USING TITLE II, PART A FUNDS STRATEGICALLY TO SUPPORT EDUCATOR RECRUITMENT, RETENTION, PROFESSIONAL LEARNING, AND IMPROVED STUDENT OUTCOMES

Non-Regulatory Guidance

December 4, 2024

Using Title II, Part A Funds Strategically to Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes

Introduction

Every student should have access to excellent, well-prepared, and well-supported educators who reflect the diversity of our nation. Research repeatedly indicates that teachers are the most important in-school factor for student success.[1] Research also highlights the critical role of school leaders in retaining and supporting teachers to maximize their impact on students.[2] Title II, Part A of the Elementary and Secondary Education Act (ESEA) provides approximately $2.2 billion annually to support effective instruction, which State educational agencies (SEAs) and local educational agencies (LEAs) can use to recruit, support, develop, and retain educators, particularly for schools with high percentages of students from low-income backgrounds and schools where high percentages of students are struggling to meet challenging State academic standards.

To assist State and local planning, this resource advises how Title II, Part A funds can be used to implement five evidence-based policy levers listed below and included in the U.S. Department of Education's (Department's) Raise the Bar: Lead the World initiative that help eliminate educator shortages and provide educators and students with what they need to thrive. As long as these activities are used to enhance existing State and local resources and better respond to a local needs assessment and consultation with local stakeholders, Title II, Part A funds can be used, amongst other purposes, to:

1. Improve compensation and working conditions;
2. Create, improve, and expand pathways into the profession;
3. Provide induction and professional learning;
4. Offer educator leadership and career advancement opportunities; and
5. Promote educator diversity.

The obligation period of funds appropriated through the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) ended on September 30, 2024. SEAs and LEAs should be aware of the options to strategically use Title II, Part A funds to continue to support the educator workforce. An external analysis of districts' plans for spending ARP ESSER funds projected that LEAs would spend an estimated $30 billion, or roughly 27 percent of their ESSER funds, on staffing, including teacher recruitment, retention, and professional development.[3] ARP ESSER funds have been essential for SEAs and LEAs across the country, enabling them to strategically invest in bold efforts to better recruit, prepare, develop, and retain educators. State and local educational leaders now have a crucial opportunity to leverage Title II, Part A funds to build on this investment and determine high-impact, evidence-based strategies to extend the impacts of developing and retaining a robust educator workforce, incorporating lessons learned in recent years. This guidance is intended to support SEAs and

[1] Hanushek, Eric A., and Steven G. Rivkin. 2010. "Generalizations about Using Value-Added Measures of Teacher Quality." *American Economic Review*, 100 (2): 267–71. https://www.aeaweb.org/articles?id=10.1257/aer.100.2.267.

[2] Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. http://www.wallacefoundation.org/principalsynthesis.

[3] DiMarco, B. and Jordan, P.W. FutureEd. Financial Trends in Local Schools' Covid-Aid Spending - FutureEd (future-ed.org).

LEAs in reflecting on how they currently use Title II, Part A dollars and provide options for strategic actions at the SEA and LEA levels to use funds in ways that help drive powerful impacts on students and educators.

In addition to Title II, Part A funds, several other key federal grants can be used to support educators, including by assisting educators that work with particular students. For example, federal funds under the Individuals with Disabilities Education Act (IDEA) can be used to prepare and support educators who work with children and students with disabilities.[4] ESEA Title III, Part A funds can support educators who work with English learners. ESEA Title I, Part A funds can support educators in their work in schools that receive Title I funding. Resources across multiple programs can be leveraged in support of related goals through "braiding" federal funds, provided the requirements of each program are met.

Note: The examples cited throughout this document include activities currently supported using funds provided under Title II, Part A or under other federal, State, or local sources. They are intended to highlight sound and strategic practices that could be supported with Title II, Part A, depending on the individual circumstances. Prior to using Title II, Part A funds, an SEA or LEA must always determine that the expenditure is: 1) an allowable activity under section 2101 or 2103 of the ESEA; 2) a reasonable and necessary cost consistent with the applicable cost principles and all other applicable Uniform Guidance requirements in 2 CFR part 200; and 3) meets the "supplement, not supplant" requirement of ESEA section 2301. In general, to be considered a supplemental cost, Title II, Part A funds may not be used for activities that are required by State or local law or if the activity was provided in prior years with non-federal funds, unless the SEA can demonstrate that it would not have continued to provide the same activities with non-federal funds. For additional information about Title II, Part A, please see the program webpage.

1. Educator Compensation and Working Conditions

To attract and retain a well-prepared and effective educator workforce, schools must be able to provide competitive compensation and positive, supportive working conditions. Unfortunately, teacher pay still lags behind that of other college graduates employed in non-teaching professions, and this gap has only increased over time. For example, research found that teachers earned 26 percent less than other professionals with similar education levels in 2022, a gap more than four times higher than the gap in 1996, which was 6 percent.[5] Put another way, in 1996, by these estimates, teachers earned about 94 cents on every dollar earned by their peers; in 2022, that amount had decreased to approximately 74 cents per dollar.[6]

Fortunately, as a result of focused efforts by national and State leaders on this issue, including persistent calls from the Biden-Harris Administration, teacher pay has been increasing in recent years. From 2021 to 2024, average teacher pay has increased by an estimated 9.5 percent.[7] While these increases represent an encouraging upward trend, much more is needed to address decades of underfunding and to ensure all teachers are paid competitively at the start of and throughout their careers.

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[4] A Quick Reference Guide for IDEA formula grant funds is available at https://cifr.wested.org/wp-content/uploads/2023/07/CIFR-Quick-Reference-Guide-on-IDEA-Part-B-State-Set-Aside-Funds.pdf.

[5] Allegretto, S. (2023). "Teacher pay penalty still looms large." Economic Policy Institute. https://www.epi.org/publication/teacher-pay-in-2022/.

[6] Ibid.

[7] National Education Association (2024). Rankings of the States 2023 and Estimates of School Statistics 2024. https://www.nea.org/sites/default/files/2024-04/2024_rankings_and_estimates_report.pdf.

In addition to pay, other aspects of an educator's working life impact their job satisfaction and willingness to stay in the profession.[8] In fact, stress was the top reason teachers cited for leaving their job, even before the COVID-19 pandemic.[9] Of those intending to stay in their job, top reasons included opportunities to positively affect students and strong relationships with students and other teachers.[10]

Supportive working conditions include:

- reasonable overall workloads;
- whether there is significant time for planning and professional learning that is, if outside regular work hours, compensated;
- opportunities to collaborate with colleagues and build a sense of belonging among colleagues and in the school;
- high-quality and healthy physical spaces;
- support for mental health and emotional well-being;
- support from school leaders;
- administrative and logistical support;
- opportunities for career advancement;
- the opportunity to influence decisions in their school; and
- personal physical safety on school grounds.

In general, Title II, Part A can support recruiting, hiring, and retaining effective teachers, including in ways that increase compensation and improve working conditions as outlined below, particularly in schools with a high percentage of students from low-income backgrounds and with high percentages of out-of-field, inexperienced, or ineffective teachers (as defined by the State) and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in student access to fully-qualified, experienced, and effective teachers.

Compensation

Title II, Part A funds can improve compensation for teachers, principals, and other school leaders[11] through a variety of approaches.

- Title II, Part A funds can provide increased **pay for teacher leaders** who take on **additional responsibilities** within their school, such as coaching or mentoring other teachers, provided the Title II, Part A support is in addition to staffing or funding otherwise available (i.e., the increased

[8] Taie, S., and Lewis, L. (2023). Teacher Attrition and Mobility. Results From the 2021–22 Teacher Follow-up Survey to the National Teacher and Principal Survey (NCES 2024-039). U.S. Department of Education. Washington, DC: National Center for Education Statistics. https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024039.

[9] Diliberti, M.K., Schwartz, H.L., and Grant, D. (2021). "Stress Topped the Reasons Why Teachers Quit, Even Before COVID-19." RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1121-2.html and Doan, S., Steiner, E.D., Pandey, R., and Woo, A. (2023). "Teacher Well-Being and Intentions to Leave: Findings form the 2023 State of the American Teacher Survey." RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-8.html.

[10] Doan, S., Steiner, E.D., Pandey, R., and Woo, A. (2023). "Teacher Well-Being and Intentions to Leave: Findings form the 2023 State of the American Teacher Survey." RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-8.html.

[11] ESEA section 8101(44) defines "school leader" as, "a principal, assistant principal, or other individual who is – (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building."

pay must supplement, not supplant, existing funds). More information on coaching and mentoring is available in the "Induction and Professional Learning" and "Leadership and Advancement" sections below. While increasing compensation across the board is important, providing additional compensation for teacher leadership opportunities provides opportunities for educators to advance in their careers without leaving the classroom entirely, which supports teacher retention.[12] As noted below, release time and other provisions to balance additional responsibilities with a teacher's class load should be provided.

  - For example, in Maryland, educators can demonstrate additional expertise and leadership to receive increased compensation. Teachers can remain in the classroom but expand their role by leading colleagues in professional learning and identifying and assisting students who need additional support. The State's work on teacher leadership is part of its broader multi-year Blueprint for Maryland's Future, which has been designed, funded, and implemented over multiple State Administrations. For more information on this effort, see this resource.

- Title II, Part A funds can also be used to support **additional forms of compensation, such as service scholarships or loan forgiveness, in exchange for a commitment to teach in a hard-to-staff school or position**. A service scholarship or loan forgiveness program can also support recruitment and retention, such as by attracting and retaining individuals who might not otherwise have chosen to teach or stay in the profession without this additional financial support.[13] Strategies to provide additional compensation using Title II, Part A funds can be designed to complement other federal programs that provide loan forgiveness and scholarships for teachers, including the federal Public Service Loan Forgiveness Program (PSLF) and the Teacher Education Assistance for College and Higher Education (TEACH) Grant.
  - In 2007, Congress enacted bipartisan legislation creating PSLF to recognize the critical role public servants play in our communities and support them in their service. Under PSLF, people who dedicate at least 10 years of their careers to giving back to their communities – like educators – can get relief on their Federal Direct student loans. An additional State or district program could provide for partial forgiveness at fewer years of service than PSLF, or provide additional repayment assistance, providing earlier or additional incentives to remain in the classroom as educators work towards 10 years of service and broader forgiveness under PSLF. Prior to 2021, only 7,000 borrowers had received forgiveness under the program. As a result of changes made by the Biden-Harris Administration to strengthen and fix the program in recent years, the number of public servants who have received forgiveness under this program, as of October 2024, stood at more than 1 million, with nearly $74 billion in loans forgiven. PSLF can be elevated as a key part of compensation packages SEAs and LEAs use to attract and retain educators. SEAs can track how many borrowers in their State have received loan forgiveness under PSLF to see if public servants like teachers are taking advantage of the program. Up to date total PSLF loan relief amounts are available by State here, with additional local data available here.
  - The TEACH Grant provides up to $4,000 per year to teacher candidates who commit to teaching in a high-need area at a school that serves a high percentage of students from

[12] Wixom, M. (2016). Mitigating Teacher Shortages: Teacher Leadership. Education Commission of the States. https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Teacher-leaders.pdf.

[13] Podolsky, A. & Kini, T. (2016). How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers? (policy brief). Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/how-effective-are-loan-forgiveness-and-service-scholarships-recruiting-teachers.

low-income backgrounds for at least 4 years upon graduation.[14] A State or district program could provide additional financial support to those who receive TEACH Grants, multiplying the impact. SEAs, LEAs, and institutions of higher education (IHEs) are encouraged to highlight eligibility for these programs as part of their broader recruitment efforts and compensation packages. In addition, students who receive TEACH Grants must teach in a high-need field for 4 of the 8 years following graduation or the grant turns into a loan with accrued interest. SEAs and LEAs which are recruiting for teachers in high-need fields may want to remind candidates that teaching in their district will help satisfy the TEACH grant service requirement, providing an additional hiring incentive for these candidates.

