



Title II, Part A

Use of Funds Report for 2025-26 (FY26)

Tennessee Department of Education | September 2026





Table of Contents

Table of 2

Title II, Part A – Use of Funds Report 3

 Overview 3

 FY26 Allocation and Transfer of Funds..... 3

 FY26 Professional Development Activities 4

 FY26 Recruitment and Retention Activities 5

 FY26 Class Size Reduction Teachers 5

 FY26 Information Used to Define Teacher Quality of Effectiveness..... 5

 FY26 Equitable Access to Effective Teachers 6

 Key Takeaways from 2026..... 7

 Resources 7



Title II, Part A – Use of Funds Report

Overview

Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) is the key statute through which the federal government provides funds to states and local educational agencies (LEAs) to improve the quality and effectiveness of teachers, principals, and other school leaders through professional development and other activities. The Title II, Part A program also supports states and LEAs in recruiting new teachers to the field; retaining educators in the profession; and providing low-income and minority students with greater access to effective teachers, principals, and other school leaders.

This executive summary presents key findings related to the LEA use of Title II, Part A funds for the 2025-26 (FY26) school year, based on surveys of LEAs.

LEAs may choose how to spend their Title II, Part A funds from a wide range of allowable activities that fit within several major topical areas. These activities support the four program goals:

- (1) increasing student academic achievement,
- (2) improving educator quality and effectiveness,
- (3) increasing the number of effective educators, and
- (4) providing low-income and minority students with greater access to effective educators.

Under 20 U.S.C. § 7115, States and LEAs may transfer funds between Title II, Part A, and other federal formula grant programs. This flexibility allows resources to be targeted on the programs and activities they believe will most effectively address students' needs.

FY26 Allocation and Transfer of Funds

Title II, Part A	Amount
Total Allocation for LEAs	\$48,053,848.59
Amount transferred out of Title II, Part A	\$3,683,180.80
Amount transferred into Title II, Part A	\$2,034,071.04

Transferred to	Amount
Title I, Part A	\$3,134,618.39
Title III, Part A	\$18,488.60
Title IV, Part A	\$200,152.96

Title V, Part A	\$329,920.85
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FY26 Professional Development Activities

Professional development was the most prevalent use of Title II, Part A funds reported by LEAs. Professional development is a key strategy LEAs utilize to increase the quality and effectiveness of teachers, principals, and other school leaders. Title II, Part A allows LEAs to provide “high-quality, personalized professional development that is evidence-based” and focuses on a broad range of topics to improve teachers’ instructional practice. As defined in the ESEA, professional development is **“sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,”** which is consistent with what research suggests is most effective.

Types of Professional Development Activities	# of Participating LEAs
Short-term (three or fewer days) professional development, conducted virtually or in-person, either by an external provider or LEA-level staff	99
Longer-term (four or more days) group professional development, conducted by LEA-level staff	83
Longer-term (four or more days) group professional development, conducted by an external provider	62
Longer-term (four or more days) one-on-one professional development, conducted by LEA-level staff	54
Longer-term (four or more days) one-on-one professional development, conducted by an external provider	71
Longer-term (four or more days) group support (e.g., learning communities, LEA monthly or quarterly principal meetings)	22
Professional conferences or organizations, external provider	36
University or college courses, traditional course-based curriculum	15
Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support of teacher candidates), either university or non-university based	12
State leadership conferences or trainings	58
Leadership certifications (state-level credentials or endorsements)	2

FY26 Recruitment and Retention Activities

LEAs can use Title II, Part A funds to increase the number of effective educators through recruitment, hiring, and retention. Activities intended to recruit and develop new teachers who will be effective in the classroom include a range of strategies, such as recruiting individuals from other fields to become educators, improving the efficiency of LEA hiring systems, and developing or improving induction and mentoring programs. Additional strategies support career growth and job satisfaction for experienced teachers, principals, and other school leaders, such as career ladder opportunities that give veteran teachers additional leadership roles while keeping them in the classroom, differential and incentive pay, and improving the quality of evaluation and support systems.

