

Completing Title II, Part A Consolidated Grant Application (CGA) forms in EGMS

Purpose of the Title IIA Program

Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders (responsible for the daily instructional leadership and management of a school). The purpose of Title IIA is to:

- Increase student achievement consistent with state 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.

Overview

This walkthrough will show LEAs step by step directions to completing the Title II, Part A forms in the Education Grant Management System (EGMS). The TIIA forms include *FP 239 – Title II, Part A - Supporting Teacher Effectiveness* and *FP 239 – Title II, Part A - Equitable Services*. Look for helpful hints in **dark teal**. Every step includes a screenshot to make it easy to follow along.

For additional TIIA information and support visit our OSPI webpage [Improving Teacher and Principal Quality \(Title II, Part A\)](#). Direct access to the EGMS including, video and print tutorials can be found on the OSPI webpage [Education Grant Management System](#). This document has been updated August 2, 2023.



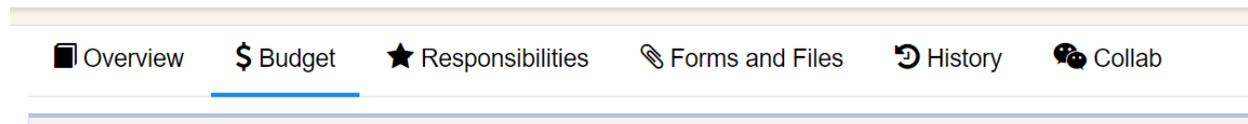
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\$Budget Tab

Once you log into the Education Grant Management System (EGMS) and open your Consolidated Grant Application (CGA), go to the **\$Budget tab**. You want to complete this section first as the information on this tab will be used in different forms.

Note, to keep your changes, *click* the **Save** button. If you need to exit without saving your changes, *click* the **blue refresh icon under Actions**.



Allocations and Indirect Cost Table

Go to the **Allocations and Indirect Cost table**. Go to the row for **Title II, Part A** and *click* the blue pencil under the **Actions** column on the far right. Enter the amount you wish to reserve for indirect under **Requested Indirect Amount**.

Note, this cannot be more than the amount listed under Maximum Indirect allowed.

Focus Area/Program ↑	Allocation Amount	Maximum Indirect Allowed	Requested Indirect Amount	Allowed Budgeted Direct Expenditure	Budgeted Direct Expenditure	Actions
Title I, Part A	\$50,000.00	\$1,766.00	\$1,766.00	\$48,234.00	\$0.00	
Title I, Part C	\$1,000.00	\$36.00	\$36.00	\$964.00	\$0.00	
Title I, Part D, Subpart 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part D, Subpart 2	\$5,000.00	\$177.00	\$177.00	\$4,823.00	\$0.00	
Title II, Part A	\$10,000.00	\$354.00	\$354.00	\$9,646.00	\$9,646.00	
Title III, Part A	\$3,000.00	\$106.00	\$106.00	\$2,894.00	\$0.00	
Title IV, Part A	\$3,000.00	\$106.00	\$106.00	\$2,894.00	\$0.00	
Title V, Part B	\$3,000.00	\$106.00	\$106.00	\$2,894.00	\$0.00	
Total	\$75,000.00	\$2,651.00	\$2,651.00	\$72,349.00	\$9,646.00	

Budget Details Table

Scroll down to the **Budget Details table**. Inside the table scroll down until you get to **Focus Area: Title II, Part A**. Find the row for the budget **Category Name** you want to enter funds for and *click* on the blue pencil.

EGMS ID	Category Name	Debit Transfer	Credit Transfer	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Award Total	Actions
Focus Area : Title II, Part A												
AC-16902	15 Public Relations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-16903	21 Supervision-Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-16904	23 Principal's Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-16900	27 Teaching	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AC-16901	31 Instructional Professional Dev	\$0.00	\$0.00	\$3,000.00	\$0.00	\$646.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$9,646.00	
Total - Focus Area : Title II, Part A		\$0.00	\$0.00	\$3,000.00	\$0.00	\$646.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$9,646.00	

When you edit a single row a **Detailed Budget Entry Screen** will pop up. Again, **click the blue pencil** to edit the row. Enter the funds under the column you wish to spend in. At the top of the popup it will show how much the budget is, how much is already budgeted and how much money needs to be budgeted.

Detailed Budget Entry Screen													
Focus Area: Title II, Part A													
Budget Category: 31 Instructional Professional Development													
Allocation Amount: \$10,000.00 Allowed Budgeted Direct Expenditure: \$9,646.00 Budgeted Direct Expenditure: \$9,646.00 Unbudgeted Amount: \$0.00													
Detailed Budget											Add Rows	Save	≡
Subcategory 1	Description	Debit Transfer	Credit Transfer	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Award Total	Actions	
	31 Instructional Professional Development	0	\$0.00	3,000	0	646	0	6,000	0	0	\$9,646.00		
		\$0.00	\$0.00	\$3,000.00	\$0.00	\$646.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$9,646.00		

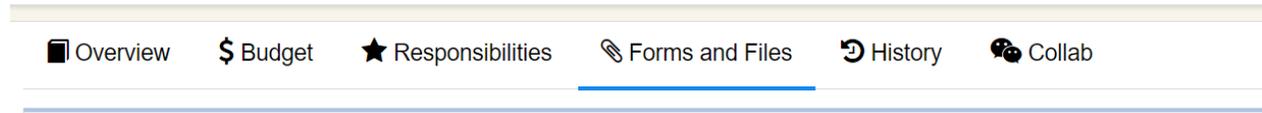
Eligible Activity Codes

- **15 Public Relations** – Use for recruitment of effective teachers and principals
- **23 Principal’s Office** – Use for principal retention bonuses
- **27 Teaching** – Use for contracted salaries for teaching positions during school days such as:
 - retention bonus and/or differential pay
 - class size reduction salaries
- **31 Instructional Professional Development** – Use for professional learning including:
 - Stipends for teachers and instructional para educators attending professional learning outside of contracted hours
 - Stipends for principals and assistant principals attending professional learning outside of contracted days;
 - Stipends for teacher mentors and novice teacher mentees
 - Stipends for teachers to provide professional learning outside of job description
 - Substitutes to release teachers, principals, or vice principals to attend professional learning during the school day.
 - Salaries for coaches, TOSAs, and other staff who deliver Title II activities
- **21 Supervision** – Use for management of Title II, Part A activities. Please note grant managers, supervisors, and clerical support are generally an indirect cost. They can be a direct cost and coded to Activity 21 if:
 1. Administrative or clerical services are integral to a project or activity;
 2. Individuals involved can be specifically identified with the project or activity;
 3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and
 4. The costs are also not recovered as indirect costs

Please refer to the [Allowable Uses of Title II, Part A Funds \(www.k12.wa.us\)](http://www.k12.wa.us) for more information.

