



State and District Use of Title II, Part A Funds in 2021–22

Office of Elementary and
Secondary Education



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Executive Summary

Title II, Part A (Title II-A) of the Elementary and Secondary Education Act of 1965 (ESEA) is the key statute through which the federal government provides funds to states and districts to improve the quality and effectiveness of their teachers, principals, and other school leaders through professional development and other activities. The Title II-A program also supports states and districts in recruiting new teachers to the field; encouraging teachers and leaders to remain in education; and providing low-income and minority students with greater access to effective teachers, principals, and other school leaders. In fiscal year 2021, the U.S. Department of Education awarded \$2.1 billion in Title II-A funding for the 2021–22 school year. This executive summary presents key findings related to state and district use of Title II-A funds during the 2021–22 school year.

Overall Use of Title II-A Funds

States and districts may choose how to spend their Title II-A funds from a wide range of allowable activities that fit within several major topical areas. These activities support the four program goals: 1) increasing student academic achievement, 2) improving educator quality and effectiveness, 3) increasing the number of effective educators, and 4) providing low-income and minority students with greater access to effective educators.

- **The most common activities that states used Title II-A funds for were related to program administration, monitoring, and technical assistance.** State educational agencies may reserve up to 5 percent of their Title II-A funds for state-level use. Forty-nine states used funds for program administration, monitoring, and technical assistance, representing 32 percent of all Title II-A spending at the state level. Funds for recruiting, hiring, and retaining effective educators represented the next largest share of state-level allocations, comprising 31 percent of all Title II-A spending by state educational agencies and reported by 38 states.
- **Professional development was the most popular use of Title II-A funds among districts.** In total, districts used 55 percent of all Title II-A allocations to support professional development for teachers or principals and other school leaders. Seventy-five percent of districts reported funding professional development for teachers, and 56 percent of districts reported funding professional development for principals and other school leaders. The next most common use of funds was for activities related to recruiting, hiring, and retaining effective educators (33 percent of districts and 18 percent of their Title II-A allocations). One-fifth of districts used funds to hire additional staff to reduce class sizes (20 percent of districts and 14 percent of their Title II-A allocations). Among districts that used Title II-A funds for teacher professional development, nearly all (87 percent) funded some short-term professional development activities for teachers, defined as 3 days or fewer. However, nearly three-quarters (72 percent) also funded longer-term activities for teachers, and 43 percent funded collaborative or job-embedded activities.

- **Roughly two-thirds of all districts (63 percent) reported examining the distribution of teacher quality or effectiveness across their schools.** The most commonly used measures of teacher quality were teacher certification and teacher experience. Fifteen percent of districts reported using Title II-A funds to improve equitable distribution of effective educators. Among these districts, top strategies for improving equitable distribution included offering more professional development, improving teaching and learning environments, and beginning the hiring process earlier.

Allocation by District Type and Use of Flexibility Options

In fiscal year 2021, the U.S. Department of Education awarded \$2.1 billion in Title II-A funding for the 2021–22 school year. All states and more than 95 percent of districts receive Title II-A funding each year. While state educational agencies may directly spend up to 5 percent of their Title II-A funds, most of the funding passes through to local school districts to support teachers and school leaders.

- **Large, urban school districts received the largest share of Title II-A funding, 30 percent of all funds.** Large and medium-sized suburban districts also received significant shares of the funds (20 and 10 percent, respectively).

ESEA gives states and districts the flexibility to transfer funds between Title II-A and six other federal formula grant programs within Title I, Title III, and Title IV.

- **Few states used existing flexibility to move funds between Title II-A and other federal formula grant programs.** Two states transferred funds *to* Title II-A from another ESEA program in 2021–22, and one state transferred funds *from* Title II-A to other programs.
- **Nearly one-third of all districts took advantage of transferability flexibility.** The most common funds transfer was *from* Title II-A to Title I-A. Eighteen percent of districts transferred all their Title II-A funds to another program.

Changes in the Use of Funds Over Time

Key changes in state and district Title II-A spending compared with the previous year included:¹

- **States were more likely to fund one or more professional development activities in 2021–22.** This area of spending increased from 18 percent in 2020-21 to 22 percent in 2021–22 as a share of overall funding, an overall increase of \$5 million.
- **Districts allocated a smaller share of Title II-A funding for professional development.** Districts spent 55 percent of their Title II-A funds for professional development activities, compared with 57 percent the previous year. The percentage of districts allocating funding for professional development also decreased, with declines seen largely among small districts.

¹ For the district survey, the report highlights changes or differences that are statistically significant (p-value <0.05).

- **Districts were less likely to support all types of professional development (short-term, longer-term, and collaborative or job-embedded).** Among districts that used Title II-A funds for teacher professional development, the percentage using these funds for longer-term professional development activities decreased from 80 percent in 2020–21 to 72 percent in 2021–22. The percentage of districts using program funds for collaborative or job-embedded professional development activities also decreased, from 55 percent in 2020–21 to 43 percent in 2021–22.

Introduction

Title II, Part A (Title II-A) of the Elementary and Secondary Education Act of 1965 (ESEA) is the key statute through which the federal government provides funds to states and districts to improve the quality and effectiveness of their teachers, principals, and other school leaders through professional development and other activities. Because Title II-A is one of the largest sources of federal education funds for states and districts, it is important to understand how the grant money is used. Recognizing this need, Congress requires the U.S. Department of Education to collect and publicly report this information annually. This report presents data from surveys of state and local educational agencies in the 2021–22 school year.

The report has three sections. Section 1 examines how states and districts spent their funds for a variety of activities to support overall program goals. This section also describes the most common professional development activities that districts funded through Title II-A. Section 2 describes the characteristics of districts receiving Title II-A funds. This section also summarizes state and district use of funding flexibility provisions, which allow the transfer of funds between designated federal education programs. Section 3 explores changes in district and state spending priorities over time, focusing on changes from the previous year in two areas: 1) spending across major categories and 2) transfers of funds in or out of Title II-A.

In each section, the report discusses instances in which there are statistically significant differences (p -value < 0.05) by district characteristics and examines how districts of different sizes, types (regular and charter), and localities (urban, rural, and suburban) may use funds in different ways.

Summary of Data Sources

A state survey on the use of Title II-A funds was administered to all 50 states, the District of Columbia, and Puerto Rico in the spring and summer of 2022. (For simplicity, this report refers to all 52 entities as “states,” consistent with the ESEA, which indicates that the District of Columbia and Puerto Rico are treated as states under this law). District surveys were administered to a nationally representative sample of 5,501 local educational agencies (typically school districts) at the same time. The district sample included enough districts in each state to permit state-level estimates of district uses of Title II-A funds and also included a nationally representative sample of 499 charter school districts.

Fifty-one states² and 4,748 districts (89 percent of those sampled) responded to the surveys, including 4,381 traditional districts and 367 charter school districts. Appendix A provides more detail on the sample and data collection. Appendix B provides state-level tables summarizing the district survey data. Appendix C includes the state and district survey instruments.

² Indiana did not submit a survey indicating how it spent state-level Title II-A funds in school year (SY) 2021–22.

Section 1. How Did States and Districts Spend Title II-A Funds Overall in 2021–22?

States and districts choose how to spend their Title II-A funds from a wide range of allowable activities that fit within several major topical areas. These activities support the four program goals of (1) increasing student academic achievement, (2) improving educator quality and effectiveness, (3) increasing the number of effective educators, and (4) providing low-income and minority students with greater access to effective educators. In addition to measuring overall Title II-A spending, this section examines how spending priorities vary across states and different types of districts.

Professional development was the most popular use of Title II-A funds among districts. Seventy-five percent of districts reported this use of funds (Exhibit 1).³ In total, they spent 55 percent of all district Title II-A allocations for this activity, approximately \$1.0 billion (Appendix Exhibit B.1).⁴ The next most common use of Title II-A funds was for activities related to recruiting, hiring, and retaining effective educators, representing 18 percent of allocated Title II-A funds, or about \$330 million, and reported by 33 percent of districts.

Exhibit 1. Percentage of districts that used Title II-A funds for each activity in 2021–22, and the share of funds allocated

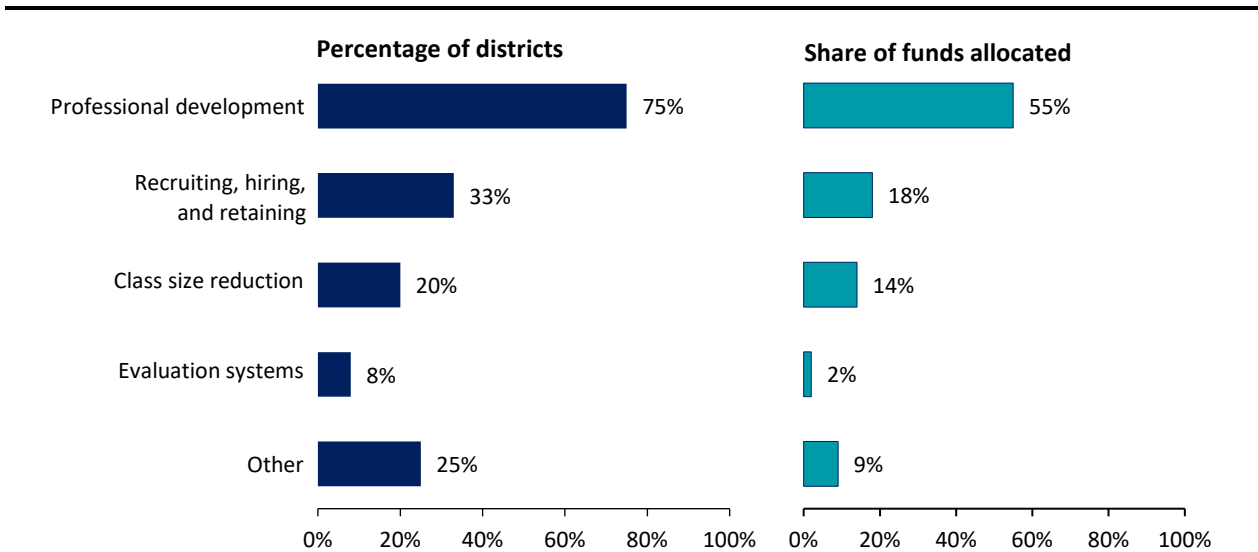


Exhibit reads: Seventy-five percent of Title II-A districts used Title II-A funds for professional development. Collectively, Title II-A districts spent 55 percent of Title II-A funds on professional development.

NOTE: N=13,322 districts weighted, 4,019 unweighted. See Appendix Exhibits B.2, B.3, and B.4 for results by district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

³ Percentage based on districts with Title II-A funding available after transfers to and from other programs. Appendix Exhibit B.1 also presents information for all districts that received Title II-A funds (i.e., before transfers).

⁴ Percentage based on funding available to districts after transfers to and from other programs. In reporting on use of funds, districts were asked to include funds used for equitable services to private school educators.

Districts spent almost 90 percent of their Title II-A funds on teachers. Overall, including both professional development and other strategies, districts reported that they used 87 percent of their Title II-A funds to support teachers (Appendix Exhibit B.5). On average, 18 percent of district spending supported principals and other school leaders.⁵

At the state level, the most common use of Title II-A funds was for activities related to program administration, monitoring, and technical assistance. Nearly all states (49) reported this use of funds, representing 32 percent of all Title II-A spending at the state level (Exhibit 2 and Appendix Exhibit B.6). Funds for recruiting, hiring, and retaining effective educators represented the next largest share of state-level allocations, 31 percent of all Title II-A spending by state educational agencies and reported by 38 states. Thirteen states reported that, at the time of the survey, they had not yet budgeted all funds they reserved for state activities.⁶ Overall, the amount of funds not yet budgeted represented 6 percent of the total amount available for state activities. Across states, the percentage of funds not yet budgeted ranged from 3 percent to 67 percent.

Exhibit 2. Number of states that used Title II-A funds for each activity in 2021–22, and the share of funds allocated

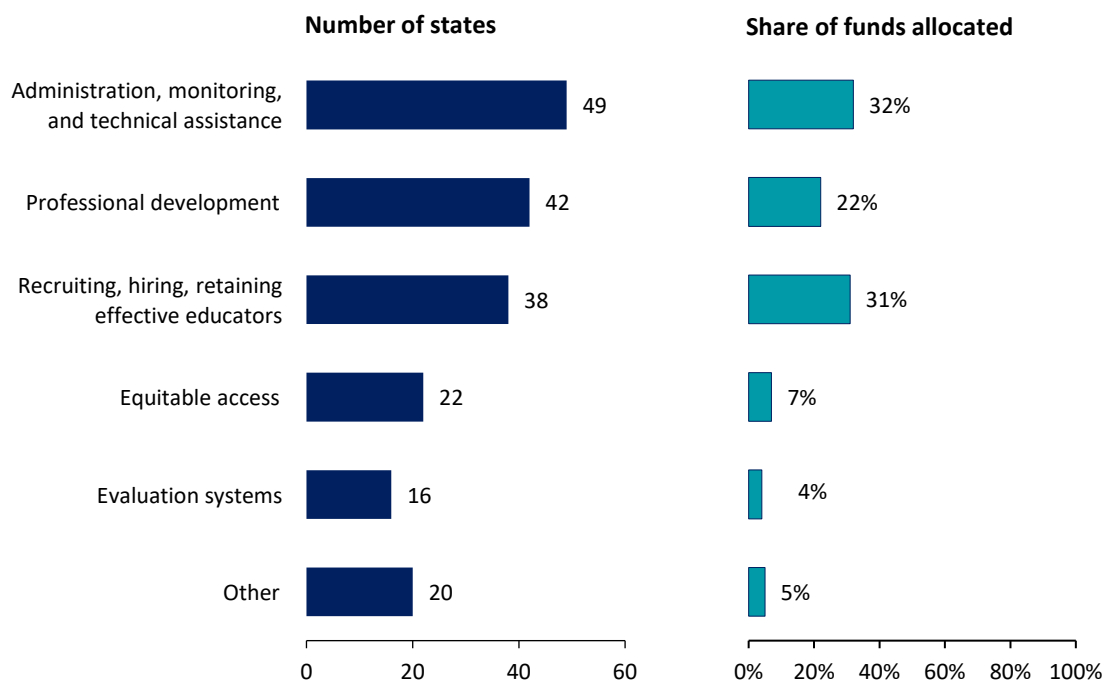


Exhibit reads: Forty-nine states used Title II-A funds for administration, monitoring, and technical assistance. Collectively, these 49 states spent 32 percent of their Title II-A funds on this set of activities.

