

Title II, Part A

The Title II, Part A program offers the opportunity to design and implement a wide variety of activities that support teacher and principal quality. Local Education Agencies (LEA) must conduct an assessment of local needs for professional development and hiring. There should be a clear connection between identified needs and Title IIA activities, as well as complete transparency for stakeholders in the use of funds.

Title II-A Activities must be aligned with state standards, based on a review of research, and designed to have a substantial, measurable, and positive impact on student achievement. Additionally, LEAs must target funds to the lowest performing schools, such as those assigned plan types of Priority Improvement or Turnaround, or those that have the lowest proportion of Highly Qualified teachers.

Colorado's Title II-A Priorities

State level priorities for Title II-A support the implementation of activities for:

- ✓ Recruitment and retention of Highly Effective principals
- ✓ Recruitment and retention of Highly Effective teachers and other staff
- ✓ Job embedded professional development for the purpose of developing effective professional practices as defined by the State Model Evaluation System
- ✓ Job embedded professional development for the purpose of effective implementation of the Colorado Academic Standards (CAS)
- ✓ Reduction of the equity gap in teacher distribution

Activities must align directly with the needs assessment and be reasonable and necessary.

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

Quick Reference

Allowable activities:

- **Facilitator, coach-** funding may support a principal- or teacher-quality focused person that may model, observe and provide feedback, and/or provide professional learning
- **Teacher Extra Pay-** stipends can support professional learning that occurs outside of the contract day
- **Consultant/contract-** a consultant may be retained for professional learning services via an independent contract agreement that includes specific performance and a timeline for deliverables
- **Book Study-** books may be purchased for staff professional learning
- **PL software-** instructional training or data evaluation software may be purchased

Unallowable activities:

- **Classroom teachers/school counselors/social workers-** Title II is not for direct student support
- **Instructional materials-** Title II is not for direct student support
- **One day conferences-** one day/one weekend conferences typically do not meet the requirements for high quality professional learning
- **Incentives-** promotional items, gift cards, or prizes are not allowable
- **Purchasing of assessments or curriculum-** although professional learning opportunities around the implementation of activities and evaluation of data are allowable

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