- Title II, Part A funds can be used to support recruitment and retention **bonuses and stipends** (e.g., hiring bonuses, hard-to-staff bonuses). Retention bonuses may be particularly impactful in reducing turnover in the short term in hard-to-staff areas.[15]
- Title II, Part A funds can be used to expand collaborative planning. This includes funding **additional compensation for increased time** spent in collaborative planning outside of agreed-upon working hours. More teacher collaboration has generally been associated with higher student achievement, and schools that retain teachers are often more collaborative.[16] Title II, Part A funds can also be used to provide stipends for participating in evidence-based, ongoing, job-embedded professional development for educators outside of regular working hours. In certain circumstances, this may include pay for paraprofessionals as well, whose paid hours often do not include time to attend professional development relevant to their role and who do not always have the time to plan or prepare with the teacher(s) or additional instructional staff with whom they work most closely. For example, paying paraprofessionals for professional development, planning, and collaboration time with teachers may be appropriate as a method of teacher retention, since more highly trained paraprofessionals and paraprofessionals with whom they have adequate planning time may be able to assist in the classroom more seamlessly. To support teacher retention, Title II, Part A funds may also be used to hire additional staff supporting students, or other additional mechanisms that enable teachers to have more time for collaborative planning during the school day.
- Title II, Part A funds can be used **to support National Board Certification (NBC)**, including providing additional compensation to teachers who achieve NBC, and to cover or defray the cost of NBC (initial certification or maintenance of certifications). Teachers with NBC are less likely to leave the profession, and having an NBC teacher may lead to better academic outcomes for students.[17] The Center for Educator Recruitment, Retention, and Advancement found that, over

[14] Please see https://studentaid.gov/help-center/answers/article/what-are-high-need-fields for "high-need fields" under the TEACH Grant program.

[15] Feng, L. and Sass, T.R. (2017). The Impact of Incentives to Recruit and Retain Teachers in "Hard-to-Staff" Subjects. *Journal of Policy Analysis and Management,* 37(1), 112-135). https://eric.ed.gov/?id=EJ1163968.

[16] Schleifer, D., Rinehart, C., and Yanisch, T. (2017). "Teacher Collaboration in Perspective: A Guide to Research." Spencer Foundation and Public Agenda. https://files.eric.ed.gov/fulltext/ED591332.pdf.

[17] U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (February 2018). WWC Intervention Report: National Board for Professional Teaching Standards Certification. https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_nbpts_021318.pdf; Cowan, J., & Goldhaber, D. (2016). National Board Certification and Teacher Effectiveness: Evidence From Washington State. *Journal of Research on Educational Effectiveness*, 9(3), 233–258. https://doi.org/10.1080/19345747.2015.1099768; Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington.

a 5-year period, the turnover rates of South Carolina teachers with NBC were significantly lower than the turnover rate for all South Carolina teachers.[18] For example, in the 2016–2017 school year, the turnover rate for all teachers in the State was 7.9 percent while the turnover rate for NBC teachers was only 1.9 percent.[19]

- To the extent it is consistent with supplement, not supplant requirements, it is possible some costs for teachers to earn **additional certifications in high-need areas** such as special education, bilingual education, science, technology, engineering, and mathematics (STEM), and career and technical education (CTE) might also be covered by the use of Title II, Part A funds. In general, Title II, Part A funds cannot be used to replace funds that an SEA or LEA would already provide or be legally obligated to provide. However, Title II, Part A funds can support educator professional learning that may lead to a new certification or specialization. Support for career advancement can also take the form of additional certification and may serve as a method of teacher retention.
- Title II, Part A funds can support States in developing and using systems that allow educators certified in one State to teach in another State without being required to meet additional requirements (ESEA section 2101(c)(4)(B)(xix)), including through **reciprocity agreements**. Each State develops and manages their own teacher certification and licensure processes, and as a result, there are often barriers for a teacher certified in one State to become certified to teach in a different State. The recertification process can be difficult, time consuming, and expensive and often requires teachers to take additional exams or courses, or to accept a provisional license. State reciprocity agreements can help alleviate these burdens and streamline processes by agreeing to honor the license a teacher received in another State. Such agreements save teachers time and money.

  There are multiple options States can explore to increase reciprocity while maintaining high standards of quality. For example, a State may use Title II, Part A funds to cover the annual fees associated with membership to the Interstate Teacher Mobility Compact (ITMC) or for costs associated with supporting a State's entry into the ITMC (e.g., administrative costs within a State to support State agreement to the ITMC or costs of analyzing educator requirements in other States). The ITMC allows teachers who hold a license in a Compact State to be granted an equivalent license in another Compact State, if the teacher holds a bachelor's degree, completed a State-approved program for teacher licensure, and holds a full teaching license.

Working Conditions

Title II, Part A funds can also be used to improve working conditions.

- Title II, Part A funds can be used by districts to support **retaining effective teachers, principals, and other school leaders**. Educator well-being leads to better educator retention.[20] State and

Technical Report 2015-1. Seattle, WA: Center for Education Data and Research. https://eric.ed.gov/?id=ED558082; and Center for Educator Recruitment (2020). Updated: Retaining SC Teachers Through National Board Certification. https://www.nbpts.org/wp-content/uploads/2021/05/nbct_retention_paper_spring_2020.pdf.

[18]Center for Educator Recruitment (2020). Updated: Retaining SC Teachers Through National Board Certification. https://www.nbpts.org/wp-content/uploads/2021/05/nbct_retention_paper_spring_2020.pdf.

[19] Ibid.

[20] Doan, S., Steiner, E.D., and Pandey, R. (2024). "Teacher Well-Being and Intensions to Leave in 2024: Findings from the 2024 State of the American Teacher Survey." RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-12.html and Doan, S., Steiner, E.D., Pandey, R., Woo, A. (2023). "Teacher Well-Being and Intensions to Leave: Findings from the 2023 State of the American Teacher Survey." RAND Corporation Data Note. https://www.rand.org/pubs/research_reports/RRA1108-8.html.

district leaders can **support educator well-being**, including by using Title II, Part A funds. LEAs can use Title II, Part A funds to develop and use "**feedback mechanisms to improve school working conditions**, including through periodically and publicly reporting results of educator support and working conditions feedback" (ESEA section 2103(b)(3)(N)). SEAs can do similar work under ESEA section 2101(c)(4)(B)(xxi).

As described above, working conditions and the overall school context are critical to both reducing teacher turnover and promoting student success.[21] For example, SEAs and school districts could create and implement easily accessible, culturally, and linguistically appropriate survey tools, host focus groups, or support school leaders in completing similar activities. For example, this School Climate Survey Suite includes four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate: elementary, middle and high school, school personnel, and family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. School climate surveys are intended to provide schools with useful information for a needs assessment, program development, and program evaluation. Schools are encouraged to use this information to make program improvements and develop their school improvement plan to improve learning conditions for students and working conditions for teachers.

- The Working Well Resource Directory and Working Well Podcast Series identify strategies for supporting educators, fostering connectedness, improving facilities, and more, which may improve educator well-being and retention.
- The North Carolina Teacher Working Conditions Survey is the State's biennial comprehensive survey of educators' perceptions focusing on topics such as retention, school leadership, safety and wellbeing, facilities and resources, equity, and professional development. Results from the survey, which was first administered in 2002, provide policymakers and school leaders with actionable information for improving professional development, school improvement plans, and teacher and administrator evaluations. The State has also created a Teacher Working Conditions Promising Practices resource to assist schools and districts with utilizing survey data.
- Delaware's School Climate Survey provides schools with a free, brief, useful measure of school climate, including those assessing how teachers/staff perceive the school environment. The survey measures perceptions of items such as teacher-student relations, teacher-home communications, staff relations, school safety, fairness of rules, and more.

- To promote teacher retention, Title II, Part A funds can provide additional administrative or logistical support for effective teachers to **allow them to focus on their instructional practice**. For teachers, being able to spend most of their time focused on students is associated with teacher well-being.[22] Reducing or eliminating non-instructional responsibilities, such as preparing classroom materials, making copies, or entering data, could improve working conditions. In service of teacher retention, Title II, Part A funds can be used to support hiring

[21] Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence From Panel Data. *American Educational Research Journal*, *53*(5), 1411-1449. https://doi.org/10.3102/0002831216667478.

[22] Steiner, E.D., Woo, A., Suryavanshi, A. and Redding, C. (2023). Working Conditions Related to Positive Teacher Well-Being Vary Across States: Findings from the 2022 Learn Together Survey. Santa Monica, CA: RAND Corporation, 2023. https://www.rand.org/pubs/research_reports/RRA827-15.html.

paraprofessionals or other staff specifically identified as supporting teacher retention, that take on these additional responsibilities.

- Funds can also be used for **hiring additional school staff to improve school climate and promote a positive working environment for educators**, such as through a multi-tiered system of support (MTSS) (see ESEA section 2103(b)(3)(F)).[23] These staff can help improve working conditions for teachers and learning conditions for students, including by providing assistance to meet the unique needs of students. For example, Title II, Part A funds could support hiring additional school staff, such as mental health providers, other school leaders focused on school culture, student support team staff, or others, who provide interventions or who support educators in implementing interventions and supports for students. Teachers find the addition of school counselors and nurses so valuable that, according to one study, teachers value access to these support staff more than they value a 10 percent increase to their own salaries.[24]
- Developing and providing high-quality methods of teacher collaboration, such as **professional learning communities** or shared collaborative planning time, as described above, can also support educator morale, collegiality, and job satisfaction.[25]
- Title II, Part A funds can support **professional learning, coaching, mentoring and support for school principals and other school leader roles, including teacher-led professional learning**. In addition to funds LEAs may use for these purposes, SEAs may reserve up to 3 percent of the funds available for LEA subgrants to provide State-level principal and school leader support (ESEA section 2101(c)(3)) and up to 2 percent of total State funding for teacher, principal, or other school leader preparation academies (ESEA section 2101(c)(4)(B)(xii)). Strong leadership in schools can improve teacher job satisfaction and retention as well as student success, including increasing student achievement and decreasing chronic absenteeism.[26] When identifying the key factors that influence their decisions to remain in a school, teachers often identify the quality of school leadership and also emphasize school culture, collaboration, and opportunities to provide input – each typically influenced by a principal.[27] In addition, research on special educators' "ratings of school-based administrative support found special educators were more likely to intend to stay when they rated administrative support more highly."[28] Unfortunately many administrators report a lack of knowledge of the Individuals with Disabilities Education Act (IDEA); a survey of more than 3,500 principals "found that only 12 percent felt completely

[23] ESEA section 8101(33) defines multi-tier system of supports as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."

[24] Lovison, V. S., & Hyunjung Mo, C. (2024). Investing in the Teacher Workforce: Experimental Evidence on Teachers' Preferences. *American Educational Research Journal*, 61(1), 108-144. https://doi.org/10.3102/00028312231208956.

[25] Schleifer, D., Rinehart, C., and Yanisch, T. (2017). "Teacher Collaboration in Perspective: A Guide to Research." Spencer Foundation and Public Agenda. https://files.eric.ed.gov/fulltext/ED591332.pdf.

[26] Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. http://www.wallacefoundation.org/principalsynthesis.

[27] Learning Policy Institute. (2017). The Role of Principals in Addressing Teacher Shortages (research brief). Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/role-principals-addressing-teacher-shortages-brief.

