Title II, Part A: 2017-18 Application

Agency Name: _____
Project Number: _ _ _ - 2248B - 8CT01
TAPS Number: 18A011

Title II, Part A: Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies
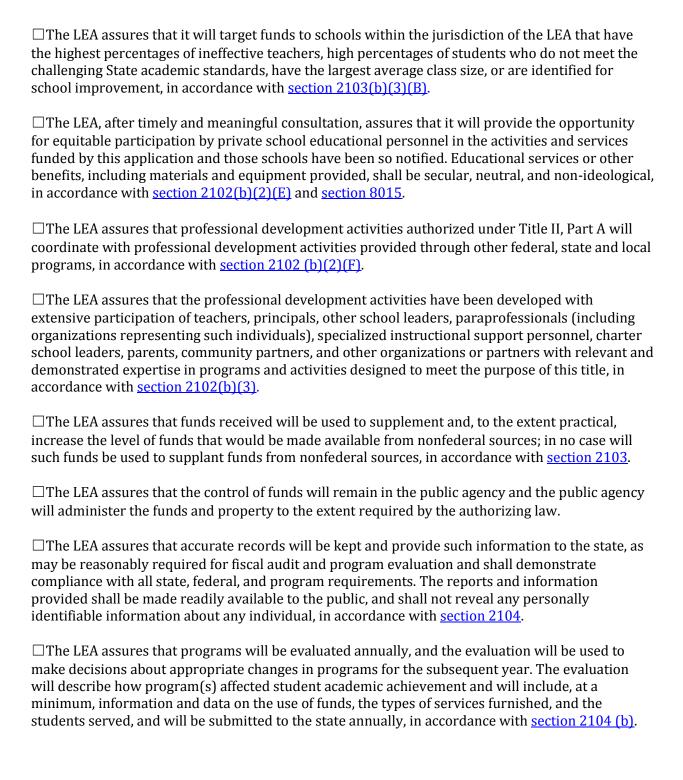
In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: https://cfo.gov/cofar.

By submitting this application to the Florida Department of Education:

☐The local education agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the Every Student Succeeds Act (ESSA), section 2001.

☐The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with section 2103(b)(3)(B).

☐The LEA, after timely and meaningful consultation, assures that it will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological, in accordance with section 2102(b)(2)(E) and section 8015.

☐The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with section 2102 (b)(2)(F).

☐The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with section 2102(b)(3).

☐The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with section 2103.

☐The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.

☐The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with section 2104.

☐The LEA assures that programs will be evaluated annually, and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. The evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served, and will be submitted to the state annually, in accordance with section 2104 (b).

Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs 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) 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, in accordance with section 2001.

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:
1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [section 2103(a)(3)(B)-(C)];
2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [section 2103 (a)(3)(A) and (E)];
3) Increasing the retention of effective teachers, principals, and other school leaders [section 2103 (a)(3)(B)(iv)(II)]; and
4) Prioritizing effective teachers for high-needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [section 2103 (a)(3)(B), (F), and (J)].

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and state strategic priorities.

Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. Phase 1 - Collect and Analyze Data: LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below. The *Title II Application Technical Assistance Document* provides additional assistance when considering data sources.

Data to inform student achievement needs
- Florida Standards Assessments (FSA) student achievement data (Language Arts and Mathematics) **
- End-of-Course Assessments **
- Student Progress Monitoring Data (district- or school-based)
- Student achievement disaggregated by student group **
- Graduation rates **
- Drop-out rates
- Student attendance

<div align="right">** Data can be found at edstats.fldoe.org</div>

Data to inform teacher and principal supply needs
- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and Title I programs
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews

Data to inform teacher and principal effectiveness needs
- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([15-16 data](#) and [14-15 data](#))
- Teacher and principal needs assessment survey results
- Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I schools by school and subject area
- Individual professional development plans

Other data
- [School improvement data](#)
- [School grade data](#)
- Current professional development efforts and effectiveness data
- District and school report cards **
- Program evaluation data of programs currently funded
- Private school data from equitable services consultation(s)
- [Archives for historical data](#) (to examine trends)

** Data can be found at edstats.fldoe.org

2. <u>Phase 2 - Identify Areas of Strength and Challenges:</u> Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness.

Student Achievement *Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?*	
Areas of Strength	
Challenges	

Teacher and Principal Supply *Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?*	
Areas of Strength	
Challenges	

Teacher Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?

Areas of Strength	
Challenges	

Principal and Other School Leader Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?

Areas of Strength	
Challenges	

Other Data Sources, Including Private School Data	
Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	
Areas of Strength	
Challenges	

3. <u>Phase 3: Identify and Prioritize Needs:</u> Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)	Is the need trending better or worse over time? (better or worse)	Can cause(s) be identified? (yes or no)	Additional Considerations (optional)

Note: LEAs may add rows as needed.

Title II, Part A: Strategic Activities

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA's determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [section 2103(a)(3)(B)-(C)];
2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [section 2103 (a)(3)(A) and (E)];
3) Increasing the retention of effective teachers, principals, and other school leaders [section 2103 (a)(3)(B)(iv)(II)]; and
4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [section 2103 (a)(3)(B), (F), and (J)].

Finally, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Explain how the LEA will identify and track progress and performance for each of the planned strategies in the four categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	**Person(s) Responsible**	**Other Programs or Funding Sources to be Leveraged (optional)**	**Intended Outcome or Goal (specific, measurable, data-driven)**	**Description of Data Sources and Method(s) Used to Measure Impact of Activities**

Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Increasing the retention of effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Prioritizing effective teachers, principals, and other school leaders for high-needs students:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Note: LEAs are not required to choose action steps for each strategy. LEAs may add rows as needed.