NOTE: N=49 states plus DC and Puerto Rico. Indiana did not complete the survey.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

⁵ This question on the district survey asked districts to estimate percentages and specified that they did not need to sum to 100. For example, some uses of funds may serve both teachers and school leaders, leading to a total greater than 100 percent.

⁶ States with funds not yet budgeted were Arizona, Colorado, Connecticut, Delaware, Florida, Illinois, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, Ohio, and Texas.

How Were Title II-A Funds Spent in 2021–22 to Improve the Quality and Effectiveness of Educators?

District and state Title II-A funds support strategies for improving educator quality across three main types of spending: professional development, evaluation systems, and school leadership development.⁷

Professional Development

Professional development is a key strategy long used by districts to increase the quality and effectiveness of teachers, principals, and other school leaders. Title II-A allows districts to provide “high-quality, personalized professional development that is evidence-based” and focuses on a broad range of topics to improve teachers’ instructional practice. As defined in the ESEA, professional development is “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,” which is consistent with what research suggests is most effective.⁸

Overall, 61 percent of all Title II-A subgrant recipients, and 75 percent of those with Title II-A funds available after transfers, allocated funds for professional development (Appendix Exhibit B.1). All districts that allocated funds for professional development reported using those funds for professional development for teachers. Forty-six percent of all subgrant recipients, and 56 percent of those with funds available after transfer, also funded professional development for principals or other school leaders (Exhibit B.1).

Large districts and urban districts were more likely than small or rural districts to report allocating funds for professional development overall. For example, 98 percent of large districts and 80 percent of urban districts used Title II-A funds for this purpose (Appendix Exhibits B.2 and B.3). In contrast, 69 percent of small districts and 65 percent of rural districts did so.

In most states, a large proportion of districts reported using Title II-A funds for professional development. Specifically, in 37 states, at least 70 percent of districts reported using Title II-A funds for professional development (Appendix Exhibit B.7). Similarly, professional development dominated the share of district-level Title II-A funds spent in most states. For example, the District of Columbia allocated 93 percent of its district-level funds for professional development, and Washington state allocated 75 percent (Appendix Exhibit B.8). Conversely, districts in some states spent a relatively small share of funds on professional development, such as Iowa (20 percent), Montana (29 percent), South Dakota (35 percent), Pennsylvania and New Hampshire (37 percent), and Alaska and North Carolina (38 percent).

⁷ The term “educator” refers to teachers, principals, and other school leaders. Other school leaders, as defined in section 8101(44) of the ESEA, may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

⁸ Kraft et al., 2018; Darling-Hammond et al., 2017; Garet et al., 2016; Blank & de las Alas, 2009.

District reports indicated that, on average, 73 percent of teachers participated in Title II-A-funded professional development (Appendix Exhibit B.9). On average, districts that used Title II-A funds for professional development spent \$513 per participating teacher (Appendix Exhibit B.9).

Types of Professional Development That Districts Funded

While the ESEA defines professional development as activities that are “sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused,” the district survey asked about a range of training types including activities that fully meet the statutory professional development definition but also shorter-term activities, defined as 3 days or fewer that could meet the definition if the short-term training is part of a larger professional development program. Districts were able to select from a list of multiple types of professional development and training activities based on the format, duration, and provider type. This section summarizes these survey results into three main categories: short-term, longer-term, and collaborative or job-embedded.⁹

Districts most commonly used Title II-A funds for short-term professional development and training activities, but many districts also supported longer-term professional development, and some supported professional development that was collaborative or job-embedded.

Among districts that reported using Title II-A funds for teacher development, 87 percent supported short-term (3 days or fewer) activities or conferences, 72 percent supported longer-term professional development, and 43 percent supported collaborative or job-embedded professional development (Exhibit 3). Districts that supported teacher training most commonly reported that one of their two largest expenditures was for short-term development activities (70 percent of districts), compared with 59 percent that reported this for longer-term professional development and 26 percent that reported this for collaborative or job-embedded types of professional development (Appendix Exhibit B.11).

Districts reported similar patterns for principal professional development and training. Among districts that used Title II-A funds for principal development,¹⁰ the most common type was short-term or conferences (83 percent), followed by longer-term professional development (54 percent), then collaborative or job-embedded (31 percent) (Exhibit 3).¹¹ Districts supporting principal professional development and training most commonly reported that short-term activities were one of their largest two expenditures (75 percent of districts), compared with 46 percent that reported this for longer-term professional development and 21 percent that reported this for collaborative or job-embedded types of professional development (Appendix Exhibit B.12).

⁹ District survey questions 8 and 10 asked about specific types of professional development (see Appendix C). Appendix Exhibit B.11 provides more detail on how these types were categorized.

¹⁰ Fifty-six percent of districts with Title II-A funds available after transfers funded professional development for school leaders.

¹¹ Percentages based on districts with Title II-A funding available after transfers to and from other programs that also reported funding professional development with Title II-A funds. Among districts that reported funding professional development through Title II-A, 56 percent provided professional development to principals (Appendix Exhibit B.1).

Exhibit 3. Percentage of districts using Title II-A funds for teacher or principal professional development and training that funded various types of professional development in 2021–22

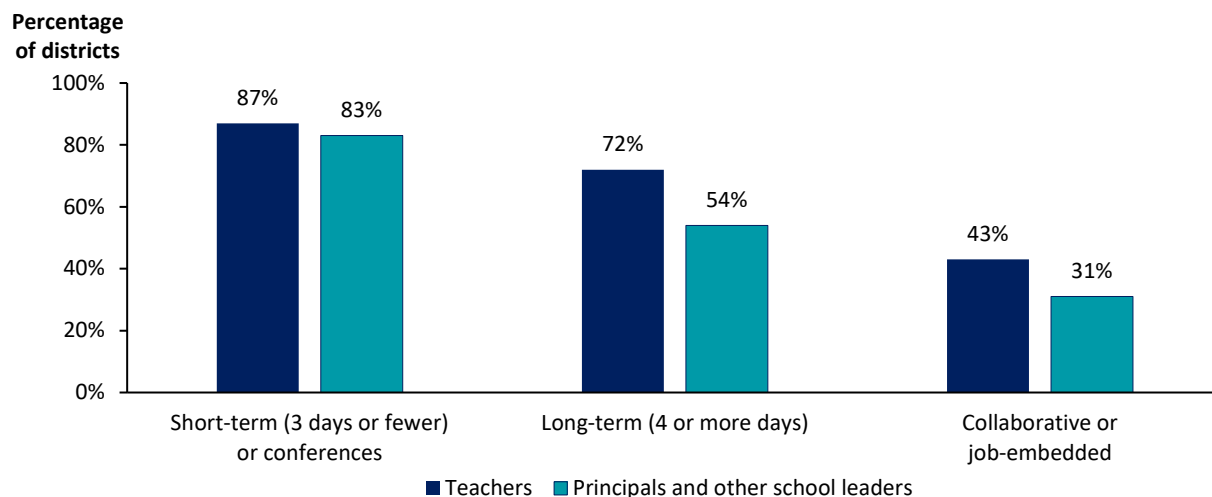


Exhibit reads: Among districts using Title II-A funds for teacher professional development, 87 percent reported supporting short-term professional development of 3 days or fewer or conferences. Among districts using Title II-A funds for professional development for principals or other school leaders, 83 percent reported supporting short-term professional development of 3 days or fewer or conferences.

NOTE: N=9,972 districts weighted, 3,243 unweighted (teacher); N=7,514 districts weighted, 2,670 unweighted (principal). The survey asked districts to indicate all types of professional development for which they used Title II-A funds.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Among districts that used Title II-A funds for teacher professional development, large districts were more likely than small districts to report all types of professional development, including longer-term (93 percent versus 65 percent), short-term (93 percent versus 86 percent), collaborative or job-embedded professional development (75 percent versus 35 percent), and other types of professional development (61 percent versus 28 percent; Appendix Exhibit B.13). Charter school districts were less likely than traditional school districts to report short-term professional development (83 percent versus 88 percent), longer-term professional development (66 percent versus 73 percent), and collaborative or job-embedded professional development (38 percent versus 45 percent).

In some states, a high percentage of districts reported using Title II-A funds for teacher professional development that was longer-term, collaborative, or job-embedded. In 11 states, 90 percent or more of districts that used funds for professional development used Title II-A funds for longer-term professional development (Delaware, Nevada, Rhode Island, West Virginia, North Dakota, Florida, Maryland, Maine, Georgia, Vermont, and South Carolina; Appendix Exhibit B.15).^{12,13} In five of these states, more than three-quarters of districts that

¹² In analyses in which we examined percentages of districts by state, we excluded Hawaii and Puerto Rico, both of which have a single statewide district.

¹³ Throughout the report, when counting the number of states that met a threshold, the percentage of districts within a state (or share of funds spent within a state) was rounded to the nearest percentage point before the state was categorized as having met a threshold. For example, a state in which 9.6 percent of districts transferred funds into Title II-A would be counted as a state in which at least 10 percent of districts transferred funds into Title II-A.

reported using funds for professional development used Title II-A funds for teacher professional development that was collaborative or job-embedded. Six of these states also had large percentages of districts (75 percent or more) reporting using Title II-A funds for principal professional development that was longer-term (Appendix Exhibit B.16).

Professional Development Topics That Districts Funded

Professional development for teachers most commonly focused on improving instructional practice, content knowledge, or technology use. Among districts that invested Title II-A funds in teacher professional development, 95 percent of them reported using Title II-A funds for professional development topics related to instructional practice, while 78 percent funded topics related to content knowledge (Appendix Exhibit B.17). The most common topics were instructional strategies for academic subjects (79 percent of districts) and teachers' content knowledge in English language arts (69 percent of districts). In addition, 66 percent of districts supported professional development in the use of data and assessments to guide instruction (Exhibit 4).

Large districts were more likely than other districts to use Title II-A funds for teacher professional development on most topics. For example, 81 percent of large districts that used Title II-A funds for professional development funded professional development for teachers related to state content standards and instructional strategies, compared with 48 percent of small districts (Appendix Exhibit B.18). In addition, professional development related to instruction for English learners was reported more commonly by large districts than small districts (62 percent versus 29 percent), and more commonly by urban districts than rural districts (48 percent versus 23 percent; Appendix Exhibits B.18 and B.19). Charter school districts also were more likely than traditional districts to report professional development related to instruction for English learners (41 percent versus 34 percent; Appendix Exhibit B.20).

Exhibit 4. Percentage of districts using Title II-A funds for teacher professional development that funded various topics, and the percentage that reported the topic was one of the two largest expenditures in 2021–22

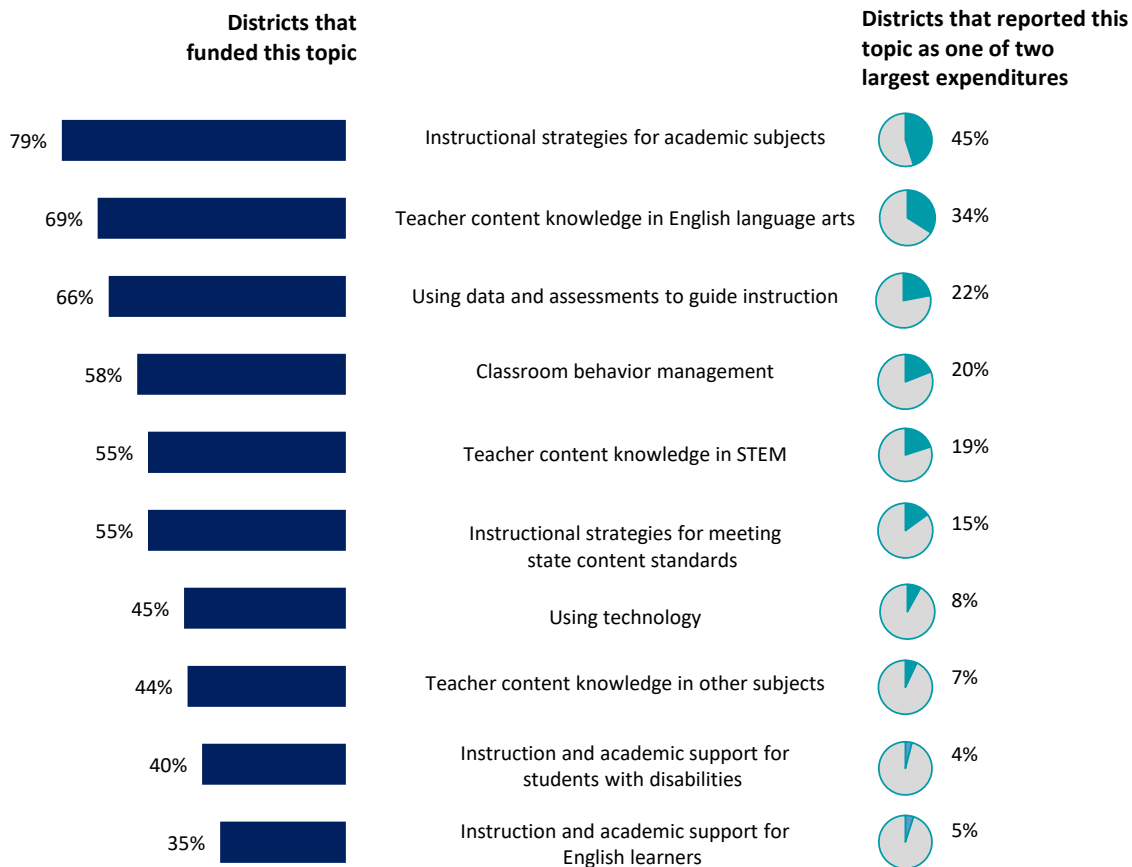


Exhibit reads: Among districts using Title II-A funds for professional development, 79 percent reported funding teacher professional development on instructional strategies for academic subjects, and 45 percent reported that this topic was one of the two largest expenditures based on the amount of funding allocated.

