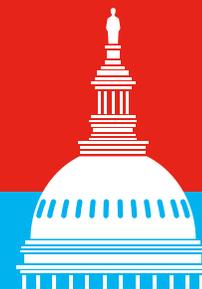


TITLE II, PART A of ESSA



Title II—Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

NEW!

ESSA eliminates the minimum Title II award amount that past law guaranteed to each state.

WHY TITLE II MATTERS. The purpose of Title II is to:

- Increase student 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 in schools.
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II requires districts to “meaningfully consult” with teachers, principals, paraprofessionals, charter school leaders, parents, etc., when developing an application for the use of Title II funds for state approval.

ESSA CHANGES TO IMPROVE TITLE II:

1. Updates the formula funding to weigh poverty over population
2. Removes the requirement for a teacher evaluation system
3. Eliminates the requirement for teachers to be highly qualified
4. Allows states to blend Title II, Part A funds with other ESSA funds (e.g., Title III, Title IV)

For principals, Title II funding can bring needed resources to recruit, train, and retain teachers, as well as provide ongoing professional learning opportunities in Title I schools. To help principals understand new requirements and opportunities provided by Title II, this fact sheet provides basic information about the funding and its major provisions. It also highlights opportunities for you to engage with your district and state to ensure that the use of Title II funds reflect the priorities you deem critical to providing a quality education in your school.

NEW!

FUNDING TITLE II, PART A—SUPPORTING EFFECTIVE INSTRUCTION

ESSA provides a gradual phase-in of the form of a new formula, weighing population less and poverty more from FY 2017 through FY 2023. The new formula means some states will see an increase in Title II funding each year, while others will see a decrease.

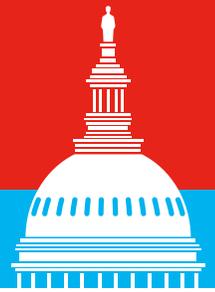
- 35/65 in FY 2017
- 25/75 in FY 2019
- 30/70 in FY 2018
- 20/80 in FY 2020 and succeeding years

TITLE II, PART A APPROPRIATIONS

■ ESSA Authorized Level	FY 2017–FY 2019	\$2.295B
■ Appropriated Level	FY 2017	\$2.056B
■ Appropriated Level	FY 2018	\$2.056B

States can reserve no more than 5 percent of Title II, Part A funds for state activities (with a limit of 1 percent for administration) and must provide 95 percent of Part A funds to districts.

TITLE II, PART A of ESSA



NEW! States may reserve up to 3 percent of the amount for district subgrants for state-level principal and school leader support. A total of 24 states have already committed to using the 3 percent specifically for activities to support principals.

All 50 states have now submitted their ESSA plans to the U.S. Department of Education. Each state plan has created programs or initiatives to use Title II, Part A funds to aid educators in improving student achievement!

EXAMPLES:

TENNESSEE

In 2017, the Tennessee Department of Education, using federal Title II, Part A funds, awarded more than \$1 million in Principal Pipeline Partnership grants to support leadership models that develop or improve innovative and high-impact school leader programs. The nine principal pipeline models across the state approved for funding will train a total of 160 aspiring school leaders. The goal of the grants is to ensure that transformational principal leadership pipelines are launched and supported in every region so that principalship openings each year in Tennessee—usually around 260–270—have job-ready candidates who are able to be hired. The four-year plan submitted with each application required three program elements: principal residency training content, bridge support for candidates between program completion and placement, and an induction program for these newly placed leaders. For selected applicants, the department will fund up to 90 percent of the per-fellow cost of development and continuous improvement programs, with a maximum per-fellow grant of \$9,000.

MARYLAND

Maryland will use its Title II-A 3 percent set-aside to expand its existing Promising Principals Academy that began in 2014. The initiative will expand support for assistant principals—who are often overlooked for professional development—through an Assistant Principal Academy. Through the academy, superintendents from every school district nominate two promising assistant principals to the program, who are then groomed to take over as school principals. The academy uses cohorts and networks to support assistant principal learning by pairing the aspiring principals with former principals who will serve as mentors. Participants attend multiday retreats four times a year and gather online to complete exercises and network under the guidance of their mentors.

INDIANA

Indiana is developing several different yet provenly effective professional learning approaches for changing adult practices. These include focusing on higher order, subject matter content, and pedagogy of how students learn content; involving teachers in inquiry-oriented learning approaches; grouping teachers from the same grade or subject for collaborative learning; aligning activities with other professional development and school curricula; and collecting data on at least one measure of each program objective. Indiana will specifically use its Title II-A 3 percent set-aside to collaborate with key in-state education stakeholders to facilitate statewide implementation of instructional culture audits. Audit results will then be used to aid school leaders in developing action plans that help to improve culture, provide targeted professional development, and identify leadership priorities. All of this will then be used together to help individualize professional development for educators moving forward.