



Title II, Part A Executive Summary

Supporting Effective Instruction Subgrants

Introduction

The Every Student Succeeds Act of 2015 reauthorized the Elementary and Secondary Education Act of 1965's (ESEA) Title II, Part A (Title IIA)—Supporting Effective Instruction program. The purpose of this federal program is to provide grants to state educational agencies (SEAs) and subgrants to local education agencies (LEAs) to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;¹
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders (ESEA § 2001).

Subgrant Requirements and Recommended Actions

To receive a Title IIA – Supporting Effective Instruction subgrant, the LEA must complete a list of requirements in the [Consolidated Application for ESEA Title Programs](#), which is located in the Consolidated Accountability and Support Application's (CASA). Among these requirements, the LEA must submit a program application by October 15 of each year and reimbursement claims each quarter. For the requirements, please see the Title IIA Guidance on the [ESSA Guidance and Allocations page](#).

Allowable Activities

The LEA must use funds to develop, implement, and evaluate comprehensive professional development programs and activities. All professional development must meet the definition provided in the law. Specifically, professional development services and programs must be both—

1. *An integral part of school and LEA strategies for providing educators* (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) *with the knowledge and skills necessary to enable children to succeed in a well-rounded education and to meet the challenging State academic standards; and*
2. *Sustained* (not stand-alone, one-day, or short term workshops), *intensive, collaborative, job-embedded, data-driven, and classroom-focused* (ESEA § 8101(42)).

Cost Allowability Factors

For a program or activity to be allowable under Title IIA, it must comply with all applicable state and federal requirements and, once the application is approved, align with the approved program application. The proposed activity:

- Must be in accordance with the Title IIA program's purpose (ESEA § 2103(b)(1));

¹ The term other "school leader" means principal, assistant principal, or an individual who is both an employee of an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary or secondary school (ESEA § 8101(44)).

- Must address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students (ESEA § 2103(b)(2));
- Must comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, commonly referred to as Uniform Grant Guidance ([2 CFR Part 200](#)); and
- May include, among other programs and activities—
 - Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
 - Is based in part on evidence of student achievement, which may include student growth; and
 - Must include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
 - Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in 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-LEA equity in the distribution of teachers, consistent with section 1111(g)(1)(B) [*“any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers”*];
 - Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
 - Reducing class size to a level that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;*
 - Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
 - Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
 - Effectively engage parents, families, and community partners, and coordinate services between school and community;
 - Help all students develop the skills essential for learning readiness and academic success;
 - Develop policy with school, LEA, community, or State leaders; and
 - Participate in opportunities for experiential learning through observation;
 - Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
 - Providing programs and activities to increase—
 - The knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students

- through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- Providing training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
 - Carrying out in-service training for school personnel in—
 - The techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - The use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - Forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - Addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
 - Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students;
 - Supporting the instructional services provided by effective school library programs;
 - Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
 - Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
 - Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
 - Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
 - Carrying out other activities that are evidence-based, to the extent the State (in consultation with LEAs in the State) determines that such evidence is reasonably available, and identified by the LEA that meet Title IIA's purpose.
 - Administrative costs.*

*Indicates that the activity is only allowable for LEAs. Additional information on these allowable activities is found in the Title IIA Guidance on the [ESSA Guidance and Allocations page](#).

Supplement vs. Supplant

The supplement, not supplant, provision requires the LEA to use Title IIA funds to enhance the regular educational program. This means that Title IIA funds cannot be used to supplant, or take the place of, funds that would have been spent if these funds were not available.

Questions and Additional Resources

For additional guidance and resources, see the Department's [ESSA Guidance and Allocations page](#) and [Consolidated Application for ESEA Title Programs](#) pages.