NOTE: N=9,951 districts weighted, 3,239 unweighted. The exhibit includes the 10 topics districts reported most frequently from a list of 16 teacher professional development topics (see Appendix Exhibit B.17). In the survey, districts first indicated whether they used Title II-A funds for the topic, then indicated which topics were the “top two” based on the amount of funding allocated. See Appendix Exhibits B.18, B.19, and B.20 for results by district characteristics and Appendix Exhibit B.21 for results by state.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

For principal professional development, districts most commonly invested in strategies and practices to help teachers improve instruction. Among districts that reported spending Title II-A funds on principal professional development, the three most common areas to invest funds were strategies and practices to help teachers improve instruction (83 percent), school improvement planning or identifying interventions to support academic improvement strategies (68 percent), and strategies and practices to advance organizational development (56 percent; Exhibit 5 and Appendix Exhibit B.22). Districts also reported that these three areas were among their largest expenditures for principal professional development.

Exhibit 5. Percentage of districts using Title II-A funds for principal professional development that funded various topics, and the percentage that reported the topic was one of the two largest expenditures in 2021–22

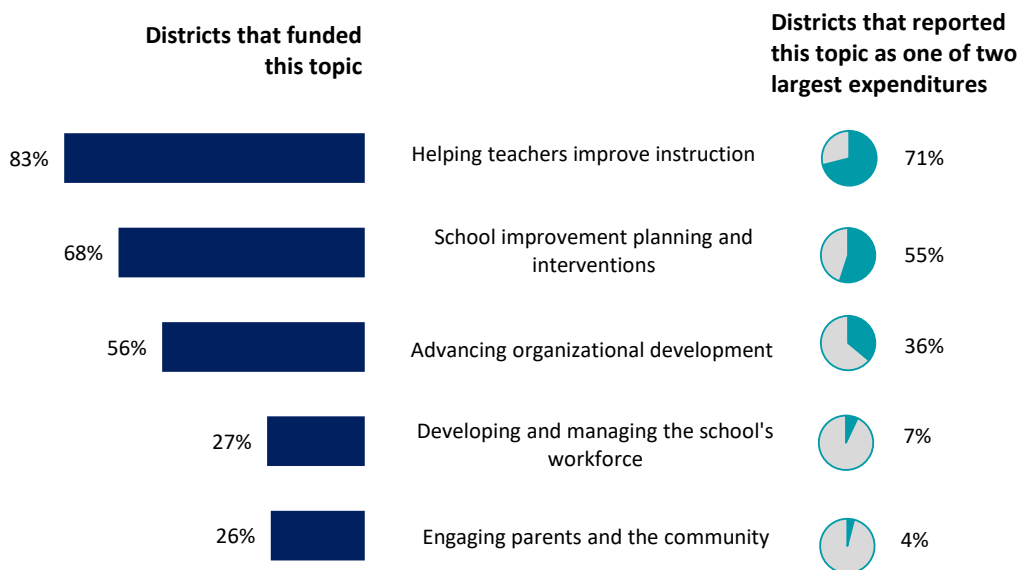


Exhibit reads: Among districts using Title II-A funds for principal professional development, 83 percent reported funding principal professional development on helping teachers improve instruction, and 71 percent reported that this topic was one of the two largest expenditures based on the amount of funding allocated.

NOTE: N=7,514 districts weighted, 2,670 unweighted. In the survey, districts first indicated whether they used Title II-A funds for each topic, then indicated which two topics were the “top two” based on the amount of funding allocated. See Appendix Exhibits B.23, B.24, and B.25 for results by district characteristics, and Appendix Exhibit B.26 for results by state.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Most of the funds that states spent on professional development were devoted to programs for principals. When asked about their budget for specific Title II-A state activities, states reported spending \$20.2 million for activities related to professional development, or 22 percent of their total Title II-A spending (Appendix Exhibit B.6).¹⁴ While professional development represents a smaller share of Title II-A spending at the state level compared with the district level, in all, 42 states used at least some funds for this purpose. States used most of these funds to support programs for principals (30 states and \$14.7 million). States also reported supporting professional development to improve instruction and instructional leadership in science, technology, engineering, and math (STEM) (17 states and \$4.3 million), among other things.

¹⁴ For the state educational agency survey, states report on their spending for seven individual activities related to professional development or training. One of these activities is “professional development programs for principals.”

Use of Funds for Teacher and Leader Evaluation Systems

Spending on designing or improving teacher, principal, or other school leader evaluation systems is another allowable use of Title II-A funds intended to improve educator quality.

About one-third of states and some districts used Title II-A funds for teacher and leader evaluation and support systems, an activity authorized by the ESEA. Sixteen states reported using Title II-A state activities funds for evaluation and support systems for teachers, principals, and other school leaders, amounting to a total of \$3.5 million, or 4 percent of total state spending (Appendix Exhibit B.6). Examined as a share of state activities funds used for these systems, South Carolina spent the greatest share of its funds on evaluation and support systems (25 percent), while seven states spent less than 10 percent of their funds in this way (Appendix Exhibit B.27).

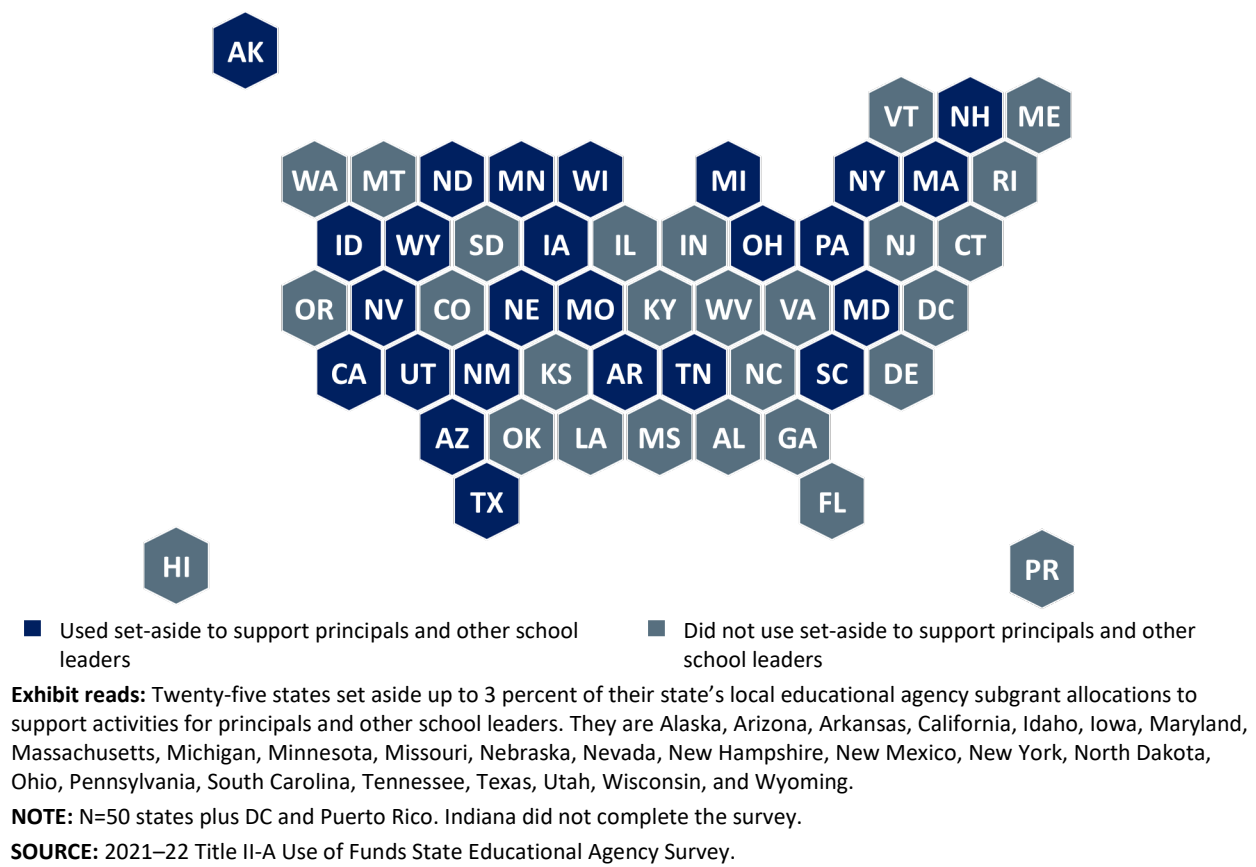
At the district level, 8 percent of districts reported using funds for evaluation and support systems, amounting to 2 percent of total district Title II-A spending (Appendix Exhibit B.1).

School Leadership Set-Aside

Under the ESEA, each state may reserve up to 3 percent of the total district subgrant amount to use for state-level activities that support principal and school leadership development. This set-aside amount is in addition to the funds states already have available for state-level activities (up to 5 percent of the total state allocation).

Nearly half of all states reserved additional funds for activities to support principals and other school leaders (Exhibit 6). States that reserved funds to support principals and other school leaders, on average, allocated 2.9 percent of the funds reserved for local educational agency subgrants for this support (Appendix Exhibit B.28). Of the 25 states that opted for the set-aside, 19 reserved the maximum allowable 3 percent of the state's local educational agency subgrant allocations; six states reserved between 1 and 3 percent.

Exhibit 6. Number of states that used the Title II-A funds set-aside to support principals and other school leaders in 2021–22



How Were Title II-A Funds Spent in 2021–22 to Increase the Number of Effective Educators?

States and districts aim to increase the number of effective educators through recruitment, hiring, and retention. In addition, districts may use Title II-A funds to reduce the size of classes in the district by hiring additional effective teachers to serve the same number of students. Under the ESEA, states may also use Title II-A funding to improve teacher effectiveness by establishing preparation academies to train teachers or principals, which can be an alternative pathway to traditional schools of education.

Recruiting, Hiring, and Retaining Effective Educators

Activities intended to recruit and develop new teachers who will be effective in the classroom include a range of strategies, such as reforming state certification systems and teacher preparation programs, recruiting individuals from other fields to become educators, improving the efficiency of district hiring systems, and developing or improving induction and mentoring programs. Additional strategies support career growth and job satisfaction for experienced teachers, principals, and other school leaders, such as career ladder opportunities that give

veteran teachers additional leadership roles while keeping them in the classroom, differential and incentive pay, and improving the quality of evaluation and support systems.

Overall, 33 percent of districts reported using funds for recruiting, hiring, and retaining effective educators. Collectively, districts spent 18 percent of their Title II-A funds for this purpose (Exhibit 1). Among districts that used Title II-A funds to recruit, hire, and retain educators, the most common strategies reported in this area were tailoring professional development to individual teacher or leader needs (81 percent) and induction or mentoring programs for new teachers and leaders (70 percent; Exhibit 7 and Appendix Exhibit B.29). These two activities were also the largest two expenditures in this area overall: 66 percent of these districts reported that tailoring professional development was a “top two” strategy, while 53 percent of these districts reported this for induction and mentoring programs.

Exhibit 7. Percentage of districts using Title II-A funds to hire, recruit, and retain effective educators that funded various strategies, and the percentage that reported the strategy was one of the two largest expenditures in 2021–22

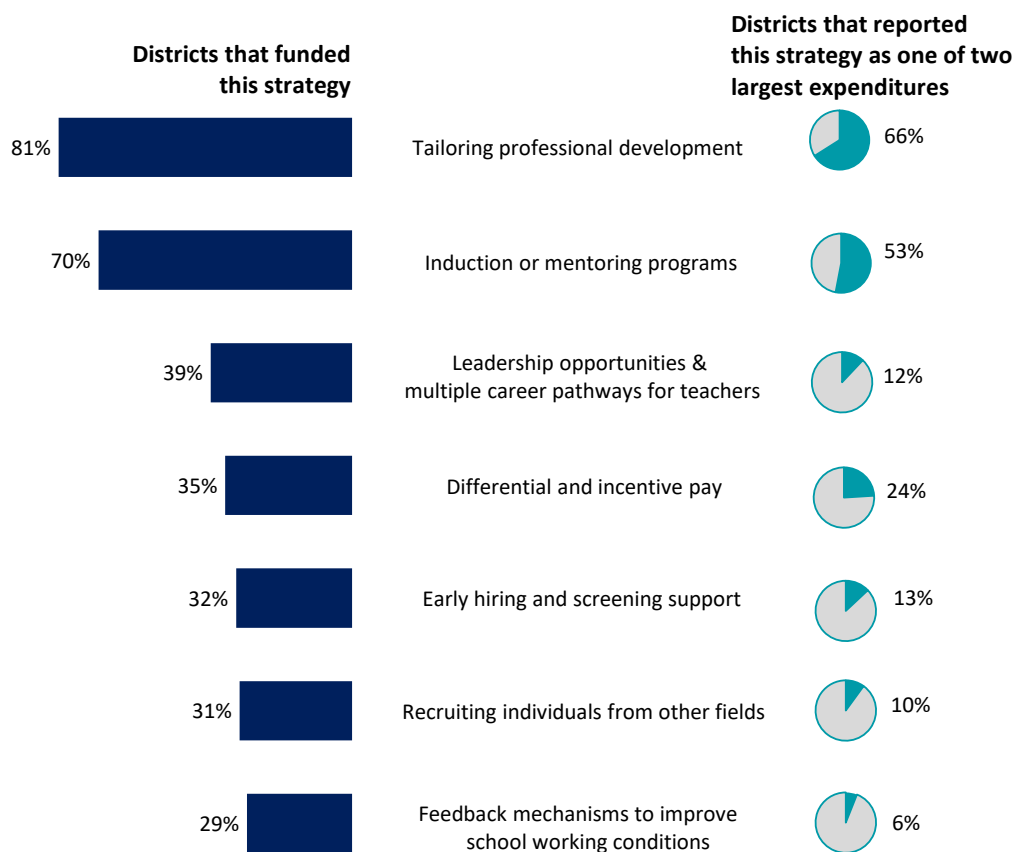


Exhibit reads: Among districts using Title II-A funds to recruit, hire, and retain effective educators, 81 percent reported tailoring professional development to individual needs, and 66 percent reported that this strategy was one of the two largest expenditures based on the amount of funding allocated.

