

## Title IIA Allowable Activities

**The purpose of Title IIA is to:**

- (1) Increase student achievement consistent with challenging State academic standards;
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) Provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Categories	Title IIA Non-allowable Costs	Title IIA Allowable Investment Strategy Cost Requirements	Title IIA Allowable Investment Strategy Cost Indicators	Considerations
Align and implement curriculum	<p>Title II funds cannot be used to develop curriculum.</p> <p>You can't buy curriculum materials that are going to be used by students.</p> <p>Purchasing data systems to manage student assessment data is not an allowable use of Title IIA funds.</p>	<p>Professional development related to the alignment and implementation of curriculum:</p> <p>Improve and innovate teaching practices;</p> <p>Increase teacher capacity to meet needs of students with different learning styles/needs;</p> <p>Ensure that teachers are able to effectively use standards and assessment to improve instructional practices to impact student academic achievement;</p> <p>Provide regular opportunities for teachers to collaborate to examine student work and teaching practices;</p> <p>Develop an understanding of how to use data and assessments to improve classroom practice and student learning.</p>	<p>Funds can be used to provide professional development on how to effectively implement the curriculum.</p> <p>Funds can be used to address the alignment of instruction to standards.</p> <p><b>How do you align curriculum, instruction, and assessment?</b></p> <ul style="list-style-type: none"> <li>• conduct collaborative curriculum audit to find out what is being taught and if it is consistent between teachers in a building and among teachers within a district (allowable if it is collaborative and focused on adult learning);</li> <li>• align key concepts identified in the curriculum to state and district standards to determine gaps and overlaps (allowable if couched in concepts of coherence of instruction);</li> </ul>	<p>How does the professional development activity ensure that teachers are able to use academic content and achievement standards and assessments to improve practices and student academic achievement?</p> <p>How does the work involve aligning the instruction to the standards and not the other way around? In other words you can't modify the standards.</p> <p>Is there a plan in place for evaluating the impact of the investments?</p>

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			<ul style="list-style-type: none"> <li>determine the instructional approaches that teachers are using and how the students are learning. (Allowable PL based on instructional pedagogy and strategies with an evidence base).</li> </ul>	
Mentoring and Induction	<p>Stipends can only be paid for time “beyond current contractual obligations”.</p> <p>No gifts.</p>	<p>Stipends for mentors for teachers and principals.</p> <p>New teacher training</p> <p>Buying resources to support professional learning for new teachers (e.g. Charlotte Danielson book group)</p> <p>Partial funding of Curriculum Mapping, Management and Evaluation Systems <b>if</b> proper justification can be provided.</p>	Mentoring and induction are forms of job-embedded professional learning that meets the definition of “high quality professional learning”.	<p>Does your investment reflect that the work is “beyond current contractual obligation”?</p> <p>Have you included estimated # of teachers and rate of BCO stipends?</p> <p>Is there a plan in place for evaluating the impact of the investments?</p>
Professional Development	<p>Mini grants</p> <p>“Placeholders” for PD activities not yet developed, e.g., ESA courses</p> <p>Purchase of materials, texts or supplies for student use.</p> <p>Purchase of teacher texts, materials or supplies unless part of PD activity</p>	<p>Approvable IIA Strategies:</p> <p>Any professional learning investment must meet the definition of “high quality professional development”.</p> <p>Evidence-Based Decision Making</p> <p>Actual course participation</p>	<p>LEAs are reminded that the CFP grant application is not designed to be a line item budget, rather a set of investments, please draft as such during the editing process. Please make sure you write your strategies as investments.</p> <p>1. Start with <b>purpose</b> related to teacher capacity or student achievement.</p>	<p>Are the investments based on your needs assessment?</p> <p>Based on the data (local assessment system &amp; State assessment), do these Personnel Development investment strategies align with the School Improvement Effectiveness Efforts identified for the schools?</p>

