

Title II, Part A “Cliff Notes”

Purpose

The purpose of Title II, Part A is to **improve teacher and leader quality** and focuses on **preparing, training, and recruiting high-quality teachers and principals**. The Title II-A program is designed, among other things, to **provide students from low-income families and minority students with greater access to effective educators**.

Use of Title II, Part A Funds

LEAs can use Title II, Part A funds for a wide range of strategies and activities to support the quality and effectiveness of teachers, principals and other school staff. Ideally, the district’s application for Title II-A funds reflects the larger district plan for improvement. Strategies supported with these funds must:

- Be consistent with the purpose of Title II-A (see above), and
- Address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

The federal non-regulatory guidance for Title II-A ([Building Systems of Support for Excellent Teaching and Leading](#)) provides more detail on allowable strategies. Divided into three sections – Support for Educators, Access to Equitable Educators and Strengthening Title II-A Investments – the guidance is designed to help districts think about **how to use Title II-A funds more strategically and for greater impact**.

Title II-A funds cannot be used to:

- Create “placeholders” for activities not yet developed
- Purchase materials, texts, or supplies for student use
- Purchase teacher texts, materials, or supplies unless part of professional learning

Budget Narrative Application

When completing the budget narrative application, descriptions of proposed II-A strategies should include:

WHY

- ✓ **The specific prioritized need** to which the strategy relates.

WHAT

- ✓ **The knowledge and skills participants will obtain**. Instead of a general description like “Improve reading instruction”, be specific as in “Develop strategies for incorporating academic vocabulary”.
- ✓ **How the strategy meets the USED definition of professional learning** as “...high quality, sustained, intensive”. Include the frequency (e.g., weekly PLCs) or a description of how the strategy is part of a sustained, job-embedded plan for professional learning.

WHO

- ✓ **Who is participating**, including the type and number of staff (e.g., 10 teachers and 1 principal)

HOW

- ✓ **A description of the measure(s) used to determine whether the strategy had the desired impact** (e.g. surveys, educator evaluation data, student outcomes, attendance, behavior, graduation rate, course participation, etc.)

For more detailed directions on this process please see the [Title IIA Budget Narrative Guidance](#).

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Supplement, Not Supplant

There is a federal provision of supplement, not supplant in Title II, Part A: *Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart(s)* [Title I, Part A (section 1120A (b)); Title II, Part A (section 2113(f), 2123(b); and Title VI, Part B (section 6232)) of the ESEA].

To determine whether a fiscal expenditure supplements and does not supplant, school districts must run the following tests:

- **Test I:** Are the services that the district wants to fund with ESEA funds required under state, local, or another federal law? If they are, then it is supplanting.
- **Test II:** Were state or local funds used in the past to pay for these services? If they were, it is supplanting.
- **Test III:** Are the same services being provided in other schools paid for with state or local funds? If they are, then it is supplanting.

Equitable Services for Private School Teachers

Private school teachers, principals and other educational personnel are eligible to participate in Title II-A professional development services. An LEA is **required to consult annually** in a timely and meaningful way with private school officials prior to making a decision that impacts participation of private school staff in professional development. The activities undertaken by the private school should be matched to the needs of their students, teachers and principals. Federal regulations in 34CFR 299.7(c) require a district to examine particular needs of private school teachers and not simply make available to private school teachers the kinds of services it makes available to public school teachers.

The district should create a separate line item in its Budget Narrative for each participating private school that includes the **name of the school and date of first contact as well as a description provided by the private school** of each strategy/activity including the prioritized need following the *What, Who, How* pattern described earlier.

Districts should be aware that Title IIA funds cannot be used to pay for the salary or benefits of private school teachers, nor for substitutes replacing private school teachers who attend professional development. Additionally, **II-A funds are never provided directly to the private school.** Rather the district serves as the fiscal agent for the private school, reimbursing providers for their services.

Licensure Requirements

Federal requirements that defined “Highly Qualified” teachers were eliminated with the passage of ESSA. Districts are now required to ensure that teachers meet state licensing requirements as defined by the Teacher Standards and Practices Commission (TSPC). This means Oregon now has one system of licensure that meets both state and federal requirements. Districts are encouraged to access the [Course to Endorsements Catalogue](#) for guidance in determining the licensure requirements for specific courses.

Related Resources

[Title II-A Teacher Quality website](#) - Additional resources and guidance related to Title II-A

[Title II-A Listserv](#) - Communications and notifications regarding Title II- A

Contact - Sarah Martin, Title II-A Program Specialist, sarah.martin@state.or.us, 503-947-5668