NOTE: N=4,364 districts weighted, 1,632 unweighted. In the survey, districts first indicated whether they used Title II-A funds for each strategy, then indicated which strategies were the “top two” based on the amount of funding allocated. See Appendix Exhibits B.30, B.31, and B.32 for results by district characteristics and Appendix Exhibit B.33 for results by state.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Large districts were more likely to use Title II-A funds for recruitment, hiring, and retention (65 percent) than small districts (29 percent; Appendix Exhibit B.2). Urban districts were more likely to use Title II-A funds for this purpose (41 percent) compared with rural districts (26 percent; Appendix Exhibit B.3). Charter school districts collectively spent 31 percent of their funds for recruitment, hiring, and retention, compared with 17 percent spent by traditional districts (Appendix Exhibit B.4).

Districts in Rhode Island (41 percent), Utah (39 percent), and Alaska (37 percent) devoted the most funding to recruiting, hiring, and retaining effective educators; in contrast, districts in 10 states devoted less than 10 percent of funds to this area (Appendix Exhibit B.8).

Support for recruiting, hiring, and retaining effective educators was the third highest category of state-level Title II-A allocations, with 38 states reporting using funds for this purpose (Appendix Exhibit B.6). The two most common strategies employed by states focused on: (1) developing induction and mentoring programs for new educators, reported by 17 states, and (2) training and support for instructional leadership teams, reported by 17 states. Of these two strategies, the largest share of funds went toward training and support for instructional leadership teams, representing \$8.6 million across states.

Class Size Reduction

This strategy involves hiring additional effective teachers to reduce the number of students taught by each teacher, with the overall goal of increasing teacher effectiveness by enabling them to provide students with more individualized attention.

One-fifth of districts used Title II-A funds for class size reduction. Twenty percent of districts reported using their Title II-A funds to reduce class size; this spending represented 14 percent of their Title II-A allocations (Exhibit 1).

Small districts and rural districts spent a greater share of their funds on class size reduction, while charter school districts devoted the smallest share of funds for this purpose (Appendix Exhibits B.2, B.3, and B.4). Small districts spent a greater share of their funds on class size reduction than large districts (23 percent versus 10 percent), and rural districts spent a greater share of their funds than urban districts (24 percent versus 11 percent; Exhibit 8). Charter school districts reported spending 1 percent of their Title II-A funds on activities to reduce class size, compared with 14 percent in traditional districts.

Districts' use of Title II-A funds for class size reduction varied considerably across states. Districts in four states—Iowa, Montana, New York, and Pennsylvania—reported spending 40 percent or more of their funds on class size reduction, while districts in 25 states reported spending less than 10 percent of their funds on class size reduction (Appendix Exhibit B.8).

Exhibit 8. Share of Title II-A funds districts used for class size reduction in 2021–22, by district characteristics

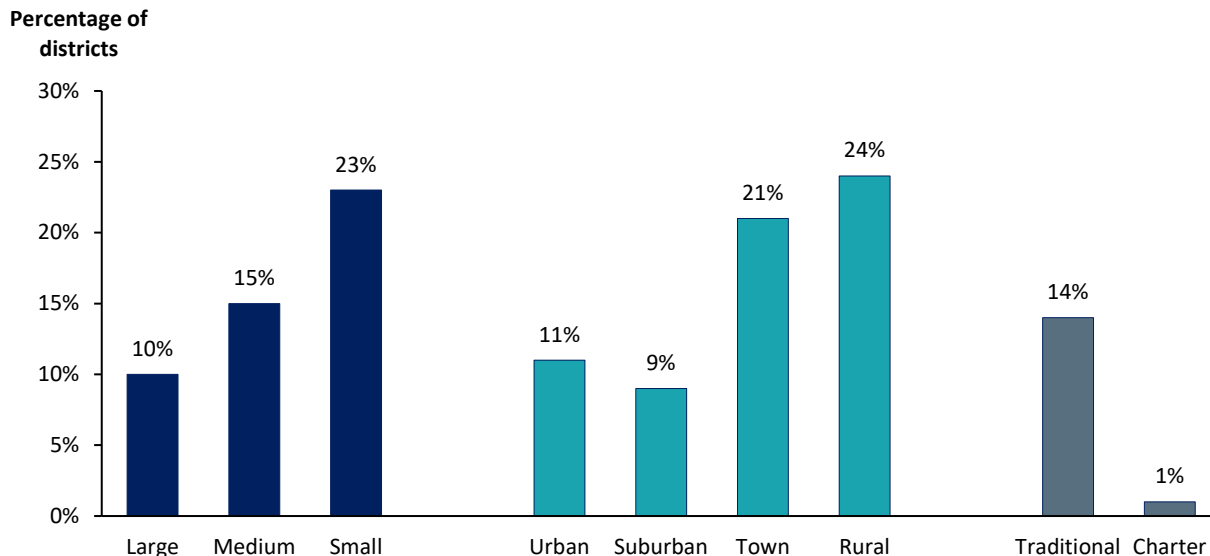


Exhibit reads: Collectively, large districts spent 10 percent of their Title II-A funds on class size reduction, while medium-sized districts collectively spent 15 percent of their Title II-A funds on class size reduction, and small districts collectively spent 23 percent of their Title II-A funds on class size reduction.

NOTE: N=13,322 districts weighted, 4,019 unweighted.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

How Were Title II-A Funds Used to Provide Low-Income and Minority Students Greater Access to Effective Teachers?

Providing low-income and minority students greater access to effective teachers, principals, and other school leaders is one of the primary purposes of Title II. Reflecting this purpose, improving the equitable distribution of effective teachers is a permitted use of funds at both the state and district levels. State or local educational agency plans must describe information and data on inequities related to differences in rates at which low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers.¹⁵

State Use of Funds to Improve Equitable Access

States that use Title II-A funds to improve equitable access to effective teachers also must annually report how they used funds for that purpose. To address this reporting requirement, the 2021–22 State Educational Agency Survey includes a question that asked states about the Title II-A funded activities that were part of the state’s plan for improving equitable access to effective teachers.

¹⁵ See sections 1111(g)(1)(B) and 1112(b)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (P.L. 114–95). Available at: <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>. States must report information and data on disproportionate rates of access to effective teachers. Local educational agencies (LEAs) must describe how they will identify and address any disproportionate rate.

States most commonly used funds for professional development programs for principals to improve equitable access to effective educators. Twenty-six states reported that Title II-A funds for principal professional development programs were part of their plan for improving equitable access to effective teachers (Exhibit 9 and Appendix Exhibit B.34). Training, technical assistance, and capacity building for local educational agencies was another strategy states frequently used to support equitable access, with 21 states reporting this use of funds. Overall, 20 states reported generally using Title II-A funds for improving equitable access to effective teachers for low-income and minority students as a spending category.¹⁶

Exhibit 9. Number of states that funded activities for improving access to effective educators in 2021–22 with Title II-A funds

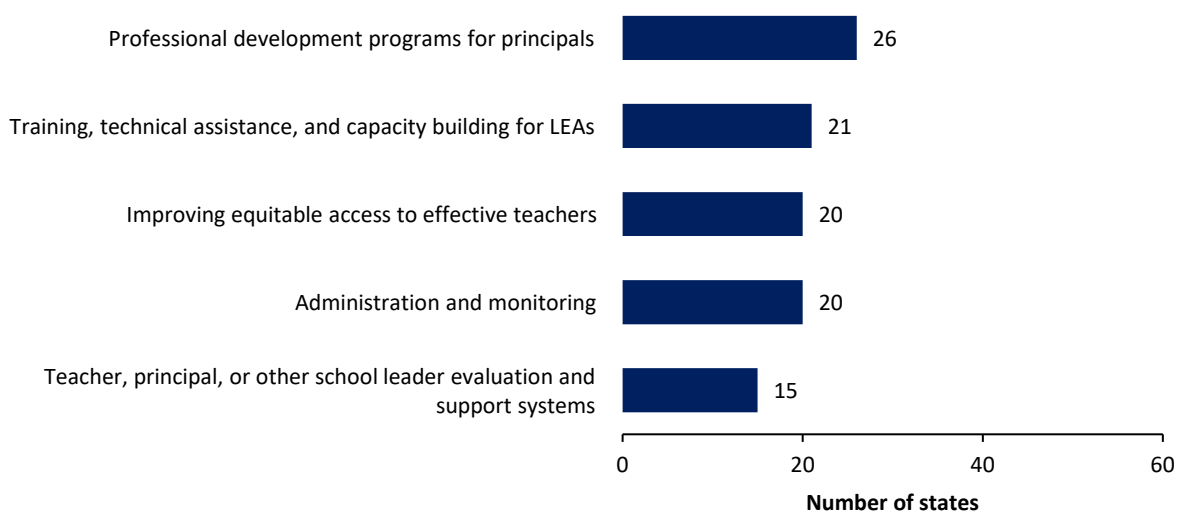


Exhibit reads: Twenty-six states that reported using Title II-A funds for professional development programs for principals identified this activity as part of their state plan to improve equitable access to effective educators.

NOTE: N=49 states plus DC and Puerto Rico; Indiana did not complete the survey. The exhibit includes the five most frequently reported activities. Appendix Exhibit B.34 provides a complete list of funded activities that states included in their plan for improving equitable access to effective teachers.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

Districts Examining Equitable Distribution and Measuring Teacher Quality

The survey asked districts to report whether they examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were disproportionately taught by inexperienced, ineffective, or out-of-field teachers. Those districts that examined equitable distribution were also asked about the measures they used to define teacher quality or effectiveness.

Roughly two-thirds of all districts examined the distribution of effective teachers across their schools (Appendix Exhibit B.35). Sixty-three percent of districts reported they examined the distribution of effective teachers.¹⁷ In doing so, these districts reported using a variety of

¹⁶ The state survey (in Appendix C) asked states to report funding for a list of 24 specific authorized activities, one of them being “improving equitable access to effective teachers.” Then states indicated which activities in the list supported equitable access.

¹⁷ Fifty-seven percent of districts examined the distribution but found no inequities and 6 percent of districts reported finding inequities.

teacher quality measures. More than three-quarters of them used teacher certification (78 percent) or teacher evaluation ratings (76 percent) to define quality. Other commonly used information included teacher experience and their assignment in certified fields, reported by 74 and 73 percent of districts, respectively.

Among districts that examined the equitable distribution of teachers, charter school districts were more likely to report using teacher evaluation ratings (84 percent compared with 74 percent for traditional school districts) and teacher effectiveness measures such as value-added measures or student learning objectives (69 and 65 percent, respectively, compared with 51 and 49 percent for traditional school districts). In contrast, traditional districts were more likely to use teacher experience (75 percent compared with 68 percent for charter school districts) and assignment of teachers to a grade or class consistent with their field of certification (75 percent compared with 63 percent for charter school districts).

District Strategies to Improve Within-District Equity of Teachers

In addition to examining equitable access and the measures used to do so, districts also reported on their use of Title II-A funds to improve equitable access and the specific strategies they used. Strategies included offering more compensation for qualified or effective teachers, increasing external recruitment activities, limiting the ability of inexperienced or low-performing teachers to be transferred or placed in schools with lower levels of teacher quality or effectiveness, and making contract or regulation exceptions to protect the most qualified or effective teachers from layoffs.

Most districts did not use Title II-A funds to improve equitable distribution of effective educators. Overall, 15 percent of districts reported using Title II-A funds to improve equitable access (Exhibit 10). Among these districts, 69 percent reported offering more professional development opportunities for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools. Half of the districts that used funds to improve equity (50 percent) reported improving teaching and learning environments by using strategies such as lower teaching loads or providing more resources at schools with lower levels of teacher quality or effectiveness. Less than half of these districts began the recruitment process earlier (48 percent) or increased external recruitment activities (37 percent). One-third of these districts sought to attract and retain effective teachers by providing potential avenues for advancement through career ladders or teacher leadership roles.

Exhibit 10. Percentage of districts using Title II-A funds to improve within-district equity of teachers that funded various strategies to address inequities in 2021–22

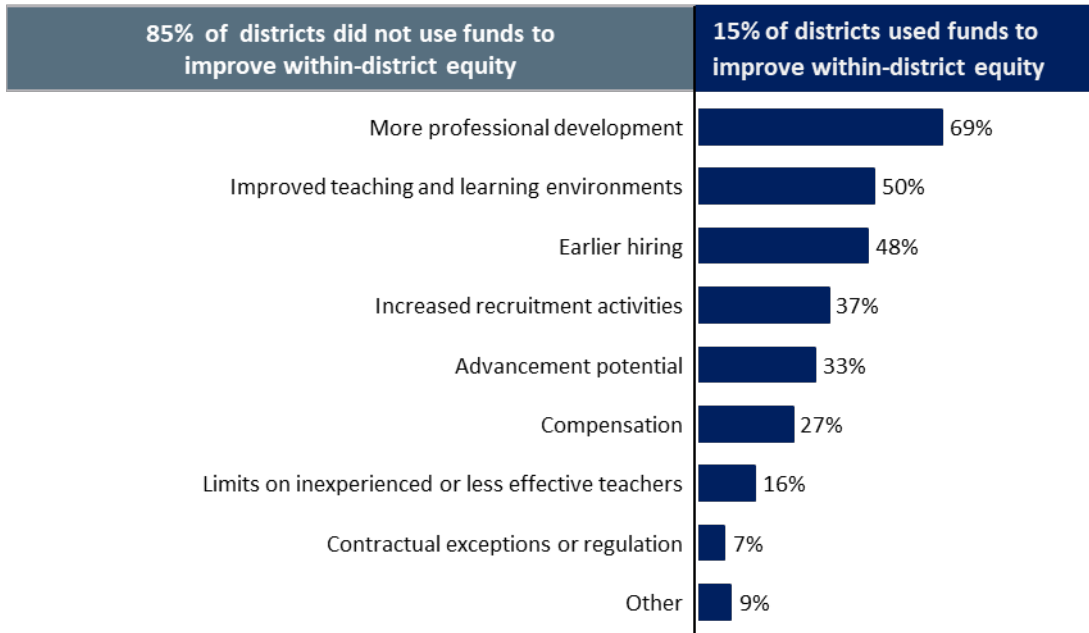


Exhibit reads: Fifteen percent of districts funded strategies to improve within-district equity. Of these districts, 69 percent reported offering more professional development to improve equitable distribution.

