



ESEA Title II Part A --- Improving Teacher Quality General Information

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Purpose. The purpose of ESEA Title II, Part A is to **increase student achievement** by **improving the effectiveness of teaching**. **NOTE:** Title II, Part A funds **cannot** be used for direct student instruction nor to purchase materials for student use.

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Requirements for Title II, Part A, Activities. Districts must use Title II, Part A funds to **measurably raise** student achievement, **particularly the achievement of low-performing students, schools and teachers**. Applicants must be able to show that the activities carried out under Title II, Part A are:

- Tied to challenging state and local standards, and
- Based upon a review of scientifically based research, and
- Have a substantial, measurable, and positive impact on student achievement.

All activities must be based upon:

- A local needs assessment
- Scientifically researched practices
- Disaggregated data
- Targeting the lowest performing schools, teachers, and students

These activities must be used as part of a broader strategy to eliminate the achievement gap that separates the low-income and minority students from other students. Professional development activities must be coordinated with other federal, state, and local programs.

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Local Needs Assessment and Committee Required. Each applicant district must conduct an assessment of local needs for professional development and hiring. A committee of core area teachers, including Title I teachers, must be involved in the needs assessment and subsequent planning. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals

instructional leadership skills to help teachers to help students meet challenging state and local achievement standards. This needs assessment must take into account an analysis of disaggregated data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to state standards.

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Serving Private/Nonpublic Schools. Private/nonpublic schools, including home schools, must be invited to participate in the services of federal programs. Private/nonpublic schools may receive only professional development under Title II, Part A. Private/nonpublic schools receive services equal to their equitable share which is a per-pupil amount. No funds may be given the private/nonpublic school, only services.

The equitable share is a per-pupil amount that must be calculated on the Private/Nonpublic Equitable Share page. Participating private/nonpublic schools must be served even if the public district chooses not to offer professional development or if the public district flexes funds. The public district must consult with private/nonpublic school officials during the planning process for expenditure of Title II, Part A funds. For specific details see the federal Private School Guidance <http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>.

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Professional Development Requirements (Activity 1). Districts must ensure the professional development needs of core teachers and principals are met by including them, as well as parents, in needs assessment and planning. In addition to meeting the above criteria, professional development must be regularly evaluated for effectiveness, and must not be isolated one-day conferences or workshops. Ongoing, sustained, intensive, high quality professional development must be provided **to change classroom practice** in order to raise student achievement. **NOTE:** See the link under Activity 1 on the Program Detail page for the criteria for High Quality Professional Development.

Allowable professional development activities will improve the knowledge of core content teachers, principals, and, in appropriate cases, paraprofessionals in the following six areas:

1. Professional development in knowledge of the core academic subjects that the teachers teach
2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards
3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency
4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn
5. Professional development in involving parents in their child's education (this is in-service for staff listed above, not services or training for parents)
6. Professional development in understanding and using data and assessments to improve classroom practice and student learning

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Core Academic Subjects. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)] *(Please note that social studies is not included; just civics, government, economics, history, and geography).*

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Reducing Class Size (Activity 2). Only highly qualified core teachers may be hired to reduce class size, particularly in the early grades. Student achievement must increase as a result of this reduction.

Retention of Highly Qualified Teachers (Activity 3). Mentoring programs can be provided to core teachers. Retention incentives may be provided to teachers with an existing record of helping low-achieving students improve academic achievement. The district should consult the union agreement before using this choice. Retention incentives may be given to principals with an existing record of helping all students achieve, particularly of low-income, minority groups, and those with disabilities. **NOTE:** Salaries and benefits may not be paid with Title II, Part A funds, nor raises given to all or selected staff.

Recruitment of Highly Qualified Teachers (Activity 4). One-time bonuses and other financial incentives such as moving expenses may be given to recruit highly qualified teachers in core academic subjects and/or schools in which a shortage of highly qualified teachers exist. The district should consult the union agreement before using this choice. No multiple-year bonuses or salaries may be paid with Title II, Part A funds. Title II, Part A funds used for recruitment must directly benefit the recruited teacher and cannot be used to attend job fairs or to produce district brochures, etc.

Coordinating with Titles I, Part A and Title II, Part D. Title II, Part A funds may be used to help paraprofessionals and teachers meet the Title I highly qualified requirements. Title II, Part A funds may be used to train teachers to **use technology to teach** the core academic subjects. **NOTE:** Title II, Part A **cannot** purchase technology equipment, **cannot** be used to train teachers in the general use of technology or software, and **cannot** be used to hire a technology coordinator.

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Supplement not Supplant. Any activity funded with Title II, Part A must supplement, not supplant (replace), non-federal funds that would otherwise be used for activities authorized under Title II, Part A.

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Reporting Requirements. The Title II, Part A Final Program Report is due at the end of the project but not later than November 10 of each year. Final Program Reports are accessed from the Menu List in the E-Grants system.