Title II, Part A

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USBE Program Website and Quick Links:

USBE ESEA Programs and Related State Initiatives
USBE Title II, Part A: Building Systems of Support for Excellent Teaching and Leading
U.S. Department of Education Office of Elementary and Secondary Education
U.S. Department of Education Supporting Effective Instruction State Grants - Title II, Part A

Date of Publication
(05/23/2023)

Overview of Program

Funding source
Title II, Part A is a federally-funded program authorized by the Elementary and Secondary Education Act (ESEA) as established in 1965 and as amended in the Every Student Succeeds Act (ESSA) in 2015.

Description
The purpose of Title II, Part A is to provide grants to State educational agencies (i.e., USBE) adn subgrants to local educational agencies (i.e., charter schools and school districts) 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.

Availability of Funds
Applications for Title II, Part A funds are completed by charter schools and school districts each fall. Awarded funds are available on a 27-month cycle beginning on July 1 of the same calendar year. The amount awarded each year varies based on federal allocations and Title I school funding formulas.

Website for Grant Application:
The Title II, Part A grant application is distributed through our Utah Grants Management system. A pdf version of the application can also be found on the USBE Title II, Part A: Building Systems of Support for Excellent Teaching and Leading page.

Additional Guidance
Federal law and non-regulatory guidance establish the requirements for Title II, Part A, and state guidance further augments them. Guidance and regulatory information as well as non-regulatory guidance from the U.S. Department of Education can be found on the Every Student Succeeds Act homepage.

Supplemental Guidance
This guide is intended as a supplemental resource to answering many common questions. Information contained herein does not replace or revoke guidance received directly from USBE staff. LEAs are encouraged to seek personalized assistance from the USBE to clarify the guidance provided in this document as needed.

Purpose of Document

The Title II, Part A Program Guide is a resource designed to assist the Title II, Part A directors and staff in local educational agencies (LEAs) in designing and implementing an effective local Title II, Part A program in compliance with federal funding requirements.

This Program Guide is based on the interpretation of federal code, as well as the regulations and guidance issued by the U.S. Department of Education. It includes several samples of allowable costs that are not intended to be universally applicable. These samples are not official templates and should be adapted to meet specific LEA requirements.

If there are any doubts about the applicability of the samples, the Title II, Part A team at the Utah State Board of Education (USBE) advises each LEA to consult with our office for clarification.

Applying for Funds

The Utah State Board of Education has implemented a common Electronic Grants Management System (EGMS), known as Utah Grants ([Utah Grants Login Page](#)). Utah Grants provides a common, centralized, end-to-end grants system. All flow-through funds are managed and tracked in Utah Grants. Utah Grants is a comprehensive solution for grant life-cycle management, including grant applications, budgeting, awards, revisions, reimbursement requests, progress reports and monitoring.

 For questions on Utah Grants, please contact the Utah Grants Support Desk: (801) 538-7604 or utahgrants@schools.utah.gov.

Additional Guidance on Grant Requirements

- **Necessary and Reasonable Guidance:** For a particular cost to be allowed, it must be necessary and reasonable for proper and efficient performance and administration of the program/grant. A cost is reasonable if it does not exceed what a district would normally incur in the absence of federal funds. Additional guidance about standards for determining costs for federal grants is available from the federal Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2 CFR Part 200](#)).

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- **Important Notes about Supplement vs. Supplant:** The federal rules for supplement vs. supplant for education funding are designed to ensure that federal funds are used to supplement, not supplant, state and local funds for education. Under these rules, federal education funds must be used to provide additional educational services or activities that would not have been possible without the federal funds. In practice, this means that schools and districts must carefully track their spending and ensure that federal funds are used to support new or expanded programs, activities, or services that are not already provided with state or local funds.

- **Evidence-Based Strategies:** Selecting evidence-based strategies when developing a program is important for schools because it ensures that the program has been rigorously tested and has a proven track record of success. Evidence-based strategies are interventions, practices, or programs that have been shown through scientific research to be effective in achieving specific outcomes. By choosing evidence-based strategies, schools can have confidence that they are using approaches that have been shown to be effective in achieving the desired goals. There are several reasons why schools should select evidence-based strategies when developing a program:

    1. **They have been proven to work**: Evidence-based strategies are based on scientific research, which means that they have been tested and shown to be effective in achieving specific outcomes. By using evidence-based strategies, schools can be confident that they are implementing approaches that have been proven to work.

    2. **They save time and resources**: Implementing evidence-based strategies can be more efficient and cost-effective than developing a program from scratch. Research-based strategies are often accompanied by training and implementation materials that have been refined over time, making it easier for schools to implement them successfully.

    3. **They improve outcomes for students**: Evidence-based strategies are designed to improve outcomes for students, whether that's academic achievement, social-emotional development, or behavior. By using strategies that have been shown to be effective, schools can help their students reach their full potential.

    4. **They enhance accountability**: Using evidence-based strategies can help schools demonstrate that they are using resources effectively and achieving the desired

Date of Publication
(05/23/2023)

outcomes. By using strategies that have been tested and proven to be effective, schools can show that they are being accountable to their stakeholders.

