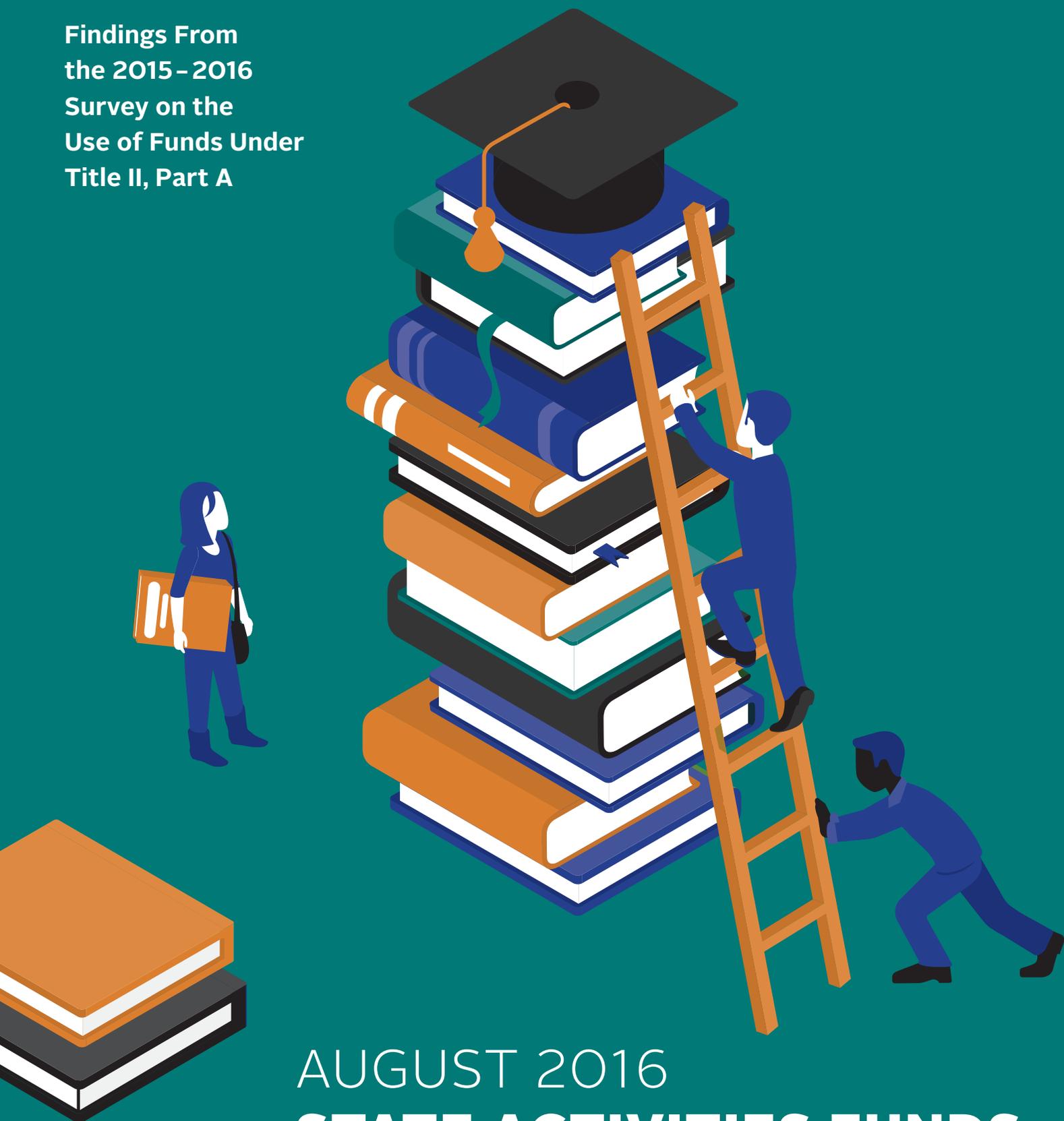




Findings From
the 2015 - 2016
Survey on the
Use of Funds Under
Title II, Part A



AUGUST 2016
STATE ACTIVITIES FUNDS

Introduction

The Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (ESEA), provides funds to States and districts to improve the quality of their educator workforces in order to raise student achievement. These funds are provided through NCLB Title II, Part A (“Improving Teacher Quality State Grants”). Under NCLB, Title II, Part A, States can use funds for a variety of teacher quality activities. In the 2015–16 school year, Title II, Part A provided States with approximately \$2.26 billion for teacher quality reforms.

