teacher Certification**

- Are all teachers appropriately certified?
- Are parents aware of how to request teacher qualification information?
- Are parents notified when their child is taught 4+ weeks by a non-certified teacher?  
*(is a PROCESS in place to ensure this is being monitored and implemented consistently?)\**

- **Program Planning, Implementation, and Evaluation**

- Are Title II, Part A funded activities based on identified needs?
- Is the implementation of activities consistent with the approved application?
- How is the Title II, Part A program regularly being evaluated for effectiveness?

- **Financial Management**

- Do Title II, Part A expenditures align with MUNIS?

- **Equitable Services**

- Is there on-going two-way communication between the district and nonpublic schools?

# Title II, Part A Suggested Timeline

- **Winter/Early Spring:** Develop district needs assessment with input from all shareholders. Send participation letters to non-public schools.
- **Spring:** Consult with participating non-public schools. *Schedule regular times to meet with NPS administration for upcoming year.*
- **Late Spring/Summer:** Complete and submit budgets in GMAP application.
- **Summer:** Districts with approved consolidated applications may begin spending new fiscal year funds in July. *Schedule regular times to evaluate Title II, Part A spending and implementation for upcoming year.*
- **Fall:** Final allocations are uploaded into GMAP. KDE calculates and issues this to districts. Submit revised Title II, Part A budgets in GMAP. *Check in with shareholders and NPS administrators; schedule regular times to review Title II, Part A expenditures with district finance officer.*

# GMAP

- Support For Effective Instruction
- Title II, Part A Personnel Details
- Equitable Services for Private Schools
- Budget
- Help Pages





# Support for Effective Instruction



## Kentucky Department of Education

*Our Children, Our Commonwealth*

- GMAP Home
- Administer
- Search
- Reports
- Inbox
- Planning
- Application Supplement
- Funding
- Grant Summary
- District Document Library
- Address Book
- KDE Resources
- Help for Current Page 1
- Contact KDE
- GMAP Sign Out

### Support for Effective Instruction

Test (Test) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

Go To

Which assessments did the district use to identify needs?

<input type="checkbox"/> CDIP	<input type="checkbox"/> CSIP	<input type="checkbox"/> Parent Survey	<input type="checkbox"/> Test Scores
<input type="checkbox"/> Teacher Survey	<input type="checkbox"/> Attendance	<input type="checkbox"/> Student Survey	<input type="checkbox"/> Other

\* What district needs were identified by these assessments?

\* Describe how the district will use Title II, Part A funds to address the identified needs and how the activities are aligned with challenging State academi

\* Describe the district's systems of professional growth and improvement. Include descriptions of structures such as staff induction programs and opport building the capacity of teachers and opportunities to develop meaningful teacher leadership.

What are the  
**CURRENT**  
identified needs  
of the district?

How will T2A  
funds be used to  
meet **CURRENT**  
district needs?

How will T2A  
funded activities  
be evaluated?

# Support for Effective Instruction continued...

\* Describe how the district will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) AND how the district will prioritize funds to schools that have the highest percentage of children under section 1124(c) (living below the poverty level).

How are schools with the highest needs being prioritized?

\* Identify the shareholders who were involved in viewing the data and assisting with developing the plan. Check all that apply - Documentation of shareholder communications should be kept by the district. This documentation may include meeting agendas, meeting minutes, sign-in sheets, etc.

<input type="checkbox"/>	Parents
<input type="checkbox"/>	Teachers
<input type="checkbox"/>	Principals
<input type="checkbox"/>	Students
<input type="checkbox"/>	School leaders
<input type="checkbox"/>	Specialized instructional support personnel
<input type="checkbox"/>	Local government representatives
<input type="checkbox"/>	Community-based organizations
<input type="checkbox"/>	Others with relevant and demonstrated expertise, e.g Educational Co-op, Universities, etc.
<input type="checkbox"/>	Other

Are ALL shareholders included in planning the T2A program?