[28] Billingsley, B., & Bettini, E. (2019). Special Education Teacher Attrition and Retention: A Review of the Literature. *Review of Educational Research*, 89(5), 697-744 (quote from p. 720). https://journals.sagepub.com/doi/full/10.3102/0034654319862495.

prepared to support the needs of [students with disabilities]" when they began in the role.[29] This could contribute to shortages of special educators. Accordingly, the Department's Lead IDEA Center provides training and resources to administrators as crucial leaders to achieving the goal of providing high-quality learning environments through everyday actions that shape the quality of children's learning experiences.

2. Pathways into the Profession

Educator preparation programs are essential to building the knowledge and skills of effective teachers. Ensuring that future teachers complete programs that prepare them to teach children and youth and meet their learning needs to support students' success is critical.[30] Over the years, preparation programs have evolved to better support students' needs, with an increasing number incorporating the science of learning and development into programs, providing clinical experience that is integrated with coursework, and preparing teachers to meet the needs of diverse learners. Although there are now multiple pathways to successfully become an educator, high-quality programs should include these kinds of core components. Title II, Part A funds can be used to support multiple education preparation pathways, including those created by SEAs and LEAs in partnership with institutions of higher education, to support specific needs and subject area expertise (e.g., science educators, special educators, bilingual educators, career and technical educators, or educators in other shortage areas).

Educator preparation programs include, but are not limited to, undergraduate educator preparation programs, teacher residency programs, "Grow Your Own" (GYO) programs, and registered teacher apprenticeship programs (which can include components of residency and GYO programs). GYO and registered teacher apprenticeship programs can recruit and prepare teachers from the communities schools serve, including from existing staff, among others. To better support students, it is essential to support high-quality educator preparation programs, especially those with extensive clinical experiences, and to support continuous improvement in these programs.[31] Surveys of new teachers suggest that their clinical experience is the most important part of their educator preparation,[32] and new teachers with longer and more comprehensive clinical experiences are more likely to stay in the profession.[33] Specifically, clinical experiences in which teaching candidates work with effective supervising teachers and clinical experiences that provide teaching candidates with similar student, classroom, and school characteristics as the candidate's first post-hire teaching position can be

[29] Stelitano, L., Johnston, W., and Young, C. (2019). "Principals Could Use More Support to Help Students with Disabilities – Especially in Schools Serving Mostly Students of Color." RAND Corporation American Educator Panels. https://www.rand.org/pubs/research_reports/RR2575z13.html

[30] Bardelli, E., Ronfeldt, M., & Papay, J. P. (2023). Teacher Preparation Programs and Graduates' Growth in Instructional Effectiveness. *American Educational Research Journal*, 60(1), 183-216. https://doi.org/10.3102/00028312221137798.

[31] National Academy of Education. (2024). *Evaluating and Improving Teacher Preparation Programs*. K. M. Zeichner, L. Darling-Hammond, A. I. Berman, D. Dong, & G. Sykes (Eds.). National Academy of Education. https://naeducation.org/wp-content/uploads/2024/04/Evaluating-and-Improving-Teacher-Preparation-Programs.pdf.

[32] Greenberg, J., Pomerance, L., & Walsh, K. (2011). Student Teaching in the United States. National Council on Teacher Quality. https://www.nctq.org/dmsView/Student_Teaching_United_States_NCTQ_Report.

[33] Ingersoll, R., Merrill, L., & May, H. (2014). What Are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition? Research Report (#RR-82). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania. https://cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf.

predictive of better teacher retention and student achievement.[34] Expanding access to these programs is critical in helping support future teachers and reducing the teacher shortage.

Teacher Residency Programs

Teacher residency programs can be effective in preparing educators. These programs typically provide one academic year of intensive clinical experience to educators under the guidance of a mentor teacher, prior to becoming the teacher of record, allowing them more time to get authentic, real-life practice in a school that is closely aligned with their coursework and provides opportunities to reflect on practice, ideally with a cohort of their peers. A 2014 implementation study published by the Institute of Education Sciences shows that teachers who went through studied residency programs were more likely than those who did not to report feeling prepared to enter the classroom, and that after program completion, more than 90 percent of residents stayed in their school district for 3 years, similar to other novice teachers.[35] In an evaluation of a residency program (Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE)), researchers found that this residency program led to higher retention, particularly for Black teachers.[36] Teacher residency programs may also form a component of GYO programs that support aspiring educators from within a community. Studies suggest teacher residency programs are related to high retention rates of their graduates.[37] State-level Title II, Part A funds can be used for "reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing **teacher residency programs and school leader residency programs**" (ESEA section 2102(c)(4)(B)(xi)). ESEA section 2002(5) defines "teacher residency program" for purposes of Title II and requires that a prospective teacher teach alongside an effective teacher for at least one full academic year, receive concurrent academic instruction to assist with certification or licensure, and demonstrate effective teaching skills.

The Department's Teacher Quality Partnership grant program provides an additional source of funding for teacher residency programs, amongst other activities. In addition, its notices inviting applications provide a useful resource for understanding the features of high-quality residency programs for those interested in expanding, establishing, or improving these models, in addition to those referenced above. Key components of high-quality teacher residency programs, as described in the context of the Teacher Quality Partnerships Program, are encouraged. These include: rigorous selection criteria for both

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[34] Goldhaber, D., Krieg, J., Rheobald, R., and Goggins, M. (2022). Front End to Back End: Teacher Preparation, Workforce Entry, and Attrition. *Journal of Teacher Education,* 73(3), 253-270. https://eric.ed.gov/?id=EJ1333818 and Backes, B., Cowan, J., Goldhaber, D., Jin, Z., and Theobald, R. (2024). Misalignments Between Student Teaching Placements and Initial Teaching Positions: Implications for the Early-Career Attrition of Special Education Teachers. Center for Analysis of Longitudinal Data in Education Research (CALDER) at the American Institutes for Research. CALDER Working Paper No. 293-0224. https://caldercenter.org/publications/misalignments-between-student-teaching-placements-and-initial-teaching-positions.

[35] Silva, T., McKie, A., Knechtel, V., Gleason, P., & Makowsky, L. (2014). Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools (NCEE 2015–4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/pubs/20154002/pdf/20154003.pdf.

[36] Jaciw, A.P., Wingard, A., Zacamy, J., Lin, Li., Lau, S-S. (2021). Final Report of the i3 Evaluation of the Collaboration and reflection to Enhance Atlanta Teacher Effectiveness (CREATE) Teacher Residency Program: A Quasi-Experiment in Georgia. Empirical Education Inc. https://eric.ed.gov/?id=ED611803 and https://ies.ed.gov/ncee/WWC/study/90228.

[37] Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017). The Teacher Residency: A Practical Path to Recruitment and Retention. *American Educator*, (41)1, p. 31-34, 44. https://www.aft.org/ae/spring2017/guha_hyler_darling-hammond.

residents and mentor teachers; placing residents at participating schools in cohorts in order to facilitate professional collaboration; providing a 1-year living wage or salary (encouraging higher wages in order to support more effective recruitment and retention of diverse applicants, including those unable to take on additional debt, or later in their careers who may have higher costs due to having a family or other financial obligations); providing a stipend and training for mentors of residents, including their academic year-long clinical experience; offering a 2-year induction program after the clinical experience; and including a service agreement, where teachers agree to serve in a high-needs school for 3 years after completing the program (in exchange for the paid residency experience).

- Teacher residency programs can **support educator diversity and retention**. For example, an evaluation of the Boston Teacher Residency (BTR) showed "graduates are more racially diverse than other Boston Public School (BPS) novices, more likely to teach math and science, and more likely to remain teaching in the district through Year 5…The effectiveness of BTR graduates in math improves rapidly over time, however, such that by their 4th and 5th years they outperform veteran teachers."[38]
- According to the Learning Policy Institute, California's investments in teacher residencies through its Teacher Residency Grant Program has resulted in 758 residents completing the program in its first 3 years. In 2021, 10 percent of all individuals completing an education preparation program reported that they had been prepared through a residency. Funded programs are required to address a State-designated shortage area or diversify the local teacher workforce.[39]
- New Mexico's Teacher Residency Program supports year-long teacher residency programs that increase educator diversity and prepare teachers to fill State-determined high-need shortage areas. According to the program, in FY 2025, it is supporting 285 teacher residents. The program provides a stipend of no less than $35,000 per year for the teacher resident and no less than $2,000 per year for the mentor teacher. The New Mexico Public Education Department ensures that residency programs serve the State's rural, urban, and suburban areas and are co-administered by a postsecondary educational institution or Tribal college and one or more school districts or charter schools. Mentor teachers supporting residents are required to receive ongoing, evidence-based training in coaching and mentoring teacher residents and compensation for time and added responsibilities.[40] As a result of these efforts, about one-third of newly certified teachers in the State are now prepared through residencies. [41]

School leaders can also benefit from residencies through programs that provide support, such as job-embedded leadership training for aspiring school leaders, coaching, and peer connections for new or aspiring school leaders. For example, an evaluation of the principal residency program in Chicago Public

[38] Papay, J. P., West, M. R., Fullerton, J. B., and Kane, T. J. (2012). Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston. *Educational Evaluation and Policy Analysis*, 34(4), 413–434 (quote from p. 413). https://doi.org/10.3102/0162373712454328.

[39] Fit, J., Yun, C. (2024). *S*uccessful Teacher Residencies: What Matters and What Works. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/successful-teacher-residencies-brief.

[40] New Mexico House of Representatives. HB 13, Amending Sections of the Teacher Residency Act. 2022 Regular Session (2022). https://nmlegis.gov/Sessions/22%20Regular/final/HB0013.pdf.

[41] DeBell, A., New Mexico Department of Public Instruction (2024). Presentation at Supporting State Action to Advance the Education Professions - National Capstone Event, Washington, DC. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/.

Schools suggests that participation in a residency program "increase[s] principal effectiveness at raising reading and especially math achievement" for students.[42]

Grow Your Own and Registered Teacher Apprenticeship Programs

Grow Your Own (GYO) programs typically encourage partnerships between LEAs and educator preparation programs at institutions of higher education, sometimes also in partnership with a non-profit organization, to recruit and prepare teachers from the communities the school or district serves and help to build school capacity. When done well, these programs can help address teacher shortages by increasing retention while also enhancing educator diversity. A report from New America that reviewed GYO programs in all 50 States highlighted how GYO programs can provide financial, academic, and mentoring assistance to remove barriers that have kept some individuals from being able to access and persist in educator preparation programs.[43] Research also suggests that educators prepared through GYO programs with these evidence-based features have higher retention rates compared to less comprehensive and supportive pathways.[44]

High-quality GYO programs effectively create a pipeline of educators within their communities. To meet individual State and local contexts, GYO programs can take a variety of forms. Aspiring educators may be drawn from throughout the community, such as high school students (e.g., through a CTE education pathway or dual enrollment/early college program), college students, or current non-instructional school staff and community members. An SEA or LEA could use Title II, Part A funds to **design, expand, implement, or evaluate a GYO program,** particularly in schools serving a high percentage of students from low-income backgrounds with high percentages of out-of-field, inexperienced, and ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in student access to fully certified, experienced, and effective teachers.[45] This could include **recruitment efforts to encourage participation in a GYO or other educator preparation program**. Title II, Part A funds can also support **career advancement for paraprofessionals**. This can include paying for paraprofessionals' coursework, exam preparation, and exam fees to support paraprofessionals in earning full teacher certification.

