Title II Part A Allowable Uses

Use of this Document

This document is designed to support LEAs, schools and sub-grantees in identifying potential allowable uses of Title IV Part A funds. It is important to note that while this document lists strategies and activities commonly funded, this should not be considered an exhaustive list, nor does it guarantee that an activity listed will be considered allowable for each sub-grantee; allowability is also based on a data-driven assessment of local needs.

Purpose of Title II Part A

In general, Title IIA funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teacher, principals, and other school leaders.

The purpose of Title II Part A 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

General Considerations

These funds can be used for a wide range of activities to support the quality and effectiveness of teachers, principals, and other school staff. However, programs and activities supported with Title II funds must:
- Be consistent with Title II's purpose (see above);
- Be necessary, addressing identified needs on the Local Education Agency (LEA)'S Comprehensive Needs Assessment (CNA) and support goals outlined on the LEA's Continuous Improvement Plan (CIP);
- Be reasonable, considering breadth of impact and associated costs;
- Address the learning needs of all students, including children with disabilities, English Learners (ELs), and gifted and talented students;

- Be used for evidence-based activities[1];
- Be utilized to supplement local and state funds, not supplant them[2]; and
- Be coordinated with other available funds and resources to maximize the effectiveness and efficiency of spending.

Allowable and Unallowable Uses

Strategy	Allowable Uses	Unallowable Uses

Development and Implementation of Strong Evaluation and Support Systems	• Development, implementation and improvement of rigorous, transparent and fair evaluation systems for teachers[3] that
	   o Are based in part of evidence of student achievement[4]
	   o Include multiple measures of educator performance[3] and
	   o Provide clear, timely and useful feedback for teachers
	• Development and provision of training for school leaders, coaches, mentors and evaluators on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development (PD), improvement strategies and personnel decisions[5]	

School Leadership and Community Initiatives	• Community learning opportunities, such as Professional Learning Communities (PLCs) where principals and other school leaders engage with their school teams to fully develop broad curriculum models[4]	• Stand-alone conferences that do not meet the definition of "High Quality Professional Development"[7,8]

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Strategy	Allowable Uses	Unallowable Uses
School Leadership and Community Initiatives (cont.)	• Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation[6] • PD related to development of meaningful teacher leadership	
Induction and Mentoring	• Stipends for mentors for teachers and principals for time beyond contract obligation (BCO) • Mentor training • New teacher training • Purchasing of resources to support professional learning for new teachers, as long as the investment includes a professional learning component (i.e. purchasing 5 copies of a book for a teacher professional development book group)	• Stipends for mentors for time not BCO • Mentoring required by Education Quality (EQ) standards[2]
Needs- and Evidence-Based Professional Development Initiatives	• Peer-led,[10] evidence-based PD in LEAs and schools (*can include PD on instructional practice to promote personalization, Assessment Literacy[11,12] or curriculum content-specific[13]*) • Classroom management training[15] • PD activities that address the needs of students with different learning styles, particularly students with disabilities, special needs (including students who are gifted and talented),[16] and students with Limited English Proficiency[15,16] • Training to identify early and appropriate interventions for students with special needs •	• "Placeholders" for PD not yet developed • Investment that are not adequately resourced to have an impact on student academic achievement • Purchasing materials, texts, or supplies for student use • Purchasing materials, texts, or supplies for teachers when not being used directly for part of a Title IIA-funded PD activity • Equipment (including computers and other devices) unless necessary for identified Title IIA-funded PD activities, and never for student use • Leadership Retreats

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Strategy	Allowable Uses	Unallowable Uses
Needs- and Evidence-Based Professional Development Initiatives (cont.)	• Supplies or materials to be used for PD, such as books or instructional resources, *directly connected to a Title IIA-funded PD activity* • Training on integrating technology into curricula and instruction[14] • Effective parent, family, and community partner engagement strategy training[17] • Integration of Career and Technical Education, and work-based learning to prepare students for Post-Secondary Education and the workforce[18] • PD for teachers to effectively teach children with disabilities, including those with significant cognitive disabilities, and ELLs, which may include MTSS • Training teachers, principals, instructional support personnel, and other school leaders to prevent and recognize child abuse, as well as school safety issues, drug and alcohol abuse, chronic absenteeism, and peer interaction[12,20] • Training on how to respond to children affected by trauma and/or with, or at risk of developing, mental illness, including when and how to make referrals[19] • Expenses for transportation (travel), lodging, and BCO time to attend Title IIA-funded PD • Cultural proficiency training to support a strong school climate for educators and students[21] • Instructional and Content Coaches providing job-embedded PD[22]	• Substitute teachers for Independent Schools

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Strategy	Allowable Uses	Unallowable Uses
Attracting and Retaining Excellent Educators in High Needs Schools (cont.)	• Providing monetary incentives such as scholarships or signing bonuses for teachers in academic subjects or particular schools where the LEA has shortages, for the purposes of equitable access • Recruitment of teachers to teach children with special needs, including students with disabilities[22] • Differential and incentive pay for teacher in hard-to-fill academic subjects or low-income schools to encourage equitable access and retention[8] • Recruitment of teachers from other fields, who demonstrate potential to become effective teachers, principals, or other school leaders, in critical shortage areas[23]	• Use of SchoolSpring for recruitment, unless it is a new strategy (otherwise considered supplanting) • Salaries for paraprofessionals, tutors, and interventionists • Salaries for regular classroom teachers • Entire administrator salary unless sole responsibility is to Title IIA
Supporting Early Learning Educators	• Professional learning to increase the knowledge base of educators (teachers, principals and other school leaders) regarding instruction in early grades and developmentally appropriate strategies to measure how young children are progressing[24] • Training in identification of students who are gifted and talented, and implementing instructional practices that support the education of such students, including early entrance to kindergarten[25] • Joint PD activities with elementary schools, including issues related to transition and school readiness[26]	

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Contact Information:

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Citations

[1] ESSA §2103(b)(3)(P)
[2] ESSA §2301
[3] ESSA §2103(b)(3)(A)
[4] U.S. Department of Education Non-Regulatory Guidance for Title II, Part A (2016)
[5] ESSA §2103(b)(3)(B)(v)
[6] ESSA §2103(b)(3)(B)(iii)
[7] ESSA §8101(42)
[8] ESSA §2103(b)(3)(B)(iv)
[9] T.R. Guskey (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin.
[10] ESSA §2103(b)(3)(P)
[11] ESSA §2103(b)(3)(E)(ii)
[12] ESSA §2103(b)(3)(L)
[13] ESSA §2103(b)(3)(M)
[14] ESSA §2103(b)(3)(E)(i)
[15] ESSA §2103(b)(3)(F)
[16] ESSA §2103(b)(3)(J)(ii-iii)
[17] ESSA §2103(b)(3)(E)(iv)
[18] ESSA §2103(b)(3)(O)
[19] ESSA §2103(b)(3)(I)
[20] ESSA §2103(b)(3)(I)(iv)
[21] ESSA §2103(b)(3)(N)
[22] ESSA §2103(b)(3)(B)
[23] ESSA §2103(b)(3)(C)
[24] ESSA §2103(b)(3)(G)(i)
[25] ESSA §2103(b)(3)(J)(i)
[26] ESSA §2103(b)(3)(G)(ii)