Forms and Files Tab

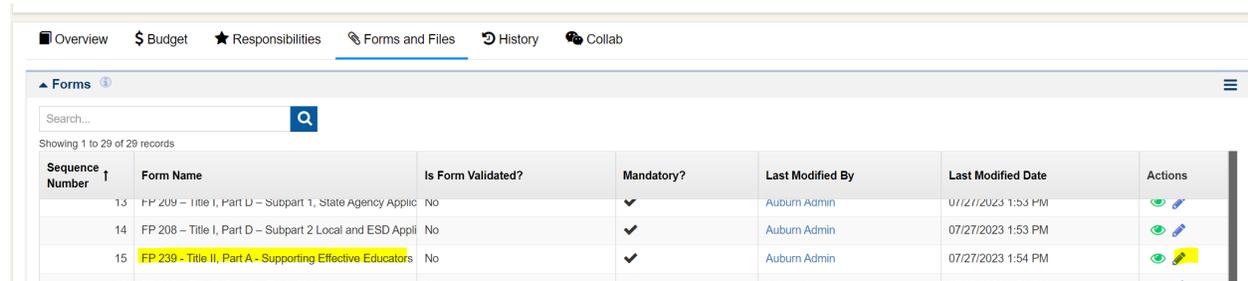
Once you have completed steps in the \$Budget tab, go to the **Forms and Files tab** to complete program input.



Note, to keep your changes, *click* the **Save** button. If you need to exit without saving your changes, *click* the **blue refresh icon under Actions**.

FP 239 - Title II, Part A - Supporting Effective Educators

Scroll down until you find FP 239 - Title II, Part A - Supporting Effective Educators and *click* the **blue edit pencil** under **Actions**.

A screenshot of the 'Forms and Files' tab interface. It shows a search bar and a table with columns: Sequence Number, Form Name, Is Form Validated?, Mandatory?, Last Modified By, Last Modified Date, and Actions. The table contains three rows, with the third row highlighted in yellow.

Sequence Number	Form Name	Is Form Validated?	Mandatory?	Last Modified By	Last Modified Date	Actions
13	FP 209 – Title I, Part D – Subpart 1, State Agency Applic	No	✓	Auburn Admin	07/27/2023 1:53 PM	 
14	FP 208 – Title I, Part D – Subpart 2 Local and ESD Appli	No	✓	Auburn Admin	07/27/2023 1:53 PM	 
15	FP 239 - Title II, Part A - Supporting Effective Educators	No	✓	Auburn Admin	07/27/2023 1:54 PM	 

Overview

There are *no actions* to take in this section. Please read over the purpose of Title II, Part A as found in [ESSA Sec. 2001](#). It is critical to keep this in mind as you are completing this form. Everything you use Title II, Part A funds for needs to serve this purpose.

The purpose of Title II, Part A is to—

- increase student achievement consistent with Washington State academic standards;
- improve the quality and effectiveness* of teachers, principals, and other school leaders;
- increase the number of teachers and principals who are effective in improving student academic achievement in schools; and
- provide students marginalized by the education system greater access to effective* teachers, principals, and other school leaders

*Effectiveness is measured by holding a National Board Teaching Certificate or holding a valid regular (not limited) teaching certificate and teaching in the area of endorsement. Experienced teachers have been teaching for five or more years.

Section 1: Purpose of Title II, Part A

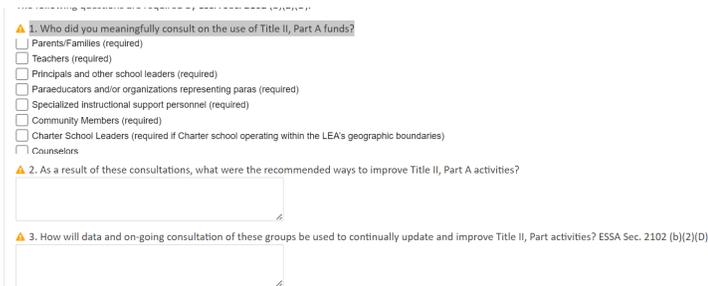
The purpose of this section is to ensure that Title II, Part A funds are being used for the purpose outlined in Every Student Succeeds Act (ESSA) and is compliant with federal requirements.

Remember: *Your input should clearly communicate how you provide students marginalized by the education system greater access to effective* teachers, principals, and other school leaders. Keep this in mind as you complete the following subsections, a. Consultation; b. Prioritized Funds; c. Closing the Opportunity Gap; and d. Assurances.*

a. Consultation

The following questions are required by [ESSA Sec. 2102 \(b\)\(2\)\(D\)](#).

1. Who did you meaningfully consult on the use of Title II, Part A funds? **Mark the check box next to each group consulted.** You will need to scroll down to see the complete list.



The screenshot shows a digital form with three questions. Question 1 is a checklist with the following items: Parents/Families (required), Teachers (required), Principals and other school leaders (required), Paraeducators and/or organizations representing paras (required), Specialized instructional support personnel (required), Community Members (required), Charter School Leaders (required if Charter school operating within the LEA's geographic boundaries), and Counselors. Questions 2 and 3 are text boxes for providing recommendations and future consultation plans.

Remember: *You are required to consult with parents and families, teachers, principals, paraeducators, specialized instructional support personal, community members, and charger school leaders if there are in the borders of your district.*

Using the **text boxes** to answer questions:

2. As a result of these consultations, what were the recommended ways to improve Title II, Part A activities? and
3. How will data and on-going consultation of these groups be used to continually update and improve Title II, Part activities?

b. Prioritize Funds

Using the **text box** describe *how* you will prioritize funds to:

1. Comprehensive Support Schools
2. Title I schools implementing targeted support and improvement activities
3. Schools with the highest percent of Title I formula children
4. Low-income schools with high percentage of:
 - a. Teachers teaching out of endorsement
 - b. Teachers who have taught less than five years
 - c. Students not meeting standards

Use the link provided in the form to **check if you have any comprehensive support or targeted support schools**. If you do not, then focus on prioritizing your schools with Title I formula children, then your lowest income schools. If you only have one school or all your schools are equal in income and need, explain how you will prioritize need.

c. Closing the Opportunity Gap

Schools have a responsibility to provide marginalized students with greater access to effective teachers, principals, and other school leaders.

Use the **text box** to describe *how* your LEA provides professional learning for educators to ensure they are prepared to address the specific learning needs of:

- students of color,
- students with disabilities (who may or may not receive special education),
- English language learners and multilingual students,
- highly mobile students and students experiencing homelessness, and
- LGBTQAI+ students

and how the professional learning will prepare educators to help the families of students in the categories listed above. **Remember:** *Responses must include the specific student groups the professional learning is designed to support and not focus on "all students".*

d. Assurances

This is required by [Sec. 2102 \(b\)\(2\)\(F\) and Sec. 2102 \(b\)\(3\)\(C\) of the ESSA](#).

Click on the **two checkboxes** assuring that:

1. Your LEA has developed a plan to use Title II, Part A funds that is both based on evidence and meets the purpose of Title II, Part A; and
2. You are coordinating Title II, Part A activities with other related strategies and programs in the community, and at the state and federal level?

Using Title II, Part A Funds

Title II, Part A funds must be used for professional growth and improvement, student achievement, and/or class size reduction. Complete **at least one** of these sections:

Section 2: Professional Growth and Improvement

- Recruitment of effective educators,
- Induction of novice teachers, and/or
- Retention of high quality and effective educators through incentives

Section 3: Student Achievement

- Meeting State Standards,
- Other Academic Needs

Section 4: Class Size Reduction

Remember: You can complete as many of these sections as fits your plan. Only complete the sections you are spending Title II, Part A funds on. If you are using a mentorship program but not using Title II, Part A funds for it, do not include it.

Section 2: Professional Growth and Improvement

This is required by Sec. 2103(b)(3)(B) and Sec. 2103(b)(3)(c) of the ESSA.