Across the country, GYO programs are being leveraged as a strategy for addressing teacher shortages and increasing the diversity of the teacher pipeline.[46] Title II, Part A funds could be used to support the design, expansion, or implementation of such programs, including the following:

- Delaware's Teacher Academy Career Pathway is a career technical education (CTE) program of study supporting the development of high school students to become future teachers. Using Carl D. Perkins Career and Technical Education Act (Perkins V) funds, the Delaware Department

[42] Nguyen, M., et al. (2023). School district investments in general skills: The case of principal residency programs. *IZA Journal of Labor Economics*, 12(1). p. 21. http://dx.doi.org/10.2478/izajole-2023-0001.
[43] Garcia, A. (2024). Grow Your Own Teachers: A 50-State Scan of Policies and Programs. New America. https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/.
[44] Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines. *Journal of Teacher Education*, 70(1), 13-25. https://doi.org/10.1177/0022487118787504.
[45] Motamedi, J., Petrokubi, J., Yoon, S. Y., & Leong, M. (2018, July). Strategies for Designing, Implementing, and Evaluating Grow-Your-Own Teacher Programs for Secondary Students. REL Northwest, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/rel/Products/Region/northwest/Resource/100767.
[46] Garcia, A. (2024). Grow Your Own Teachers: A 50-State Scan of Policies and Programs. New America. Findings: https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/findings.

of Education offered incentives for LEAs to adopt the program. The Teacher Academy program consists of three or more courses offered across all partnering high schools that present students with the opportunity to earn nine college credits in an education major, sit for their paraprofessional and Praxis exams, and participate in a practicum experience. More than half of Delaware's public high schools have adopted the program, including comprehensive and technical school systems. The program currently enrolls thousands of youths, the majority of whom are individuals of color. School systems that participate also seek to employ completing students as substitute teachers and paraprofessionals and offer open contracts for teaching positions upon student completion of a bachelor's degree and all licensure and certification requirements.[47]

- Michigan has used $155 million in ARP Coronavirus State and Local Fiscal Recovery Funds and $20 million in State funds to award GYO grants to 162 school districts across the State. Districts are partnering with 28 teacher preparation programs across the State to provide no-cost pathways for school support staff to obtain teacher certification. Participants continue to work while obtaining their certification, and the program provides wrap-around supports for candidates and emerging teachers.
- Colorado's TEACH Colorado program is a statewide, comprehensive teacher recruitment system launched with the Colorado Department of Education in 2019 to elevate the image of the teaching profession and increase the quantity, quality, and diversity of candidates entering the teacher pipeline. TEACH Colorado delivers research-backed interventions and supports that help reduce the barriers to applying to a Colorado teacher preparation program. This includes one-on-one coaching from current educators, educator preparation program profiles, application checklists and fee reimbursement, scholarships, and additional supports.

Recent years have also seen the growth of **registered apprenticeship programs for teachers** from zero States with approved programs in 2021 to 45 States plus the District of Columbia and Puerto Rico, and counting, in 2024. When aligned to evidence-based features of high-quality educator preparation programs, registered apprenticeships have the potential to be an effective, high-quality "earn and learn" model that allows candidates to earn their teaching credential while also getting paid by combining coursework with structured, paid, on-the-job learning experiences with a mentor teacher. Effective registered apprenticeship programs for teachers are rooted in evidence-based principles of high-quality educator preparation. In addition, by allowing future educators to earn while they learn, apprenticeships make becoming a teacher more affordable, breaking down one of the key barriers to entering the profession—including for individuals such as paraprofessionals, who already may have decades of classroom experience and be more likely to remain in the school community.

Once registered with the U.S. Department of Labor or their State apprenticeship agency (approving agencies vary by State), these programs may access, as appropriate, additional federal workforce funding under the Workforce Innovation and Opportunity Act (WIOA). These funds can be used alongside other federal, State, and local education and workforce funds, including Perkins V funding, to bring in additional resources to support the expansion or improvement of pre-existing teacher residency and GYO programs, providing invaluable support to help address educator shortages. An SEA or LEA could use Title II, Part A funds to **design, expand, implement, or evaluate an apprenticeship program**, which could be part of a State or local GYO strategy.

[47] Delaware Pathways (2022), "K-12 Teacher Pathway." Retrieved from: https://delawarepathways.org/pathways/k-12-teacher-academy/.

- In July 2024 there were over 550 apprentices actively enrolled in the teacher apprenticeship program sponsored by the Tennessee Department of Education. The program, which began as an effort to expand residencies in the State, is supported at the State level through the Tennessee Grow Your Own Center, the State-supported statewide intermediary. Based at the University of Tennessee, the Grow Your Own Center implements the State's grant program supporting teacher apprenticeships and supports the establishment of apprenticeship programs with partner school districts and education program providers. The Center has found that the State's work on apprenticeship is expanding the pool of individuals pursuing teaching as a career who otherwise may not have entered the profession. The program serves a different student demographic than traditional residential educator preparation programs: only about 12 percent of registered teacher apprentices are between 18 and 24 years old.[48] The program can provide teacher licensure with no academic out-of-pocket costs for students and no debt. Currently half of districts in the State are approved to host teacher apprentices.
- The University of Nevada Las Vegas' College of Education sponsors a registered apprenticeship program for teachers through its Paraprofessional Pathways Project. The program supports existing school support staff without a bachelor's degree who want to make the transition to teaching. Paraprofessionals complete their bachelor's degree and earn their licensure in as quickly as 1 year, with all program costs covered. Program completers receive an additional 3 years of mentoring after the program ends. There are nearly 300 apprentices in the program, which has a 97 percent graduation rate, with 59.5 percent of apprentices coming from under-represented racial and ethnic communities.[49]

State and district leaders should consider elements of high-quality programs when designing or improving GYO, apprenticeship pathways, or programs funded using Title II, Part A funds. For example, ESEA section 2002(4) defines "teacher, principal, or other school leader preparation academy" to include significant clinical preparation with an effective teacher, principal, or school leader and academy instruction. In addition, the Department's FY 2024 competitions for the Teacher Quality Partnership (TQP) program[50] and State Personnel Development Grants (SPDG) program[51] outlined features of high-

[48] Crisp, E. Tennessee Grow Your Own Center (2024). Presentation at Regional Convening to Support State Action to Advance the Education Professions, Jackson, Mississippi. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute.

[49] University of Nevada Las Vegas, State of Nevada (2024). Presentation at Regional Convening to Support State Action to Advance the Education Professions and additional communication with presenters, Albuquerque, New Mexico. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute.

[50] The purpose of the TQP program is to improve student achievement; improve the quality of prospective and new teachers by improving prospective teacher preparation and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teacher force. For more information, see the FY 2024 notice inviting applications for the TQP program at https://www.federalregister.gov/documents/2024/04/04/2024-07183/applications-for-new-awards-teacher-quality-partnership-grant-program.

[51] The purpose of the SPDG program is to assist State educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities. For more information, see the FY 2024 notice inviting applications for the SPDG program at https://www.federalregister.gov/documents/2024/07/09/2024-15044/applications-for-new-awards-state-personnel-development-grants.

quality GYO and registered teacher apprenticeship programs, building on features of high-quality teacher residency programs. These elements include:

- Developing the program with partner LEA(s) and at least one institution of higher education.
- Using data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of participants and ultimately teachers supported by the project.
- Aligning to evidence-based practices for effective educator preparation, and including practice-based learning opportunities linked to coursework that addresses State requirements for full certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and established knowledge bases for education, teaching and learning, and development.
- Minimizing financial burden for program participants or providing for loan forgiveness.
- For programs not targeting early career pathways for high school students, before becoming the teacher of record:
    - Requiring completion of a bachelor's degree either before entering or as a result of the certification program;
    - Resulting in the satisfaction of all requirements for full State teacher licensure or certification, excluding emergency, temporary, provisional, or other sub-standard licensure or certification; and
    - Providing increasing levels of responsibility for the resident/GYO participant/apprentice during at least a year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.[52]

The Department also recommends exploring the resources of the Pathways Alliance, including the voluntary National Guidelines for Apprenticeship Standards for K-12 Teacher Apprenticeships,[53] approved by the Department of Labor and recognized by the Department of Education, as reflective of high-quality registered apprenticeship programs for teachers. Additional resources on registered apprenticeship programs for teachers can be found on the Department's Raise the Bar web page on eliminating educator shortages and at the Department of Labor's apprenticeship website focused on the education industry. These resources include:

- A joint letter issued by the U.S. Department of Education and the U.S. Department of Labor, calling on States to address the educator shortage by strengthening pathways into the teaching profession through the use of high-quality paid Registered Apprenticeship programs for teaching. The letter outlines how WIOA funds can support these programs.
- A Funding Guide for Supporting a Registered Teacher Apprenticeship Program With Federal and State Funds from the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center) and the Center on Great Teachers and Leaders at the American Institutes for Research.
- The Department's Comprehensive Center Network multimedia resource, Registered Teacher Apprenticeship Professional Learning Series.

[52] The FY 2024 notice inviting applications for the Teacher Quality Partnerships program is available at https://www.federalregister.gov/documents/2024/04/04/2024-07183/applications-for-new-awards-teacher-quality-partnership-grant-program. The FY 2024 notice inviting applications for the State Personnel Development Grants is available at https://www.federalregister.gov/documents/2024/07/09/2024-15044/applications-for-new-awards-state-personnel-development-grants.

[53] Please see Bulletin 2023-118, available at https://www.apprenticeship.gov/about-us/legislation-regulations-guidance/bulletins.

- U.S. Department of Labor's Apprenticeship Partner Finder Tool, which helps find apprenticeship program sponsors, funders, and potential partners.
- The U.S. Department of Labor provided additional information on registered apprenticeship programs in education through its education-sector hub on https://www.apprenticeship.gov/educators and funds the Educator Registered Apprenticeship (ERA) Intermediary for the K-12 education sector, which provides support for States, school districts, and others working to establish Registered Apprenticeship Programs for teachers.

Coordinating Funds Under the Carl D. Perkins Career and Technical Education Act (Perkins V) and ESEA Title II-A to Support Educator Recruitment

Perkins V provides opportunities for students to explore, choose, and follow career and technical education programs of study and career pathways, including pathways to becoming an educator. In FY 2024, $1.4 billion in Perkins V funds were provided for career and technical education for youth and adults. State and local leaders can strategically leverage funds from both Perkins V and ESEA Title II, Part A to develop and expand GYO programs, including registered apprenticeships in education. For additional information, please see the Perkins V page. The Department has issued guidance on the use of Perkins V funds to improve the recruitment, preparation, retention, and growth of future educators – including but not limited to career and technical educators. This guidance describes how Perkins V funds may be used strategically by States, districts, and community colleges to strengthen the pipeline of educators, including specialized instructional support personnel.

3. Induction and Professional Learning

Well-designed professional learning can increase teacher effectiveness and retention, drive student success, promote educator well-being, and provide paid leadership opportunities. The ESEA's definition of "**professional development**" includes that it is "**sustained (not stand-alone, 1-day, or short-term workshops), intensive**, **collaborative**, **job-embedded**, **data-driven**, and **classroom-focused**" (ESEA section 8101(42)). This kind of strategic professional development should be well integrated with State and local priorities for teacher development and student achievement. By contrast, "training" activities, such as 1-day or short-term workshops, are typically not allowable uses of Title II, Part A funds unless they are components of a professional development approach that meets the definition; or if they are allowed under the specific types of training permitted by Title II, Part A, such as training for all school personnel regarding how to prevent and recognize child sexual abuse. As a result, Title II, Part A funds used for professional learning should be invested in sustained learning for educators.

In addition, Title II, Part A generally requires activities to be evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available (ESEA sections 2101(c)(4)(B)(xxi) and 2103(b)(3)(P)). If such research is not reasonably available, the funded activities must meet the purposes of the program.

Title II, Part A funds can be used to support recruiting, hiring, and retaining effective teachers, particularly in schools that serve a high-percentage of students from low-income backgrounds with high percentages of out-of-field, inexperienced, and 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, including through **induction and mentoring** programs for new teachers, principals, or other school leaders and training for school leaders, instructional coaches, and mentors

(ESEA section 2103(B)(3)(B)(iv-v)) as long as support for such activities is in addition to funding that would otherwise be available.

