

Building Beyond the Norm with Title II

ESSA Academy 2025

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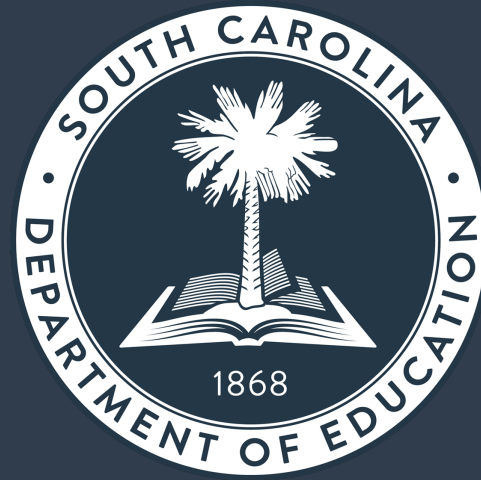


**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Agenda

- **General Information**
- **LEA Uses of Funds**
- **Continuous Improvement**





General Title II, Part A Information

Title II, Part A Non-regulatory Guidance



Overview

- The purpose of the Title II, Part A grant is to:
 - Increase student achievement consistent with challenging state academic standards
 - Improve the quality and effectiveness of teachers and principals
 - Increase the number of teachers and principals who are effective in improving student academic achievement in schools
 - Provide low-income and minority students greater access to effective teachers and principals



Key Definitions

Evidence-Based- An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence or that demonstrates a rationale to improve student outcomes. (Section 8101(21))

Professional Development- It must be sustained, rather than consisting of stand-alone, one-day, or short-term workshops, and it must be intensive, collaborative, job-embedded, data-driven, and classroom-focused. (Section 8101(42))

Training- Typically refers to stand-alone, one-day, or short-term workshops. Unless explicitly mentioned in section 2101(c)(4)(B) or if the training is part of a professional development or school improvement plan, trainings are typically not able to be funded by Title II.



State Uses of Title II Funds

- Administration, monitoring, and technical assistance. (Section 2101(c)(4)(B)(vi))
- Professional development and training. (Section 2101(c)(4)(B)(ii), (v), (viii), (ix), & (xvii))
- Integrating career and technical education content in academic instructional practices. (Section 2101(c)(4)(B)(xviii))
- Using student data in a manner that protects student privacy and complies with state privacy laws. (Section 2101(c)(4)(B)(xx))
- Recruiting, hiring, and retaining effective educators. (Section 2101(c)(4)(B)(v))
- Reforming certification systems. (Section 2101(c)(4)(B)(i))
- Establish, expand, or improve alternative routes for State certification of teachers. (Section 2101(c)(4)(B)(iv))
- Support teacher and principal induction, mentoring, and early career support programs.
- Evaluation systems





LEA Uses of Funds

Title II, Part A Non-regulatory Guidance



District Uses of Title II Funds

When considering how to use Title II funds, the district must:

- Address the learning needs of all students. (Section 2103(b)(2))
- Focus, to the extent possible, on evidence-based decision-making. Use the funds to develop, implement, and evaluate comprehensive programs and activities that encompass the wide range of options provided in the ESEA. (Section 2103(b)(3)(D, E, & P))
- Prioritize the allocation of funds to high-need schools (e.g., schools identified for comprehensive or targeted support and improvement). (Section 2102(b)(2)(C))
- Consult required stakeholders including teachers, principals, school leaders, paraprofessionals, charter school leaders, parents, community partners, and other stakeholders in the planning and implementation of Title II activities. (Section 2102(b)(3)(A))
- Funds made available under Title II, Part A must supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II. (Section 2301)



District Uses of Title II Funds

Professional Growth & Development

- Ongoing, high-quality, and evidence-based professional learning
 - Instructional coaching, mentoring, and collaboration
 - Technology integration in teaching
- Recruitment & Retention of Effective Educators
- Teacher residency and grow-your-own programs
 - Induction and mentoring for new teachers
 - Recruiting individuals from other fields to become teachers, principals, or other school leaders