The purpose of this section is to improve the quality and number of effective educators in your schools. If Title II, Part A funds are not being spent on Recruitment, Induction, or Retention of Effective Educators, skip this section. Only complete the areas that Title II funds are being spent on.

There are three tables under this section, a. Recruitment; b. Induction; and c. Retention. **Click the Add button** on the table you wish to spend Title II, Part A funds on. **Remember:** You do not need to complete all three tables. Only complete the table you wish to fund.

Section 2: Professional Growth and Improvement Sec. 2103(b)(3)(B) and Sec. 2103(b)(3)(c)

- The purpose of this section is to improve the quality and number of effective educators in your schools.
- If Title II, Part A funds are not being spent on Recruitment, Induction, or Retention of Effective Educators, skip this section.
- Only complete the areas that Title II funds are being spent on.

a. Recruitment Add

Students in Washington state are diverse and need educators who reflect them. Teachers in Washington are overwhelming white, English speaking women. * Records are sorted by Last Modified Date ascending order

Activities	Projected Outcome	Actions
No Records Found		

b. Induction Add

Educators new to the profession need targeted support to increase the number of high quality teachers and principals. * Records are sorted by Last Modified Date ascending order

Activities	Action Plan	Projected Outcome	Actions
No Records Found			

c. Retention Add

By retaining effective educators, students will have access to experienced teachers who understand their community. "The more types of support teachers experienced, the lower the likelihood of their leaving or changing schools." (Guarino, Santibanez, and Daley, 2006) * Records are sorted by Last Modified Date ascending order

Activities	Action Plan	Projected Outcome	Actions
No Records Found			

Once a recruitment, induction, or retention plan is saved it will be appear on the table. Under the **Actions** column you can use the blue pencil to edit, the red trash can to delete, or the green eye to view.

c. Retention Add

By retaining effective educators, students will have access to experienced teachers who understand their community. "The more types of support teachers experienced, the lower the likelihood of their leaving or changing schools." (Guarino, Santibanez, and Daley, 2006) * Records are sorted by Last Modified Date ascending order

Activities	Action Plan	Projected Outcome	Actions
Pay differential, incentive, or bonus pay for effective and culturally competent t	We are offering a \$5,000 retention bonus for our principals to stay in their posit	All three of our principals will remain in their schools for the entire school year	

a. Recruitment

Students in Washington state are diverse and need educators who reflect them. Teachers in Washington are overwhelming white, English speaking women.

Click the **Add button** to add your recruitment plan.

In the **pop up window** select the activities Title II, Part A will fund. There is an option to use a textbox to describe an evidence-based recruitment activity that is not listed.

Then use the **text box** to describe the expected substantial, measurable, and positive impact on **effective teacher recruitment**. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year) report.

Click the **Save** button.

Recruitment x

Save

* Required to Save ⚠ Required to Submit

Recruitment

*1. Select all the activities that **Title II, Part A funds** will be used to recruit effective educators that represent your diverse student body:

- Select All
- Outside consultant for screening and early hiring of effective and diverse teachers
- Differential pay for teachers and principals in high need academic subjects and specialty areas
- Recruiting qualified individuals from other fields to become teachers or principals
- Educator recruiting that is beyond typical efforts, including attending job fairs (travel, cost of attendance, etc.)
- Build or expand partnerships with educator preparation programs
- Recruit paraeducators for state approved teaching programs
- Financial incentives or tuition reimbursement for state approved teaching or principal programs
- Reimbursement for endorsement assessments
- Other evidence-based activity that meets the purpose of Title II, Part A as described below

*2. Projected Outcome: Describe the expected substantial, measurable, and positive impact on **effective teacher recruitment**. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year) report.

Save

b. Induction

Educators new to the profession need targeted support to increase the number of high quality teachers and principals.

Click the **Add button** to add your induction plan.

In the **pop up window** select the activities Title II, Part A will fund. There is an option to use a **textbox** to describe an evidence-based induction activity that is not listed.

Use the **second text box** to describe how they are sustained throughout the school year, intensive, collaborative, job-embedded, data-driven, and classroom-focused. **Remember: Short term activities are not allowed. Clearly describe how often this activity will happen.**

Then use the **third text box** to describe the expected substantial, measurable, and positive impact on **effective teacher recruitment**. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year) report.

Click the **Save** button.

Induction✕

Save

* Required to Save | ⚠ Required to Submit

Induction✕

***1. Select all the boxes that best describe how Title II, Part A funds will be used to induct effective teachers**

- Select All
- Mentorship program for novice teachers beyond what the BEST program provides your teachers.
- Job embedded coaching, beyond mentoring program.
- Leadership development for novice principals. Note principals may only receive a stipend for working outside of contracted **days**(e.g. weekends), not after **hours**.
- Training in the adopted instructional framework and evaluation practices (e.g. TPEP), beyond what is state mandated.
- On-going professional learning for novice teachers in classroom management
- Protected time to observe effective teachers teaching a class and discussion of observations.
- Other evidence-based activity that meets the purpose of Title II, Part A as described below

***2. Describe how activities are sustained throughout the school year, intensive, collaborative, job-embedded, data-driven, and classroom-focused.**

***3. Describe what is the expected substantial, measurable, and positive impact on novice educators. Note: This will be used to gauge results on the Progress Monitoring (formally called End of Year) report.**

Save

c. Retention

By retaining effective educators, students will have access to experienced teachers who understand their community. "The more types of support teachers experienced, the lower the likelihood of their leaving or changing schools." (Guarino, Santibanez, and Daley, 2006)

Click the **Add** button to add your retention plan.

In the **pop up window** select the activities Title II, Part A will fund. There is an option to use a **textbox** to describe an evidence-based retention activity that is not listed.

Use the **second text box** to describe how they are sustained throughout the school year, intensive, collaborative, job-embedded, data-driven, and classroom-focused. **Remember: Short term activities are not allowed. Clearly describe how often this activity will happen.**

Then use the **third text box** to describe the expected substantial, measurable, and positive impact on **effective teacher recruitment**. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year) report.

Click the **Save** button.

Retention✕

Save

* Required to Save ⚠ Required to Submit

Retention

*1. Select all boxes that best describe how **Title II, Part A funds** will be used to retain effective teachers:

- Select All
- Affinity groups in the district, across school districts and regions to support diverse educators who otherwise might be isolated in their positions(s)
- Develop, beyond what the BEST program provides your schools, a cadre of trained mentor teachers who are compensated to mentor new teachers
- Pay differential, incentive, or bonus pay for effective and culturally competent teachers and principals. Requirements to receive extra pay must be provided to teachers and principals in writing and prior to receiving extra pay
- Provide organizational support for teachers pursuing National Board Certification
- Coaching for experienced teachers and principals
- Grow Your Own initiatives to support paraeducators in becoming teachers and teachers in becoming principals, (e.g., release time, tuition reimbursement, and support with alternative programs)
- Compensation for teachers and paraprofessionals engaging in leadership roles
- The development and provision of training for school leaders, coaches, mentors, and evaluators on how to accurately provide useful feedback, and use evaluation results to inform decision making about professional development
- Develop feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions
- Other evidence-based activity that meets the purpose of Title II, Part A as described below

*2. Describe how retention activities are intensive, collaborative, job-embedded, data-driven, classroom-focused and sustained throughout the school year.