Teacher Induction

Beginning a teaching career can be challenging, especially for individuals who did not complete a high-quality preparation program prior to entering the profession. New teacher induction programs provide support for educators in their early years of teaching. Evidence suggests that extensive induction programs[54] and mentoring[55] are associated with improved rates of teacher retention. Training mentors and other leaders providing these induction supports is critical to the success of these programs, as is providing the time and other supports needed to succeed in these roles supporting new teachers.

Title II, Part A funds can support **developing, expanding, and implementing induction programs for new educators** provided they do not take the place of other State or local funds that would otherwise be made available for that purpose. For example, funds can be used to design comprehensive induction programs, and to implement these programs, which could and are recommended to include providing release time for mentor teachers and for new teachers to engage in observation and instructional coaching, as well as training and compensation for mentor teachers. Funds can also compensate other school leaders who deliver induction activities and support evidence-based professional learning for both novice educators and mentor teachers. (Note: Mentoring is not the only component of induction, and mentoring may be useful for educators throughout their careers. For additional information on Coaching and Mentoring, please see the section below.) Implementing a strong program may rely on strong instructional leadership, positive and collaborative culture, and availability of experienced educators who serve as mentors.[56]

- Many States and school districts require or support induction programs.
  - For example, the Hawaii Department of Education provides a comprehensive 3-year induction program for every beginning teacher, including summer training and 2 years of mentoring.
  - San Francisco Unified School District offers all novice teachers 2 years of support, including coaching, professional development, and use of formative assessments through their Beginning Teacher Support and Assessment program. This program includes mentorship by NBC teacher mentors. A study conducted of the district suggests that students of the teachers who had NBC teacher mentors scored higher on standardized test than teachers who were not mentored by NBC teachers.[57]
  - Georgia's Teacher Model Induction Program trains local leaders who can train others to support recruitment and retention of special education teachers. Through the Georgia Learning Resource System (GLRS), a network of 18 regional programs assist local teachers and leaders in supporting students with disabilities.

[54] Ronfeldt, M., & McQueen, K. (2017). Does New Teacher Induction Really Improve Retention? *Journal of Teacher Education*, 68(4), 394-410. https://doi.org/10.1177/0022487117702583.

[55] Kaiser, A. (2011). Beginning Teacher Attrition and Mobility: Results from the First Through Third Waves of the 2007-08 Beginning Teacher Longitudinal Study First Look (NCES 2011-318). U.S. Department of Education. Washington, DC: National Center for Education Statistics. http://nces.ed.gov/pubs2011/2011318.pdf.

[56] Please see https://lincs.ed.gov/publications/te/conditions.pdf for additional information about conditions that can lead to success in teacher induction.

[57] Zhu, B.; Gnedko-Berry, N.; Borman, T.; Manzeske, D. (2019). Effects of National Board Certified Instructional Leaders on Classroom Practice and Student Achievement of Novice Teachers. A Study Report Developed for the National Board for Professional Teaching Standards. American Institutes for Research. https://files.eric.ed.gov/fulltext/ED607261.pdf.

Coaching and Mentoring

Coaching and mentoring can form key aspects of multiple types of professional learning. Induction programs for new educators frequently include instructional coaching and mentoring as a critical component of the program. Coaching and mentoring can be valuable forms of professional learning at any point in an educator's career and can be part of a high-quality comprehensive and integrated professional learning approach.

A coach, usually a skilled veteran teacher, provides the guidance of a more expert practitioner who can offer the professional learning teachers need to improve their teaching practice and content knowledge. Different models of coaching exist; however, most are designed to provide long-term engagement of teachers by coaches who serve as on-site leaders of professional learning working to enhance teachers' knowledge, skills, and strategies through collaboration focusing on research-based instruction. A meta-analysis of studies on coaching found that coaching had a large positive effect on teachers' instructional practice, as well as a positive effect on student achievement, particularly in reading.[58] In fact, the effect size of the impact of coaching on student achievement found in this study was greater than those of most other common school-based interventions, such as general professional development, extended learning time, and merit-based pay, found in other studies.[59]

Coaching and mentoring are generally allowable uses of Title II, Part A funds, provided the funds do not pay for activities required by the State or district for all teachers or that would otherwise be covered with State or local funding. Coaching can support a wide variety of educator practices.

- Hillsborough County Public Schools in Florida uses Title II funds to support a Teacher Talent Developer (TTD) model, which leverages expert teachers as coaches in high-needs schools to provide instructional coaching to all classroom teachers. TTD coaches help teachers plan and co-teach standards-based lessons and offer support for professional learning, among other activities. This model helps improve instruction practices for the teachers who receive coaching, as well as providing a hybrid leadership role for the coaches. TTD coaches receive monthly trainings and spend half their time coaching and half their time teaching. Following the first year of the TTD program in 2021-22, half of participating schools (11 out of 22) improved their schools' performance grade.[60]
- The Illinois State Board of Education created the Learning Technology Center to support small and medium-sized school districts in sharing instructional technology coaches who work individually with teachers through planning and one-on-one engagement to support successful integration of technology into teaching and learning. The program leverages an innovative cost-sharing model, allowing multiple districts in a similar geographic area of the State to "share" the costs of an instructional technology coach without adding full-time staff.
- As part of the implementation of the Literacy-Based Promotion Act, the Mississippi Department of Education (MDE) has implemented a number of interventions aimed at improving grade-level reading, including teacher professional development and literacy coaching. These interventions are supported by $15 million in annual State funding, 60 percent of which funds coaching and

[58] Kraft, M.A., Blazar, D., Hogan, D. (2018). The Effect of Teaching Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588. https://doi.org/10.3102/0034654318759268.

[59] Ibid.

[60] Paul, G. (2024). "How a Florida district spent federal Title IIA dollars to lift up C-graded schools." Learning Forward. https://learningforward.org/2024/07/22/how-a-florida-district-spent-federal-title-iia-dollars-to-lift-up-c-graded-schools.

intervention services staff.[61] These interventions are yielding results, as Mississippi moved from 49th in the nation to 21st on fourth grade NAEP reading scores between 2013 and 2022.[62] MDE provides State literacy coaches for target schools, and, as of the 2022-23 school year, there were over 50 literacy coaches working in more than 85 schools in the State.[63] To support the growing demand for coaches, Mississippi State University developed a "Coach University," a year-long professional learning program designed to develop exceptional instructional coaches.

Professional Learning

Professional development for teachers can provide critical support and help educators learn new ways of assisting their students. Given the importance of educators and constraints in funding and time, it is essential to use available research and to focus on high-quality, evidence-based approaches to make the best use of educator professional learning time and resources, including Title II, Part A funds.

The Title II, Part A requirement that professional development be **sustained, evidence-based, job-embedded, and comprehensive** is aligned with most available information about what is most likely to support educators and students. Research suggests that high-quality professional learning that connects multiple approaches, such as coaching, collaboration, and professional learning communities, may help educators improve student learning and promote positive school culture.[64] Research also suggests that high-quality professional learning includes:

- **Interactive** educator **collaboration** with a **focus on academic content**;
- **Job-embedded** engagement in which educators directly engage with **examples** of student work or instructional approaches;
- **Modeling**;
- **Feedback** and **reflection**; and
- **Sustained duration**.[65]

Research also points to the importance of individualized connection and feedback, such as through one-on-one coaching and follow up, and to the utility of focusing on concrete **examples or problems of practice** to build subject-specific instructional practices and learn to implement instructional materials (e.g., curricula and formative assessment tools).[66]

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[61] Heubeck, E. (2023). "Mississippi Students Surged in Reading Over the Last Decade. Here's How Schools Got Them There." *Education Week*. https://www.edweek.org/teaching-learning/mississippi-students-surged-in-reading-over-the-last-decade-heres-how-schools-got-them-there/2023/06.

[62] Region 7 Comprehensive Center. (2023). "The Making of a Miracle: Changing Mississippi's Literacy Legacy." https://www.compcenternetwork.org/sites/default/files/The%20Making%20of%20a%20Miracle%20Changing%20Mississippi's%20Literacy%20Legacy.pdf.

[63] Heubeck, E. (2023). "Mississippi Students Surged in Reading Over the Last Decade. Here's How Schools Got Them There." *Education Week*. https://www.edweek.org/teaching-learning/mississippi-students-surged-in-reading-over-the-last-decade-heres-how-schools-got-them-there/2023/06.

[64] Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

[65] Ibid.

[66] Hill, H.C. and Payay, J.P. (2022). Building Better PL: How to Strengthen Teacher Learning. Research Partnership for Professional Learning. https://annenberg.brown.edu/sites/default/files/rppl-building-better-pl.pdf; Vernon-Feagans, L., Bratsch-Hines, M., Varghese, C., Cutrer, E. A., & Garwood, J. D. (2018). Improving Struggling Readers' Early Literacy Skills through a Tier 2 Professional Development Program for Rural Classroom Teachers: The Targeted Reading Intervention. *The Elementary School Journal*, 118(4), 525–548. https://doi.org/10.1086/697491.

Professional learning communities are an example of an approach to educator professional learning that combines several of the key components of professional learning described above. Professional learning communities often involve facilitated focus on concrete instructional approaches, specific pedagogical practices and tactics, collaborative planning, modeling, and reflection.[67] Teacher-led professional learning through active collaboration creates opportunities for educators to teach one another data-driven methods of instructional improvement, allowing them to focus together on evidence of student success. For example, educators can come together to examine student data; consider and identify specific math, literacy, or language instructional practices and interventions that address needs identified in data; and reconvene to discuss the results of implementing those strategies.

Title II, Part A funds can also support **evaluation of professional development** and other practices supported with Title II, Part A funds to ensure that States and LEAs are investing in strategies that are responsive to the needs of their school communities. State and school district leaders may access support for evaluation practices through the Institute of Education Sciences Regional Educational Laboratory (REL) program. The ten RELs each work with education leaders in regions across the country. A Program Evaluation Toolkit is available from REL Central. Additional information about and resources from the RELs are available at https://ies.ed.gov/ncee/rel/.

- For example, in Nevada, the SEA and Clark County School District have engaged in strong communication about Title II, Part A program evaluation. An evaluation regarding Clark County's Title II, Part A efforts provided the Nevada Department of Education with details about the professional development provided for Clark County educators. It explained the scope and scale of numerous professional development efforts, focused on fidelity to the models implemented, spelled out proposed adaptations to professional development, and used evidence of student achievement as one measure of the success of professional development activities. The report demonstrated how an SEA and an LEA can collaborate to deliver quality, evidence-based professional development, measure the impact of such professional development on student achievement, and use achievement data to adjust future professional development offerings.[68]

Coordinating Funds Under ESEA Titles I-A and II-A to Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes

Title I, Part A of the ESEA helps provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. In FY 2024, $18.4 billion in Title I, Part A funds were provided to SEAs and LEAs. State and local leaders can strategically leverage funds from both Title I, Part A and Title II, Part A to support educators and students. For example, Title I, Part A funds can support, among other things, evidence-based professional development to assist educators in supporting students so that they can meet challenging State academic standards, consistent with all other Title I, Part A requirements. For a Title I, Part A school that implements a schoolwide model, any use of funds must be consistent with the schoolwide plan.

[67] Doppelt, Y., Schunn C. D., Silk, E. M., Mehalik, M. M., Reynolds, B., & Ward, E. (2009). Evaluating the impact of a facilitated learning community approach to professional development on teacher practice and student achievement. *Research in Science and Technological Education*, 27(3), 339–354. https://doi.org/10.1080/02635140903166026; and Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms. *American Educational Research Journal*, 47(3), 694–739. https://doi.org/10.3102/0002831209361208.

[68] U.S. Department of Education Performance Reporting for Nevada, 2021, Commendation p. 11. https://www.ed.gov/sites/ed/files/2021/08/Nevada-Performance-Report-Final-8-11-2021.pdf.