- **Consultation with Stakeholders:** Consultation with stakeholders is a critical requirement for federal grants related to education. These grants aim to improve educational outcomes for students, and as such, it is important to involve various stakeholders in the planning and implementation process. Stakeholders in the education sector can include representatives from local school boards, parent-teacher associations, community organizations, teacher unions, and higher education institutions. It may also include education experts, researchers, and policymakers. The consultation process typically involves holding meetings or forums where stakeholders can provide feedback on the proposed educational programs or initiatives. This can include sharing concerns, suggesting improvements, and identifying potential issues that may arise. The grant recipient is expected to consider this feedback and incorporate it into their plans as appropriate. By involving stakeholders in the planning process, grant recipients can build stronger relationships with their communities, increase transparency and accountability, and ultimately achieve better outcomes for students.

- **Equitable Services for Non-Public Schools:** Equitable services for non-public schools are required under various federal grant programs. The purpose of these services is to ensure that students attending non-public schools, including religious schools, receive educational services that are comparable to those provided to students in public schools. The school district or state education agency is responsible for providing equitable services to eligible non-public schools. Eligible non-public schools are those that are located within the geographic boundaries of the public school district and that have students who are low-income, as determined by federal poverty guidelines.

  Equitable services can include a wide range of educational programs and services, such as:
    - Title I instructional services
    - Professional development for teachers
    - Counseling and guidance services
    - Parent involvement activities
    - Supplementary educational materials and equipment
    - Preschool programs
    - After-school programs
    - Remedial and enrichment programs

The amount of funding for equitable services is based on the number of low-income students attending the non-public school, as well as the amount of funding available under the grant program. The school district or state education agency must consult with the non-public school to determine the specific services to be provided and how the services will be delivered. **Finally, it's important to note that equitable services do not provide direct financial assistance to non-public schools. Instead, they provide educational services and programs that are designed to improve the academic achievement of low-income students attending non-public schools.**

Allowable Expenditure Funding Guidance:

The following chart lists budget items for the program/grant ([UPEF Program Code XXXX](#)). **The list is not exhaustive**, and includes mostly those items that have surfaced over time and that have prompted additional discussion or guidance.

LEGEND:

✅ = Typically Allowable   🟡 = Maybe Allowable   ❌ = Never Allowable

Salaries (100)		
Code	**Activity**	**Special Requirements or Additional Information**
🟡	Educator salary stipends for professional learning.	Professional learning must meet the definition provided in [Title IX, Section 9109(34)](#).
✅	Full or partial salary for educators or staff who directly support Title II activities (e.g., coaches, mentors, administrators, office staff).	Educators/staff paid **must** be directly involved with carrying out eligible Title II, Part A activities. Maintenance of effort logs must confirm assignments.
✅	Salary bonuses used to recruit and/or retain educators.	
🟡	Educator substitute costs.	Substitutes **must** be used to cover for an educator who is participating in a Title II, Part A activity.
❌	Full or partial salary for private school educators or staff.	

Benefits (200)

Code	Activity	Special Requirements or Additional Information
✅	Benefits associated with allowable salary activities (e.g., state retirement, health insurance, disability benefits).	
❌	Benefits for private school educators or staff.	

Purchased Professional and Technical Services (300)

Code	Activity	Special Requirements or Additional Information
✅	Costs paid to professional development providers.	Professional development must be aligned to LEAs application and fit the definition provided in Title IX, Section 9109(34).
✅	Costs paid to vendors for tools or resources that support educator effectiveness or evaluation (e.g., ObserverTab).	Expenses must meet the supplement and not supplant conditions associated with federal awards.
✅	Tuition reimbursement costs.	Tuition should assist educators in becoming licensed or in developing effectiveness.
🟡	Conference registrations.	May be more appropriate to bill as a travel expense if conference required travel.

Other Purchased Services (500)

Code	Activity	Special Requirements or Additional Information
🟡	Retention and recruitment tools.	Must be reasonable.
✅	PRAXIS or other testing fees related to educator licensing.	
❌	Food costs associated with professional learning events.	Federal funds cannot be used for food costs.

Travel (580)

Code	Activity	Special Requirements or Additional Information
✅	Conference registration fees.	Conferences must be aligned to purposes identified in LEA application.
✅	Airline fees for travel to allowable conferences.	Must satisfy reasonable and necessary provisions.
✅	Hotel costs related to travel to allowable conferences.	Must satisfy reasonable and necessary provisions.
🟡	Mileage and/or per diem costs related to allowable travel expenses.	Per diem costs for meals are allowed, but direct payments to restaurants (e.g. visa payments) are not.
✅	Moving costs to attract or retain educators.	

Supplies & Materials (600)

Code	Activity	Special Requirements or Additional Information
🟡	Supplies or materials purchased to facilitate accomplishing goals outlined in LEA application (e.g., textbooks, printing services).	Receipts are required to be included for all supplies and materials requests and should detail the nature of the expense.
❌	Food costs associated with professional learning events.	Federal funds cannot be used for food costs.

Other - Not eligible for indirect cost (900)

Code	Activity	Special Requirements or Additional Information
🟡	Miscellaneous expenses not captured in other lines (e.g. costs associated with providing equitable access to services for private school staff or students).	Use of funds must be explained and private schools cannot be paid directly.

Date of Publication
(05/23/2023)