## Supplement, Not Supplant

Under ESSA, Title II, Part A Section 2301 maintains a supplement not supplant requirement. For Title II, Part A presumptions of supplanting include 1) to determine if the expenditure is required to be made available under other federal, state, or local laws, 2) whether the expenditure was provided with non-federal funds in the prior year and 3) and LEA pays for a service or resource in one school from a state/local funding source, while paying for the same from Title II funds at another school.

There is a presumption of supplanting if Federal funds are used for State-required costs or costs previously covered with non-Federal funds. The presumption may be overcome if the LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds. Check the box below to provide assurance for this requirement.

☐ \* Title II, Part A funds will not be used to supplant State or local funds.

# Title II Personnel Details

**Program Guidance:**

<http://www2.ed.gov/programs/teacherqual/index.html>

Please mark whether or not all staff meet state certification requirements. If "No" is selected, a description must be uploaded to the District Document library detailing how those staff not meeting requirements are being supported with meeting certification standards.

**\* All staff appropriately certified?**

☐ Yes ☐ No

If any district staff are not appropriately certified, how are they being supported?



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# Title II-A Personnel Details continued...

**Personnel Paid with Title II, Part A Funds**

Please complete the following section if any personnel is paid using Title II, Part A funds. This includes staff or instructional coaches serving multiple school locations or staff or instructional coaches that are assigned to a single school.

☐ No district or school personnel are paid using Title II, Part A funds.

**Districtwide Instruction & Support - (Work as needed at multiple school sites)**

	Headcount	FTE
Instructional Coaches	<input type="text"/>	<input type="text"/>
Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0.00	0.00

**Districtwide Personnel - (Usually personnel working in the central office)**

	Headcount	FTE
Program Coordinator	<input type="text"/>	<input type="text"/>
Other (specify) <input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0.00	0.00

Are salaries and FTEs reasonable?

Does the salary align with the work that is performed?

# Title II-A Personnel Details CSR continued...

School Personnel					
School Name	Class Size Reduction Staff (CSR)		Describe how Title II, Part A addresses the needs listed in the Consolidated School Improvement Plan (CSIP). If CSR staff are funded identify the student/teacher ratio and course or grade taught by each CSR staff.	Instructional Coach	
	# of staff (Headcount)	# of staff (FTE)		# of staff (Headcount)	# of staff (FTE)
<div>▼</div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Total	0.00	0.00		0.00	0.00

Teachers hired for the purpose of reducing class size must have previously been determined to be effective by the LEA and have a **valid teaching certificate in the grade level and content area to which they are assigned.**

Twenty-four (24) in kindergarten through third grade  
Twenty-eight (28) in grade four (4)  
Twenty-nine (29) in grades five (5) and six (6)  
Thirty-one (31) in grades seven (7) to twelve (12)

Statewide class cap-size must be met prior to using funds for class size reduction, regardless of SBDM waiver of this statutory requirement. Class sizes must be reduced to a level that is **evidence-based** to improve student achievement. **If funds have been used for class size reduction in the previous year, please upload documentation with evidence of effectiveness in the district document library.**

☐ Funds were used in the previous school year for class size reduction. Effectiveness evidence documentation has been uploaded to the district document library.

- CSR staff considerations and assurances:
- How does the use of CSR staff *meet an identified need*?
  - Is the student/teacher ratio reduced to an evidence-based level?
  - Does all CSR staff have appropriate certification?
  - Has effectiveness and staff assurance documentation been uploaded?

# Equitable Services for Private Schools

## Equitable Services for Private Schools

Test District (Test) Public District - FY 2022 - Consolidated - Rev 0 - Title II Part A

Go To

☒ ☐ No private schools participating in Title II Part A

Base for equitable services	\$ 1.00
Total District Enrollment (current school year)	
Total Private Student Enrollment (current year)	
Total # Students (Public & Private)	0
Private School Per Pupil Amount	\$ 0.00

Consultation must include the following elements of the professional learning plan:

- 1.The identified needs of students and teacher
2. Identification of the professional learning necessary to improve teacher quality
3. Identified logistics of how, where and by whom the professional learning services will be provided
4. Identified method for how services will be evaluated for effectiveness and how educators will use those services to improve practice
5. A description of how the evaluation will determine future uses of funds for professional learning
6. The amount of professional learning services available for private school teachers and principals

Participating Private Non-Profit (PNP) Schools (Including home schools)	# PNP Student Enrollment	\$ Per PNP Pupil	Allocation for Services	Names of PNP Officials in Consultation	Date of Consultation	Description of Services
		\$ 0.00	\$ 0.00			
Totals:	0		\$ 0.00			

If private schools/home schools are participating, has a consultation packet been uploaded?