STATE ACTIVITIES FUNDS

Of those funds, \$55.4 million was made available to State educational agencies (SEAs) as State activities funds

The allowable uses of which include, but are not limited to:

- Reforming teacher and principal certification;
- Establishing, expanding, and improving alternative routes to certification for teachers and principals;
- Developing and implementing effective mechanisms for helping local educational agencies (LEAs) and schools to recruit and retain highly qualified teachers, principals, and pupil services personnel;
- Providing professional development to teachers and principals and measuring its effectiveness;
- Developing, or assisting LEAs in developing, teacher advancement and leadership initiatives that promote professional growth and that emphasize multiple career paths and pay differentiation;
- Supporting activities to ensure that teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement; and
- Establishing and operating a center that serves as a statewide clearinghouse for the recruitment and placement of K–12 teachers and carries out programs to improve teacher recruitment and equitable distribution.¹

“These funds...provided States with approximately \$2.26 billion for teacher quality reforms. Of the funds allocated, \$55.4 million were made available as State activities funds.”

- Supporting the training of teachers and administrators in effectively integrating technology into curricula and instruction;

In order to better understand how States are using the State activities funds available to them in the 2015–16 school year, researchers administered surveys to the 50 States, the District of Columbia, and Puerto Rico between January and May 2016. The data in this brief represent the data collected from 42 respondents. Delaware, Florida, Massachusetts, Nevada, Pennsylvania, Virginia, Washington, West Virginia, and the District of Columbia and Puerto Rico did not respond to the survey.

¹ Allowable uses of Title II, Part A funds will be somewhat different once States transition from NCLB to the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act in school year 2017–18.

Survey Highlights

The most common activities States reported were

1. Providing professional development for teachers and principals (33 States, 18.4 percent of the total Title II, Part A State activities funds²) (see Table 1);
2. Supporting activities to ensure teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement (27 States, 14.2 percent); and
3. Fulfilling the SEA's responsibilities for proper and efficient administration of Title II, Part A (25 States, 10.4 percent).

States also reported using Title II, Part A funds for

1. Assisting LEAs in developing professional development programs for principals that enable them to be effective school leaders and to prepare students to meet challenging State content and student academic achievement standards (22 States, 7.4 percent);
2. Developing or assisting LEAs in the development of strategies to deliver intensive professional development activities that are cost effective and easily accessible (19 States, 4.9 percent); and
3. Providing support to teachers and principals through activities such as mentoring, team teaching, reduced class schedules, intensive professional developments, and using standards or assessments to guide beginning teachers (18 States, 12.3 percent).

FIGURE 1. Percentage of Title II, Part A State activities funds allocated for activities receiving the largest share of Title II, Part A State activities funds: 2015–16, as reported by States.³

