

Reading Guide Title II, Part A

Background

Title II, Part A of the Every Student Succeeds Act (ESSA) amends the Elementary and Secondary Education Act of 1965 (ESEA) and provides opportunities for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to more strategically invest in the strengthening of the teaching profession. The United States Department of Education (USDE) outlines an educator career continuum (**Figure 1**) that prepares and supports educators (including teachers, principals, and other school leaders) “to meet the many challenging demands that they and their students face, particularly underserved students and students of color.”

Title II, Part A represents a significant investment, **exceeding \$2 billion** in the current funding year¹.

As SEAs work to ensure this investment results in increased preparedness and support, it is critical to investigate the activities SEAs are indicating they will enact (read more about these allowable activities in ESSA Toolkit #3). Of particular interest to this

Figure 1: USDE’s Educator Career Continuum



ESSA Title II, Part A

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(<http://bit.ly/ESSA-Full>)

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1. National Education Association (NEA). 2017. *Every Student Succeeds Act (ESSA) Programs under the Consolidated Appropriations Act, 2017, Compared to Authorized Funding*. Retrieved at <http://www.nea.org/home/19900.htm>.

review of Title II, Part A, is the inclusion of powerful professional learning experiences that leverage evidence-based practices and create a greater likelihood for systemic and sustained improvement.

A brief outline of Title II, Part A is provided on page 1 of this tool, and an excerpt is provided below from the informative non-regulatory guidance provided by the USDE, “Building Systems of Support for Excellent Teaching and Leading” (<http://bit.ly/ESSA-2A-USDE>). Other resources are also provided on the right to help members of the review team develop a more complete understanding of Title II, Part A.

Additional Resources

1. **National Board for Professional Teaching Standards (NBPTS):** Using Title II of ESSA to Support Accomplished Teaching in States (<http://bit.ly/ESSA-2A-NBPTS>)
2. **Association for Supervision and Curriculum Development (ASCD):** ESSA Title II and Support for Educators Frequently asked Questions (<http://bit.ly/ESSA-2A-ASCD>)
3. **United States Department of Education (USDE):** Building Systems of Support for Excellent Teaching and Leading (<http://bit.ly/ESSA-2A-USDE>)
4. **Chiefs for Change (CFC):** Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders (<http://bit.ly/ESSA-2A-CFC>)
5. **100Kin10:** Grand Challenges White Papers features summaries of current challenges and existing research for a number of issues present in Title II, Part A (<http://bit.ly/ESSA-2A-100Kin10>)

USDE’s Introduction to Title II, Part A

The following excerpt comes from the USDE’s Non-Regulatory Guidance for Title II, Part A: *Building Systems of Support for Excellent Teaching and Leading* found at <http://bit.ly/ESSA-2A-USDE>.

Great teachers, principals, and other school leaders (collectively, educators) matter enormously to the learning and the lives of children. Yet, we have struggled as a nation to meaningfully support educators so they can help their students be prepared to succeed in college and careers. The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. It is critical that State educational agencies (SEAs) and local educational agencies (LEAs) consider how to best use Title II, Part A funds, among other funding sources, to ensure equity of educational opportunity. New provisions in Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), offer new opportunities to SEAs and LEAs to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

*Strategies outlined in this document, and examples of this work in action, can often be supported by other sources of funding as well, and should not be thought of as tools, policies or programs only made possible through the use of Title II, Part A funds. States and districts are encouraged to explore sources of funding available at the State and local level, as well as other formula and competitive grant awards from the U.S. Department of Education and other sources. This initial Title II, Part A guidance is not exhaustive; rather it highlights some of the new and important ways SEAs and LEAs can use their Title II, Part A funds **more strategically and for greater impact.***