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Strategic Thinking with Title II, Part A Funds

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Agenda

- Overview of Title II, Part A
- Breakdown of Use of Funds for State and LEA
- Allowable Use of Funds
- Determining Needs Exercise
- Resources



Overview of Title II, Part A

Program Purpose

- Title II, Part A (Title II) is intended to improve teacher and leader quality with a focus on preparing, training, and recruiting high-quality teachers and principals.
- Title II provides grants to state educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to:
 - increase student achievement consistent with the challenging state academic standards;
 - improve the quality and effectiveness of teachers, principals, and other school-based leaders;
 - increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Key Definitions

- **Evidence-Based-** An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence or that demonstrates a rationale to improve student outcomes. (ESEA § 8101(21))
- **Professional Development-** It must be sustained, rather than consisting of stand-alone, one-day, or short-term workshops, and it must be intensive, collaborative, job-embedded, data-driven, and classroom-focused. (ESEA § 8101(42))
- **Supplement Not Supplant-** Title II funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds. Title II funds may not be used to pay for any training or professional development that is required under State law or State Board of Education Rule.

Example: Child Abuse Training, Child Sexual Abuse, and Human Trafficking of Children training required under T.C.A. § 37-1-408

Eligible Staff

Title II, Part A funds can be used to support:

- Teachers
- Principals
- Paraprofessionals
- Other School Leaders

- According to ESEA § 8101(A)(44), the term 'school leader' means a principal, assistant principal, or other individual who is—
 - an employee or officer of an elementary school or secondary school, local education agency, or other entity operating an elementary school or secondary school;
 - and responsible for the daily instructional leadership and managerial operations **in the elementary school or secondary school building.**

State Use of Title II Funds for SY25

- Administration, monitoring, and technical assistance. (ESEA § 2101(c)(4)(B)(vi)): **.06%**
- Training, technical assistance, and capacity building for LEAs. (ESEA § 2101(c)(4)(B)(x)): **.05%**
- Providing alternative routes for state certification of teachers, principals, or other school leaders. (ESEA § 2101(c)(4)(B)(iv)): **.86%**
- Improving equitable access to effective teachers. (ESEA § 2101(c)(4)(B)(iii)): **.03%**

District Use of Title II Funds for SY25

- Staff to Provide In-service Training: 32.33%
- Instructional Coaches: 25.21%
- Contracts for PD: 25.03%

- Additional Uses Included:
 - Class-size Reduction Teachers: 1.31%
 - Professional Development Supervisors: 2.12%
 - Substitutes for PD: 2.88%
 - Supplies and Materials for PD: 1.22%

Allowable Use of Funds

Consideration of Title II Funds

- When considering how to use Title II funds, the district must:
 - Address the learning needs of all students. (ESEA § 2103(b)(2))
 - Focus, to the extent possible, on evidence-based decision-making. Use the funds to develop, implement, and evaluate comprehensive programs and activities that encompass the wide range of options provided in (ESEA § 2103(b)(3)(D, E, & P))
 - Prioritize the allocation of funds to high-need schools (e.g., schools identified for comprehensive or targeted support and improvement). (ESEA § 2102(b)(2)(C))
 - Consult required stakeholders, including teachers, principals, school leaders, paraprofessionals, charter school leaders, parents, community partners, and other stakeholders, in the planning and implementation of Title II activities. (ESEA § 2102(b)(3)(A))
 - Funds made available under Title II, Part A must supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II. (ESEA § 2301)

Allowable Use of Title II Funds

Professional Growth & Development

- Ongoing, high-quality, and evidence-based professional learning
- Instructional coaching, mentoring, and collaboration
- Technology integration in teaching
- Recruitment & Retention of Effective Educators
- Teacher residency and grow-your-own programs
- Induction and mentoring for new teachers
- Recruiting individuals from other fields to become teachers, principals, or other school leaders

Supporting Effective Instruction

- Teacher and leader evaluation and support systems
- Targeted class size reduction strategies
- Evidence-based instructional practices

Specialized Training & Certification

- STEM, literacy, and special education support

Allowability Notes

Purchasing Equipment, Supplies, and Materials with Title II

- The only time equipment, supplies & materials may be purchased with Title II funds is if they are necessary to complete a **Title II-funded PD activity**.
- Examples*:
 - Books for a Title II-funded teacher book club
 - Flip charts, markers, and folders for a Title II-funded PD activity
 - Required texts for a Title II-funded course

* Allowability is always dependent on several factors; an investment is not automatically allowable simply because it was allowed in the past.