*3. Projected Outcome: Describe how these activities are expected to have a substantial, measurable, and positive impact on effective educator retention. Note: This will be used to gauge results on the Progress Monitoring (formally called End of Year) report.

Save

Section 3: Student Achievement Plan

The purpose of this section is to increase student achievement consistent with Washington State academic standards and other academic needs. If you are not using Title II, Part A funds for Student Achievement, skip this section.

There are two tables under this section, a. Meeting State Standards and b. Other Academic Needs. **Click the Add button** on the table you wish to spend Title II, Part A funds on.

Remember: *You do not need to complete all three tables.* Only complete the table you wish to fund.

Section 3: Student Achievement Plan

The purpose of this section is to increase student achievement consistent with Washington State academic standards and other academic needs. If you are not using Title II, Part A funds for Student Achievement, skip this section. Effective Professional Learning treats educators as professionals and impacts both student learning and educator morale. It increases student learning towards state standards and improves the quality and effectiveness of educators. One of the most impactful uses of funds is for Professional Learning that includes one to one coaching and support for other teachers. The least impactful activities include attending conferences, guest speakers, and other short-term activities.

a. Meeting State Standards Sec. 2102(b)(2)(A) and Sec. 2103(b)

Professional Learning with a goal of increasing the students meeting challenging state standards. Professional learning is tied directly to state standards. Multiple plans may be created, each with different projected outcomes. * Records are sorted by Last Modified Date ascending order

Plan Name	Achievement	Projected Outcome	Actions
No Records Found			

b. Other Academic Needs Sec. 2103 (b)(3)

Teachers, principals, and other school leaders need high quality, personalized, and evidence-based training to improve their quality and effectiveness. This section does not need to have a direct impact on state standards but must impact other areas of student success. Multiple plans may be created, each with different projected outcomes. * Records are sorted by Last Modified Date ascending order

Activities	Action Plan	Projected Outcome	Actions
No Records Found			

Once a Meeting State Standards or Other Academic Need plan is saved it will be appear on the table. Under the **Actions** column you can use the blue pencil to edit, the red trash can to delete, or the green eye to view.

Section 3: Student Achievement Plan

The purpose of this section is to increase student achievement consistent with Washington State academic standards and other academic needs. If you are not using Title II, Part A funds for Student Achievement, skip this section.

Effective Professional Learning treats educators as professionals and impacts both student learning and educator morale. It increases student learning towards state standards and improves the quality and effectiveness of educators. One of the most impactful uses of funds is for Professional Learning that includes one to one coaching and support for other teachers. The least impactful activities include attending conferences, guest speakers, and other short-term activities.

a. Meeting State Standards Sec. 2102(b)(2)(A) and Sec. 2103(b) Add

Professional Learning with a goal of increasing the students meeting challenging state standards. Professional learning is tied directly to state standards. Multiple plans may be created, each with different projected outcomes.

** Records are sorted by Last Modified Date ascending order*

Plan Name	Achievement	Projected Outcome	Actions
No Records Found			

b. Other Academic Needs Sec. 2103 (b)(3) Add

Teachers, principals, and other school leaders need high quality, personalized, and evidence-based training to improve their quality and effectiveness. This section does not need to have a direct impact on state standards but must impact other areas of student success. Multiple plans may be created, each with different projected outcomes.

** Records are sorted by Last Modified Date ascending order*

Activities	Action Plan	Projected Outcome	Actions
When and how to refer students affected by trauma or with	All staff will receive training on recognizing signs of trauma :	We will reduce the number of students experiencing mental	

a. Meeting State Standards

ESSA Sec. 2102(b)(2)(A) and Sec. 2103(b)

Professional Learning with a goal of increasing the students meeting challenging state standards. Professional learning is tied directly to state standards. Multiple plans may be created, each with different projected outcomes.

Click the **Add** button.

1. In the **text box** enter the name of this plan. Click the **checkbox** next to the state standard that this plan will focus on, or next to the student group that this plan will help reach challenging state standards.
2. Use the **text box** to describe the expected substantial, measurable, and positive impact on students meeting state standards. Note: This will be used to gauge results on the Progress Monitoring (formally called End of Year) report.
3. Explain in the **textbox** how PD will be monitored and updated throughout the year to ensure it is producing the desired outcomes.

Standards

*Plan Name

1. **What** is the focus of this professional learning plan?

1a: Student Achievement in the State Standard for:

- Select All
- The Arts
- Computer Science
- Educational Technology
- English Language Arts
- English Language Proficiency
- Environment and Sustainability
- Financial Education
- Health and Physical Education
- Mathematics
- Science
- Social Emotional Learning Standards and Benchmarks
- Social Studies
- World Languages

1b: Achievement of Specific Learning Groups:

- Select All
- Students with disabilities, including significant cognitive disabilities
- English Language Learners
- Highly Capable students and high ability students who are not formally identified
- Students not meeting Washington State Standards

*2. Projected Outcome: Describe the expected substantial, measurable, and **positive impact on students meeting state standards**.

Note: This will be used to gauge results on the Progress Monitoring (formally called End of Year) report.

*3. **How** will the PD be monitored and updated throughout the year to ensure it is producing the desired outcomes?

Remember: Activities: ESSA Sec. 8101(42)(B) All activities must be intensive, collaborative, job-embedded, data-driven, classroom-focused, and sustained (not stand-alone, 1-day, or short-term workshops).

4. Using the **textbox** describe the professional learning plan. The response must include:
 - a. what activities this Professional Learning Plan include (e.g. PLCs, one on one coaching, learning walks),
 - b. who will take part in these activities (e.g. science teachers, LAP paraeducators),
 - c. when these activities will take place (e.g. biweekly on Wednesday late starts)
 - d. use the **checkbox** to assure that the activities are collaborative, sustained, job-embedded, data driven, and student focused.

There is an **optional textbox** if a conference, guest speaker, or consultant is part of the plan.

5. Use the **checkbox** to assure that the professional learning is high quality and evidence-based ESSA Sec. 2103(b)(3)(E). Evidence based means that there is a demonstrated statistically significant positive impact on students as shown by a well-designed study or a rational based on high quality research findings. Note: it is important to maintain a detailed explanation of the evidence review process for any audits or CPR monitoring.

Click the **save** button.

Activities: ESSA Sec. 8101(42)(B) All activities must be intensive, collaborative, job-embedded, data-driven, classroom-focused, and sustained (not stand-alone, 1-day, or short-term workshops).

4. Describe this professional learning plan. The response must include all of these:

*4a. what activities this Professional Learning Plan include (e.g. PLCs, one on one coaching, learning walks),

*4b. who will take part in these activities (e.g. science teachers, LAP paraeducators),

*4c. when these activities will take place (e.g. biweekly on Wednesday late starts),

*4d. Assurance that the activities are collaborative, sustained, job-embedded, data driven, and student focused.

Optional: If a conference, guest speaker, or consultant is part of this plan, include the name of the event or person who will be participating, and how it relates to the professional learning plan as a whole.

*5. This professional learning is high quality and evidence based ESSA Sec. 2103(b)(3)(E) . Evidence based means that there is a demonstrated statistically significant positive impact on students as shown by a well-designed study or a rational based on high quality research findings. **Note:** it is important to maintain a detailed explanation of the evidence review process for any audits or CPR monitoring.