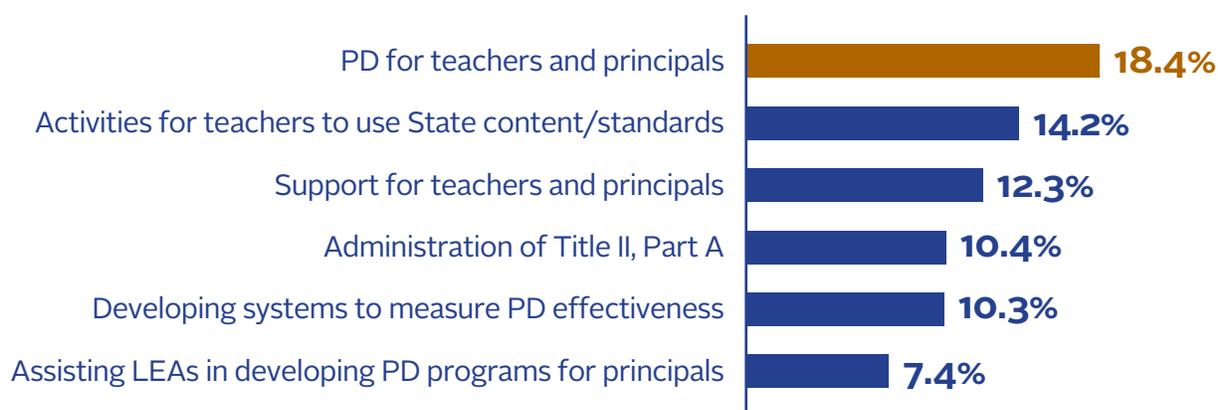


Figure reads: In school year 2015–16, States allocated 18.4 percent of Title II, Part A State activities funds for activities designed to provide professional development for teachers and principals.

² For the purposes of this brief, the numbers presented are a percentage are of the total amount of Title II, Part A State activities funds made available to the States that responded to the survey rather than of the total made available to all States.

³ “Support for teachers and principals” may include intensive professional development, but also includes non-professional development types of support such as mentoring, team teaching, reduced class schedules, and using standards or assessments.

Seventeen of the responding States had not yet obligated at least some of their 2015–16 Title II, Part A State activities funds at the time of data collection (January to May 2016).

The majority of responding States (24) reported using State activities funds for one to five activities (see Figure 2). Thirteen States reported using funds for 6 to 10 activities, and five used State activities funds for 11 to 15 activities.

TABLE 1. Number of States allocating Title II, Part A State activities funds and percent of total Title II, Part A State activities funds allocated, by activity: 2015–16

	Activity	% of Total Funds	# of States Allocating Funds
1	Reforming teacher and principal certification (including recertification) and licensure to ensure that teachers have the necessary subject-matter knowledge and teaching skills in subjects in which they teach, that certification or licensing requirements are aligned with challenging State academic content standards, and that principals have instructional leadership skills to help teachers teach and students learn	 4.0	15
2	Providing support for teachers new and not new to the profession and for principals through such activities as mentoring, team teaching, reduced class schedules, intensive professional development, and using standards or assessments to guide beginning teachers	 12.3	18
3	Carrying out programs to establish, expand, or improve alternative routes for State certification for teachers and principals (especially in the areas of mathematics and science) that will encourage entry into the teaching profession for highly qualified individuals with at least a baccalaureate degree, including mid-career professionals, military personnel, paraprofessionals, and recent college graduates with records of academic distinction	 1.4	8
4	Developing and implementing effective mechanisms for helping LEAs and schools to recruit and retain highly qualified teachers, principals, and pupil services personnel	 5.2	15
5	Reforming tenure systems, implementing teacher testing for subject-matter knowledge, and implementing teacher testing for State certification or licensure, consistent with Title II of the <i>Higher Education Act (HEA)</i>	 0.3	4
6	Providing professional development for teachers and principals (and for pupil services personnel when the SEA determines their participation to be appropriate)	 18.4	33

	Activity	% of Total Funds	# of States Allocating Funds
7	Developing systems to measure the effectiveness of specific professional development programs and activities in order to document gains in student academic achievement or increases in teacher mastery of academic subjects teachers teach	 10.3	17
8	Fulfilling the SEA's responsibilities for proper and efficient administration of Title II, Part A, including provision of technical assistance to LEAs (This figure should include ONLY administrative costs paid for out of State-level activity funds, not those paid for with funds set aside by statute for administrative purposes.)	 10.4	25
9	Funding projects to promote interstate certification or licensing reciprocity for teachers and principals, provided that the reciprocity agreement does not lead to a weakening of State certification or licensing requirements	 2.2	2
10	Developing or assisting LEAs in the development of proven, innovative strategies to deliver intensive professional development activities that are both cost effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning	 4.9	19
11	Supporting the training of teachers and administrators in effectively integrating technology into curricula and instruction	 2.9	9
12	Developing, or assisting LEAs in developing, merit-based performance systems and strategies that provide differential and bonus pay for teachers in high-need academic subjects and for teachers in high-poverty areas	 0.3	4
13	Assisting LEAs in developing and implementing professional development programs for principals that enable them to be effective school leaders and to prepare all students to meet challenging State content and student academic achievement standards, which may include the development and support of school leadership academies	 7.4	22
14	Developing, or assisting LEAs in developing, teacher advancement initiatives that promote professional growth and that emphasize multiple career paths and pay differentiation	 4.1	10

