

HOW FUNDING WORKS

TITLE II

TOOLKIT

Title II, Part A of the Every Student Succeeds Act

Title II, Part A of the [Every Student Succeeds Act](#) (ESSA) contains programs used to improve teacher and principal quality. Title funds have traditionally been focused on professional development. The use of funds in Title II, Part A may primarily be used for:

1. The recruitment of teachers, principals, and other school leaders

2. The training and retaining of teachers, principals, and other school leaders

Through the elimination of “core academic subjects,” and the inclusion of a “**well-rounded education**,” arts educators have an expanded allowable use of Title II funds for these kinds of activities.

Professional Development by Definition in ESSA

Under Title VIII, Section 8002 of ESSA, the term “**professional development**” is defined as:

activities that are an integral part of school and local education agency strategies for providing educators (including teachers, principals, and other leaders) with the knowledge and skills necessary to enable students to succeed in a well-rounded education, and to meet challenging State academic standards.

Allotted professional development opportunities may include activities that:

- Improve and increase teachers’ knowledge of the academic subjects they teach, understanding of how students learn, or ability to analyze student work and achievement from multiple sources;

- Integrate with a schoolwide and/or districtwide educational improvement plan;
- Support the recruitment, hiring, and training of effective teachers;
- Align with or directly relate to academic goals of a school or school district;
- Provide appropriate training for teachers, principals, and other school leaders in the effective use of technology;
- Provide academic support services and appropriate knowledge and skills training for teachers who provide instruction for children with disabilities or developmental delays, and English learners.

Teacher Quality & Evaluation

ESSA maintains state-approved certification and licensure requirements for teachers and paraprofessionals working in Title I schools. Credentialing and certification requirements for educators, including content expertise, are determined by the states.

Under Title II, states are not required to have teacher evaluation systems that include measures of student growth, but many states continue to have them in place because they were written into state law and/or administrative rule.

Distribution and Eligibility of Funds

Distribution of Title II, Part A funds are completed annually by each state to each district through funding formulas with heavier weight given to districts with higher poverty. That weighting toward more funds for districts with higher poverty grows over time based on language in the law (Title II, Part A, Sec. 2101). Funds are traditionally spent at the district level, not school site level.

FUNDING HISTORY FOR TITLE II-A (in millions)

FY 2021	\$2,100
FY 2022	\$2,170
FY 2023	\$2,190
FY 2024	\$2,190

Funding Timeline

Every year Congress goes through the appropriations process, where government funding for the upcoming fiscal year is determined. The fiscal year begins on October 1 and ends September 30 (e.g., FY 2025 = October 1, 2024 – September 30, 2025). Funds appropriated in for FY 2024 are received by schools for the 2024-25 school year.

Examples of Funding Use as Described by School Administrators and Teachers

“Title II funds enabled the hiring of Fine Arts (FA) staff to provide equal access and educate the whole child. Title II funds were also used to provide professional learning specific to FA teachers and allowing teachers to attend state FA conferences.”

“Several districts paid for clinicians for staff development, registered arts teachers for subject-specific training, and used the funds for substitutes to attend conferences in dance, theatre, music, and art.”

“Title II funds were used to send band teachers to a band conference and PASIC a percussive arts conference. Art

teachers and school library media specialists attended the NAEA art educators conference and ClayCon conference.”

“Title II funds supported professional development workshops for arts educators. These workshops focused on strategies for inclusive teaching, specifically addressing the needs of students from lower socioeconomic backgrounds who often face unique challenges in arts education.”

ADDITIONAL RESOURCES

[Title II, Part A Guidance on Use of Funds](#)

bit.ly/USDOETitleII

[Supporting a Diverse Educator Workforce to Strengthen Teaching and Learning](#)

bit.ly/SupportingDiverseEdWorkforce