Allowability Notes

Purchasing Equipment, Supplies, and Materials with Title II

- The following examples are *not* allowable purchases under Title II:
 - Teacher laptops with accompanying PD* on how to effectively use them in the classroom
 - Entire curriculum sets for teaching staff with accompanying PD* on implementation
 - Supplies for use in the classroom and/or by students

* In these cases, the PD itself could likely be funded with Title II, just not the listed equipment/materials.

Allowability Notes

ACTIVITY	ALLOWABLE	NOT ALLOWABLE
PD Coaches	To support teachers, model best practices, etc.	To complete paperwork and grade papers
Teacher Stipends	To learn HOW to develop/align /design/map curriculum or assessments	To develop/align/design/map curriculum or assessments
Technology Training	How to integrate technology into instruction	How to create a new class in Skyward (or other SMS)
Substitute Teachers	To pay for a teacher who is attending a PD paid for with Title II funds	To pay for a teacher who is out sick or attending a PD paid for with non-Title II funds
Training on SWDs	Training on how to differentiate and scaffold instruction	Orton-Gillingham training to meet needs outlined in IEPs

Allowable or Not?

Scenario #1

An LEA uses Title II funds to pay stipends for teachers attending professional development outside of their regular work hours.

Allowable?



Scenario #1

YES

Citation: ESEA § 2103(b)(3)(E)
allows the use of Title II funds for
professional development that
improves teaching as well as
student learning and
achievement.

MacBook Air

Scenario #2

An LEA implements a district-wide professional development initiative to train teachers and school leaders on selecting and implementing formative assessments. The program includes technical assistance on designing classroom-based assessments, analyzing student performance data, and using data to adjust instruction. Additionally, the LEA provides teachers with dedicated time during the school day for collaborative data review and instructional planning.

Allowable?



Scenario #2

YES

Citation: ESEA § 2103(b)(3)(H) allows LEAs to provide training and support to educators on using formative assessments, designing classroom assessments, and analyzing data to improve instruction, including time for teachers to review and respond to student data.

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Scenario #3

A State mandates literacy training for all K-3 teachers and asks if Title II funds can be used to cover the training costs.

Allowable?



Scenario #3

No

Citation: ESEA § 2301 (supplement, not supplant) prohibits using Title II funds for state-mandated activities

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Questions to Consider

With Allowable Use of Title II, Part A Funds

Questions to Consider

- Is this reasonable and necessary?
- Is this required?
- How would this be paid for in the absence of Title II funds?
- Which funding source paid for this last year?
- How is the district utilizing other ESSA funds (I, III, IV, V)?
- How can the district maximize funding?
- Is this the best use of these funds?
- How is the district coordinating programs?
- Which areas of need were identified in the needs assessments (district and school levels)?
 - What do the human capital reports highlight?

Additional Questions to Consider

- How can the district and schools build and ensure capacity?
- How is PD monitored and evaluated?
- How can the district ensure support to novice educators?
- How can the district support low-/high-performing teachers?
- Is this sustainable?
- How many people are benefiting?
- Is there a district-wide PD plan with a variety of offerings?
- Is there an option to partner with other LEAs to defray costs?
- How can the district collaborate with teacher prep and higher education programs?
- How is PD tied to teacher evaluations and observations?

Important Reminders: Title II Expenses

- Are not allowed for direct services to or used by students
- Are for
 - Principals
 - School leaders
 - Teachers
 - Paraprofessionals
- Must be aligned to the needs assessment
- Must be reasonable, allowable, and necessary
- Cannot supplant
- Must be offered to charter schools

Needs Assessment

Needs Assessment and Consultation

- What is required under ESEA?
 - **LEAs** must engage in **meaningful consultation** with a broad range of stakeholders as required by ESEA §§ 2101(d)(3) and 2102(b)(3), and non-public schools as required by ESEA § 8501, and must have a process in place to “**use data...**to continually update and improve activities supported under this part.” (ESEA § 2102(b)(2)(D))
- What does the guidance say?
 - SEAs and LEAs must engage in meaningful consultation with a broad range of stakeholders as required by ESEA §§ 2101(d)(3) and 2102(b)(3) and **should examine relevant data to understand students’ and educators’ most pressing needs, including the potential root causes of those needs, given local context.** (Title II, Part A Non-Regulatory Guidance)

Meaningful Stakeholders

- Teachers, principals, other school leaders and paraprofessionals
- Specialized instructional support personnel
- Charter school leaders/Private school leaders (in LEAs that have these schools)
- Parents
- Community Partners
- Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.

