

EGMS Title II, Part A Forms Worksheet

EGMS is replacing iGrants as the system used to apply for ESEA Title program funds. While much redundant information has been consolidated into the application, each Title program requires specific forms for the unique purpose of the program funds. Title II, Part A has replaced the eight-page FP 239 from iGrants with three shorter forms: Class Size Reduction, Professional Learning Plan, and Equitable Services.

This worksheet is a planning tool explaining the specific information that will be needed to complete each form. The purpose is to assist LEAs (LEA includes school districts, charter schools, and tribal compact schools) in planning the completion of the Title II, Part A section of the application prior to the application opening.



FP 239-Title II, Part A – Class Size Reduction

LEAs who are utilizing REAP Alternative Fund Use Authority should not complete this form.

Question 1 "Is the LEA requesting Title II, Part A funding for Class Size Reduction (CSR)? CSR models must be staffed with properly endorsed teachers with five or more years of experience."

 Yes No, the LEA is not utilizing Title II, Part A funds for Class Size Reduction

Research shows that reducing class sizes is effective when the following conditions are met:

- Numbers are reduced in grades K-3 and that reduction is sustained over multiple years.
- The focus of the reduction is in a classroom with a high percentage of students of color or from lower income families.
- The number of students in the classroom does not exceed fifteen students.
- The purpose of the reduction is to focus on gains in math and English language arts.

Use the following criteria to determine whether Title II, Part A funds can be used to support class size reduction (CSR) in your local education agency (LEA). The CSR model must:

- Be used to reduce or eliminate the opportunity gap for students not able to meet state standards.
- Be staffed with properly endorsed teachers with at least 5 years of experience.
- Meet the Supplement *not* Supplant guidelines.

Class Size Reduction Plan

Question 2. Section 2122(b) requires that expenditures of Title II, Part A funds be aligned to the needs identified through consultation. Describe the process and/or procedure used to determine the need for CSR and how this CSR is expected to have a substantial, measurable and positive impact on student academic achievement.

Question 3 List the following for each use of Class Size Reduction:

Name of School(s) _____

Grade Level(s) _____

Content Area(s) _____

Number of Students per Teacher – Before CSR _____

Number of Students per Teacher – After CSR _____

Question 4 What is the model for this CSR, and how does it align with research-identified best practices?

Question 5 Are schools where class size reduction will be implemented:

a. Identified as having the largest "average" class size in comparison with other schools in your LEA?

____Yes ____No

b. Identified as having greater numbers of students from low-income families or students of color?

____Yes ____No

Question 6a Were Title II, Part A funds used for this same CSR in the past?

____Yes ____No

Question 6b. If Yes, please provide the most recent evidence that CSR is having a positive impact on the academic performance of students not meeting state standards, (i.e., DIBELS, MAP, FAST, SBA, Common Core-aligned assessments, etc.).

Endorsement Requirements

Local Education Agencies using Title II, Part A funds for class size reduction must provide supporting documentation that teachers meet endorsement requirements at the time they are placed in the assignment. For each teacher, provide the following information below:

Teacher Name_____

Certificate Number_____

Building Assignment_____

Content Area Assignment_____

Years in Grade Level_____

Years in content area_____

17 FP 239 – Title II, Part A – Professional Learning Plans

Effective professional learning (PL) leads to changes in teacher and leadership practices and improvement in student learning outcomes (Darling-Hammond, Hyer, Gardner, 2017). **Research** demonstrates that effective professional learning:

- is **content focused** and includes pedagogy on how students learn that specific content.
- is **job-embedded**, highly-contextualized, and incorporates active learning strategies.
- supports collaboration and fosters **learning communities** among teachers and school leaders.
- uses **models of effective practice** to provide teachers and school leaders with a clear vision of what best practices look like.
- provides **coaching** and knowledgeable support focused on educators' individual needs
- is **sustained** over time.

Data on the quality of implementation of professional learning activities, gains in educator knowledge, and changes in instructional and leadership practices are monitored and evaluated to ensure students experience positive learning outcomes. The effectiveness of professional learning can be inhibited by other factors, including inadequate resources, lack of alignment or cohesiveness, or school cultures that lack responsiveness to the needs of adult learners. These conditions can be identified through the LEA's needs assessment for professional learning or surfaced through consultation with stakeholders.