Supporting Effective Instruction

- Teacher and leader evaluation and support systems
- Targeted class size reduction strategies
- Evidence-based instructional practices

Specialized Training & Certification

- STEM, literacy, and special education support



Recruit, Hire, and Retain Effective Teachers

- Signing bonuses
- Expert help in screening candidates and enabling early hiring
- Differential and incentive pay in high-need academic subject areas and specialty areas
- Recruitment fair registrations and travel
- Induction and mentoring programs for new educators, including early release time for mentoring compensation for mentors and evidence-based PD for novice educators and mentors
- Training on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about PD, improvement strategies, and personnel decisions
- A system for auditing the quality of evaluation and support systems
- Class size reduction
- Advancement and professional growth opportunities, including funds to compensate teachers for their increased leadership roles and responsibilities



Continued Educator Supports:

- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction
- Developing feedback mechanisms to improve school-working conditions, including periodically and publicly reporting feedback on educator support and working conditions
- Teacher residency programs that meet certain requirements
- Time for collaborative planning, peer observations, and leading trainings, which may involve using substitute teachers to cover classes during the school day



Class Size Reduction (CSR)

LEAs may reduce class size by creating additional classes in a particular grade or subject and placing effective teachers hired with program funds in those classes. LEAs must ensure it is using an evidence-based strategy to reduce class size to a level demonstrated to improve student achievement.

- Federal funds cannot be used to meet state or local class size requirements.
- The school and grade level for CSR must be documented in the Needs Assessment and listed in the online application.
- CSR cannot be used for gifted or SPED programs.



Professional Development Definition

The term “professional development” means activities that are –

1. An integral part of the district’s strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state standards; and
2. Sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, **data-driven**, and classroom-focused.
3. Evidenced-based and proven effective



PD – Teachers, Principals, Other School Leaders

- Building essential skills (readiness and academic success)
- Using data (to understand student achievement and to tailor their teaching to improve outcomes)
- Experiential learning (learning from observing best practices)
- Integrating technology
- School leadership programs
- Supporting high-need students (ML, SPED)
- STEM
- Early learning and developmental standards
- Developing and implementing induction/mentoring programs for new teachers/principals



School Leader Definition

Section 8101(44) of ESSA defines “school leader” as a principal, assistant principal, or other individual who is:

- A. An employee or officer of an elementary or secondary school, district, or other entity operating an elementary or secondary school; **AND**
- B. Responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.



What about conferences/workshops?

ESEA specifies that while professional development may include activities such as conferences and workshops, these activities must be part of a broader, comprehensive professional development plan. Specifically, professional development under the ESEA must be “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job embedded, data-driven, and classroom-focused.” (Section 8101(42)). Short-term workshops and conferences may be components of professional development if they meet these criteria and are integrated into a comprehensive professional development strategy that is designed to have a meaningful impact on teaching and learning.

Travel Considerations



PD - Additional Compensation

- **Supplements:** Funds received for providing services above and beyond salary; commonly used for funding mentors and paying teachers to provide professional learning
- **Stipends:** Given to certified personnel for having successfully completed PD that has occurred outside of the employee's contracted hours
- **Substitutes:** Can be funded from Title II for time teachers are out of the classroom attending a Title II funded PD



PD - Supplies

Title II funds can be used to purchase PD supplies that are reasonable and necessary to carry out the PD.

- MAY purchase professional learning books for a book study on a topic that aligns with the needs assessment
- MAY NOT purchase books to stock a professional learning reference library
- MAY purchase 15 graphing calculators for 15 teachers to use during PD on math content
- MAY NOT purchase a classroom set of graphing calculators for the teacher to implement the strategies learned



PD - Leadership

- Professional development to help principals and superintendents become outstanding managers and educational leaders
- Development and support of academies to help talented aspiring principals or superintendents



May LEAs use Title II funds to support of creating curriculum, content, and materials aligned with State standards?