Save

Note: In previous years, this was the area applications were most likely to be sent back for. To approve the form, it must be clear that Title II funds are not being used for short term professional learning, that the activities funded are high quality and effective, and that funds are only being spent on allowable staff.

If you have any questions please reach out to [Title II staff](#), we want to help.

b. Other Academic Needs

ESSA Sec. 2103 (b)(3)

Teachers, principals, and other school leaders need high quality, personalized, and evidence-based training to improve their quality and effectiveness. This section does not need to have a direct impact on state standards but must impact other areas of student success. Multiple plans may be created, each with different projected outcomes.

Click the **Add** button.

Question 1 is broken up into three sections by which groups may receive the training listed. Select all the boxes that best describe how Title II, Part A funds will be used to grow effective educators. Because the activities are tied to a projected outcome it might be easier to create multiple Other Academic Needs plans instead of selecting unrelated activities.

Other Needs

1. Select all the boxes that best describe how **Title II, Part A funds** will be used to grow effective educators:

Training for teachers, principals, instructional leadership teams to:

- Select All
- Effectively integrate technology into instruction
- Use data to improve student achievement
- Effectively engage families and community partners
- Develop strategies for learning readiness and academic success
- Instructional services provided by effective school library programs, (e.g., literacy training [books and library checkout systems are not allowable])

Training for teachers and principals on

- Select All
- Instruction in early grades, including pre-school
- Selecting and implementing formative assessments, designing classroom-based assessments, and using data to improve instruction
- Preparing students for life after high school
- Other evidence-based training that meets the purpose of Title II, Part A as described below

Training for all School Personnel

- Select All
- When and how to refer students affected by trauma or with mental health concerns, understanding partnerships between school based mental health programs and community mental health organizations, and connecting students to appropriate treatment and intervention services
- Safety, peer interaction, drug and alcohol abuse and chronic absenteeism
- Recognize and prevent child sexual abuse

Use the **text box** to describe how professional growth and development activities are intensive, collaborative, job-embedded, data-driven, classroom-focused and sustained throughout the school year.

2. Click the **checkbox** to assure that the training is evidence-based and high quality.
3. Use the **text box** to describe the expected substantial, measurable, and positive impact on the effectiveness of educators. This can be qualitative or quantitative measures (e.g., improved attendance, reduced office referrals, increased family participation, student survey results). Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year) report.

Click the **Save** button.

*2. Describe how professional growth and development activities are intensive, collaborative, job-embedded, data-driven, classroom-focused and sustained throughout the school year.

*3. Assurance that the training is evidence-based and high quality

[Save](#)

Section 4: Class Size Reduction

The purpose of this section is to improve student achievement by reducing class size by hiring additional effective teachers. If you are not using Title II, Part A funds for Class Size Reduction (CSR), skip this section. The reduction level must be evidence-based, targeted to the students with the most need, and not supplant state funds.

If you are using Title II, Part A funds for class size reduction *click* the **add** button.

▲ Section 4: Class Size Reduction Add

The purpose of this section is to improve student achievement by reducing class size by hiring additional effective teachers. If you are not using Title II, Part A funds for Class Size Reduction (CSR), skip this section. The reduction level must be evidence-based, targeted to the students with the most need, and not supplant state funds.

* Records are sorted by Last Modified Date ascending order

Need	Projected Outcome	Actions
No Records Found		

Answer the following questions in the **pop up window**:

1. Use the **textbox** to describe the need for class size reduction (CSR). Be sure to include results from the consultation in Section 1. **Remember:** *CSR is one of the most expensive ways of increasing access to effective educators. It is important to have a well thought out rational to use funds this way.*
2. Like all professional learning activities, CSR must be evidence-based. If you are using the Tennessee Star framework to provide targeted support for students of color, who are in K-3 grade, *click* the **check box**. If another framework is being used, describe it in the **textbox**.

*1. Describe the need for class size reduction. Include feedback from the consulted groups in Section 1a.

*2. What is the model for this CSR, and how does it align with research-identified best practices? Select one:

Select All

The OSPI pre-approved CSR plan based on the Tennessee's STAR Project. The LEA will be using CSR to provide targeted support for students of color, who are in K-3 grade. Classes will be reduced to 15 or less students. The newly hired teacher must hold a valid Washington state full certificate (not limited), teaching in field, have at least five years' experience teaching and has a three or four on the TPEP.

A different evidence-based model, as described below:

Use the **textbox** to describe how this CSR is expected to have a substantial, measurable, and positive impact on students meeting Washington state standards. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year report).

3. If Title II, Part A funds were used for CSR in the previous year, use the **textbox** to describe the most recent evidence that CSR is having a positive impact on the academic performance of students not meeting state standards, (e.g., DIEBELS, MAP, FAST, SBA, Common Core-aligned assessments, etc.).

Then *click* **Save** and continue.

*3. Describe how this CSR is expected to have a substantial, measurable and positive impact on students meeting Washington state standards. Note: This will be used to gauge results of the Progress Monitoring (formally called End of Year report).

*4. If Title II, Part A funds were used for CSR in the previous year, please provide the most recent evidence that CSR is having a positive impact on the academic performance of students not meeting state standards, (e.g., DIEBELS, MAP, FAST, SBA, Common Core-aligned assessments, etc.).

Save and Continue

Two tables will be added to the **pop up window**.

▲ Name of the school or schools, grade levels and content areas that will be served with this CSR New

* Records are sorted by Last Modified Date ascending order

School Name	Grade/Content Area	Number of students per teacher before CSR	Number of students per teacher after CSR
No Records Found			

▲ Effective Educator Requirements Table New

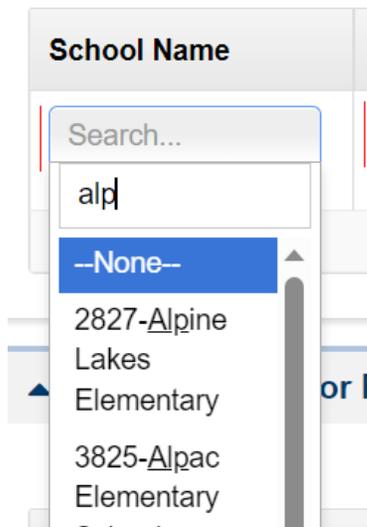
* Records are sorted by Last Modified Date ascending order

Teacher Name	Certification Number	Endorsements	Years teaching	Years teaching content/grade	National Board
No Records Found					

Click the **New button** on the table titled “Name of the school or schools, grade levels and content areas that will be served with this CSR.”

Complete the **table** by:

- Enter the name of the school the CSR is taking place at. The lookup feature will help select a school in the district. Start by typing in the name.



- The grade or subject that is being reduced
- Number of students in the class prior to CSR
- Number of students per teacher after CSR. **Remember:** This should be under 15 is using the Tennessee Star framework.

Click the **Save** button.

▲ Name of the school or schools, grade levels and content areas that will be served with this CSR New Save

* Records are sorted by Last Modified Date ascending order

School Name	Grade/Content Area	Number of students per teacher before CSR	Number of students per teacher after CSR	Actions
3825-Alpac Elementary ...	K	20	13	✖
No Records Found				

Click the **New button** on the table titled “Effective Educator Requirements Table”.

Complete the **table**:

- Teacher Name that is being funded by Title II, Part A
- Certificate Number
- Endorsements
- Years teaching
- Years teaching in the grade or subject the CSR is for
- Is the teacher National Board certificated.