NOTE: N=16,409 districts weighted, 4,748 unweighted. Among these districts, 2,030 (weighted) used Title II-A funds to improve within-district equity (685 unweighted).

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Section 2. Who Received Title II-A Funds in 2021–22?

The U.S. Department of Education awarded states \$2.1 billion in Title II-A funding for use in the 2021–22 school year.¹⁸ The funding formula awards grants in proportion to the number of students (20 percent) and the number of low-income students (80 percent) in a state or district. All states and the vast majority of districts (greater than 95 percent) receive Title II-A funding each year. While state educational agencies may directly spend up to 5 percent of their Title II-A funds, most of the funding passes through to local school districts to support teachers and school leaders.¹⁹

Large, urban school districts received the largest share of Title II-A funds. Reflecting the funding formula, in 2021–22, 30 percent of Title II-A funding went to urban school districts with more than 10,000 public school students (Exhibit 11 and Appendix Exhibits B.37 and B.38). Nationally, large, urban school districts account for roughly 30 percent of all school-age children living in poverty.²⁰ Large and medium-sized suburban districts also received large shares of the funds (20 and 10 percent, respectively). Although nationally the majority of school districts are rural and have fewer than 2,500 students, collectively they educate just 8 percent of all public school students and received 9 percent of Title II-A funding.

Exhibit 11. Share of Title II-A district allocations in 2021–22, by district size and urbanicity

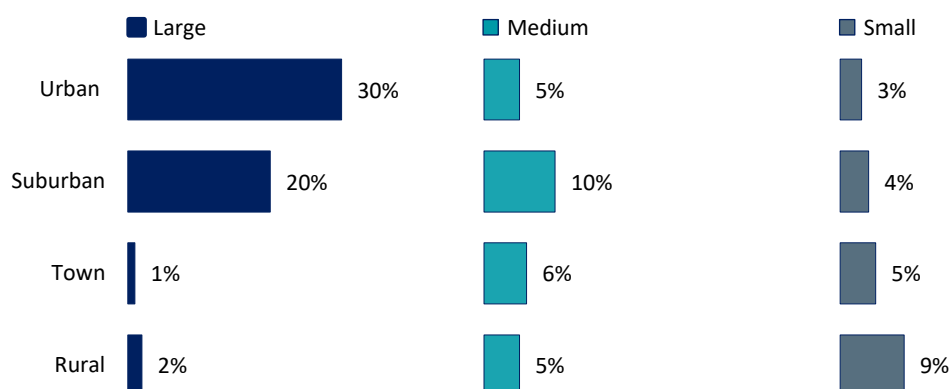


Exhibit reads: Among all districts receiving Title II-A program funds, large urban districts received 30 percent of funds, medium-sized urban districts received 5 percent, and small urban districts received 3 percent.

NOTE: N=16,409 districts weighted, 4,748 unweighted. See glossary for definitions of district characteristics. Percentages may not sum to 100 because of rounding.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

¹⁸ Funds from federal fiscal year 2021 were available for use in the 2021–22 school year.

¹⁹ State educational agencies may use up to 1 percent of their total allocation for administrative activities. They can also use up to 2 percent for establishing or expanding teacher, principal, or other school leader preparation academies and up to 2.85 percent (3 percent of the amount reserved for local educational agency subgrants) for one or more of the described activities for principals or other school leaders.

²⁰ Calculated using data from the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) Program School District Estimates for 2020, and public school enrollment and geographic data from the U.S. Department of Education’s Common Core of Data, Local Educational Agency (School District) Universe Survey for 2020–21.

To What Extent Did States and Districts Use Funding Transferability Flexibility?

Under Section 5103 of the ESEA, states and districts may transfer funds between Title II-A and other federal formula grant programs. This flexibility allows them to target resources on the programs and activities they believe will most effectively address their students’ needs.²¹

Few states transferred funds between Title II-A and other programs. In 2021–22, one state transferred funds from Title II-A to other programs (Virginia) and two states (California and Oklahoma) transferred funds from another ESEA program to Title II-A (Appendix Exhibit B.39). In Oklahoma, these transfers increased funding for Title II-A state activities by 53 percent (Appendix Exhibit B.40). In contrast, after transfers, the funding for California’s Title II-A state activities increased by just 4 percent.

Districts most commonly transferred funds from Title II-A to Title I-A. Overall, nearly one-third of all districts took advantage of transferability flexibility, with transfers out of Title II-A the most common (25 percent of districts transferred funds out of Title II-A compared with 5 percent that transferred funds into Title II-A; Exhibit 12). Many districts (18 percent) transferred all their Title II-A funds to another program (Appendix Exhibit B.41). Nearly one-quarter of all districts (23 percent) transferred funds to Title I-A.²² Title IV-B was the next most common recipient of Title II-A funds.²³

Exhibit 12. Percentage of Title II-A districts that transferred funds to or from another ESEA program in 2021–22, and the percentage of Title II-A funds they transferred

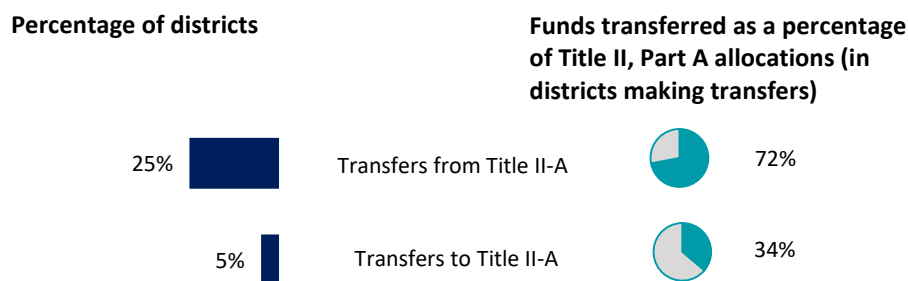


Exhibit reads: Twenty-five percent of Title II-A districts transferred funds from Title II-A to another program. Among the districts that transferred Title II-A funds to another program, the amount collectively accounts for 72 percent of these districts’ Title II-A funds.

NOTE: N=16,409 districts weighted, 4,748 unweighted.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

²¹ ESEA introduced this flexibility with the 2001 reauthorization (NCLB), allowing states and districts to move funds from Title II-A to Title I-A and Title IV-A programs. It also permitted them to move funds from Title IV-A to Title II-A. These transfers could not exceed 50 percent of funds. The 2015 reauthorization (ESSA) expanded the list of programs that could receive Title II-A funds to include Title I, Part C (Education of Migratory Children); Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk); and Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act). States could also now transfer funds between Title II-A and Title V, Part B (Rural Education Achievement Program). ESSA also lifted the 50 percent cap on transfers to permit transfers of up to 100 percent of funds.

²² Title I-A provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

²³ Title IV-B supports the creation of community learning centers that provide academic enrichment opportunities during nonschool hours for children, particularly students who attend high-poverty and low-performing schools.

Districts that transferred funds often substantially altered the proportion of funds available under Title II-A. The amount of Title II-A funds that districts transferred to other programs represents less than 10 percent of all Title II-A allocations to districts (Appendix Exhibit B.41). However, among the districts that transferred Title II-A funds to another program, these transfers decreased the funding available for Title II-A activities by 72 percent (Appendix Exhibit B.42). Most of these districts (73 percent) transferred all their Title II-A funds to another program (Appendix Exhibit B.43).²⁴ An additional 16 percent transferred more than one-half of their funds to another program. Districts that transferred funds into Title II-A increased the funding available for Title II-A activities by 34 percent (Appendix Exhibit B.42). Among these districts, 17 percent transferred an amount equivalent to their original Title II-A allocation, thereby doubling available funds (Appendix Exhibit B.43). An additional 21 percent transferred funds equivalent to more than one-half of their allocation.

A larger percentage of small and rural districts transferred funds from Title II-A to another program. Over one-quarter (29 percent) of small districts (fewer than 2,500 students) transferred funds to another program (Exhibit 13 and Appendix Exhibit B.42). By comparison, 13 percent of medium-sized districts (2,500 to 10,000 students) and 7 percent of large districts (more than 10,000 students) transferred funds to another program. Similarly, 33 percent of rural districts transferred funds to another program, compared with 23 percent of urban districts. Districts that transferred funds from Title II-A to another program, on average, received smaller Title II-A allocations (\$54,000 compared with \$145,000 among districts that did not transfer funds; Appendix Exhibit B.44). It is possible that districts that received relatively small allocations—such as small and rural districts—used the transfer of funds flexibility to create a larger funding pool that enabled them to purchase needed resources or services. On average, districts that transferred funds to Title II-A received \$116,583.

Not only were small and rural districts more likely than large districts to transfer funds out of Title II-A, but they also tended to make larger transfers. Among small districts that transferred funds, they collectively transferred 83 percent of their Title II-A funds to other programs, compared with 43 percent in large districts (Exhibit 13). Similarly, rural districts making such transfers shifted 84 percent of their Title II-A funds to other programs, compared with 65 percent in urban districts.²⁵ Among districts that transferred funds in the other direction—to Title II-A from other programs—small districts received transfers that increased the funds available to Title II-A by 49 percent, compared with 32 and 29 percent among medium and large districts (Appendix Exhibit B.42).

²⁴ The permitted activities for many of the programs that received transfer funds from Title II-A include support related to teacher quality. For example, permitted uses of Title IV, Part A funds include providing support for teachers in using data and technology to improve instruction and personalize learning or the knowledge and skills to use technology effectively.

²⁵ Among rural districts, 93 percent are small districts in terms of enrollment (fewer than 2,500 students). About half (63 percent) of all small districts are located in rural areas (Appendix Exhibit B.38).

Exhibit 13. Percentage of districts that transferred Title II-A funds to another ESEA program in 2021–22 and the share of funds they transferred, by district characteristics

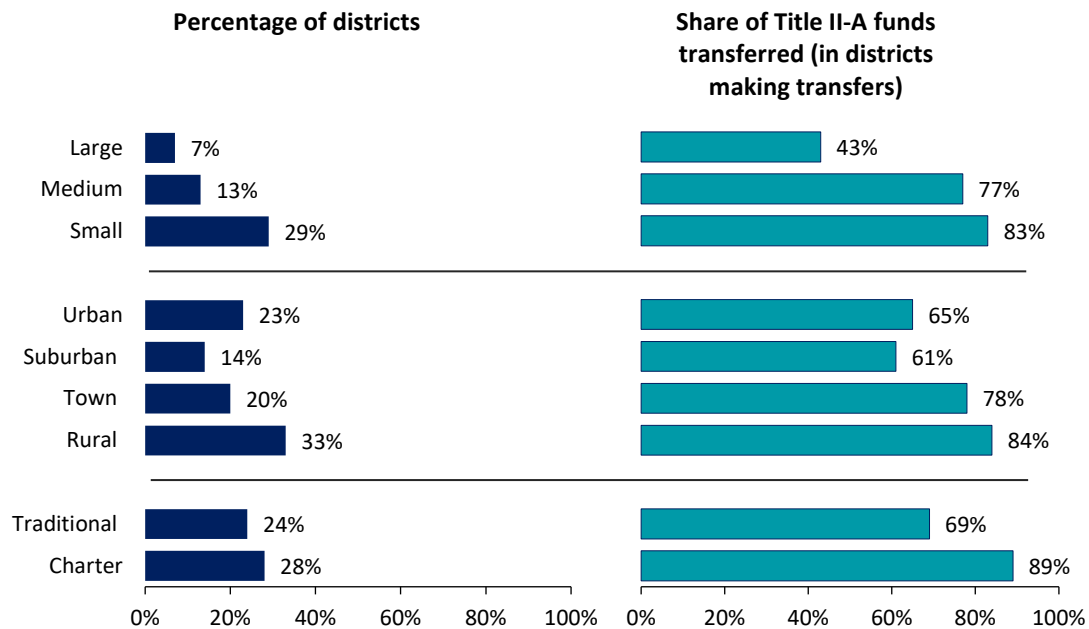


Exhibit reads: Among large districts that received Title II-A funds, 7 percent transferred funds from Title II-A to another program. Among the large districts that transferred funds, they collectively transferred 43 percent of their Title II-A funds to another program.

NOTE: N=16,409 districts weighted, 4,748 unweighted. See glossary for definitions of district characteristics.

The percentage of districts that transferred Title II-A funds to another program and the percentage of funds transferred differed significantly by district size, urbanicity, and type ($p < 0.05$).

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Districts’ use of transferability also varied by state (Exhibit 14 and Appendix Exhibit B.45). The states with the largest percentage of districts transferring funds out of Title II-A were Oklahoma (79 percent), Delaware (76 percent), Montana (73 percent), North Dakota (66 percent), Arkansas (61 percent), and Georgia (58 percent). In four states (Maryland, South Carolina, West Virginia, and Wisconsin), 1 percent or fewer of their districts made such transfers. Transfers into Title II-A were most common in Rhode Island (33 percent), Tennessee (17 percent), and Maine (15 percent). In 11 states, 1 percent or fewer of districts made transfers into Title II-A.