Using the Data to Assess Needs and Improve Use of Title II

- Student assessment data and other data reflective of well-being, student outcomes, or preparedness
- Recruitment and retention data
- Survey data from educators, students, and families on school climate issues
- Survey data from educators on available professional development opportunities
- Educator evaluation data
- School leader evaluation data
- Data on distribution of effective teachers (IOI Reports)
- Student data measuring the degree to which class size reduction has been effective if the LEA is using funds for that purpose.

Conducting a SWOT Analysis

SWOT Analysis

Strengths – Internal factors that provide an advantage

- **Experienced faculty:** Highly qualified and dedicated teachers with strong subject matter expertise.
- **Positive reputation:** A well-regarded program with a history of success
- **Strong curriculum:** A well-designed and relevant curriculum that meets educational standards
- **Dedicated resources:** Adequate funding, facilities, and materials to support the program.
- **Supportive learning environment:** A positive and inclusive atmosphere that fosters student success



SWOT Analysis

Weaknesses – Internal factors that can hinder the program

- **Outdated technology:** Limited access to or use of technology in the classroom
- **Insufficient funding for certain areas:** Limited resources for specific activities like field trips or extracurriculars
- **Inefficient communication:** Poor communication between teachers, students, and parents
- **High student-teacher ratio:** Large class sizes that limit individual attention



SWOT Analysis

Opportunities – External factors that can be leveraged for improvement

- **Community partnerships:** Collaborations with local businesses, organizations, or universities
- **Grants and funding opportunities:** Potential for securing external funding for program enhancements
- **Emerging educational trends:** Adoption of new technologies or teaching methodologies
- **Increased focus on specific skills:** Alignment with growing demands for particular skills in the job market
- **Expansion of programs:** Opportunity to offer new courses or specializations



SWOT Analysis

Threats – External factors that could negatively impact the program

- **Funding cuts:** Reductions in financial support from the government or other sources
- **Decreasing enrollment:** A decline in student interest or a shrinking population
- **Competition from other programs:** Increased competition from other schools or educational institutions
- **Changing demographics:** Shifts in the population that impact student needs or preferences
- **Economic downturns:** Impacts on funding, staffing, and student access to education



SWOT Analysis Exercise

Please review the following case scenario and conduct a SWOT analysis. Be prepared to post your findings in chat.

SWOT ANALYSIS TEMPLATE	
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS



SWOT Analysis Exercise

ABC School District is a small, rural district in Tennessee. It is the largest employer in the county, but an industrial park was recently established. The industrial park currently has a car parts manufacturing facility and a large-scale metal fabrication company. Discussions have been held with other companies, including a lithium battery company, to join the industrial park.

School employee turnover is relatively low. The retention rate is stable at around 90% for teachers, 98% for principals, and 82% for paraprofessionals. Teacher salaries are in the lowest 10% and principal salaries are in the lowest 5% for districts across the state.

PK-12 Schools: 8 Students: 970 72% economically disadvantaged

Average ACT score: 23.4

Additional data is on the [handout](#).



Title II Resources

Title II, Part A Resources

- [Title II, Part A Non-Regulatory Guidance](#)
- [Title II, Part A Program Overview](#)
- [Title II, Part A Activity Evaluation Form](#)

Resources can be
found in ePlan >
TDOE Resources >
ESSA Information,
Guidance, PPTs, &
Webinars >
Title II, Part A



National Organizations

Educator professional learning and growth

- [ASCD](#)

For school leaders

- [NAESP](#)

Content-specific (national, regional, state levels)

- [NCTE](#) – English and Language Arts
- [NCSS](#) – Social Studies
- [ACTFL](#) – World Languages
- [NAEA](#) – Art



Questions?

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Please share your session feedback



You may access the PD Survey by navigating here:

<https://forms.office.com/r/sbRAwQUV0d>

Up Next...

Tuesday, Aug. 26 3:20-4:30 p.m. ET 2:20-3:30 p.m. CT	Beyond Compliance: Best Instructional Practices That Boost ESL Programming Raven Cleveland	Join here
Tuesday, Aug. 26 3:20-4:30 p.m. ET 2:20-3:30 p.m. CT	Driving Neglected and Delinquent Program Success Jackie Jacobson, Leslie Watson	Join here
Tuesday, Aug. 26 3:20-4:30 p.m. ET 2:20-3:30 p.m. CT	From Involvement to Engagement: Transforming Family Engagement Practices Charise McDaniel	Join here



Thank You!

Contact Info or Questions?



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