Click **Save** button.

Teacher Name	Certification Number	Endorsements	Years teaching	Years teaching content/grade	National Board	Actions
Jane Doe	12456	Early Childhood Education?	10	6	Yes	X

* Records are sorted by Last Modified Date ascending order

The activates section of the form is complete. The remaining two sections are used to ensure funds are spent in an allowable way.

Section 5: Budget

The purpose of this section is to describe the line items on the Budget Tab of this application. The Budget Tab still needs to be completed. If the budget is filled out, the amounts will appear in this table. This section can be completed prior to the budget or after. For every budget line item that funds are assigned to, check the items that the funds will be used for and include a description that aligns these expenditures to the activities outlined in this application.

Allowable Uses of Title II, Part A funds and what Budget line item they should be listed on can be found here Allowable Uses of Title II, Part A Funds (www.k12.wa.us).

Note: This section is one giant table. The column headers are Budget Line, Item, Description, and Assurances.

Budget Line	Item	Description	Assurances
15 Public Relations Purchased Services \$0.00	<input type="checkbox"/> Consultants to recruit teachers and building leaders		Recruitment will focus on in field teachers that represent the student body and diverse needs of the community. I assure that my district will comply with these requirements. <input type="checkbox"/>

Budget Line cannot be edited by the user. It pulls directly from the \$Budget Tab. Only complete the rows that have funds in Budget Line, or that will have funds in that budget line when the budget tab is updated.

EGMS ID	Category Name	Debit Transfer	Credit Transfer	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes
AC-16901	31 Instructional Professional Dev	\$0.00	\$0.00	\$3,000.00	\$0.00	\$646.00
Total - Focus Area : Title II, Part A		\$0.00	\$0.00	\$3,000.00	\$0.00	\$646.00

31 Instructional Professional Development

Salaries/ Benefits

\$3,646.00

The system will add salaries certificated, salaries classified, and benefits and payroll taxes into salaries/benefits to make it easier to provide a description.

Item lists all the allowable uses of funds in this budget line. Click the box that matches what the funds are being spent on. **Remember:** *If what you want to spend funds on is not listed in the box, check to see if it is another section. If you cannot find it, reach out to the Title II team to get help.*

- Stipends for teachers and paras to attend PD
- Stipends for principals to attend PD
- Stipends for teacher mentors/mentees
- Stipends for teachers providing PD
- Substitutes for educators to attend PD during class time
- Salaries for coaches, TOSAs, other staff

Description is an open text box to describe what the funds are being used for. Connect the funded item to the activities in sections 2, 3, and 4.

Stipends for teachers to attend training outside of normal work hours on supporting students in crisis. |

Assurances lists reminders of how Title II, Part A funds can and cannot be used. *Click* the **checkbox** showing agreement.

Teachers and Paras only receive stipends if attending PD outside of contracted hours.

Principals only receive stipends for attending PD outside of contracted days, such as weekends.

Teachers may receive a stipend for being a mentor or leading PD outside of their job description. Principals may not.

Teachers may receive a stipend for being a mentee, principals may not.

I assure that my district will comply with these requirements.

Section 6: Supplement not Supplant

The purpose of this section is to ensure compliance with ESSA Section 2301. which requires Local Education Agencies (LEAs) to supplement, and not supplant, the state and local funds they would otherwise spend on education. An LEA must be able to operate its schools and its core foundation programs without any federal funds.

Use the **dropdown list** to answer yes or no to the following questions:

1. Are Title II, Part A funds being used to fulfill a local, state, or federal requirement?
2. Have state or local funds been used in the past for the activities listed in this application?
3. If federal funds were not available to conduct the activities or positions in this application, would they be funded with state or local funds anyway?

If the answer to any of these questions is yes, use the **textbox** to explain the answer.

▲ Section 6: Supplement not Supplant

The purpose of this section is to ensure compliance with ESSA Section 2301. which requires Local Education Agencies (LEAs) to supplement, and not supplant, the state and local funds they would otherwise spend on education. An LEA must be able to operate its schools and its core foundation programs without any federal funds.

▲ 1. Are Title II, Part A funds being used to fulfill a local, state, or federal requirement?

No

If Yes, explain, using data, how Title II funds will be used to supplement other funds and go beyond the scope of the requirement.

▲ 2. Have state or local funds been used in the past for the activities listed in this application?

No

If Yes, demonstrate, using data, the need to use Title II funds. Include how state and/or local funding has been reduced (e.g. percentages, actual figures), and any staff cuts if applicable.

▲ 3. If federal funds were not available to conduct the activities or positions in this application, would they be funded with state or local funds anyway?

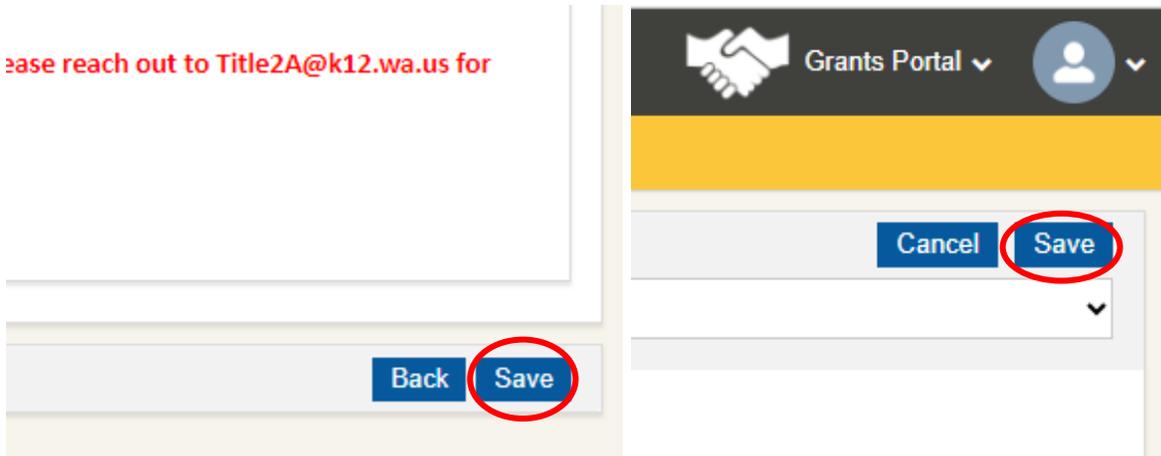
No

If Yes, explain why state or local funds are not being used. Please note this will most likely be a supplant issue and it is unlikely to be approved. Please reach out to Title2A@k12.wa.us for assistance prior to submitting your application.

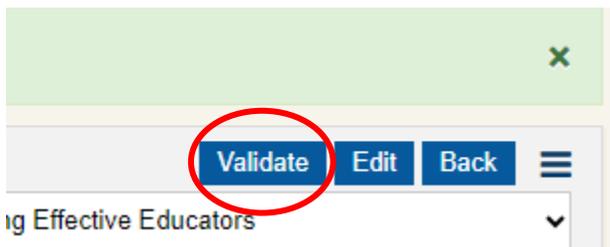
Validate

Once the form is complete, it needs to be saved and validated.