Under the ESEA, states may also use Title II, Part A funding to improve teacher effectiveness by establishing preparation academies to train teachers or principals, which can be a different pathway to traditional educator preparation programs. In the past, Tennessee has used a percentage of Title II, Part A statewide funds for programs such as the *Grow Your Own Program*.

Strategies to Hire, Recruit, and Retain include:	# of Participating LEAs
Support with screening candidates and early hiring for teachers	10
Recruiting individuals from other fields to become teachers or leaders	19
Differential and incentive pay of teachers and leaders	15
Emphasis on leadership opportunities and multiple career pathways for teachers	19
Induction or new teachers and leader mentoring programs	44
Targeting and tailoring professional development to individual teacher or leader needs	55
Feedback mechanisms to improve school working conditions	7

FY26 Class Size Reduction Teachers

The majority of LEAs in Tennessee do not spend Title II, Part A funds on class size reduction (CSR) teachers. For FY26, there were a total of four (4) LEAs that had one or more CSR teachers.

FY26 Information Used to Define Teacher Quality of Effectiveness

The survey asked LEAs to report whether information was examined about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were disproportionately taught by inexperienced, ineffective, or out-of-field teachers. Those LEAs that examined disproportionate rates were also asked about the measures used to define teacher quality or effectiveness.

The graph below provides additional information from LEAs that answered **“Yes”** for inequalities found when the LEA examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers

Strategies to Hire, Recruit, and Retain include:	# of Participating LEAs
Teacher evaluation ratings	110
Teacher effectiveness, as measured by value-added measures or student growth percentiles	117
Teacher effectiveness, as measured by student learning objectives or student growth objectives	82
Teacher experience	74
Teacher certification	97
Teacher education	43
Assignment of teachers to a grade or classes consistent with their field of certification	86

FY26 Equitable Access to Effective Teachers

Providing low-income and minority students greater access to effective teachers, principals, and other school leaders is one of the primary purposes of the ESEA and Title II, Part A. Reflecting this purpose, improving the equitable distribution of effective teachers is a permitted use of funds at both the state and LEA levels.

The graph below provides additional information from LEAs that answered **“Yes”** for use of Title II, Part A funds to improve equity in the distribution of teachers.

Strategies for equitable access to effective teachers include:	# of Participating LEAs
Offering more compensation to qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	2
Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality / less effective teachers	3
Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	6

Increasing external recruitment activities, such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools	6
Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality compared to other schools	13
Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	16
Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	3
Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoffs in schools with lower levels of teacher quality or effectiveness compared to other schools	3

Key Takeaways from 2026

- **Professional development remains the primary use of Title II, Part A funds**, with nearly all LEAs engaging in both short-term professional development (PD) and long-term, job-embedded learning. Tennessee LEAs continue to prioritize educator effectiveness through sustained professional learning opportunities rather than one time training events.
- **Individualized professional support is valued among LEAs.** A substantial number of LEAs reported using coaching and individualized support models. LEAs appear to be investing in job-embedded coaching and personalized learning opportunities, which align with evidence-based professional development practices.
- LEAs are prioritizing **pipeline strengthening, induction, and targeted PD** over structural changes such as class-size reduction or large-scale compensation incentives.
- **LEAs are placing greater emphasis on retaining and developing current educators** rather than aggressive recruitment initiatives.
- While many LEAs analyze educator-quality data, **fewer take direct action** to address inequitable access—though PD and working-condition improvements are the most common approaches.
- Title II flexibility continues to support LEAs in customizing strategies to local needs across Tennessee.

Resources

- [Title II, Part A Non-Regulatory Guidance](#)
- [Title II, Part A Overview and Allowable Use of Funds](#)

- [Effective Use of Title II, Part A Presentation](#)
- [Optional Title II, Part A Activity Evaluation Form](#)

Title II, Part A Contacts

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