	Activity	% of Total Funds	# of States Allocating Funds
15	Providing assistance to teachers to enable them to meet certification, licensing, or other requirements in order to become highly qualified	 0.5	6
16	Supporting activities to ensure that teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement	 14.2	27
17	Funding projects and carrying out programs to encourage men to become elementary school teachers	 0.1	1
18	Establishing and operating a center that serves as a statewide clearinghouse for the recruitment and placement of K-12 teachers and establishes and carries out programs to improve teacher recruitment	 0.9	4
19	Title II, Part A funds transferred to Title I, Part A under ESEA funding transferability provisions (or under a State's ESEA Flexibility Waiver)	 0.0	0
20	Title II, Part A funds transferred (other than to Title I, Part A)	 0.0	0
	Funds not yet obligated at the time of survey completion	 10.5	17

Table reads: In school year 2015–16, 15 States allocated Title II, Part A State activities funds for reforming teacher and principal certification (including recertification) and licensure to ensure that teachers have the necessary subject-matter knowledge and teaching skills in subjects in which they teach, that certification or licensing requirements are aligned with challenging State academic content standards, and that principals have instructional leadership skills to help teachers teach and students learn. Of the Title II, Part A State activities funds made available to States in school year 2015–16, 4.0 percent were allocated for that purpose.

FIGURE 2. Number of States by number of activities with allocated Title II, Part A State activities funds: 2015–16

Number of activities

- 1–5
- 6–10
- 11–15

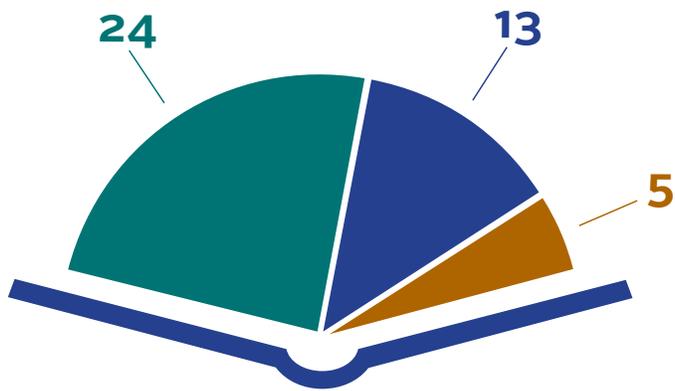


Figure reads: In school year 2015–16, 24 States reported using Title II, Part A State activities funds for one to five allowable activities.

Title II, Part A State Activity Funds Support in Key Policy Areas

In addition to reporting on specific uses of funds listed in the statute (listed in Table 1), States were also asked about uses of Title II, Part A State activities funds for three Department priorities: implementation of college- and career-ready standards; development and implementation of educator evaluation systems; activities to improve the equitable distribution of effective or highly qualified teachers. Respondents did not always categorize spending in for those priorities in the same way as as they did in Table 1; as a result, data in the following sections do not exactly match those provided in the discussion of Table 1, above.

COLLEGE- AND CAREER-READY STANDARDS

Twenty-four States reported using Title II, Part A State activities funds for allowable activities designed to prepare educators to implement new college- and career-ready standards (see Figure 3).

States reported obligating more than \$11.1 million in Title II, Part A State activities funds for these activities at the time of response. Examples of these activities include supporting professional learning networks focused on helping K–12 educators learn and apply strategies to improve content instruction directly linked to college- and career-ready standards and a Statewide network of discipline-based projects that support ongoing quality professional development.