For additional information, please see the Title I, Part A page.

The following highlights professional learning that is particularly important to addressing the needs of unique student populations, developing underutilized staff, supporting, and retaining educators, and other emerging issues. These are examples of critical professional learning but are not intended to be a comprehensive list of high-impact professional learning or of eligible uses of Title II, Part A funds for professional learning.

a) Professional Learning for Principals and Other School Leaders

Principals and other school and instructional leaders can have a dramatic effect on teachers and students by impacting entire schools. As previously noted, strong school leadership can improve teacher job satisfaction and retention as well as student success, including increasing student achievement and decreasing chronic absenteeism.[69] At the same time, the role of a principal is complex, and principals benefit from professional learning to help improve their practice and better achieve results. Title II, Part A funds can be used for **professional learning, coaching, mentoring and support for principals and other school leader roles**.

Professional learning for principals can help them create school cultures that support students and educators. **Supporting principals early in their careers** through preparation, mentoring, and induction programs can have positive effects.[70] Principal leadership and a lack of sensed support are among the top factors teachers cite in their decisions to leave a school.[71] Teachers in schools with the highest percentages of students from low-income families often have lower ratings of their principals, and principal quality in such schools may have an outsized impact on teacher retention,[72] an important reason for State and local leaders to leverage Title II, Part A funds on providing effective support for school principals.

- The Missouri Department of Elementary and Secondary Education (DESE) leveraged State-level Title II, Part A funds to dramatically expand the research-based Missouri Leadership Development System. The Missouri Leadership Development System includes on-demand learning opportunities, mentoring, and a leadership academy conducted in regional cohorts. DESE uses teacher, principal, and principal supervisor feedback to adjust program implementation, and reviews measures of student achievement to examine its effectiveness.[73]
- Hillsborough County Public Schools (FL) provides multiple pathways to school leadership. These supports include training through the Future Leaders Academy, induction for assistant principals, new principal preparation, and principal induction, offering significant support throughout the transition.

[69] Grissom, J.A., Egalite, A.J. Egalite, and Lindsay, C.A. Lindsay. (2021). "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. https://doi.org/10.59656/EL-SB1065.001.

[70] Ibid.

[71] Learning Policy Institute. (2017). *The Role of Principals in Addressing Teacher Shortages* (research brief). Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/role-principals-addressing-teacher-shortages-brief.

[72] Ibid.

[73] U.S. Department of Education Program Review Report, 2022, Commendation p. 4. https://www.ed.gov/sites/ed/files/2022/08/MO-Report-8.3.22.pdf.

b) Professional Learning to Support Paraprofessionals

Paraprofessionals provide vital supports to students and classroom teachers. While the roles and responsibilities may vary for this position, paraprofessionals share responsibility with teachers in facilitating student success by increasing student engagement, learning, language acquisition, and positive behaviors. Research shows that while paraprofessionals have positive effects on student test scores,[74] these educators rarely have opportunities for professional learning.[75] In 2022, "42 percent of paraprofessionals [said] they receive too little professional development for their jobs," with more than half reporting receiving 10 hours or less of training and 13 percent reporting they have received no professional development in the last year.[76]

Title II, Part A funds may be used to provide **professional learning support for paraprofessionals pursuing teacher certification.** Title II, Part A funds may also be used to provide **professional learning for paraprofessionals** more broadly, to the extent that the LEA or State has identified that doing so **helps recruit, hire, or retain effective teachers**, such as by creating career pathways, professional learning, and pay differentiation**.** As previously noted, for purposes of teacher retention, funds may also be used to support compensation for paraprofessionals for time spent planning or preparing with the teacher(s) with whom they work most closely, and to support hiring additional staff, such as paraprofessionals, who provide additional administrative or logistical support for teachers to allow them to focus on their instructional practice.

c) Professional Development – Bridging Early Childhood and Elementary School Educators

High-quality professional learning for early childhood educators is critical to ensuring students begin their education with a strong start in early learning settings, through smooth transitions to kindergarten and continuing through the early grades. Title II, Part A funds can be used to support these efforts including **professional learning of preschool and kindergarten educators** in SEA- and LEA-operated programs. Funds can support instructional practices that are inclusive, culturally responsive, linguistically and developmentally informed, and foundational for early school success.

In addition, given that research suggests that gains from preschool may not be effectively sustained in kindergarten for students from low-income backgrounds,[77] and the importance of students meeting 3rd grade outcomes to support their future success,[78] P-2 educators and elementary school leaders benefit from targeted professional development, supports, and strategies to ensure more early grade students

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[74] Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2016). Teaching Assistants and Nonteaching Staff: Do They Improve Student Outcomes? (CALDER Working Paper 169). Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). https://files.eric.ed.gov/fulltext/ED573191.pdf.

[75] Reddy L.A., Alperin A., Glover T.A. (2020 (first published), 2021 (issue cited)). A critical review of the professional development literature for paraprofessionals supporting students with externalizing behavior disorders. *Psychology in the Schools*, 58(4), 742-763. https://doi.org/10.1002/pits.22381.

[76] Will, M. (2022). "Paraprofessionals: As the 'Backbones' of the Classroom, They Get Low Pay, Little Support." *Education Week*. https://www.edweek.org/leadership/paraprofessionals-as-the-backbones-of-the-classroom-they-get-low-pay-little-support/2022/06.

[77] Jenkins J.M., Watts T.W., Magnuson K., Gershoff, E.T., Clements, D.H., Sarama, J., and Duncan, G.J. (2018). Do High-Quality Kindergarten and First-Grade Classrooms Mitigate Preschool Fadeout? *Journal of Research on Educational Effectiveness*, 11(3), 339-374. https://doi.org/10.1080/19345747.2018.1441347.

[78] REL Pacific, "What does the research say about grade 3 reading proficiency as a predictor of future success?," November 1, 2018, https://ies.ed.gov/ncee/rel/Products/Region/pacific/Ask-A-REL/70038; Chetty, R., Friedman, J.N., Hilger, N., Saez, E., Schanzenbach, D.W., Yagan, D. (2010, revised 2011). "How Does Your Kindergarten Classroom Affect Your Earnings? Evidence From Project STAR." National Bureau of Economic Research (NBER) Working Paper No. 16381, JEL No. H0, J0. https://www.nber.org/papers/w16381.

experience school success. Title II, Part A funds can be used to support these efforts. The Department particularly encourages professional learning, **including joint, cross-sector professional learning opportunities**, for teachers, paraprofessionals, principals, and school leader roles. This learning should focus on effective instruction informed by child development and developmentally and linguistically informed practices; partnerships with parents, families, and caregivers to allow successful family engagement and everyday school attendance; intentional collaboration for systemic alignment to promote continuity of services, supports, instruction, relationships, and data sharing across K-2, and effective kindergarten transition practices. This joint professional learning **can also include early childhood education providers and directors** who are not part of an LEA operated preschool program but whose students have historically gone on to attend LEA schools.

- For example, the Nevada Department of Educations' Birth to 3rd grade approach offers multiple coordinated professional development opportunities for Pre-K-3 administrators and teachers including the Title II supported Nevada P-3 Leadership Academy Certificate, the Nevada School Administrators Association's annual Early Learning Institute for Nevada Pre-K-12 teachers and administrators, and an Early Childhood Endorsement graduate program offered to current K-8 teachers. The Southern Nevada Early Childhood Conference is open to Pre-K, K, and first grade teachers and administrators.

d) Professional Learning to Support English Learners and Multilingual Learners

English learners are one of the fastest-growing student populations in our nation's public elementary and secondary schools. Yet, without the proper instructional supports and sound pedagogy in second language acquisition - and without access to a high-quality and research-based language instruction education program - English learners can often face additional barriers to educational opportunity and success in their efforts to gain language proficiency and reach challenging State academic standards.[79] Building an educator workforce with the knowledge and skills necessary to effectively instruct English learners and other multilingual students using sound pedagogy is essential for developing the language and literacy skills that can build to broader academic success and outcomes for students, including language fluency and academic proficiency.[80] An important prerequisite for building teachers' knowledge and skills in this area is access to additional certification for teachers – in bilingual education, English as a second language, and other research-based instructional methods for second language acquisition. According to an analysis of data from the Education Commission of the States, only 24

[79] U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2021-2022; and National Center for Educator Statistics, EDFacts file 150/151, Data Group 695/696, 2021-22 (See https://www.ed.gov/data/edfacts-initiative). Data visualization available at https://www.ed.gov/about/ed-initiatives/raise-bar/raise-the-bar-pathways-to-multilingualism.

[80] An English learner (EL) is defined in ESEA section 8101(20) means, "an individual – (A) who is aged 3 through 21; (B) who is in enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose Native language is not English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society." In this document, a multilingual learner (ML) refers to a student who can read, write, listen, and speak in more than one language at various levels of proficiency. Although an English learner may be a multilingual learner, not all multilingual learners are English learners. Where provisions apply to only English learners, they are referred to as such.

percent of teacher preparation programs include literacy coursework that adequately addresses strategies to teach English learner students. Additionally, only half of the States require a specific bilingual certification or endorsement for educators who teach English to English learners.

Building this workforce is also critical to providing opportunities for all learners to become multilingual. Knowing multiple languages is a high-demand skill. Being bilingual and biliterate are proven to have significant academic, cognitive, economic, and socio-cultural benefits that are important to recognize and leverage as we prepare students to move into postsecondary education and careers.[81] Title II, Part A funds can be used to support targeted professional learning that supports the success of English learners and expands pathways to multilingualism for all students.

- For example, The University of California, Irvine's Writing Project (UCIWP) created the Pathway to Academic Success program, intended to help secondary teachers support English learners' academic language skills. This program develops language arts teachers and English as a second language teachers by focusing on how to explicitly teach, develop, and scaffold instruction through evidence-based strategies.[82] A State or district could partner with a college or university in providing similar professional learning for its educators using Title II, Part A funds.
- The Utah State Board of Education hosts an Annual Utah Dual Immersion Institute (AUDII) which is designed to educate new Dual Language Immersion (DLI) teachers about the reasons why and how the Utah Dual Language Immersion program model works as it relates to effective classroom instruction for the benefit of Dual Language Immersion students. This 5-day institute addresses all the first and second-year competencies outlined in the DLI Professional Trajectory as essential skills for first- and second-year DLI elementary and secondary teachers. Professional development is conducted in the languages taught in Utah DLI programs: Chinese, English, French, German, Portuguese, and Spanish.
- New York City Public Schools offers the NYC Extended Certification Programs which allows current NYC teachers to earn their Bilingual Extension certification tuition free with a 2-year service commitment. Teachers in the program continue to teach while taking graduate-level coursework virtually at a partnering City University of New York (CUNY) college.

Resources to support the design of professional learning to support English learners and multilingual educators include:

- The Department's Comprehensive Center Network published Strengthening the Teacher Workforce to Support Multilingual Learners: A Tool for State Educational Agencies in 2024. The toolkit assists State leaders in developing teacher pathways and supporting teacher retention in three key educational settings for multilingual learners: general education settings, targeted English language development or English as a second language settings, and bilingual education programs.[83]

[81] Benefits of Multilingualism. Office of English Language Acquisition, U.S. Department of Education. https://ncela.ed.gov/sites/default/files/legacy/files/announcements/20200805-NCELAInfographic-508.pdf.
[82] Woodworth, K., Arshan, N., & Gallagher, H.A. (2017). UC Irvine Writing Project's Pathway to Academic Success Program: An Investing in Innovation (i3) validation grant evaluation. Technical report. Menlo Park, CA: SRI International. See https://www.sri.com/publication/education-learning-pubs/literacy-and-language-arts-pubs/uc-irvine-writing-projects-pathway-to-academic-success-program-an-investing-in-innovation-i3-validation-grant-evaluation/ and https://ies.ed.gov/ncee/wwc/study/89959.
[83] Parker, C., Partika, A., & Rutherford-Quach, S. (2024). Strengthening the Teacher Workforce to Support Multilingual Leaners: A Tool for State Educational Agencies. National Comprehensive Center at Westat.

