

Title II A – Use of Funds – Evidence Based Strategies Requirement
Revised - June 2018

The Title II, Part A program is designed to increase student achievement; 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 at improving student academic achievement; and provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). Title II, Part A investments should align with the HDOE's overall strategies to support effective instruction in order to improve student academic outcomes.

Using A Cyclical Framework for Maximizing Title II, Part A Investments are more likely to result in interventions that are sustained and improve outcomes for students if 1) Chosen interventions align with **identified local needs**; 2) The **evidence base** and the local capacity are considered when selecting a strategy; 3) There is a robust **implementation plan**; 4) Adequate resources are provided so the **implementation is well-supported**; 5) Information is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

This framework is designed to help decision-makers make more effective Title II, Part A investments and to make the use of evidence, research, and data part of the decision-making process.

Under ESEA sections 2102(b)(2)(D) and 2102(b)(3), LEAs are required to use data and ongoing consultation to continually improve their Title II, Part A funded activities. LEAs must use Title II, Part A funds to develop, implement, and evaluate comprehensive programs and activities. (ESEA section 2103(a)). **To ensure effective Title II, Part A investments, it is important to track and measure the short-term and long-term impacts of an intervention.** There are different ways to examine how activities are working. Performance monitoring, for instance, involves frequently tracking data about an activity to see how outcomes compare to identified targets and goals. Rigorous evaluations, on the other hand, measure the effectiveness of an activity, answering questions about the impact of a specific activity on measured outcomes. Both types of knowledge help inform future decisions and investment, and should be reflected upon and shared with key stakeholders to make future decisions. Performance monitoring and evaluations of effectiveness are described below:

- **Performance monitoring** involves regularly collecting and analyzing data in order to track progress against targets and goals. For example, performance monitoring can help identify whether key elements of a logic model are being implemented as planned and whether the intervention is meeting interim goals and milestones, as well as suggest

ways the intervention could be changed for continuous improvement. Performance information can also provide insight into whether the expected outcomes are being achieved.

- **Evaluations of effectiveness** may be appropriate when SEAs and/or LEAs want to know if an activity was effective in that the activity affected the intended student or educator outcomes. These types of evaluations may meet strong or moderate evidence levels, as defined in ESEA section 8101(21).

For more detailed information on the Cyclical Framework, please refer to “A Cyclical Framework for Maximizing Title II, Part A Investments”, found on page 30 of the Non-Regulatory Guidance for Title II, Part A.

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Complex Areas/Charter Schools/State Offices, should have on hand documentation to support each item on their Title II A Complex Area/School/Office plan. Each item should have:

1. Documented needs assessment that aligns with a specific item on their Title II A Plan.
2. An Implementation Plan on how the funding will be used:
 - a. Identified specific item on the budget template
 - b. Expected outcome for using the funds for that item
 - c. How funding this item helps to meet your need
 - d. Measurable goals
 - e. Timeline for successful implementation
 - f. Clearly identified roles
 - g. Plan for continuous improvement
3. Evidence is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

For more detailed information on Evidence, please refer to Appendix A: Guidance on the Definition of “Evidence-Based” found on page 37 of the Non-Regulatory Guidance for Title II, Part A. <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Documentation in support of your Complex Area/school/office Plan must be available upon request.