- The 24 States allocated, on average, 22.9 percent of their funds for supporting activities to ensure that teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement (Activity 16). States that did not allocate funds for college- and career-ready standards allocated, on average, 3.1 percent of their funds for Activity 16.
- States that allocated funds towards college- and career-ready standards reported allocating, on average, 4.5 percent of their funds for assisting LEAs in developing and implementing professional development programs for principals that enable them to be effective school leaders and to prepare all students to meet challenging State content and student academic achievement standards (Activity 13 in Table 1). In contrast, States that did not allocate funds for college- and career-ready standards allocated, on average, 12.9 percent for the same activity.

“States reported obligating more than \$11.1 million in Title II, Part A State activities funds for allowable activities designed to prepare educators to implement new college- and career-ready standards.”

EDUCATOR EVALUATION SYSTEMS

Twenty-five States reported using Title II, Part A State activities funds for allowable activities designed to develop, implement, or support educator evaluation systems. At the time of response, States reported obligating more than \$8.4 million in Title II, Part A State activities funds for these activities, which include piloting and providing value-added data to school districts, training evaluators, and providing direct support to principals to assist in improving teacher effectiveness.

- On average, the 25 States that reported using funds to support educator evaluation systems reported allocating 16.7 percent of their funds for supporting activities to ensure that teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement (Activity 16 in Table 1). In comparison, States that did not allocate funds for educator evaluation systems reported allocating, on average, 11.1 percent of their funds for the same activity.
- States that did not allocate funds for educator evaluation systems allocated, on average, 28.9 percent of their funds to fulfill the SEA's responsibilities for proper and efficient administration of Title II, Part A (Activity 8). States that allocated funds for educator evaluations systems allocated a much smaller percentage of their funds for administration of Title II, Part A (10.6 percent, on average).

EQUITABLE DISTRIBUTION

Twenty-one States reported using Title II, Part A State activities funds to assist LEAs or schools in ensuring an equitable distribution of effective or highly qualified teachers (HQT). These activities include building an LEA toolkit to help LEAs develop and monitor action plans to improve the equitable distribution of effective educators, conducting data analysis to determine equitable access issues at the state and district level, and piloting a professional learning network to help districts engage in partnerships to develop and refine strategies to address equity gaps.

- These 21 States allocated, on average, 9.6 percent of their funds for reforming teacher and principal certification and licensure (Activity 1). States that did not use funds to help ensure an equitable distribution of effective or HQT allocated, on average, 2.3 percent for the same activity.
- States that used funds to assist LEAs or schools in ensuring an equitable distribution of effective or HQT also allocated an average of 8.6 percent of their funds to develop systems to measure the effectiveness of specific professional development programs and activities in order to document gains in student academic achievement or increases in teacher mastery of academic subjects teachers teach (Activity 7). In contrast, the States that did not use funds for that purpose allocated an average of 2.3 percent of funds for the same activity.
- States that did not use funds to assist LEAs or schools in ensuring an equitable distribution of effective or HQT allocated a larger percentage of their funds for supporting activities to providing professional development for teachers and principals (Activity 6, 26.3 percent, on average). States that used funds for that purpose allocated, on average, only 11.0 percent of their funds for that same activity.

In comparison with States that did not use Title II, Part A State activities funds to assist LEAs or schools in ensuring an equitable distribution of effective or HQT:

- Those that used funds for that purpose allocated, on average, a similar percentage of Title II, Part A funds for developing or assisting LEAs in developing teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation (Activity 14, 4.2 percent versus 4.7 percent). Both types of States allocated, on average, less than 1.5 percent of funds for developing or assisting LEAs in developing merit-based performance systems and strategies that provide differential and bonus pay for teachers in high-need academic subjects and high-poverty areas (Activity 12).
- Those that used funds for that purpose, allocated, on average, a larger percentage of Title II, Part A funds for developing and implementing effective mechanisms for helping LEAs and schools to recruit and retain highly qualified teachers, principals, and pupil services personnel (Activity 4, 4.2 percent versus 2.5 percent). On average, those that used funds for that purpose also allocated, on average, a larger percentage for establishing and operating a center that serves as a statewide clearinghouse for recruitment and placement of K–12 teachers and carrying out programs to improve teacher recruitment (Activity 18, 2.6 percent in States using funds for that purpose versus 0.2 percent in States not using funds for that purpose).