Does the description of services align with the signed and dated consultation packet?

# GMAP Budget Page



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## Budget

Test (Test) Public District - FY 2025 - Consolidated - Rev 0 - Title II Part A

Go To

Indirect Cost Guide	
Total Allocation	\$55,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$55,000.00
Indirect Cost Rate	0.00%
Max Available Budget In Categories Eligible for Indirect Cost	\$55,000.00
Max Indirect Cost	\$0.00

[Download Budget Data](#)

[Budget by Object Code](#)

View All	Category	Total
<a href="#">View</a>	401K - District and School Activities	\$0.00
<a href="#">View</a>	401KP - Private/non-public School Activities	\$0.00
Total		\$0.00
Adjusted Allocation		\$55,000.00
Remaining		\$55,000.00

# GMAP Budget Page/MUNIS Codes

Indirect Cost Guide	
Total Allocation	\$55,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$55,000.00
Indirect Cost Rate	0.00%
Object Code	
Max Available Budget In Categories Eligible	0110 - Certified Services - (Contract)
	0111 - Extended Days - (Contract)
	0112 - Extra Duty - (Contract)
	0113 - Other Certified - (Not part of Contract)
	0115 - Certified Undetermined Pay
	0120 - Certified Substitute
	0130 - Classified Salaries
	0131 - Other Classified Pay
	0132 - Classified Salaried Extra Pay
	0140 - Overtime
	0150 - Classified Substitute
	0210 - Group Insurance
	0211 - Life Insurance
	0212 - Health Insurance
	0213 - Liability Insurance
	0214 - Dental Insurance
	0215 - Disability Insurance

Does the object code align with the expenditure?

[Download Budget Data](#)

[Budget by Object Code](#)

<a href="#">View All</a>	Category		Total
<a href="#">View</a>	401K - District and School Activities		\$0.00
<a href="#">View</a>	401KP - Private/non-public School Activities		\$0.00
		Total	\$0.00
		Adjusted Allocation	\$55,000.00
		Remaining	\$55,000.00



# GMAP Budget Page Set Asides

Does the set-aside tag align with the expenditure?

Does the narrative clearly explain how the expenditure addresses an identified district need?

Indirect Cost Guide	
Total Allocation	\$31,354.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$31,354.00
Indirect Cost Rate	0.00%
Max Available Budget In Categories Eligible for Indirect Cost	\$31,354.00
Max Indirect Cost	\$0.00

Budget Detail	
Category:	401G - District and School Activities
Object Code:	0110 - Certified Services - (Contract)
Set Asides: (Select at least 1, and up to 1 tag(s))	<div><div>Select Tag</div><div><div>District- Professional Learning Initiatives</div><div>District- Supporting professional learning materials for participating staff</div><div>District- Professional Learning Coaches</div><div>District- Recruitment Expenses</div><div>District- Retention Expenses</div><div>District- Title II Substitutes</div><div>District- Administrative Costs</div><div>District- Other (explain in narrative)</div><div>School- Class Size Reduction Staff</div><div>School- Instructional Coach</div><div>School- Training</div><div>School- Professional Learning</div><div>Private School Share</div></div></div>
District School:	
Quantity:	
Cost:	
Budget Detail Total:	
work in Title II.	
125 of 2000 characters	
Total for all other Budget Details: \$22,270.00	
Total for all Budget Details: \$27,270.00	
Adjusted Allocation: \$31,354.00	
Remaining: \$4,084.00	

# Budget Narratives...

401K – District and School Activities

0338 Registration Fees

District – Professional Learning Initiatives

Fees for conference attendance not limited to early literacy, social studies, science standards implementation, mathematics, ESL, SEL, GT, assessment, instructional strategies, SPED and/or other conferences to improve teacher effectiveness.