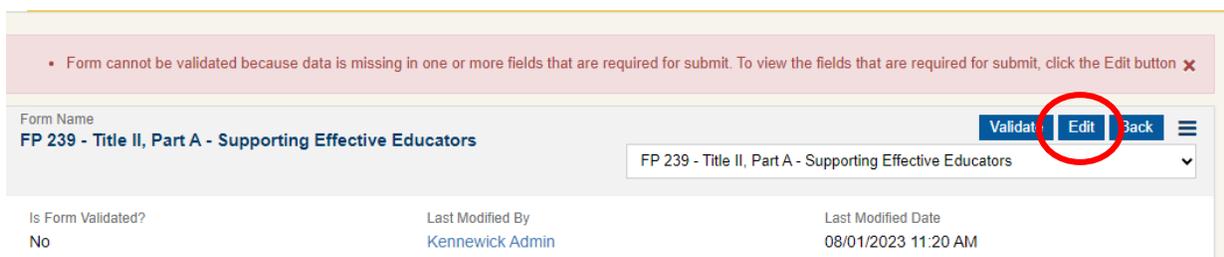
Click the Save button at the top or bottom of the form.



Click the Validate button.

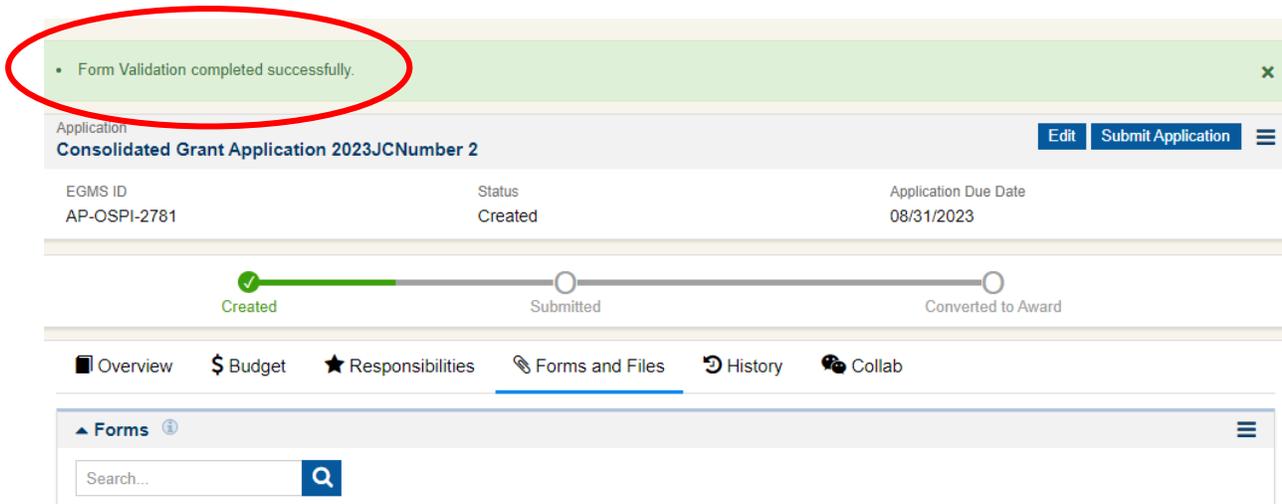


If there are any errors they will appear in red at the top of the screen. **Click the Edit button** to make corrections.



Once the corrections are made, **save and validate again.**

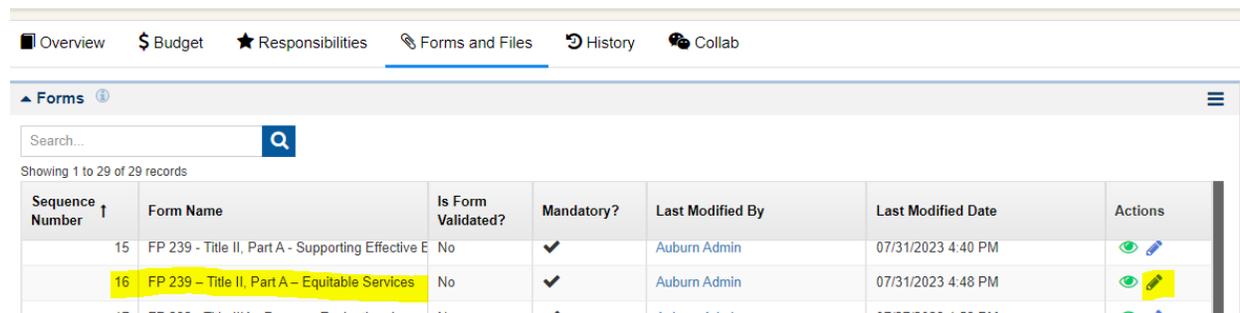
When the validation is successful the form will close and **Forms and Files tab** will appear.



This form is **complete**.

FP 239 – Title II, Part A – Equitable Services

On the Forms and Files Tab and scroll down until you find FP 239 - Title II, Part A – Equitable Services and click the **blue edit pencil** under **Actions**.



Eligibility

This is the only required question on the entire form.

Use the **ratio button** to select either:

- The LEA does not have any private schools participating in our LEA's Title II, Part A equitable services as shown below in Table 2. **Note 1:** For monitoring and auditing purposes, the LEA needs to file documentation for any private schools who decline services, as well as file documentation for any private schools who were unresponsive to multiple contacts including sending a registered letter with a 10-day response window.
- There are private schools in this LEA and at least one chooses to participate in Title II, Part A. **Note 2:** The LEA must upload the Affirmation of Consultation documentation into the Private School Participation in Federal Programs Application in EDS.

Eligibility

Choose the appropriate response:

The LEA does not have any private schools participating in our LEA's Title II, Part A equitable services as shown below in Table 2. (See below Note 1)

There are private schools in this LEA and at least one chooses to participate in Title II, Part A. (See below Note 2)

Note 1: For monitoring and auditing purposes, the LEA needs to file documentation for any private schools who decline services, as well as file documentation for any private schools who were unresponsive to multiple contacts including sending a registered letter with a 10-day response window.

Note 2: The LEA must upload the Affirmation of Consultation documentation into the Private School Participation in Federal Programs Application in EDS.

Remember: *If the LEA does not have any private schools participating in Title II, Part A, you can skip to Validate.*

Table 1: Determining Title II, Part A Private School Proportionate Share for Equitable Services

Only one field in this table is editable (2c), the rest of Table 1 is prepopulated from other sources.

*This form is for your information,
you do not need to enter any information in Table 1 or 2.*

1a. LEA Student Count is based on the report from October 1st of the previous school year.

1b. Participating Private School Enrollment is based of private schools who reported they wanted to participate in Title II, Part A. **Note:** *This count can be changed on Table 2.*

2a. Allocated Amount and **2b. Indirect Amount** are taken from the Budget Tab. **Note:** *If the indirect amount is changed on the Budget Tab, it will change the equitable services amount.*

2c. Direct Administrative Costs is the only field that can be edited. **Enter** any direct administrative costs beyond the indirect amount only if you are using direct administrative costs. This can be left as zero with no changes. **Click Save** at the top of the page.

A screenshot of a web form interface. At the top, there is a yellow header bar. Below it, there are two buttons: 'Cancel' and 'Save'. The 'Save' button is highlighted with a red circle. Below the buttons, there is a dropdown menu with a downward arrow, and a text input field.

