

## Use of Title II, Part A Funds

Preparing, Training, and Recruiting High Quality Principals and Teachers

### At 5280 Feet

#### Overview

The Title II, Part A program offers the opportunity to increase student achievement by designing and implementing a wide variety of activities that support teacher and principal quality.

#### **Program Requirements**

- Each LEA shall conduct an assessment of local needs for professional development and hiring (with the involvement of teachers).
- There should be a clear connection between identified needs and Title IIA activities (Section 2122(b)(8) and 2122(c)).
- Title II-A Activities must be:
  - Aligned with state academic content standards and student academic achievement standards
  - o Based on a review of scientifically based research
  - Designed to have a substantial, measurable, and positive impact on student achievement and used as part of a broader strategy to eliminate the achievement gap (Section 2122(b)(1)&(2))
- LEAs must target funds to schools that have:
  - The lowest proportion of highly qualified teachers,
  - The largest average class size, OR
  - A Priority Improvement or Turnaround Plan Type Assignment (Section 2122(b)(3)).
- Each LEA must develop a professional development plan that addresses the needs of teachers and principals (Section 2122(b)(5)(9)).
- LEAs must ensure that teachers, paraprofessionals, principals, other relevant school personnel (including charter schools), and parents collaborate in the planning of II-A activities (Section 2122(b)(7)).
- LEAs shall use Title II-A funds to get core content teachers and Title I paraprofessionals highly qualified, if necessary (Section 2122(b)(10)).
- LEAs shall ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers (Section 1111(b)(8)(C)).

# **Guiding Questions for Districts**

#### Comprehensive Needs Assessment

- What processes in which the district already participates can contribute to the assessment of local needs for professional development and hiring?
- Have teachers been sufficiently involved in conducting the needs assessment?



- To what degree does the needs assessment identify essential needs that are aligned with the Colorado Academic Standards, research-based and designed to increase student academic achievement by improving teacher and principal quality?
- What process was used to prioritize selected activities to ensure that Title II funds are targeted to support schools with plan type assignments of Priority Improvement or Turnaround?

#### Supplement, Not Supplant

How are the activities being implemented with Title II funds supplementary to basic program requirements and programs required by mandate or law?

#### Reasonable and Necessary

- Is this a reasonable and necessary expense, as identified by the local needs assessment, that is likely to:
  - o increase the number of Highly Qualified teachers in classrooms
  - improve the instructional leadership skills of principals
  - increase the effectiveness of teachers and principals to impact achievement for all students, including those identified as most at-risk?

## Allowable Expenditures

### Allowable Expenditures of Title II-A Funds at the District level

Developing and implementing strategies to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the district has shortages; (b) recruiting teachers to teach special needs children; (c) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification; and (d) induction and support (coaching and mentoring) for new teachers and principals.

Providing professional learning activities\* that improve the knowledge of teachers, principals, and paraprofessionals in standards and data analysis to evaluate and adjust instructional practices to address the needs of students with different learning styles, particularly students with disabilities; students with special needs (including students who are gifted and talented), and students with limited English proficiency.

Providing professional learning activities\* that improve the knowledge of teachers, principals, and paraprofessionals in content and classroom practices and instructional practices that address the needs of students with different learning styles (including behavioral interventions), particularly students with disabilities; students with special needs (including students who are gifted and talented), and students with limited English proficiency.

Purchasing supplies or instructional materials that are used as part of professional learning activities. Title II, Part A, does not permit the use of program funds to purchase instructional materials and supplies that, although may benefit students, are not directly connected to the teachers' professional learning.

Carrying out programs and activities that are designed to improve the quality of the teaching force, such as merit pay and tenure reform, and professional learning programs that focus on technology, literacy and integration.



Carrying out professional learning programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.

Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to become a mentor teacher).

Administering rigorous State tests required of new teachers and current teachers to determine whether they have subject matter competence, and to assist them in meeting State certification requirements by paying for the costs of additional required courses.

Paying salaries for teachers hired for the purpose of reducing class size. Title II funds can also be used for teacher incentives or to pay the salaries of master teachers who provide or coordinate professional learning services for other teachers.

#### Allowable Expenditures of Title II Funds at the School level

Providing additional professional learning activities to schools with plan type assignments of Priority Improvement or Turnaround that improve the knowledge of teachers, principals, and paraprofessionals in standards and data analysis to evaluate and adjust instructional practices to address the needs of students with different learning styles, particularly students with disabilities; students with special needs (including students who are gifted and talented), and students with limited English proficiency.

Providing additional professional learning activities to schools with plan type assignments of Priority Improvement or Turnaround that improve the knowledge of teachers, principals, and paraprofessionals in content and classroom practices and instructional practices that address the needs of students with different learning styles (including behavioral interventions), particularly students with disabilities; students with special needs (including students who are gifted and talented), and students with limited English proficiency.

Professional learning activities must be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences.

#### Where can I learn more?

- Title II Overview: http://www.cde.state.co.us/fedprograms/tii/a
- Highly Qualified Teachers: http://www.cde.state.co.us/fedprograms/tii/a\_hqt