Section 1: Consultation

Meaningful consultation is required by ESSA Section 2102(b)(3)(A). Identify the educational partners the LEA collaborated with in the planning of professional learning activities to be carried out with Title II, Part A funds. [Check all that apply:](#)

- ☐ Students
- ☐ Parents/Families (required)
- ☐ Teachers (required)
- ☐ Principals and other school leaders (required)
- ☐ Paraeducators and/or organizations representing paras (required)
- ☐ Community Members (required)
- ☐ Charter School Leaders (required if Charter school operating within the LEA's geographic boundaries)
- ☐ Counselors
- ☐ School or District Improvement Teams
- ☐ Parent Advisory Committees

The consultation must include seeking advice regarding (1) how best to improve the local educational agency's activities to meet the purpose of Title II, Part A, and (2) coordinating the local educational agency's activities under this part with other related strategies, programs, and

activities being conducted in the community. Identify the methods the LEA used for this purpose. [Check all that apply](#):

- ☐ Surveys
- ☐ Panels
- ☐ Interviews
- ☐ Continuous improvement teams
- ☐ Other (please specify)

Section 2: Closing the Opportunity Gap

Title II, Part A focuses attention on addressing the learning outcomes of students at highest risk of not meeting the state's academic standards. LEAs have a responsibility to provide professional learning opportunities to enable teachers to:

- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.
- Improve student behavior in the classroom and identify interventions to help students in the categories listed above.
- Involve parents in the education of their children.
- Understand and use data and assessments to improve classroom practice and student learning.

Describe how your LEA provides professional learning for teachers to ensure they are prepared to address learning needs and provide assistance for the families of students in the categories listed above.

Section 3: Staffing FTE

Will the LEA use Title II, Part A funds for certificated salaries?

[Yes](#) [No](#)

If yes, complete the table below.

Item	Description	F.T.E.	Funding Amount
Class Size Reduction			\$0
Coaches			\$0
ESAs			\$0
Mentors			\$0
Stipends/Extra Hours			\$0
Substitutes			\$0
TOSAs			\$0

Others			\$0
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Section 4: Teacher/Principal Recruitment, Retention, and Induction Plan

Recruitment

Question 1 Select all the boxes that best describe how Title II, Part A funds will be used for recruitment activities: [Check all that apply](#):

- ☐ In-state teacher recruiting
- ☐ Out-of-state teacher recruiting
- ☐ In-state principal recruiting
- ☐ Out-of-state principal recruiting
- ☐ Attend job fairs
- ☐ Advertise job postings
- ☐ LEA travel for recruitment
- ☐ Signing bonuses or other financial incentives for hard to fill positions
- ☐ Build or expand partnerships with teacher preparation programs
- ☐ Build or expand partnerships with principal preparation programs
- ☐ Recruit paraeducators for alternate route to teaching programs
- ☐ Financial incentives for alternate route to teaching programs
- ☐ Reimbursement for endorsement assessments
- ☐ Other (please specify)

Question 2 Describe how the LEA is using Title II, Part A funds to improve the recruitment and placement of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations.

Retention

Question 1 Select all the boxes that best describe how Title II, Part A funds will be used for retention activities. [Check all that apply](#):

- ☐ Develop a cadre of trained mentor teachers who are compensated to mentor new teachers
- ☐ Develop a cadre of trained mentor principals who are compensated to mentor new principals
- ☐ Provide organizational support for teachers pursuing National Board Certification
- ☐ Coaching for experienced teachers
- ☐ Stipends for additional training/professional learning
- ☐ Financial incentives for staying in the
- ☐ Financial incentives for hard to fill positions

- ☐ Provide organizational structures to monitor and provide feedback on key working conditions that affect teacher retention
- ☐ Opportunities to participate in a community of practice
- ☐ Other (please specify)

Question 2 Describe how the LEA is using Title II, Part A funds to improve the retention of culturally competent and responsive educators, especially educators from underrepresented groups, to meet the needs of diverse student populations.