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	<p>Staff salaries unless the funding is to provide professional development</p> <p>Stipends that supplant salaries; you must state that stipends are for work “beyond contractual obligations”</p> <p>Remedial instruction</p> <p>Developing and disseminating information to the public</p> <p>Funds for a staff person to attend a single course (aka, tuition) or one-shot conferences planning for PD</p> <p>Use of professional development funds for individual teacher tuition <u>unless</u> for purpose of developing teacher leader capacity.</p>		<p>Example: To ensure fidelity to instruction aligned to CCSS....</p> <p>2. Next describe the <b>action(s)</b> that you will engage in to meet the purpose and who provide and participate in the activities noted.</p> <p>Example: literacy coach to provide job embedded PD (modeling, facilitation of PLC (bi-weekly) to K-8 teachers....</p> <p>3. End with the <b>all associated costs</b> to avoid future disallowed costs by auditors/fiscal monitors (stipends, salary, materials, etc....).</p> <p>Example: Costs include salary, materials. Be sure to include per diem/per hour rate for consultants/teacher (stipends).</p> <p>The final investment would therefore read: “To ensure fidelity to instruction aligned to CCSS, literacy coach to provide job embedded PD (modeling, facilitation of PLC) to K-8 teachers. Costs include salary, materials..... (and whatever else....).”</p>	<p>Do the investments meet the definition of “high quality professional development”?</p> <p>Are the investment based on evidence (demonstrated effect on improving student outcomes)?</p> <p>What Personnel Development Strategies does the CFP Application invest in?</p> <ul style="list-style-type: none"> <li>- Does this investment adhere to the identified allowable cost indicators? <ul style="list-style-type: none"> <li>• Specific</li> <li>• Types of Learning Activities</li> <li>• PD Provider</li> <li>• PD Participants</li> <li>• IIA Fund Expenditures</li> </ul> </li> </ul> <p>What additional information is necessary to answer these questions affirmatively?</p> <p>Has the TA bulletin (3/20/13) on conference attendance been used to determine if the event is allowable?</p> <p>Have you followed the rules of procurement for consultants/vendors?</p>

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				Is there a plan in place for evaluating the impact of the investments?
Reduce Class Size	Class size reduction (CSR) strategies that create additional classes in a particular grade or subject area (regular classroom teachers) will not be considered.	Class size reduction (CSR) strategies will be limited to those that employ highly qualified educators to serve smaller instructional groups for sustained blocks of time for a specific content area on a regular basis.		Does the needs assessment and subsequent PD plan include information on the role this investment will play in improving student academic achievement?
Teacher Competency in Integrating Technology	<p>Equipment</p> <p>Purchase of instructional software is not allowed unless it is for the express purpose of the professional learning (i.e., one piece of software to provide PD on for a group of teachers on the software).</p> <p>Network administrator or technician to install and repair hardware &amp; software or data analyst.</p>	<p>Professional learning focused on instructional application of technology, for example: Technology coach who provides high quality, job- embedded professional development with individual classroom teachers, groups of teachers or in-service to full faculty &amp; staff. Technology Coach must be a licensed teacher because the work involves a sophisticated knowledge of instructional pedagogy AND instructional technology applications.</p> <p>“To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the</p>	<p>Professional learning associated with the use of specific hardware (i.e., instructional used of iPads) is allowable as long as the investment meets the definition of high quality professional development and is conducted by someone with knowledge of instructional pedagogy AND instructional technology applications.</p> <p>“Knowledge” indicates that the individual hired for this position has the capacity to meet the provision of professional learning at noted in column 3.</p>	<p>Is it clear that the school is distinguishing between a technician role and a technology integration specialist role (and the subsequent responsibilities)?</p> <p>Is there a plan in place for evaluating the impact of the investments?</p>

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		classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach”		
Teacher Leaders		<p>Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation.</p> <p>Content area specialists that are in positions of teacher leader to provide embedded professional development. Train a teacher to become a content areas specialist (teacher leader)</p> <p>Paying for coursework related to the development of teacher leaders.</p>	Does the investment clarify if this is an existing teacher leader or for the preparation of a new teacher leader?	<p>Is there a revised job description or responsibilities/expectations document?</p> <p>Is there a documented plan for how to effectively use teacher leaders?</p> <p>Is the new learning going to be used just in their classroom or full school?</p> <p>Is there a plan in place for evaluating the impact of the investments?</p>
Administration		<p>8% (combination of direct and indirect investments) of annual Title IIA allocation is allowed for this purpose. Examples include:</p> <ul style="list-style-type: none"> <li>• CFP Team Leader</li> <li>• Audit</li> <li>• Bookkeeping</li> </ul>	Can be combined w/Title I allowable admin (10% of the annual Title I allocation) and used as “Consolidated” Admin Funds (we strongly recommend this option).	<p>Do the admin dollars only pay for administering the Title IIA strategies (or CFP strategies if admin funds are consolidated) in the grant?</p> <p>Has the LEA applied for &amp; been granted an indirect rate? If not, why not? Indirect rate is part of, not on top of allowable 8% max for admin.</p>