Exhibit 14. Percentage of districts that transferred funds between Title II-A and another ESEA program in 2021–22, by state

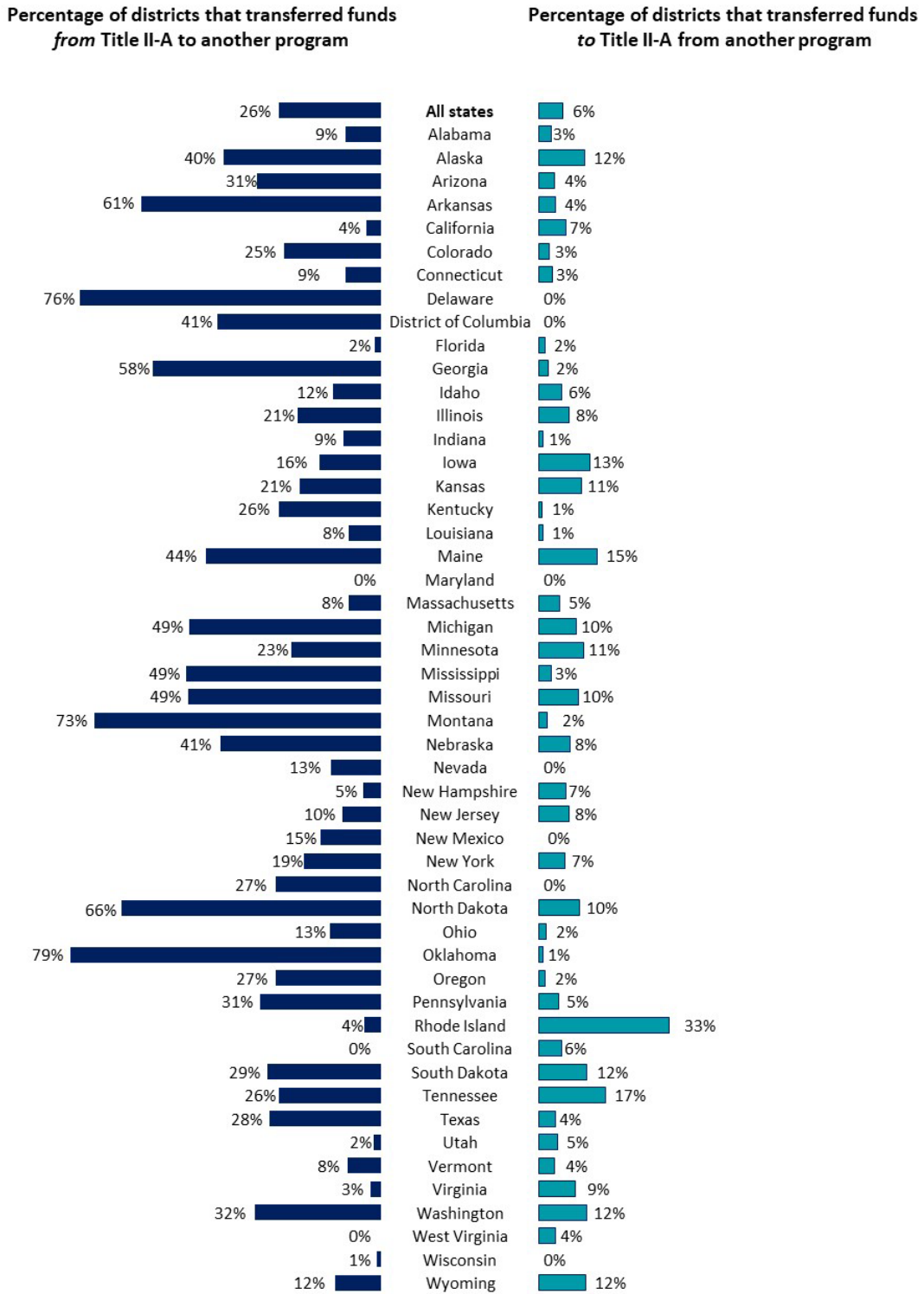


Exhibit reads: Among all states, 26 percent of districts transferred funds from Title II-A into another program, and 6 percent of districts transferred funds from another program to Title II-A.

NOTE: N=16,409 districts weighted, 4,748 unweighted.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Section 3. How Did Spending Priorities Change Over Time?

This section compares changes in state and district use of funds over time and highlights differences between the 2020–21 and 2021–22 school years in two areas: (1) spending across major categories and (2) transfers of funds in or out of Title II-A.

Districts allocated smaller shares of Title II-A funding for class size reduction and professional development, and a larger share for other activities. Collectively, in 2021–22, districts spent 14 percent of their Title II-A funds for class size reduction activities, compared with 15 percent in the previous year. The percentage of district Title II-A funds used for professional development decreased from 57 percent in 2020–21 to 55 percent in 2021–22 (Appendix Exhibit B.46).²⁶ Districts also spent a larger share of funds on “other” activities in 2021–22 than the previous year (9 percent compared with 8 percent).

The percentage of rural districts allocating Title II-A funds for class size reduction increased. In 2021–22, 28 percent of rural school districts allocated funds to class size reduction activities, up from 23 percent in 2020–21 (Appendix Exhibit B.48). Class size reduction among rural districts was the only activity where a larger percentage of districts reported using funds for the purpose in 2021–22 than in 2020–21. In contrast, the percentage of urban school districts allocating funds for this purpose declined from 7 percent in 2020–21 to 5 percent in 2021–22.

The percentage of districts allocating funding for professional development and evaluation systems decreased. In 2021–22, 75 percent of districts allocated Title II-A funds for professional development, a 5-point drop from 80 percent in 2020–21 (Appendix Exhibit B.47). Eight percent of districts allocated funds to evaluation systems in 2021–22, down from 10 percent in 2020–21.

Declines in the percentage of districts allocating Title II-A funds for professional development were largely among small districts. In 2021–22, 69 percent of small districts (those with fewer than 2,500 students) allocated Title II-A funds for professional development activities, compared with 76 percent the previous year (Appendix Exhibit B.48). In contrast, the percentage of large- and medium-sized districts funding professional development was unchanged. As noted in Section 2, the majority of all school districts are small (77 percent; Appendix Exhibit B.38), and therefore account for most of the change observed nationally.²⁷ Because they serve fewer students, these districts also receive smaller allocations than larger districts. A similar pattern can be observed for the decline in the percentage of districts allocating funds for evaluation systems.

²⁶ The revised 2021–22 district survey allowed districts to report funds not yet budgeted. It is unknown how districts reported funds not yet budgeted in prior survey years.

²⁷ Exhibit B.48 also shows declines in the percentage of urban districts and the percentage of traditional and charter school districts funding professional development. Because the majority of urban districts are small (75 percent), as are the majority of traditional and charter school districts (71 and 98 percent, respectively), these observations should be interpreted within the context of the overall decline among small districts.

Districts were less likely to support all types of professional development (short-term, longer-term, and collaborative or job-embedded). For example, among districts that used Title II-A funds for teacher professional development, the percentage using these funds for longer-term professional development activities decreased from 80 percent in 2020–21 to 72 percent in 2021–22 (Appendix Exhibit B.49). Longer-term professional development activities include activities with connected content lasting 4 or more days, activities involving one-on-one or group support, and university or college courses. The percentage of districts using program funds for collaborative or job-embedded professional development activities also decreased, from 55 percent in 2020–21 to 43 percent in 2021–22.

States were more likely to fund professional development in 2021–22. In contrast with districts, a total of 42 states allocated funds for professional development in 2021–22, an increase of six states from the previous year (Appendix Exhibit B.50). This area of spending increased to 22 percent as a share of overall funding, compared with 18 percent in 2020–21 (Appendix Exhibit B.51).

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Glossary

District Enrollment Size

Large	More than 10,000 students
Medium	2,500 to 10,000 students
Small	Fewer than 2,500 students

District Urbanicity

In the Common Core of Data, the National Center for Education Statistics (NCES) defines school district “urban-centric” locale codes in relation to a populous area, based on the locale code of the district’s schools, weighted by the size of the schools’ membership. This report uses the following urbanicity categories based on Common Core of Data district locale codes.

Urban	Territory inside an urbanized area and inside a principal city (locale codes 11, 12, and 13).
Suburban	Territory outside a principal city and inside an urbanized area (locale codes 21, 22, and 23).
Town	Territory inside an urban cluster (locale codes 31, 32, and 33).
Rural	Census-defined rural territory (locale codes 41, 42, and 43).

SOURCE: <https://nces.ed.gov/ccd/commonfiles/glossary.asp>

District Type

Traditional school districts are the local government administrative authority that governs the education system at a specified local level on behalf of the public and the state.

Charter school districts are education units created under the state charter legislation; these districts operate only charter schools and are not under the administrative control of another local educational agency and operate only charter schools.

SOURCE: <https://www2.ed.gov/about/inits/ed/edfacts/sy-20-21-nonxml.html>

Other ESEA Programs

Title I, Part A (Improving the Academic Achievement of the Disadvantaged; Improving Basic Programs Operated by Local Educational Agencies) provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

Title I, Part C (Education of Migratory Children) supports education programs for migratory children to ensure they are provided with appropriate education services and opportunities. The program also helps ensure that when children move among the states they are not penalized by differences in curriculum, graduation requirements, or academic standards. Activities may include professional development programs, including mentoring, for teachers and other program personnel.

Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk) provides funds to improve educational services for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic standards as other children, provides services to help them transition to further schooling or employment, and provides support systems to prevent youth who are at risk from dropping out.

Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act) provides funds to improve the education of English learner children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youth. Funds may be used to provide professional development to teachers, principals, and other school leaders to improve the instruction and assessment of English learners.

Title IV, Part A (Student Support and Academic Enrichment Program) provides funds to improve students' academic achievement by increasing the capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve technology use to promote academic achievement and digital literacy for all students. Activities include training, technical assistance, and capacity building for principals and other school leaders; supporting teachers in using data and technology to improve instruction and personalize learning; and providing teachers and others with the knowledge and skills to use technology effectively.

Title IV, Part B (21st Century Community Learning Centers) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

Appendix A. Study Purpose and Methodology

1. Study Purpose

Under the Elementary and Secondary Education Act (ESEA), Title II, Part A provides grants to states and subgrants to local educational agencies. The grants are a primary source of federal funding to improve the quality and effectiveness of teachers, principals, and other school leaders. A broad range of activities is permissible at both the state and district levels under this program. The funding is also intended to provide low-income and minority students greater access to effective teachers, principals, and other school leaders; the law does not specify teacher effectiveness but rather leaves it for each state to define.

This study is designed to provide information about how states and districts use Title II-A funds, in response to a statutory requirement to collect and publicly report this information annually. This report, for the 2021–22 school year, is based on surveys of all states and of a nationally representative sample of school districts, including a state representative sample of traditional school districts and a nationally representative sample of charter school districts. Specific topics covered in the surveys include the types of activities supported with Title II-A funds and use of the funding flexibility provided under the statute. Because districts of different sizes, types (regular and charter), and localities (urban, rural, and suburban) may use funds in different ways, the report discusses instances in which there are significant differences by these district characteristics.

2. District and State Surveys

District Survey

The U.S. Department of Education first administered an annual district survey on the use of Title II-A funding in 2002–03 to better understand how school districts spent these program funds in relation to the wide range of activities allowed under the ESEA. In addition to providing information on what funds districts receive and how districts use Title II-A funds, the Department uses this survey to collect information on the provision of professional development in districts.

In 2019, the study team revised the survey to align with activities under several categories of funding specified in the Every Student Succeeds Act of 2015 (ESSA). To improve data quality and get a better understanding of how states and districts are using their funds, the Department also expanded the sample of traditional school districts to be representative at the state level and added a nationally representative sample of charter school districts. For the 2022 survey administration, the study team revised the survey to improve item clarity based on input from Department staff and feedback from a 2021 pilot test with local educational agency staff.

State Educational Agency Survey

The Department also administers an annual state survey to understand how states use their Title II-A state activities funds. Completion of the survey meets the reporting requirements specified under Section 2104(a)(1-4) of ESEA. For the 2021 survey administration, the study team revised the survey based on input from Department staff, feedback from a 2020 pilot test with state educational agency staff, and input from public comments in response to the OMB notice. This is the version of the survey administered in 2022. In 2022, the Department administered the *Survey on the Use of Funds Under Title II-A* to state educational agencies in all 50 states, the District of Columbia, and Puerto Rico.

3. Sample Design

The target respondent universe for the Use of Funds Study is Title II-A subgrant recipients. For the 2022 survey administration, we drew a stratified random sample from a list sampling frame constructed from a pre-release version of the 2020–21 NCES Common Core of Data Public Elementary and Secondary Agency Universe File. The sample produces estimates that are representative of traditional school districts at both the national and state levels, and estimates that are representative of charter school districts at the national level. Because the Common Core of Data is not limited to Title II-A recipients, our sample design incorporated district characteristics used in the Title II-A funding formula, such as enrollment size and district child poverty status. The 2020–21 Use of Funds survey found that 98 percent of sampled local educational agencies received Title II-A funds and therefore were eligible for the survey, suggesting the sample design does a good job of identifying Title II-A recipients. The 2 percent that did not receive Title II-A funds did not complete the survey and were removed from the sample. The 2022 sample included 5,001 traditional school districts,²⁸ representing each of 50 states, the District of Columbia, and Puerto Rico, and a nationally representative sample of 499 charter school districts.²⁹ The sample design assumed an expected minimum response rate of 80 percent.

To permit statistical comparison of Title II-A implementation by key district characteristics, the traditional school district sampling frame was stratified by state, and then within each state by size (number of students enrolled), poverty level, and urbanicity.³⁰ The charter school district sampling frame was stratified by size, poverty level, and urbanicity only. Because the poverty measure aligns well with the measure used to assign Title II-A funds, stratification by poverty

²⁸ Traditional school districts are the local government administrative authority that governs the education system at a specified local level on behalf of the public and the state. Within the Common Core of Data, these are local educational agency types 1 and 2. However, in the case of New York City and Vermont, they are type 3. In New York City and Vermont, component districts under supervisory unions could not provide financial data. Therefore, the sample includes the supervisory unions.

²⁹ Charter school districts are education units created under the state charter legislation; these districts operate only charter schools and are not under the administrative control of another local educational agency. Within the Common Core of Data, these are local educational agency type 7.

³⁰ Creation of the two size strata used the median of the square root of the district size of student enrollment across the state. The two urbanicity strata grouped the four high-level locale categories (city, suburban, town, and rural) into two categories (city/suburban vs. town/rural). The two poverty strata used the state median district percentage of children ages 5 to 17 who are in poverty.

used the 2020 child poverty estimates from the Census Bureau’s Small Area Income and Poverty Estimates program, the most recent available at the time of sampling.³¹ Stratification by state and size used data from the 2020–21 NCES Common Core of Data Public Elementary and Secondary Agency Universe File.³² Stratification by urbanicity used 2019–20 Common Core of Data geographic data from the Education Demographic and Geographic Estimates program.³³

For traditional public school districts, the sample was stratified by state to produce state-level estimates with the desired precision.³⁴ Each state with at least 60 target sampled traditional school districts had a minimum of eight strata (two size strata crossed by two urbanicity strata crossed by two poverty strata). The formation of the two size strata used the median of the square root of the district size of student enrollment across the state. The two urbanicity strata grouped the four high-level locale categories (city, suburban, town, and rural) into two categories (city/suburban vs. town/rural). The two poverty strata used the median district percentage of poor students across all districts in the state. To prevent fragmentation of strata, each stratum included at least seven to eight sampled districts. States with at least 120 target-sampled traditional school districts had 16 strata (two size strata crossed by four urbanicity strata crossed by two poverty strata). For states with fewer than 60 traditional school districts, the sample included all districts to ensure adequate representation and minimize sampling error (even with some nonresponse). In addition, to improve estimates of Title II-A dollar amounts, we sampled with certainty a few of the nation’s largest districts. These certainty districts were disproportionately larger than the next largest district in their state.

