

## **Title II, Part A funds: Supporting Effective Instruction Allowable Uses**

### **Use of this Document**

This document is designed to support LEAs, schools, and sub-grantees in identifying potential allowable uses of Title II, 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**

The purpose of Title II, Part A is to improve students' academic achievement by increasing the capacity of the State, LEAs, and schools to:

- increase student academic achievement consistent with the 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, and
- provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

### **Requirements**

Any professional development activities funded with Title IIA funds must:

- meet the definition of professional development under section 8101(A)(42) of the ESEA: sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused
- be provided only to teachers, principals and those who meet the definition of "other school leader" under section 8101(A)(44) of the ESEA:
  - (A) an employee or officer of an elementary school or secondary school, local education agency, or other entity operating an elementary school or secondary school; and
  - (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

### **Allowable Uses**

#### **Needs and Evidence-Based Professional Development**

### **Contact Information:**

If you have questions about this document or would like additional information, please contact: Megan Kinlock, Consolidated Federal Programs, State Director of Title II and Migrant Education, at [megan.kinlock@vermont.gov](mailto:megan.kinlock@vermont.gov)

LEAs may use funds to support schools and educators by providing evidence-based professional development (PD) based on identified needs supported by data. Examples of potentially allowable PD includes PD focused on:

- Instructional practices, including personalization of learning and assessment literacy
- Curriculum or content-specific instructional practices
- Addressing the needs of students with disabilities, special needs, and English Learners
- Early identification and intervention for students with special needs
- Integration of technology into instruction
- Integration of career and technical education and work-based learning to prepare students for post-secondary education and the workplace

Other PD activities that are potentially allowable under Title IIA include:

- Job-embedded instructional coaching
- Peer-led PD
- Professional Learning Communities (PLCs)
  - Must be clearly aligned with intents of Title IIA
  - Activities being funded must be allowable under Title IIA

### **Induction and Mentoring**

LEAs may use funds to support schools and educators by providing programs and activities that support the induction and mentoring of new educators, including:

- New teacher professional development
- Mentor professional development

### **Recruiting and Retaining Effective Educators**

LEAs may use funds to increase LEA access to effective educators, including:

- Monetary incentives to assist with hiring for hard-to-fill positions and promote equitable access to low-income schools, such as:
  - Differential and incentive pay
  - Signing bonuses

\* Please note: monetary incentive investments must be supported by attrition, recruitment and/or hiring data in the Data Inventory

- Recruitment of teachers from other fields who demonstrate potential to become effective teachers, principals, and other school leaders, in critical shortage areas
- Recruitment of teachers to teach students with special needs, including students with disabilities and English Learners

### **Supporting Early Learning Educators**

LEAs may use funds to support early learning educators, including:

- PD on developmentally appropriate instructional strategies and measurement of developmental progress
- Joint PD activities with elementary schools, especially those focused on challenges related to transition and school readiness

- Training on identification of students who are gifted and talented, and implementing instructional practices that support the education of such students, such as early entrance to kindergarten

### **Implementation of Strong Educator Evaluation and Support Systems**

LEAs may use funds to support LEAs in the development, improvement, and implementation of strong educator evaluation and support systems, including:

- Improvement and implementation of rigorous, transparent, and fair evaluation systems for teachers that
  - are based, in part, on evidence of student academic achievement,
  - include multiple measures of educator performance, and
  - provide clear, timely and useful feedback to teachers
- 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 decisions on PD, improvement strategies, and personnel decisions

### **Prohibited Uses**

The following PD-related expenses are not allowable under Title IIA:

- Placeholders for unplanned or undeveloped PD
- PD on improving school climate or reducing behavior incidents, unless clearly tied back to improving teacher instructional practice to increase student academic achievement
- PD for paraprofessionals, with the exception of PD on identifying, addressing and preventing child abuse
- PD for individuals who are not teachers, principals, or those who meet the definition of “other school leader” as defined in ESSA section 8101(A)(44) and provided on the final page of this document
- Time, consultants, materials, etc. for the development, creation, or updating of documents such as rubrics, scales, guides, manuals, handbooks, etc.
- Time, consultants, materials, etc. for the development or creation of curriculum
- Purchasing materials, texts, and/or supplies for classroom or student use
- Standalone materials, texts, and/or supplies for PD in absence of a Title IIA-funded PD activity; these must be included within a Title IIA-funded investment
- Leadership retreats and team-building
- Development of CNA or CIP
- Equipment (including computers and other devices)
- Substitute teachers for independent schools

The following recruitment and retention-related expenses are not allowable under Title IIA:

- Use of SchoolSpring.com for recruitment
- Salaries or monetary incentives for paraprofessionals, tutors, or interventionists
- Administrator salaries

The following induction and mentoring-related expenses are not allowable under Title IIA:

- Stipends for mentors that are not for time BCO

- Costs related to mentoring required by EQS

## **Allowability Considerations**

Programs and activities supported by Title IIA funds must:

- Be consistent with the intent and purposes of Title IIA
  - How does the proposed activity directly affect educator instructional capacity, ability and/or practices?
  - How does the proposed activity increase educator effectiveness?
  - How does the proposed activity increase access to effective educators?
- Be reasonable and necessary to carry out the purpose of the grant
  - What is the identified need that this proposed activity is meeting? How was this need determined? Is there data available to support this identified need? What data sources were consulted and what did those sources reveal?
  - What is the breadth of impact that this activity will have?
  - Are all associated costs reasonable?
  - Do the involved parties (schools, principals, teachers) have the capacity to engage in this activity right now?
- Be allocable to the grant
  - Is the activity chargeable to the grant in proportion to the benefits received as a result of the cost?
- Be used to supplement, not supplant, state and local funds
  - Title IIA funds may not be used for activities that are required by federal, state, or local law or regulation, or for activities that were previously funded by other state or local funding.