401K – District and School Activities

0338 Registration Fees


District – Professional Learning Initiatives

National SEL Conference  
registration fees for 12 staff  
members



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# GMAP Help...


- GMAP Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Planning ▶
- Funding ▶
- Grant Summary
- District Document Library
- Address Book
- KDE Resources
- Help for Current Page **1**
- Contact KDE
- Create Help Desk Ticket
-  GMAP Sign Out

**Update Help Item**

Title:

of 1000 characters

Description: 



**Title II Part A Personnel Detail Page**

At the top of the page, please indicate whether or not all staff meet state certification requirements. If "No" is selected, a description must be uploaded to the *District Document Library* outlining how those staff not meeting requirements are being supported with meeting certification standards. It is no longer required to reserve funds for this purpose.

Staff members with emergency certification are considered out-of-field. Therefore, "No" should be selected for the status of all staff meeting certification requirements. Letters must be sent to the parents of students in those classes to notify them their child is being taught by someone who does not have the appropriate certification to teach that specific course(s) and/or grade level.

Districtwide Instruction and Support

Please check the box if no district personnel are paid from Title II, Part A funds.

- Report only those staff supported through Title II, Part A on the budget page.
- If instructional coaches are paid from Title II, Part A funds and work at *multiple sites throughout the district*, this expenditure should be "tagged" as District- Professional Learning Coaches (DPLS) on the budget page. Please include a brief description on the budget page stating as such.
- If instructional coaches paid from Title II, Part A funds are *assigned to one specific school*, this should be "tagged" as School-Instructional Coach (SCIC) on the budget

# Grants Management Application Help Features

- GMAP Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Planning ▶
- Application Supplement ▶
- Funding ▶
- Grant Summary
- District Document Library
- Address Book
- KDE Resources
- Help for Current Page 0
- Contact KDE
- GMAP Sign Out

Kelly, Dana

Production  
Session Timeout  
(Hide Timer)  
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## KDE Resources

Test (Test) Public District - FY 2025

### KDE Resources Search

Choose Keyword:

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Search

Below are the KDE Resources. Expand the nodes to view the folders and documents

### KDE Resources [\[Expand All\]](#) [\[Collapse All\]](#) [\[Hide Documents\]](#)

- + General System Help
- + GMAP Application Training (All Users)
- + GMAP Planning Tool Training
- + Grant Information and Resources
- + IDEA Basic and IDEA Preschool Information
- + KDE's GMAP web page with Info and training videos
- + Perkins Funding Application Resources
- + Public Access and Information
- + State Preschool Grant
- + System linked files

# Title II, Part A GMAP Considerations

- Has the application been completed based on the *current needs* of the district?
- Do budget expenditures align with the *identified needs* of the district?
- Do budget expenditures *align with the CDIP/CSIP*?
- Do the budget narratives **clearly** explain the expenditure?
- Are the expenditures budgeted in GMAP allowable under Title II, Part A?
- Do the budget narratives align with the allowable codes?
- Has collaboration occurred with the district finance officer?

# Allowable Doesn't Always Mean Approvable

- Allowable
  - The most recent non-competitive federal funding matrix lists the object code as an allowable expense under the program.
- Approvable
  - Reasonable – Not excessive in amount
  - Allocable – Meets the intent of the program
  - Necessary – Essential for carrying out the program
  - Documented – Supports an identified need and is included in the approved application

# Common Application Revision Requests

- Misalignment
  - Support for Effective Instruction details and Budget Page
- Lack/Absence of Information
  - Class size reduction
  - Shareholder input
  - Equitable Services Packet
- Requests for Unallowable Expenditures

# Recommendations for Alignment

- KDE recommends reviewing GMAP and MUNIS at least quarterly to ensure alignment and timely expenditure of funds.
- Incorporate aligning expenditures into existing internal control processes and procedures.
  - Are funds being spent in a timely fashion?
  - Are funds being spent on approved expenditures?
  - If funds are not being spent on a particular item, is the district/school reevaluating the need for that item?