Induction

Question 1 Select all the boxes that best describe how Title II, Part A funds will be used for induction activities. [Check all that apply:](#)

- ☐ Mentorship programs for novice teachers
- ☐ Leadership development programs for novice principals
- ☐ Training in the adopted instructional framework and evaluation practices (e.g. TPEP)
- ☐ Curriculum or content area professional learning for new and new-to-district teachers
- ☐ On-going professional learning for novice teachers in key areas impacting teacher attrition (e.g. trauma-informed practices, social-emotional learning, restorative justice, inclusion strategies)
- ☐ Stipends for new teacher participation in professional learning and trainings
- ☐ Protected or compensated time for one-on-one mentoring activities (e.g. observing and analyzing practices, using classroom data, analyzing evidence of student learning, lesson planning)
- ☐ Job-embedded coaching (either with instructional coaches or mentors)
- ☐ Opportunities to participate in a community of practice
- ☐ Other (please specify)

Question 2 Describe how the LEA is using Title II, Part A funds to improve the support and induction of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations.

Section 5: Professional Learning Plans

Copy and paste Section 5: Professional Learning Plans for each additional plan.

Goals and Focus

Professional Learning Plan Name _____

Question 1 What has the LEA identified that students need in order to experience academic and scholastic success?

Question 2 How does this Professional Learning Plan build or deepen educator knowledge and skills to address the student needs identified above?

Question 3 Identify the focus areas of this professional learning plan. [Check all that apply:](#)

- ☐ Career Readiness Education
- ☐ Culturally Responsive Teaching
- ☐ Differentiated Instruction
- ☐ Early Childhood Education
- ☐ Formative Assessment
- ☐ Highly Capable Instruction
- ☐ Inclusionary Practices (Universal Design for Learning: UDL)
- ☐ Instructional Library Programs
- ☐ Improving Working Conditions in Schools
- ☐ Learning Management Systems
- ☐ Literacy Instruction
- ☐ MTSS (Multi-Tiered Systems of Supports), including RtI (Response to Intervention) and PBIS (Positive Behavioral Intervention System)
- ☐ Neuro Science of Learning (Brain Based Practices)
- ☐ Next Generation Science Standards
- ☐ Race and Equity
- ☐ Recognizing and Preventing Child Sexual Abuse
- ☐ STEM (Science Technology Engineering Mathematics) and Computer Science
- ☐ Student Trauma/Mental Health (includes Social Emotional Learning)
- ☐ Teacher and Principal Evaluation
- ☐ Technology Integration
- ☐ Washington State Learning Standards
- ☐ 21st Century Skills
- ☐ Other, Please specify _____

Activities

Question 1 Who will participate in the professional learning activities identified above?

Question 2 Describe the activities that will be conducted as part of this professional learning plan.

Question 3 How will the LEA monitor the transference of professional learning into classroom or school-wide practices that positively impact student learning and ensure that the professional learning is sustained over time?

18 FP 239 – Title II, Part A – Equitable Services

Private schools within the LEA's geographic boundaries are eligible to participate in professional learning activities under Title II, Part A.

NOTE: Title II, Part A funds should never be paid directly to private schools. Please see the U.S. Department of Education Equitable Services guidance in the File section of this application.

Reminder: LEAs must upload a completed Affirmation of Consultation in the Private School Participation in Federal Programs Application in EDS, under the "Consultations" tab. An Affirmation of Consultation must be uploaded for all private schools participating in federal program equitable services.

Eligibility

Choose the appropriate response:

o 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.

OR

o 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.

LEA Contact for Private School Title II, Part A Services

Name _____

Email _____

Phone number _____

Determining Private School Proportionate Share for Equitable Services

Question 1 LEA Student Enrollment as of October of previous year.

Note: Do not use internal district numbers. Please use the link above to look up the count.

Question 2b Amount LEA transferred FROM Title II, Part A to other programs by exercising transferability option.

Note: Enter zero if nothing was transferred.

Question 2c enter the LEA Title II, Part A Indirect Costs (from Title II, Part A Budget)

Question 2d enter the Amount LEA transferred FROM Title IV, Part A into Title II, Part A by exercising transferability option.

Note: Enter zero if nothing was transferred.

Question 2e Enter LEA Title IV, Part A Indirect Costs if transferred into Title II, Part A (from Title IV, Part A, budget)

Note: Enter zero if nothing was transferred.

LEA Private Schools

Copy and paste this section for each private school in the LEA geographic boundaries.