For stratification by size within each state, the sampling method balanced the importance of including large school districts for estimating size-related estimates more efficiently while also including a reasonable number of small districts to estimate proportions more efficiently. This method involved proportional allocation using the square root of the district size of student enrollment. After allocating the state sample to size strata proportionally to the sums of the size measures, an equal probability systematic sample using the zip code as the sorting variable was selected from each stratum to obtain a geographical spread of districts in the sample.

Exhibit A.1 provides the state-level sample size for traditional school districts along with the frame size.

For charter school districts, the frame was stratified by size, urbanicity, and poverty to allow national inferences on these characteristics. Stratification resulted in 40 strata formed by crossing five size strata with four urbanicity strata with two poverty strata. The five size strata used quintiles of the square root of the district size of student enrollment. The four urbanicity strata used the four high-level locale categories (city, suburban, town, and rural).

³¹ Small Area Income and Poverty Estimates were used for traditional school districts. For charter school districts, which generally are not included in the Small Area Income and Poverty Estimates, we used Census tract estimates from the American Community Survey. <https://www.census.gov/data/datasets/2020/demo/saie/2020-school-districts.html>.

³² <https://nces.ed.gov/ccd/files.asp#Fiscal:2,LevelId:5,SchoolYearId:34,Page:1>

³³ The 2020–21 EDGE data was not publicly available at the time of sampling. <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>

³⁴ For consistency throughout the report, state-level analyses in this report include charter school districts. In states with many charter schools (e.g., the District of Columbia) excluding them from the state-level averages could result in a misleading picture of how Title II-A funds were used.

Exhibit A.1. Frame size and sample allocation for traditional public school districts for 2021–22 district survey

State	Frame size	Sample size	Number of strata
Alabama	138	97	8
Alaska	53	53	3
Arizona	213	113	7
Arkansas	234	118	6
California	990	155	16
Colorado	178	108	6
Connecticut	169	104	8
Delaware	19	19	2
District of Columbia	1	1	1
Florida	67	67	8
Georgia	180	108	6
Hawaii	1	1	1
Idaho	115	89	6
Illinois	853	152	15
Indiana	290	125	13
Iowa	327	131	9
Kansas	286	124	10
Kentucky	171	106	8
Louisiana	72	69	8
Maine	192	111	7
Maryland	24	24	2
Massachusetts	322	128	10
Michigan	537	142	14
Minnesota	328	129	12
Mississippi	140	98	7
Missouri	517	141	11
Montana	398	135	9
Nebraska	244	119	6
Nevada	18	18	3
New Hampshire	165	104	8
New Jersey	560	142	11
New Mexico	89	76	5
New York	686	149	16
North Carolina	121	90	8
North Dakota	172	106	5
Ohio	616	143	13
Oklahoma	509	143	12
Oregon	175	106	7
Pennsylvania	499	141	15
Rhode Island	36	36	2
South Carolina	82	75	7
South Dakota	149	101	5
Tennessee	148	100	8
Texas	1,021	152	12
Utah	41	41	2
Vermont	52	52	2
Virginia	132	95	8
Washington	298	125	13
West Virginia	55	55	2
Wisconsin	420	136	14
Wyoming	48	48	2
Puerto Rico	1	1	1
Total	13,152	5,002	400

The two poverty strata used the median district percentage of poor students across all charter local educational agencies in the nation. The formation of the size strata used the same method as used for the traditional school district sample, balancing the importance of including large districts while also including a reasonable number of small districts. As with the traditional school district sample, an equal probability sample of charter school districts was selected from each stratum.

4. Survey Response Rates and Weighting

The research team fielded the surveys in the spring and summer of 2022. Fifty-one of the 52 states responded to the state educational agency survey (Indiana did not submit a survey). For the district survey, 89 percent of eligible traditional school districts (4,381) and 84 percent of eligible charter school districts (367) responded, for an overall response rate of 89 percent (4,748) (Exhibit A.2).³⁵ Within each state, the district response rate ranged from 61 percent to 100 percent (Exhibit A.3).

Weights account for two issues: (1) the sampling design and (2) survey nonresponse so that the final sample is representative of all eligible U.S. school districts.³⁶ The weighting process began with the calculation of a base weight (i.e., the inverse of the sampling probability). Because not all districts responded to the survey, the study team then created a set of survey weights to account for nonresponse and allow reporting of estimates that are representative at state and national levels for traditional districts, and the national level for charter school districts. That is, these weights account for the sample design and survey nonresponse so that the final weighted sample is representative of the target populations. The nonresponse weighting adjustment used the sampling strata (i.e., size, urbanicity, and poverty) as nonresponse cells, as past work in this study has indicated not much difference in response propensity within strata, precluding special nonresponse cells within the strata. Because the sample design includes multilevel stratification, the jackknife replication method is used to estimate variances and these replicate weights are used for calculating standard errors for this report.

Exhibit A.2. Sample size and response rates for 2021–22

Type of district	Sample size	Number eligible	Number of respondents	Response rate
Traditional school districts	5,002	4,910	4,381	89%
Charter school districts	499	439	367	84%
Total	5,501	5,349	4,748	89%

NOTE: Eligible districts are districts that received Title II-A funds.

³⁵ Only districts that received Title II-A funds completed the survey. In calculating the reported response rate, districts that did not receive Title II-A funds were treated as ineligible.

³⁶ Item nonresponse is not a concern, typically falling well below 1 percent.

Exhibit A.3. Sample size and response rates for 2021–22 district survey, by state

State	Sample size	Number eligible	Number of respondents	Response rate
All districts	5,501	5,349	4,748	89%
Alabama	98	97	88	91%
Alaska	53	52	48	92%
Arizona	165	144	127	88%
Arkansas	123	122	114	93%
California	270	233	190	82%
Colorado	109	109	100	92%
Connecticut	105	101	87	86%
Delaware	23	23	14	61%
District of Columbia	6	5	5	100%
Florida	67	67	60	90%
Georgia	114	114	109	96%
Hawaii	1	1	1	100%
Idaho	94	91	80	88%
Illinois	153	153	139	91%
Indiana	139	137	120	88%
Iowa	131	131	114	87%
Kansas	124	124	113	91%
Kentucky	106	105	90	86%
Louisiana	81	80	72	90%
Maine	114	113	102	90%
Maryland	24	24	21	88%
Massachusetts	138	137	127	93%
Michigan	177	176	156	89%
Minnesota	147	146	127	87%
Mississippi	98	97	94	97%
Missouri	146	145	142	98%
Montana	135	132	111	84%
Nebraska	119	119	111	93%
Nevada	19	17	16	94%
New Hampshire	106	104	91	88%
New Jersey	156	149	131	88%
New Mexico	80	80	68	85%
New York	188	188	155	82%
North Carolina	115	113	101	89%
North Dakota	106	72	60	83%
Ohio	176	176	149	85%
Oklahoma	149	149	134	90%
Oregon	108	106	98	92%
Pennsylvania	168	167	153	92%
Rhode Island	38	38	31	82%
South Carolina	77	73	66	90%
South Dakota	101	89	73	82%
Tennessee	100	100	91	91%
Texas	184	182	164	90%
Utah	53	53	44	83%
Vermont	52	51	47	92%
Virginia	95	95	90	95%
Washington	126	125	106	85%
West Virginia	55	55	46	84%
Wisconsin	140	140	128	91%
Wyoming	48	48	43	90%
Puerto Rico	1	1	1	100%

NOTE: Eligible districts are districts that received Title II-A funds.

5. Statistical Tests

Analyses in this report that compare differences in the percentage of districts and share of funds (percentage) by district characteristics (i.e., type, size, and urbanicity) used statistical tests to determine whether observed differences were statistically significant at $p < 0.05$. To compare differences between the percentage of districts among two groups (traditional public school districts and charter school districts), t-tests were used. To compare differences in the percentage of districts across three or more categories (by district size and urbanicity), chi-squared tests were used. When comparing the share of funds (e.g., funds transferred or allocated to various activities) or teachers, Wald tests were used. When comparing changes in proportions over time, t-tests were used with the assumption that the samples for the 2 years were independent. For all statistical tests, standard errors were obtained with consideration of the replicate weights.

Appendix B. Tables

Section 1. How did states and districts spend Title II-A funds overall in 2021–22?

Exhibit B.1. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds allocated in 2021–22

Type	Total funding	Percentage of all Title II-A districts	Percentage of districts with Title II-A funds available after transfer that allocated funds	Share of funds allocated (for districts that allocated funds)
Professional development	\$1,000,000,000	61%	75%	55%
Principal professional development	n.a.	46%	56%	
Recruiting, hiring, retaining effective educators	\$330,000,000	27%	33%	18%
Class size reduction	\$247,000,000	17%	20%	14%
Evaluation systems	\$42,000,000	7%	8%	2%
Other	\$172,000,000	20%	25%	9%
Funds not yet budgeted	\$34,000,000	9%	11%	2%
Number of districts (weighted)	13,322	16,409	13,322	13,322
Number of districts (unweighted)	4,019	4,748	4,019	4,019

n.a. Not available.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.2. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds allocated in 2021–22, by district size

Type	Percentage of districts that allocated funds			Share of funds allocated (percentage)		
	Large	Medium	Small	Large	Medium	Small
Professional development	98	89	69*	55	58	49*
Recruiting, hiring, retaining effective educators	65	38	29*	20	14	17*
Class size reduction	13	21	21*	10	15	23*
Evaluation systems	23	13	6*	2	3	2
Other	54	37	19*	10	9	7*
Funds not yet budgeted	9	10	11	2	2	3*
Number of districts (weighted)	841	2,754	9,726			
Number of districts (unweighted)	546	1,301	2,172			

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.3. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds allocated in 2021–22, by urbanicity

Type	Percentage of districts that allocated funds				Share of funds allocated (percentage)			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Professional development	80	87	75	65*	54	61	50	46*
Recruiting, hiring, retaining effective educators	41	32	41	26*	22	15	15	16*
Class size reduction	5	13	30	28*	11	9	21	24*
Evaluation systems	9	10	11	6*	2	2	3	2
Other	21	27	27	25	8	11	9	10*
Funds not yet budgeted	12	8	10	11	2	1	2	3*
Number of districts (weighted)	2,413	3,453	2,201	5,254				
Number of districts (unweighted)	665	1,076	871	1,407				

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.4. Percentage of districts that used Title II-A funds for various types of activities, and the share of funds allocated in 2021–22, by district type

Type	Percentage of districts that allocated funds		Share of funds allocated (percentage)	
	Traditional	Charter	Traditional	Charter
Professional development	75	74	55	59
Recruiting, hiring, retaining effective educators	32	37	17	31*
Class size reduction	25	1*	14	1*
Evaluation systems	9	5*	2	3
Other	29	11*	10	3*
Funds not yet budgeted	10	11	2	3
Number of districts (weighted)	10,570	2,752		
Number of districts (unweighted)	3,734	285		

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.5. Percentage of Title II-A funds used to support teachers and principals and other leaders

Title II-A funds used to support:	Percentage of funds
Teachers	87
Principals and other leaders	18
Number of districts (weighted)	12,904
Number of districts (unweighted)	3,918

SOURCE: 2021–22 District Survey.

Exhibit B.6. Number of states that used Title II-A funds for various activities in 2021–22 and the total amount of funds allocated

Activity	Number of states that allocated funds	Total amount of funds allocated	Share of funds allocated
Administration, monitoring, and technical assistance	49	29,541,085	32%
Administration and monitoring	47	19,802,828	21%
Training, technical assistance, and capacity building for local educational agencies	36	9,738,257	11%
Professional development	42	20,215,208	22%
Professional development programs for principals	30	14,685,332	16%
Promoting high-quality instruction and instructional leadership in STEM subjects, including computer science	17	4,270,838	5%
Training to integrate technology into curricula and instruction	7	337,464	<1%
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	5	661,084	1%
Training to integrate career and technical education into academic instruction	2	161,761	<1%
Training related to use of student data and privacy	1	98,730	<1%
Training to prevent and recognize child sexual abuse	0	0	0%
Recruiting, hiring, retaining effective educators	38	28,564,435	31%
Training and support for instructional leadership teams	17	8,625,598	9%
Developing new teacher and principal induction and mentoring programs	17	1,339,613	1%
Reforming certification, licensing, or tenure systems or preparation programs	16	4,749,742	5%
Developing career paths that promote professional growth, including instructional coaching and mentoring	13	3,799,544	4%
Opportunities for effective teachers to lead evidence-based professional development for their peers	12	5,923,847	6%
Reforming or improving preparation programs for teachers, principals, or other school leaders	11	1,700,414	2%
Providing alternative routes for state certification of teachers, principals, or other school leaders	7	1,211,536	1%
Establishing or expanding preparation academies for teachers, principals, or other school leaders	4	546,917	1%
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	3	557,757	1%
Providing licensure/certification reciprocity with other states	2	109,466	<1%
Equitable access	22	6,559,290	7%
Improving equitable access to effective teachers	22	6,559,290	7%
Evaluation systems	16	3,520,773	4%
Teacher, principal, or other school leader evaluation and support systems	16	3,520,773	4%
Other	20	4,256,334	5%
Other activities	17	4,115,952	4%
Library programs	4	99,334	<1%
Addressing transition to elementary school and school readiness	2	41,048	<1%
Funds not yet budgeted	13	5,408,063	6%

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. Indiana did not complete the survey.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.7. Percentage of districts that used Title II-A funds for various types of activities in 2021–22, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All states	75	33	20	8	25	11
Alabama	91	44	65	12	67	2
Alaska	88	69	9	24	49	18
Arizona	82	41	1	10	35	14
Arkansas	68	51	20	5	32	4
California	75	35	15	5	13	6
Colorado	74	44	8	13	31	8
Connecticut	91	18	10	11	29	7
Delaware	100	60	40	40	79	0
District of Columbia	100	4	0	0	0	0
Florida	100	83	6	44	71	7
Georgia	92	70	4	16	57	2
Hawaii	100	100	0	100	100	0
Idaho	68	72	3	10	29	5
Illinois	81	29	35	8	20	9
Indiana	71	37	24	9	14	1
Iowa	22	5	87	2	10	<1
Kansas	54	46	28	9	22	17
Kentucky	75	47	22	13	33	3
Louisiana	82	49	7	18	31	11
Maine	91	18	15	3	13	4
Maryland	100	71	15	34	71	0
Massachusetts	89	39	6	19	45	13
Michigan	81	26	1	9	25	5
Minnesota	56	16	46	5	17	18
Mississippi	98	53	1	14	59	3
Missouri	69	19	24	7	20	14
Montana	52	30	22	4	16	0
Nebraska	64	10	29	2	18	10
Nevada	79	68	0	36	52	8
New Hampshire	70	21	1	7	19	81
New Jersey	94	15	12	6	14	5
New Mexico	80	44	8	8	30	27
New York	69	38	10	7	24	20
North Carolina	85	50	23	16	35	23
North Dakota	64	39	34	11	11	9
Ohio	77	15	30	5	12	3
Oklahoma	91	25	4	2	16	7
Oregon	84	46	1	16	28	17
Pennsylvania	64	4	50	3	20	2
Rhode Island	98	25	2	9	21	14
South Carolina	94	67	63	13	62	0
South Dakota	30	34	36	0	34	12
Tennessee	98	48	4	4	48	5
Texas	71	48	14	11	42	15
Utah	46	73	5	4	11	5
Vermont	91	55	5	38	41	28
Virginia	79	54	49	14	48	5
Washington	90	33	5	11	26	9
West Virginia	98	59	2	17	55	7
Wisconsin	74	22	27	7	16	23
Wyoming	90	35	25	20	42	8
Puerto Rico	100	0	100	0	100	0

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 13,322 districts weighted, 4,019 unweighted).