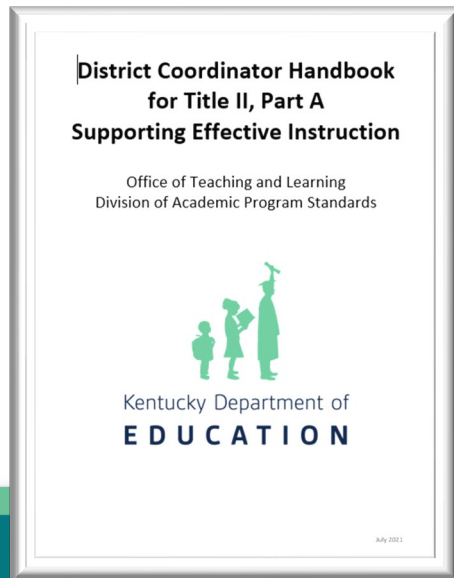
# Title II, Part A Funds...

## *used to...*

- ...help teachers and school leaders be more instructionally and professionally effective
- ...recruit, support, and retain effective staff to best meet student needs
- ...connect effective teachers with students who have the highest needs

# Title II, Part A Resources

- [Office of Elementary and Secondary Education \(USDE\)](#)
- [Title II, Part A Webpage \(KDE\)](#)



TITLE II, PART A, TEACHER AND PRINCIPAL QUALITY

## Title II, Part A, Supporting Effective Instruction

Published: 11/17/2021 8:14 PM

Our mission is to provide technical assistance, support and program monitoring to local education agencies in support of Title II, Part A for the purpose of increasing student academic achievement through improving the effectiveness of teachers, principals and other school leaders.

Title II, Part A of the federal Elementary and Secondary Education Act provides supplemental resources to school districts to support systems of support for excellence in teaching and leadership. The purpose of the Title II, Part A grant is to:

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

Some allowable uses of Title II, Part A funds include, but are not limited to the following:

- Provide professional learning activities that improve the knowledge and effectiveness of teachers, principals and superintendents
- Recruit, hire, and retain highly effective teachers and principals
- Teacher advancement initiatives that emphasize multiple career paths
- Establish induction and mentoring programs
- Provide professional learning, course work and exams to assist educators in efforts to become highly effective

Program Requirements:

- Districts must conduct an assessment of local needs for professional learning and hiring. There should be a clear connection between identified needs and Title II, Part A activities.
- Districts must ensure that teachers, paraprofessionals, principals and other relevant school personnel, and parents collaborate in the planning of all Title II program activities.
- Title II, Part A activities must be:
  1. Aligned with state standards
  2. Based on a review of research; and
  3. Designed to have a substantial, measurable, and positive impact on student achievement

### Information for Title II, Part A Program Coordinators

- [Title II, Part A Program Coordinators 2021 Informational Webcast recording](#)
- [Title II, Part A Program Coordinators 2021 Webcast Slides](#)
- [Title II, Part A Handbook](#) - Updated for 2021!
- [District Assurances for Class Size Reduction](#) - NEW

### Title II Every Student Succeeds Act (ESSA) Guidance

- [Fiscal and Equitable Services Non-Regulatory Guidance](#)
- [Congressional Research Service Report: ESSA Title II-A State Grants Under Pre-Conference Agreement](#)
- [Join the U.S. Department of Education's ESSA listserv](#)
- [KDE ESSA Webpage](#)
- [The Every Student Succeeds Act](#)
- [Title II, Part A Non-Regulatory Guidance](#)
- [Transitioning to the Every Student Succeeds Act Non-Regulatory Guidance](#)
- [USDE ESSA Webpage](#)

### General Information

- [Title II, Part A General Requirements Timeline](#)
- [Title II, Part A Consultants](#)

### Monitoring

## Title II, Part A Consultants

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