Private School Name _____

Will the school be participating in Title II, Part A Equitable Services? ____Yes ____No

How will the private school engage in professional learning? [Choose the appropriate response:](#)

- ☐ LEA Sponsored Professional Learning
- ☐ Private School Designed Professional Learning
- ☐ Both

Please briefly describe the specific activities to be undertaken by the private school related to this focus area.

Budget

While LEAs can create draft budgets based off previous year's awards, it can be helpful to wait until the EGMS Application opens and look up the actual allocations. The Application will not open until the LEA has submitted the Preapplication and OSPI has received final allocations for all grant programs, sometime in late July.

Allocation and Indirect Costs

Allocation amounts can be found in the EGMS Application on the \$Budget Tab.

Title II, Part A Allocated Amount \$_____

Requested Indirect Amount \$_____

Allowed Direct Expenditure \$_____

Note: This is the total Title II Allocated Amount minus the Requested Indirect Amount.

Budget Details

The total of this table should equal the Allowed Direct Expenditure

	Salaries- Certificated	Salaries- Certificated	Benefits & Payroll	Supplies- Non- Capitalized	Purchased Servers	Travel
Supervision- Instruction	\$	\$	\$	\$	\$	\$
Principal's Office	\$	\$	\$	\$	\$	\$
Guidance & Counseling	\$	\$	\$	\$	\$	\$
Heath/Related Services	\$	\$	\$	\$	\$	\$
Teaching	\$	\$	\$	\$	\$	\$
Instructional Professional Development	\$	\$	\$	\$	\$	\$
Instructional Technology	\$	\$	\$	\$	\$	\$

How to Access Budget Allocations in EGMS

Log in to EGMS and click the **Applications** Tab from the menu at the top of the screen. Click the blue pencil under actions to edit the application.



The screenshot shows the 'Applications' tab in the EGMS system. At the top, there are navigation tabs: Opportunities, Applications (selected), Grants, and Monitoring. Below the tabs is a search bar and a table of applications. The table has columns for EGMS ID, Application Title, Funding Opportunity Title, Application Due Date, Submitted On, Owner, Status, Last Modified Date, and Actions. One application is listed with ID AP-OSPI-1041, titled 'ESEA Consolidated Grant Ap...', and a due date of 08/18/2022. The Actions column for this application contains a green plus icon and a yellow pencil icon.

EGMS ID	Application Title	Funding Opportunity Title	Application Due Date	Submitted On	Owner	Status	Last Modified Date	Actions
AP-OSPI-1041	ESEA Consolidated Grant Ap...	ESEA Consolidated Grant Application	08/18/2022		Kaliso Admin	Created	07/05/2022 1:06 PM	 

Total Records: 1

Click on the \$ Budget tab on the main menu.



The Allocation and Indirect Costs table lists out the Title II, Part A Allocation amount and the max indirect allowed.



The screenshot shows the 'Allocation and Indirect Costs' table in the EGMS system. The table has columns for Focus Area/Program ID, Allocation Amount, Maximum Indirect Allowed, Requested Indirect Amount, Allowed Budgeted Direct Expenditure, Budgeted Direct Expenditure, and Actions. The table lists various Title II, Part A allocations and their associated indirect costs. The 'Requested Indirect Amount' column for Title II, Part A is highlighted in yellow.

Focus Area/Program ID	Allocation Amount	Maximum Indirect Allowed	Requested Indirect Amount	Allowed Budgeted Direct Expenditure	Budgeted Direct Expenditure	Actions
Title II, Part A	\$4,490,000.00	\$264,910.00	\$0.00	\$4,490,000.00	\$0.00	
Title II, Part C	\$21,000.00	\$1,240.00	\$0.00	\$21,000.00	\$0.00	
Title II, Part D	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part D, Subpart 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part D, Subpart 2	\$10,000.00	\$2,120.00	\$0.00	\$10,000.00	\$0.00	
Title II, Part A	\$608,827.00	\$30,022.00	\$0.00	\$608,827.00	\$0.00	
Title II, Part A	\$406,723.00	\$23,907.00	\$0.00	\$406,723.00	\$111,100.00	
Title II, Part A	\$363,000.00	\$17,870.00	\$17,870.00	\$363,000.00	\$284,130.00	
Title II, Part B	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	
Total	\$5,781,630.00	\$341,125.00	\$17,870.00	\$5,763,760.00	\$406,220.00	