- The Department's National Clearinghouse for English Language Acquisition created three Teaching Practice Briefs that provide educators with current research findings and evidence-based, high-quality, instructional practices in the areas of mathematics, science and engineering, and early childhood education teachers.
- The Department of Health and Human Services' recently published Systems Framework to Support Dual Language Learning in Early Care and Education Settings, which includes an Issue Brief on Professional Development and Workforce Support for Dual Language Learning.[84] One focus of the Issue Brief is the core knowledge and skills that all school staff should have when working with English learners, to include: experience with language diversity, a positive attitude toward linguistic diversity, knowledge related to dual language learning, knowledge about English language acquisition, and skills for simultaneously promoting content and language instruction.

Coordinating Funds Under Titles II and III of ESEA to Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes

Title III, Part A of the ESEA funds language instruction for English learners and immigrant students. In FY 2024, $890 million were provided to SEAs and LEAs, and, in the case of competitive programs, other eligible entities. Through Title III, Part A formula grants, States develop goals for increasing the progress of English learners in English language proficiency and meeting challenging State academic standards. Schools use Title III, Part A funds to implement language instruction educational programs. State and local leaders can strategically leverage funds from both Title II, Part A and Title III, Part A to support educators and students. For example, Title III, Part A funds can support, among other things, providing effective teacher and principal preparation and effective professional development to assist teachers, principals, and other educators in improving teaching skills to meet the diverse needs of English learners.

For additional information, please see the Title III page.

e) Professional Learning to Support Students with Disabilities

To ensure that every educator is equipped with the knowledge, skills, and practices necessary to provide an inclusive and effective learning environment, it is essential that professional learning addresses evidence-based instructional strategies[85] and interventions and instructional leadership skills, and that it is content-specific, relevant, and accessible. Professional learning opportunities for educators should be designed to be accessible and incorporate accessibility into instructional strategies to ensure students' access to academic content.

Teachers should receive professional learning and development to assist them in meeting the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act of 1990 (ADA). This includes strategies

https://compcenternetwork.org/resources/resource/8653/strengthening-teacher-workforce-support-multilingual-learners-tool-state

[84] In addition, the National Center on Early Childhood Development, Teaching and Learning's Professional Learning Guides to Support Children Who are Dual Language Learners is a three-part series that can be used as professional development resources for educators and other school staff who work with English learners. The series covers the following topics: integrating culturally and linguistically responsive practices to support dual language learners, intentional language support for dual language learners, and engaging with families of dual language learners.

[85] See High-Leverage Practices Resources | CEEDAR (ufl.edu).

on how to effectively meet the needs of students with disabilities and fulfill the requirements of these laws as they relate to educating students with disabilities (such as Individualized Education Program (IEP) development and implementation), alongside core academic instructional content delivery, including providing opportunities for special education teachers and general education teachers to learn together. As these laws require that students with disabilities are educated in the least restrictive environment, students with and without disabilities often learn alongside one another and are taught by general education teachers, special education teachers, and teachers certified in specific content areas. All these teachers must be prepared to support students with and without disabilities. Collaborative and joint professional learning trains non-special education teachers to better support students with disabilities in their classrooms, and special education teachers on core and content-specific instructional approaches that support learning for students.

In addition, tailored professional learning empowers educators to understand and adjust instruction to meet the diverse needs of all learners and implement practices that demonstrate high expectations and improved outcomes for students with disabilities. By leveraging the expertise of Department-funded TA Centers and the resources provided by SEAs, LEAs and educators can receive comprehensive training that is adaptable to the unique needs of their students, ultimately enhancing the educational experience for all:

- The Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR) is designed to help SEAs, IHEs, and LEAs create aligned professional learning systems that provide teachers and leaders effective opportunities to learn how to improve core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career ready standards.
- The IRIS Center provides free online modules for educators designed around evidence-based practices and interventions to support areas such as behavior and classroom management, MTSS, learning strategies, and school improvement. In Alabama, modules from the IRIS Center are used in educator preparation programs at 20 colleges and universities across the State, and 16 IRIS modules are used in Alabama's temporary special education certificate (TSEC) program.

Additionally, several States have taken actions to improve professional learning designed to increase outcomes for students with disabilities:

- The Louisiana Department of Education published the Special Education Playbook for System Leaders in September 2023. The Playbook focuses on three research-based instructional best practices designed to accelerate learning for students with disabilities and master grade-level content and is used for training general education and special education teachers and leaders, central office staff, school-based leaders, school system and school-based instructional leadership teams, Individualized Education Program team members, paraprofessionals, and pupil appraisal staff.
- The Washington Office of Superintendent of Public Instruction has used a combination of State and federal funds to support the Inclusionary Practices Technical Assistance Network (IPTN). The IPTN is an intentional collective of technical assistance and support providers working together to increase inclusionary practices for students with disabilities. The providers include professional organizations representing school leaders and educators, parents and families, and educator and leader preparation programs. It also includes model Demonstration Sites which highlight exemplary practices including the use of Universal Design for Learning (UDL), use of assistive technology, social emotional learning, co-teaching and co-planning, MTSS, and equitable scheduling.

Using Funds from the Individuals with Disabilities Education Act (IDEA) to Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes

Part B of the IDEA is the primary federal funding source for ensuring children with disabilities and their families have access to a free appropriate public education and improving educational outcomes for children with disabilities. In 2024, over $14.6 billion of IDEA funds were provided to SEAs and LEAs to implement IDEA. IDEA encourages coordination regarding ESEA generally and Title II, Part A specifically. IDEA emphasizes the importance of high-quality intensive preservice training and professional development.

State and local education leaders can strategize to maximize the impact of their use of IDEA and ESEA Title II, Part A funds. The below are some examples of how IDEA funds may be used to support educators, whether by augmenting activities supported with Title II, Part A funds or providing complementary funding for approaches not specifically allowed under Title II, Part A.

SEAs reserve a portion of IDEA funds for optional State-level activities. In 2024, over $1.4 billion in IDEA section 611 State-Level funds was reserved to support educators and student. States can use these funds for:

- Assisting LEAs in meeting personnel shortages;
- Supporting personnel preparation for special education teachers and related service providers;
- Providing professional development and training to special education and regular education teachers who teach children with disabilities; and
- Hiring additional staff to support mental health services for children with disabilities.

Additionally, over $12.3 billion in IDEA section 611 funds are awarded through subgrants to LEAs to pay for special education and related services. These funds can also be leveraged to improve outcomes for children with disabilities, consistent with Title II, through activities such as:

- Ensuring that all personnel implementing IDEA are appropriately prepared consistent with IDEA and Title II (34 C.F.R. § 300.207); and
- Providing coordinated early intervening services (CEIS) to children who need additional academic and behavioral support to succeed in a general education environment (but are not currently identified as needing special education and related services). This can include professional development to enable personnel to deliver scientifically based academic and behavioral interventions.

Additional information about IDEA is available at the Department's IDEA website.

f) Professional Learning to Support the Effective Use of Educational Technology

Title II, Part A funds can be used to ensure teachers can **effectively use technology to support teaching and learning to close the digital divide**. The digital use, design, or access divides refer to inequitable implementation and access of time, support, connectivity, and tasks to effectively use technology in educational settings. The Department's 2024 National Educational Technology Plan summarizes these divides and offers recommendations to assist teachers, educators, and practitioners. The National Educational Technology Plan also addresses digital health, safety, and citizenship, which refers to the ability of individuals to maintain a healthy and empowered relationship with technology and the digital world while using technology appropriately, responsibly, and safely.

The digital design divide exists between those systems that provide every educator the time and support they need to build their capacity with digital tools and those that do not. Absent vision and sustained support, effective learning design using education technology can vary between classrooms within a school, schools within a district, and districts within a State. The digital use divide exists between those

students who regularly engage with technology in active, critical, and creative ways and those whose experiences with technology in their learning are limited to more passive expectations or use. While this divide can be overcome through deploying more and providing additional opportunities for students to engage with technology in meaningful ways, this deployment will not be successful without proper support for educators.

Overcoming both divides requires active and ongoing training for educators, time for planning, and other outlined activities which can be supported by Title II, Part A funds. In systems where the average teacher has access to many digital tools, platforms, and services, training on an educational technology's basic functionality is often insufficient. Using educational technology to accelerate student learning, including with support from Title II, Part A funds, is best facilitated by offering **professional development and support** so teachers can move beyond the formulaic use of digital tools to **design learning experiences strategically for all students enhanced by technology**. This also includes training teachers to address important technology-related issues, such as digital health, safety, citizenship, and accessibility for students with disabilities, as well as the effective use of emerging technologies like artificial intelligence (AI). More information about AI's impact on teaching and learning can be found in the Department's 2023 "Artificial Intelligence and the Future of Teaching and Learning" report, and the October 2024 "Empowering Education Leaders: A Toolkit for Safe, Ethical, and Equitable AI Integration."

The following were shared with the Department's Office of Educational Technology as examples of innovation happening in schools across the nation with regard to closing the digital divides through professional learning:

- To support the implementation of a 1:1 personalized learning initiative, Bear Creek Middle School in Georgia created action plans that could yield a personalized learning experience enhanced by the effective use of educational technology. In partnership with Kennesaw State University, the implementation team designed instructional simulations to help the school's teachers gain concrete experiences teaching using devices. School leaders then applied a tiered approach to professional development by gradually releasing responsibility to other teachers to lead their fellow staff members in professional learning opportunities. Teachers were able to share best practices for teaching effectively with technology and were provided with the flexibility they needed to create or adapt new protocols or procedures.
- Brigantine Public Schools (New Jersey) provided the planning time, support, and resources needed to design digital learning experiences to meet the needs of all students. This required overcoming logistical and cultural challenges, including scheduling, budgeting, mindsets, and established practice. After a thoughtful design process that included school and district administrators, educators, and instructional coaches, the district developed a new schedule that includes an additional planning period for common teacher planning time, end of year transition meetings, and sharing/teaching new approaches to technology use for staff and students. The new systemic approach closes the design divide in ways that translate to greater active use for all students.
- In spring 2023, the Nebraska Department of Education (NDE) kicked off its third cohort within its Data Visualization and Use Education Innovation Network. Educators selected to join the network participate in webinars to increase their capacity to design data visualizations, communicate student learning, and engage in continuous improvement. The webinars give teachers experience with topics including data analysis, storytelling with data, and how to use data to inform practices for improving outcomes for students.

- Gwinnett County Public Schools (GCPS) in Georgia prioritizes investing in the AI literacy of its teachers and staff through professional learning. This learning includes an understanding of how AI tools are developed and used. Teachers and staff are empowered to exercise sound judgement to make critical decisions about the use of AI in classrooms and evaluate if and how AI tools are used. An AI Resource Center is maintained by the District's Director of Artificial Intelligence and Computer Science for use by teachers and staff. Gwinnett County Public Schools developed a Human-Centered Artificial Intelligence Use Framework that serves as the foundation for its work to embed AI across multiple functions and disciplines.
- When leaders of Wichita Public Schools considered how they would build digital citizenship into the learning of every student, they took a measured approach aligned to their vision to create a blended learning model with a foundation of adequate professional development for staff. The district developed common teaching strategies for digital literacy and citizenship and provided professional learning for teachers to build their capacity, including a goal for the district to complete the Common Sense District Certification (which signals the LEA's commitment to digital citizenship). The team leading the charge included the district's Chief Information Officer, Digital Literacy Coordinator, and 12 instructional learning coaches/primary digital citizenship coaches. The core team meets monthly to share new resources, provide professional development, share best practices, address challenges, and offer collaborative support.

