

TITLE II, PART A: Supporting Effective Instruction

Guidance on Allowable and Unallowable Expenditures

In general, Title II-A funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders*. Activities funded by Title II-A, meet the purpose of Title II-A, which is to:

Increase student achievement consistent with ~~state~~ standards,

any of the following is true, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district uses federal funds to provide services that the district would otherwise provide without federal funds.

Note: These presumptions may be overcome if the district can demonstrate that it would not have provided the services absent the availability of these federal funds. For example, new STEAM professional development had been provided with state grant funds for middle school teachers, and the grant funds were not available for the coming year. Title IIA funds could be used for this PD, assuming no other presumption was violated, and the district would not otherwise have been able to provide the PD.

6. Ensure that the activity is not one of the prohibited activities in ESEA Section 2101 or Section 8526, as amended by the ESSA.

Professional development services and programs must meet the definition of “professional development” in ESEA section 8101(42), which states that the activity is both (1) part of the strategies for providing educators with the knowledge and skills necessary to teach children to succeed in a well-rounded education and (2) “sustained (not stand-alone, 1 day, or short-term workshops), intensive, collaborative, job-embedded, data driven, and classroom focused.”

ALLOWABLE EXPENDITURES	UNALLOWABLE EXPENDITURES
<ul style="list-style-type: none"> x Salaries, stipends, or contractor/consultant fees for instructional coaches in public schools x Contractor/consultant fees for instructional coaches or evidence based professional development vendors/presenters in public and nonpublic schools x Recruitment and retention initiatives for effective teachers in high-needs academic subject areas such as signing bonuses, relocation costs, recruitment materials and travel expenses, salary differentials or incentive pay, certification or licensure costs, contracted search costs for public schools x Stipends and/or substitute costs to participate in evidence based professional development in public schools x Stipends allowed for nonpublic instructional personnel for after or before school, in summer and/or vacation time for evidence based professional development x Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and evidence based professional development in public schools x Administrative costs for coordinating evidence based professional development programs for public and nonpublic schools x Administrative fees (maybe negotiated) for third-party contractors on behalf of nonpublic schools x Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to EA travel policies and/or state and federal guidelines for both nonpublic and public-school educational personnel x Program development costs for allowable Title-IA funded programs, such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys in the public schools x Materials, supplies, and equipment* for use in evidence based professional development sessions that are reasonable and necessary to carry out development sessions in both the public and nonpublic schools; or for implementing PD aligned collaborative educator work in public schools. (Materials, equipment, and supplies must be an integral part of a Title IIA purchased evidence based professional development.) x Reasonable benefits costs (i.e. per usual district policies) linked with FTEs/salaries identified in Codes 15 and 16 for public school personnel x BOCES costs related to provision of evidence based professional development or implementation, or analysis of programs and activities intended to meet ESSA objectives for both public and nonpublic schools x Salaries for effective class size reduction teachers in public schools (see Conditions of Use below) 	<ul style="list-style-type: none"> x Evidence based professional development that is stand-alone, one day, or short-term workshops with no connection to a larger school-wide effort.

USE OF FUNDS

USE OF FUNDS		CONDITIONS OF USE
OTHER ALLOWABLE USES OF FUNDS	Other	If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development, which should include providing citations or completing a logic model.
	Rigorous Academic Content	ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction aligned to State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum and Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.
	Recruiting & Retaining Effective Teachers	ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in public low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in the distribution of teachers in subject areas where there is a high need such as: <ul style="list-style-type: none"> Providing expert help in searching for and screening candidates and enabling entry Offering differential pay and recruitment incentives for effective teachers, principals, or other school leaders in high academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, Teacher paraprofessional, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; New teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.
	Recruiting Individuals from Other Fields	ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.
	Evaluation/Support Systems	ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear and useful feedback to teachers, principals, or other school leaders.
	Effective Teaching of ELL/MLL Students	ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English learners.

USE OF FUNDS

CONDITIONS OF USE

Supporting
Students Affected
by Trauma
and/or
Mental Illness

Identification
and Support of
Gifted Students

ESSA supports the provision of ~~in~~service training for school personnel in techniques and support related to identifying and supporting students affected by mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

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