FIGURE 3. Number of States reporting use of Title II, Part A State activities funds to support college- and career-ready standards, educator evaluation systems, and equitable distribution of effective or highly qualified teachers: 2015–16



Figure reads: In school year 2015–16, 24 States reported using Title II, Part A State activities funds to support college- and career-ready standards.

TABLE 2. Average percentage of Title II, Part A State activities funds allocated, by reported usage of funds in selected areas and activity: 2015–16

Activity (see Table 1)	AREA					
	College- and career-ready standards		Educator evaluation systems		Equitable distribution of effective or HQT	
	Yes (24 States)	No (18 States)	Yes (25 States)	No (17 States)	Yes (21 States)	No (21 States)
1	5.4	6.6	6.9	4.6	9.6	2.3
2	6.2	5.9	4.6	8.2	7.0	5.2
3	3.1	0.3	1.8	2.1	2.6	1.3
4	3.0	3.9	3.5	3.2	4.2	2.5
5	0.2	0.4	0.5	0.0	0.6	0.0
6	19.6	17.4	18.9	18.4	11.0	26.3
7	2.6	9.2	7.3	2.6	8.6	2.3
8	18.2	17.9	10.6	28.9	13.1	23.0
9	0.7	0.0	0.0	1.0	0.8	0.0
10	4.9	8.1	6.4	6.0	6.3	6.2
11	3.2	3.0	2.6	3.9	3.5	2.8
12	1.2	0.2	1.3	0.0	1.49	0.03
13	4.5	12.9	9.9	5.5	6.8	9.4
14	2.0	7.9	4.8	4.1	4.2	4.7
15	1.3	1.0	2.0	0.0	1.9	0.5
16	22.9	3.1	16.7	11.1	15.8	13.1

Activity (see Table 1)	AREA					
	College- and career-ready standards		Educator evaluation systems		Equitable distribution of effective or HQT	
	Yes (24 States)	No (18 States)	Yes (25 States)	No (17 States)	Yes (21 States)	No (21 States)
17	0.0	0.2	0.2	0.0	0.0	0.2
18	1.0	1.9	2.1	0.4	2.6	0.2
19	0.0	0.0	0.0	0.0	0.0	0.0
20	0.0	0.0	0.0	0.0	0.0	0.0
Funds not yet obligated	9.2	21.9	15.8	13.0	7.2	22.1

Table reads: In school year 2015–16, the 24 States that reported using Title II, Part A State activities funds to support college- and career-ready standards allocated an average of 5.4 percent of those funds towards Activity 1.

State Employees Compensated with Title II, Part A State Activities Funds

Twenty-nine States reported that the SEA fully funded at least one employee's salary with Title II, Part A State activities funds or State administrative funds. Thirty-two States partially funded at least one individual's salary, and 22 States reported doing both.

States reported that a total of 576 individuals' salaries were either fully or partially funded by Title II, Part A State activities funds or State administrative funds in 2015–16. Most of the individuals (454) were partially funded. The individuals funded accounted for 326 full-time equivalents.

Summary

States most commonly used funds to provide professional development for teachers and principals, to support activities so teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement, and to fulfill the SEA's responsibilities for proper and efficient administration of Title II, Part A.

The three activities which received the largest portion of Title II, Part A State activities funds were:

- Providing professional development for teachers and principals (18.4 percent),
- Supporting activities so teachers are able to use State academic content and achievement standards and State assessments to improve instructional practices and student academic achievement (14.2 percent), and
- Providing support for teachers and principals through activities such as mentoring, team teaching, reduced class schedules, intensive professional development, and using standards and assessments to guide beginning teachers (12.3 percent).

Twenty-four States reported using Title II, Part A State activities funds to support college- and career-ready standards, while 25 States reported using Title II, Part A State activities funds to support educator evaluation systems, and 21 States reported using Title II, Part A State activities funds to support an equitable distribution of effective or HQT.

A total of 576 individuals were either fully or partially funded by Title II Part A State activities funds or State administrative funds. These individuals accounted for a total of 326 full-time equivalents.