No. In general, Title II, Part A funds are used for effective instruction consistent with the purposes in section 2001 and there is no specific allowable use for curriculum development. However, an LEA may use Title II, Part A funds on activities that improve the implementation of the curriculum, such as school leader and teacher working groups that develop classroom lessons, materials, and assessments if done primarily as a part of a larger program of professional development that meets the definition of professional development in section 8101(42).

For example, Title II funds may be used to support teachers work on developing curriculum and/or materials so that research-based, effective instructional practices are integrated into the curriculum as part of a school improvement plan. If, however, the primary purpose of the activity is to produce the materials and not the professional development, creating content and materials is not a permissible use of Title II, Part A funds.



Teacher Advancement

- Promote professional growth
 - Mentor training
 - Additional certifications (Montessori, GT, ESOL, etc.)
 - National Board
 - Advanced degrees
- Costs may include:
 - The certification application
 - Related professional development to help educators prepare, obtain as well as retain certification
 - Paid leave to work on application process



Supporting Paraprofessionals or Out of Field Teachers

- Promote professional growth
 - Coursework
 - Exam prep
 - Exam fees

*Associated with a path to earn full teacher certification





Continuous Improvement

Title II, Part A Non-regulatory Guidance



Meaningful Consultation – Stakeholders

- Teachers, principals, other school leaders and paraprofessionals
- Specialized instructional support personnel
- Charter school leaders/Private school leaders (in LEAs that have these schools)
- Parents
- Community Partners
- Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.



Using the Data to Continually Update and Improve Title II

- Student assessment data and other data reflective of well-being, student outcomes, or preparedness
- Recruitment and retention data
- Survey data from educators, students, and families on school climate issues
- Survey data from educators on available professional development opportunities
- Educator evaluation data • School leader evaluation data
- Data on distribution of effective teachers (IOI Reports)
- Student data measuring the degree to which class size reduction has been effective if the LEA is using funds for that purpose.



Allowable or Not?

Scenario: An LEA uses Title II funds to pay stipends for teachers attending professional development outside of their regular work hours.

Allowable? Yes

Citation: ESEA section 2103(b)(3)(E) allows the use of Title II funds for professional development that improves teaching as well as student learning and achievement.



Allowable or Not?

Scenario: An LEA implements a district-wide professional development initiative to train teachers and school leaders on selecting and implementing formative assessments. The program includes technical assistance on designing classroom-based assessments, analyzing student performance data, and using data to adjust instruction. Additionally, the LEA provides teachers with dedicated time during the school day for collaborative data review and instructional planning.

Allowable? Yes

Citation: Section 2103(b)(3)(H) allows LEAs to provide training and support to educators on using formative assessments, designing classroom assessments, and analyzing data to improve instruction, including time for teachers to review and respond to student data.



Allowable or Not?

Scenario: A State mandates literacy training for all K-3 teachers and asks if Title II funds can be used to cover the training costs.

Allowable? No

Citation: ESEA section 2301 (supplement, not supplant) prohibits using Title II funds for State mandated activities.



Best Practices: Finishing with the Beginning in Mind

Purposes on Title II:

- Increase student achievement.
- Improve the quality and effectiveness of educators.
- Increase the number and provide greater access to qualified teachers, principals and other school leaders.

Partner Activity:

- With a partner - Discuss one or two innovative use of Title II funds to enhance professional development, recruitment and retention, or improving access to effective instruction for all students



Resources

[Title II, Part A Non-regulatory Guidance](#)

[Using Title II, Part A Funds Strategically To Support Educator Recruitment, Retention, Professional Learning , and Improved Student Outcomes Non-regulatory Guidance](#)

[Supporting a Diverse Educator Workforce to Strengthen Teaching and Learning: Non-Regulatory Guidance](#)

[State and District Uses of Title II, Part A Funds 2023-2024](#)





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