3 Equitable Services Amount is the amount you need to budget for private schools.

▲ **Table 1: Determining Title II, Part A Private School Proportionate Share for Equitable Services**

Important: This table makes calculations using the Title II, Part A Allocated Amount and Requested Indirect amount listed on the Budget Tab. Changes to the Allocation and Indirect Cost Table will cause changes to the amount the LEA must reserve for equitable services. Further note that marking a private school in Table 2 as not participating may change the equitable services amount for the remaining schools.

1. Number of Students

- a. LEA Student Enrollment as of October of previous year.
600
- b. Participating Private School Enrollment.
350
- c. Total Enrollment
950

2. Title II, Part A FFY Current Year Per Pupil Rate

- a. Title II, Part A LEA Allocation, as listed on the Budget tab.

\$3,000
- b. LEA Title II, Part A Indirect Costs (from Title II, Part A Budget).
\$143
- c. Enter LEA Title II, Part A direct administrative costs, if any.
- d. Revised Title II, Part A Allocation for Title II, Part A.
\$2,457
- e. Title II, Part A Per Pupil Rate
\$3

3. Equitable Services Amount (Rounded Up)

Amount LEA must reserve for equitable services for participating private schools.
\$1,050

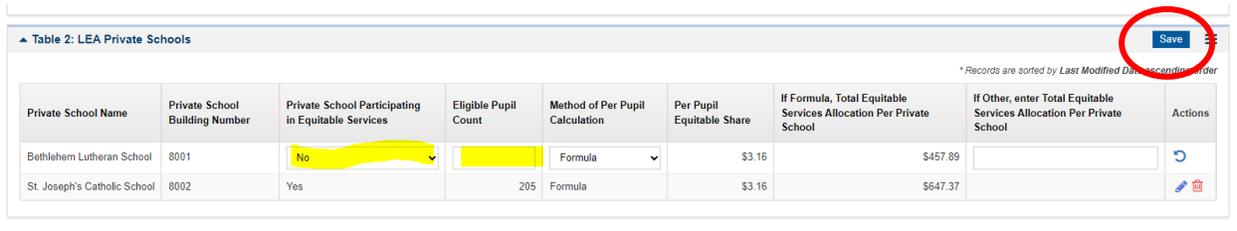
Table 2: LEA Private Schools

Use this table to review how much funds should be set aside for each private school's professional development.

▲ Table 2: LEA Private Schools								
<small>* Records are sorted by Last Modified Date ascending order</small>								
Private School Name	Private School Building Number	Private School Participating In Equitable Services	Eligible Pupil Count	Method of Per Pupil Calculation	Per Pupil Equitable Share	If Formula, Total Equitable Services Allocation Per Private School	If Other, enter Total Equitable Services Allocation Per Private School	Actions
Bethlehem Lutheran School	8001	Yes	145	Formula	\$3.16	\$457.89		 
St. Joseph's Catholic School	8002	Yes	205	Formula	\$3.16	\$647.37		 

Only make a change to this school if you documentation that a private school has changed it's mind and no longer wants to participate in Title II, Part A equitable services. If you need to make a change *click* the **blue pencil** under **Actions**.

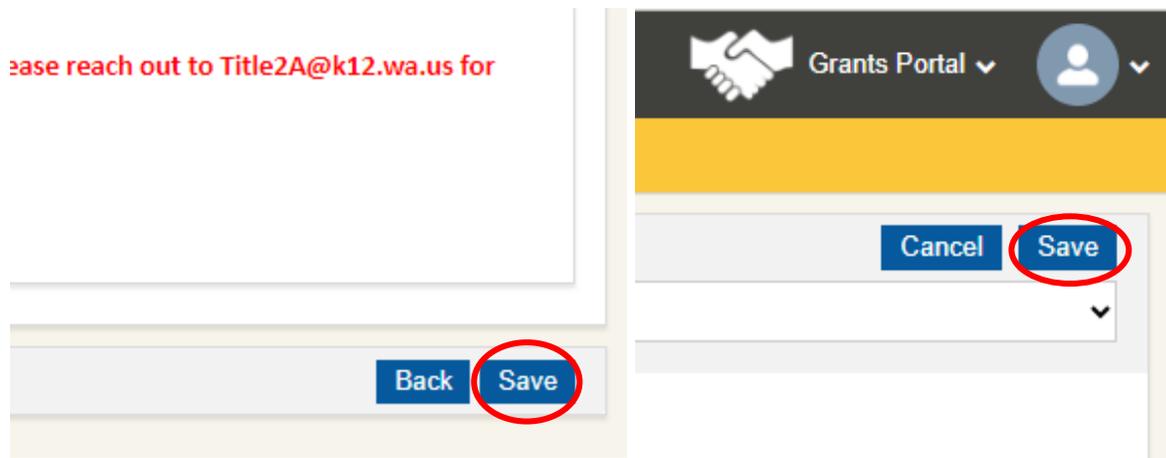
In the **drop box** under Private School Participating in Equitable Services, **select no**. *Delete* the number in Eligible Pupil Count. Then **click the save button**.



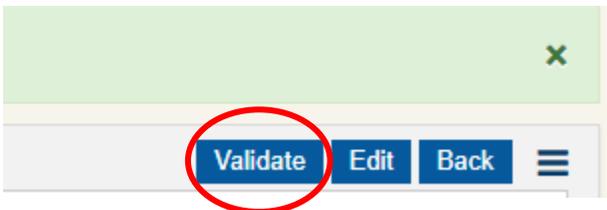
Private School Name	Private School Building Number	Private School Participating in Equitable Services	Eligible Pupil Count	Method of Per Pupil Calculation	Per Pupil Equitable Share	If Formula, Total Equitable Services Allocation Per Private School	If Other, enter Total Equitable Services Allocation Per Private School	Actions
Bethlehem Lutheran School	8001	No		Formula	\$3.16	\$457.89		
St. Joseph's Catholic School	8002	Yes	205	Formula	\$3.16	\$647.37		

Validate

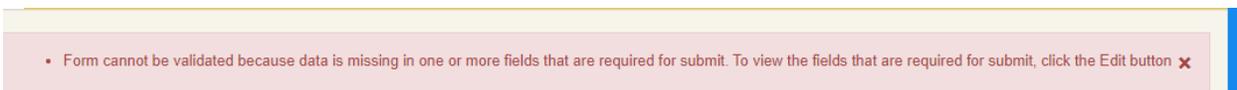
Click the Save button at the top or bottom of the form.



Click the Validate button.



If there are any errors they will appear in red at the top of the screen. **Click the edit button** to make corrections.



Once the corrections are made, **save and validate again**.

When the validation is successful the form will close and **Forms and Files tab** will appear.

The screenshot displays a web application interface. At the top, a green notification banner contains the text "Form Validation completed successfully." which is circled in red. Below this, the application title is "Consolidated Grant Application 2023JCNumber 2". A table below the title shows the following details:

EGMS ID	Status	Application Due Date
AP-OSPI-2781	Created	08/31/2023

Below the table is a progress bar with three stages: "Created" (marked with a green checkmark and a full green bar), "Submitted" (marked with an empty circle and a grey bar), and "Converted to Award" (marked with an empty circle and a grey bar). A navigation menu below the progress bar includes "Overview", "Budget", "Responsibilities", "Forms and Files" (which is highlighted with a blue underline), "History", and "Collab". At the bottom, there is a "Forms" section with a search bar and a magnifying glass icon.

This form is **complete**.