Coordinating Funds Under ESEA Titles II-A and IV-A to Support Educator Recruitment, Retention, Professional Learning, and Improved Student Outcomes

Title IV, Part A of the ESEA helps improve student academic achievement by increasing access to a well-rounded education, improving school conditions for student learning, and improving the use of educational technology. In FY 2024, nearly $1.4 billion in Title IV, Part A funds were provided to SEAs and LEAs. State and local leaders can strategically leverage funds from both Title II, Part A and Title IV, Part A to support educators and students. For example, Title IV, Part A funds can support, among other things, providing additional evidence-based professional development to assist educators in using instructional technology to help each student learn. This could include professional development to increase opportunities for competency-based learning, providing more flexibility for individual students.

For additional information, please see the Title IV, Part A page.

4. Teacher Leadership and Advancement

With the appropriate supports - such as release time and additional compensation for additional responsibilities - teacher leadership and advancement can support improved student outcomes and teacher recruitment and retention. Examples of opportunities for Title II, Part A funds to support teacher leadership and advancement have also been previously referenced with regard to other topics (e.g., compensation, professional learning, mentoring, and coaching).

Leadership development provides teachers and other school staff with opportunities to grow into formal roles of increasing responsibility, including instructional **leadership or distributed leadership roles**. Title II, Part A funds may be used for the **development, support, and retention** of teachers into such roles.

In addition to leadership development, highly skilled teachers may expand their practice through teacher leadership roles that support school and student success while providing a **career ladder** for teachers that allows them to earn additional compensation that accompanies a formal leadership role

and supports their retention in such a role. Teacher leadership opportunities can be especially meaningful when they:

- Allow educators to serve as **mentors** to new teachers, student teachers, residents, or apprentices, or as an **instructional coach**;
- Prepare and support exceptional or accomplished teachers to lead **professional learning in a formal leadership role, including through professional learning communities**;
- Serve as part of a school, instructional, grade, or content **leadership team**;
- Serve as a school leader alongside their principal in a **school-based distributed leadership** model; or
- Otherwise serve as **an instructional practice leader or teacher leader among their peers,** while **still teaching** their own classes.

Hybrid teacher leadership roles allow educators to continue benefitting students in the classroom while embracing new leadership opportunities in a meaningful, balanced manner. Like leadership development programs, formal teacher leadership roles can promote student achievement, overall school success, and teacher retention. Distributed leadership efforts create **specific teacher leadership roles** and responsibilities that can disrupt the traditional model in which leadership responsibilities are concentrated in administrative positions and can instead create **distributed leadership roles across teams of multiple teachers**.[86] Title II, Part A funds can be used to support these efforts, which can maximize the impact of talented teachers on students, while creating career ladders for teachers that recognize their contributions to the school community and provide opportunities for teachers to earn additional compensation without leaving the classroom. This includes using funds for the **design, implementation, and evaluation of these efforts**, and including **professional learning** necessary for successful implementation, and to **provide additional compensation** for taking on these roles.

- Through the Blueprint for Maryland's Future, Maryland designed the Career Ladder for Educators framework which enables teachers to become teacher leaders and to be compensated for these additional responsibilities. The ladder includes hybrid positions, which allow teachers to continue to spend a portion of their time in the classroom while they spend the remainder of their time on leadership activities. Compensation increases as educators advance though the ladder, taking on additional leadership responsibilities and spending less time in the classroom.
- Denver Public Schools' teacher leadership program offers multiple identified leadership roles that teachers can pursue within their school, including Teacher Mentor, New Teacher Ambassador, Regional Team Specialist, Team Specialist, Team Lead, and Senior Team Lead. A study of the pilot program found that 74 percent of teachers in participating schools reported that the roles helped distribute leadership within their school, increased teacher voice, and positively impacted the school's culture.[87]
- Public Impact's Opportunity Culture model has been implemented in more than 800 schools as of 2023.[88] It uses Multi-Classroom Leaders to lead a small team of teachers, to whom they provide frequent guidance and on-the-job coaching, while continuing to teach, often by leading

[86]Kovacic Duran, K., Friedman, J., Hodge, J., Lopez Morgan, R., Martin Williams, A. (2023). Strategic School Staffing Landscape Scan: Transforming School Staffing to Improve Student Learning and Reimagine the Role of Teachers. Education First. https://www.education-first.com/wp-content/uploads/2023/12/EducationFirst_StrategicSchoolStaffingLandscapeScan.pdf.

[87] Ibid.

[88] Opportunity Culture. https://www.opportunityculture.org/research/ and https://www.opportunityculture.org/dashboard-2023/.

small group instruction. Schools adopting this model create more blocks during the day for professional learning, collaboration, and planning. Multi-Classroom Leaders are provided with additional compensation on top of their salary (averaging 20 percent, and up to 50 percent) and are accountable for results of all students in the team. Research has found that these models may produce academic gains for students.[89]

- Teach Plus partnered with the School District of Philadelphia to build teacher-led professional learning communities across five elementary schools, supported by instructional coaches.[90] The shared work created school conditions that prioritize teacher voice and cooperation, including by compensating teachers for additional leadership responsibilities. After several years of implementation, teachers expressed more consistent use of data, improved practice, and increased collaboration.
- The New York City Department of Education, in partnership with the United Federation of Teachers, established Teacher Career Pathways that have enabled more than 1,400 teachers in more than 650 schools to serve in teacher leadership roles including as Model Teachers, Peer Collaborative Teachers, and Master Teachers (who engage with both their school and district leadership to improve teacher practice). Teacher leaders earn additional compensation based on their role, ranging from $7,500 to $20,000 per year.[91,92] The New York City Department of Education has found that the program increases teacher retention and improves teacher practices, increases student reading and math scores, and improves school culture.[93]

5. Educator Diversity

Every student deserves access to well-prepared, qualified, and supported educators who reflect the rich diversity of our nation. Diversity is inherently valuable, and we are stronger as a nation when people of varied linguistic and cultural backgrounds, experiences, and perspectives work and learn together. In addition, a racially, ethnically, and linguistically diverse teaching workforce may lead to improved academic and behavioral outcomes and greater long-term success for students, especially for students of color.[94] Diverse educators can serve as positive role models for all students in breaking down negative

[89] Ibid. and Backes, B. and Hansen, M. (2018). Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative. CALDER Working Paper No. 181. https://caldercenter.org/publications/reaching-further-and-learning-more-evaluating-public-impacts-opportunity-culture.

[90] Knips, A., Boyce, L., and Feistman, R. (2021). The Levers of Teacher Leadership: Growing Student Achievement, Improving Schools. Teach Plus. https://teachplus.org/wp-content/uploads/2021/10/pa_the_levers_of_teacher_leadership.pdf

[91] Kovacic Duran, K., Friedman, J., Hodge, J., Lopez Morgan, R., Martin Williams, A. (2023). Strategic School Staffing Landscape Scan: Transforming School Staffing to Improve Student Learning and Reimagine the Role of Teachers. Education First. https://www.education-first.com/wp-content/uploads/2023/12/EducationFirst_StrategicSchoolStaffingLandscapeScan.pdf.

[92] New York City Department of Education. Teacher Career Pathways https://www.teachercareerpathways.com/about/about-tcp.

[93] New York City Department of Education (2019). Teacher Career Pathways Program Impact Analysis. Direct link: https://files.constantcontact.com/a7f62c21301/b8a96c72-5a3a-41e7-ad77-19919b469f57.pdf, also linked from https://www.teachercareerpathways.com/about/about-tcp.

[94] U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program Midwest. (2021). Diversifying The Teacher Workforce: Research and Strategies. https://ies.ed.gov/ncee/rel/Products/Region/midwest/Resource/40019; Dee, T. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. *Review of Economics and Statistics*, 86(1), 195 -210. https://doi.org/10.1162/003465304323023750; Egalite, A., Kisida, B. & Winters, M.A. (2015). Representation in the

stereotypes and preparing students to live and work in a democratic, inclusive, and global society. In addition, increasing educator diversity is critical to eliminating educator shortages. Educator shortages will not be effectively addressed without recruiting, developing, and retaining educators from all communities.

Building a diverse and well-prepared educator workforce requires intentional policies and additional investments at every level in our education system. This includes teacher recruitment, preparation, and hiring; teacher induction and professional development; and teacher leadership, advancement, and retention. Competitive compensation and good working conditions are critical to attracting and retaining diverse educators at each of these levels. Title II, Part A funds can be used to advance this critical work, supporting recruitment, development, and retention efforts that ensure all students have access to a diverse and well-prepared educator workforce. The Department's 2023 Raise the Policy Brief: Eliminating Educator Shortages through Increasing Educator Diversity and Addressing High-need Shortage Areas provides useful State-by-State data on the diversity of the education workforce and outlines key programs that can support these efforts.

Reflecting the importance of increasing educator diversity, the Department has recently issued separate guidance on increasing educator diversity. The guidance covers several key areas, including:

1) **Why educator diversity matters**: The guidance reviews the evidence base showing that diverse educators may lead to improved student outcomes and diverse leaders may lead to improved student outcomes and better recruitment, placement, and retention of diverse educators.
2) **How States and LEAs can work toward a more diverse educator workforce**: The guidance outlines evidence-based strategies for increasing educator diversity, and examples of States and districts putting these strategies into action. This includes specific examples of the implementation of activities outlined in this guidance – that improve compensation and working conditions, expand access to high-quality and affordable educator preparation, provide induction and professional learning, and offer educator leadership and career advancement opportunities – in ways that increase educator diversity.
3) **How SEAs, LEAs, and IHEs can leverage federal funds to support educator diversity efforts**: The guidance outlines the full range of both Department formula and competitive funds that can be used to support efforts to increase educator diversity, by broad use category, including both formula and competitive grant funds.

Readers are strongly encouraged to use this additional guidance as they implement strategies funded with Title II, Part A funds, and to consider the guidance as a tool for identifying additional funding

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classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45(April 2015), 44–52. https://doi.org/10.1016/j.econedurev.2015.01.007; Blazar, D. (2021). Teachers of Color, Culturally Responsive Teaching, and Student Outcomes: Experimental Evidence from the Random Assignment of Teachers to Classes. EdWorkingPaper No. 21-501. Annenberg Institute at Brown University. https://edworkingpapers.com/sites/default/files/ai21-501.pdf; Blazar, D. (2024). Why Black Teachers Matter. *Educational Researcher*, published online, https://doi.org/10.3102/0013189X241261336; Gershenson, S., Hart, C. M.D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (2022). The Long-Run Impacts of Same-Race Teachers. *American Economic Journal: Economic Policy*, 14(4), 300-342. https://doi.org/10.1257/pol.20190573; and Grissom, J.A., Rodriguez, L.A., & Kern, E. C., (2017). Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data. *The Elementary School Journal*, 117(3), 396-422. http://dx.doi.org/10.1086/690274; and Cherng, H.-Y. S., & Davis, L. A. (2019). Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education. *Journal of Teacher Education*, *70*(3), 219-236. https://doi.org/10.1177/0022487117742884.

streams that can support their work to decrease educator shortages while improving educator diversity, which are mutually supportive goals best pursued in tandem.

Conclusion

Title II, Part A funds play a critical role in the suite of federal, State, and local funds available to recruit, support, develop, and retain educators. State and district leaders should reflect on their strategies for this work; prioritize evidence-based, high impact strategies and activities that grow the knowledge, skills, and leadership of teachers; support teachers in improving their impact on student learning early and often throughout their careers; and enhance the retention of talented, effective and exceptional teachers in their schools and classrooms, using Title II, Part A funds strategically to support this work.

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