Exhibit B.8. Share of district-level Title II-A funds used for various types of strategies in 2021–22, by state

State	Professional development	Recruiting, hiring, and retaining effective educators	Class size reduction	Evaluation systems	Other	Funds not yet budgeted
All states	55	18	14	2	9	2
Alabama	42	11	35	2	8	2
Alaska	38	37	2	1	19	3
Arizona	52	29	<1	6	11	2
Arkansas	47	23	11	6	13	<1
California	63	22	5	4	3	3
Colorado	59	26	2	3	10	<1
Connecticut	47	27	12	2	9	2
Delaware	56	4	19	1	21	0
District of Columbia	93	7	0	0	0	0
Florida	58	17	7	3	15	<1
Georgia	66	17	1	2	14	<1
Hawaii	56	38	0	3	4	0
Idaho	67	19	2	1	9	2
Illinois	53	20	20	2	5	1
Indiana	65	13	14	2	6	<1
Iowa	20	5	70	1	3	1
Kansas	53	24	15	2	4	3
Kentucky	61	11	15	1	12	<1
Louisiana	60	22	6	3	8	<1
Maine	63	4	26	1	3	4
Maryland	41	22	3	7	27	0
Massachusetts	56	21	4	7	10	3
Michigan	72	12	2	2	11	1
Minnesota	48	14	31	1	5	1
Mississippi	71	13	1	1	13	<1
Missouri	51	6	25	3	10	5
Montana	29	8	57	1	5	0
Nebraska	52	14	19	1	6	8
Nevada	58	30	0	3	9	<1
New Hampshire	37	18	5	3	2	36
New Jersey	64	12	13	3	7	3
New Mexico	57	14	5	3	18	3
New York	41	12	40	2	5	<1
North Carolina	38	30	10	2	12	6
North Dakota	42	9	33	2	10	4
Ohio	58	10	22	1	5	4
Oklahoma	68	13	2	2	11	4
Oregon	68	21	<1	4	6	2
Pennsylvania	37	11	45	1	6	1
Rhode Island	52	41	1	3	2	2
South Carolina	44	16	33	2	6	0
South Dakota	35	13	32	0	15	5
Tennessee	65	17	1	1	15	<1
Texas	56	28	6	1	7	1
Utah	40	39	12	2	6	2
Vermont	53	16	2	6	17	6
Virginia	45	17	21	1	14	1
Washington	75	12	2	1	8	1
West Virginia	65	9	1	3	21	2
Wisconsin	55	9	16	1	15	5
Wyoming	73	5	11	4	5	1
Puerto Rico	61	0	13	0	26	0

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 13,322 districts weighted, 4,019 unweighted).

How were Title II-A funds spent in 2021–22 to improve the quality and effectiveness of educators?

Exhibit B.9. District-reported Title II-A funding for professional development in 2021–22

Total amount of Title II-A funds that districts allocated for professional development	\$1,000,000,000
Total number of full-time equivalent teachers in districts that reported using Title II-A funds for professional development	2,820,000
Average percentage of teachers participating in Title II-A-funded professional development, in districts that reported using Title II-A funds for this purpose	73%
Total number of teachers participating in Title II-A-funded professional development	1,950,000
Average amount per teacher participating in Title II-A-funded professional development	\$513

NOTE: The average amount of Title II-A professional development funding per all full-time equivalent teachers in the district, not just those expected to participate in Title II-A funded professional development, is \$355.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.10. Percentage of teachers who participated in professional development funded by Title II-A in 2021–22, in districts that used Title II-A funds for this purpose, by district size

Title II-A funds used to support:	All districts	Large	Medium	Small
Participation in professional development	73	68	67	76
Number of districts (weighted)	10,006	823	2,454	6,729
Number of districts (unweighted)	3,252	534	1,174	1,544

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.11. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2021–22

Type	Percentage of districts using Title II-A funds for teacher professional development and training that:	
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area
Short-term or conferences	87	70
Short-term (3 days or less), single session	82	62
Conducted by external provider	72	49
Conducted by district or school-level staff	54	26
Professional conferences or organizations	58	25
Longer-term	72	59
Longer-term activities with connected content (4 or more days)	57	41
Conducted by external provider	43	27
Conducted by district or school-level staff	33	17
One-on-one support from teacher leaders or coaches	37	21
Group support (e.g., lesson study, peer-to-peer communities of practice)	24	8
University or college courses	16	6
Collaborative or job-embedded	43	26
One-on-one support from teacher leaders or coaches	37	21
Group support (e.g., lesson study, peer-to-peer communities of practice)	24	8
Other	33	10
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	18	3
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	14	3
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	9	1
Other	3	2
Number of districts (weighted)	9,972	
Number of districts (unweighted)	3,243	

NOTE: This table only includes districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, and then indicated which two areas had the largest amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.12. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2021–22

Type	Percentage of districts using Title II-A funds for principal professional development and training that:	
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area
Short-term or conferences	83	75
Short-term (3 days or less), conducted by external provider or district-level staff	72	60
Professional conferences or organizations, external to the district or state	50	35
Longer-term	54	46
Longer-term group professional development, conducted by an external provider	31	22
Longer-term group professional development, conducted by district staff	20	10
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	20	9
Longer-term one-on-one professional development, conducted by district staff	13	7
Longer-term one-on-one professional development, conducted by an external provider	13	6
University or college courses	6	3
Collaborative or job-embedded	31	21
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	20	9
Longer-term one-on-one professional development, conducted by district staff	13	7
Longer-term one-on-one professional development, conducted by an external provider	13	6
Other	40	22
State leadership conferences or trainings	32	15
Leadership certifications (e.g., state-level credentials or endorsements)	5	1
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	4	1
Other	6	5
Number of districts (weighted)	7,514	
Number of districts (unweighted)	2,670	

NOTE: This table includes only districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.13. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2021–22, by district type and size

Type	Percentage of districts using Title II-A funds for teacher professional development and training that:		Number of districts (weighted)	Number of districts (unweighted)
	Funded this type of activity	Indicated the activity was one of the two largest expenditures in this area		
Short-term or conferences	87%	70%	9,972	3,243
Large districts (>10,000 students)	93%	56%	821	532
Medium districts (2,500-10,000 students)	90%	67%	2,434	1,169
Small districts (<2,500 students)	86%*	73%*	6,717	1,542
Traditional districts	88%	70%	7,932	3,032
Charter school districts	83%*	71%	2,041	211
Longer-term	72%	59%	9,972	3,243
Large districts (>10,000 students)	93%	77%	821	532
Medium districts (2,500-10,000 students)	84%	68%	2,434	1,169
Small districts (<2,500 students)	65%*	53%*	6,717	1,542
Traditional districts	73%	60%	7,932	3,032
Charter school districts	66%*	55%	2,041	211
Collaborative or job-embedded	43%	26%	9,972	3,243
Large districts (>10,000 students)	75%	39%	821	532
Medium districts (2,500-10,000 students)	57%	35%	2,434	1,169
Small districts (<2,500 students)	35%*	21%*	6,717	1,542
Traditional districts	45%	26%	7,932	3,032
Charter school districts	38%*	25%	2,041	211
Other	33%	10%	9,972	3,243
Large districts (>10,000 students)	61%	10%	821	532
Medium districts (2,500-10,000 students)	37%	8%	2,434	1,169
Small districts (<2,500 students)	28%*	10%	6,717	1,542
Traditional districts	34%	10%	7,932	3,032
Charter school districts	31%	10%	2,041	211

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$) or by district type (t-test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.14. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities, and the percentage that indicated the activity was one of the two largest expenditures in this area in 2021–22, by district type

Type	Percentage of districts using Title II-A funds for principal professional development and training that:			
	Funded this type of activity		Indicated the activity was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Short-term or conferences	85	75*	76	61
Short-term (3 days or less), conducted by external provider or district-level staff	74	65*	61	47
Professional conferences or organizations, external to the district or state	50	51	34	36
Longer-term	56	46*	47	34
Longer-term group professional development, conducted by an external provider	32	25*	23	17
Longer-term group professional development, conducted by district staff	21	15*	11	5
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	21	15	11	5*
Longer-term one-on-one professional development, conducted by district staff	13	16	6	7
Longer-term one-on-one professional development, conducted by an external provider	13	13	6	7
University or college courses	6	8	2	4
Collaborative or job-embedded	32	29	21	15
Group support (e.g., learning communities, district monthly, or quarterly principal meetings)	21	15	11	5*
Longer-term one-on-one professional development, conducted by district staff	13	16	6	7
Longer-term one-on-one professional development, conducted by an external provider	13	13	6	7
Other	41	36	22	15
State leadership conferences or trainings	34	23*	16	8*
Leadership certifications (e.g., state-level credentials or endorsements)	5	5	1	<1
Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based	4	7	1	2
Other	5	9	4	5
Number of districts (weighted)	6,055	1,459	6,055	1,459
Number of districts (unweighted)	2,514	156	2,514	156

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: This table only includes districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.15. Percentage of districts using Title II-A funds for teacher professional development and training that funded selected types of activities in 2021–22, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states	87	72	43	33
Alabama	95	85	52	41
Alaska	82	83	58	42
Arizona	95	52	26	23
Arkansas	89	89	63	50
California	87	67	42	30
Colorado	73	81	68	39
Connecticut	93	78	47	35
Delaware	100	100	42	42
District of Columbia	100	49	45	4
Florida	100	95	82	77
Georgia	84	92	62	75
Hawaii	100	100	100	100
Idaho	95	83	58	37
Illinois	93	60	33	27
Indiana	88	69	40	36
Iowa	91	56	26	33
Kansas	100	72	35	46
Kentucky	98	89	75	35
Louisiana	89	87	63	39
Maine	76	94	52	41
Maryland	100	95	85	53
Massachusetts	68	85	57	20
Michigan	92	79	51	30
Minnesota	94	49	24	9
Mississippi	97	89	57	53
Missouri	85	71	36	37
Montana	81	57	34	18
Nebraska	92	49	33	15
Nevada	82	100	92	48
New Hampshire	69	68	42	38
New Jersey	91	72	33	28
New Mexico	79	57	31	66
New York	73	77	55	19
North Carolina	96	82	41	76
North Dakota	100	96	44	43
Ohio	88	64	31	35
Oklahoma	96	69	41	25
Oregon	81	72	49	24
Pennsylvania	77	73	37	30
Rhode Island	83	98	58	26
South Carolina	89	90	60	60
South Dakota	96	59	22	26
Tennessee	96	84	60	49
Texas	90	58	31	39
Utah	82	75	62	26
Vermont	74	91	81	33
Virginia	87	86	52	58
Washington	97	68	50	28
West Virginia	96	98	82	65
Wisconsin	79	82	51	16
Wyoming	89	78	42	44
Puerto Rico	100	100	0	100

NOTE: This table includes only districts that funded Title II-A professional development for teachers.

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 9,972 districts weighted, 3,243 unweighted).

Exhibit B.16. Percentage of districts using Title II-A funds for principal professional development and training that funded selected types of activities in 2021–22, by state

State	Short-term or conferences	Longer-term	Collaborative or job-embedded	Other
All states	83	54	31	40
Alabama	96	59	39	69
Alaska	85	56	41	32
Arizona	96	35	20	33
Arkansas	86	73	46	63
California	84	48	32	34
Colorado	81	76	53	31
Connecticut	80	65	36	22
Delaware	81	100	81	42
District of Columbia	55	4	0	49
Florida	92	84	65	72
Georgia	80	70	53	60
Hawaii	100	100	100	100
Idaho	91	69	29	73
Illinois	87	45	18	41
Indiana	81	58	32	46
Iowa	86	42	24	32
Kansas	85	62	34	59
Kentucky	87	63	45	58
Louisiana	72	57	35	52
Maine	62	70	24	21
Maryland	84	79	53	26
Massachusetts	67	62	30	32
Michigan	86	50	28	35
Minnesota	84	47	26	14
Mississippi	88	58	46	65
Missouri	83	47	25	55
Montana	85	37	21	24
Nebraska	91	31	14	38
Nevada	69	78	78	52
New Hampshire	64	53	32	28
New Jersey	89	48	28	30
New Mexico	57	76	42	38
New York	78	55	27	19
North Carolina	86	70	49	49
North Dakota	95	72	43	68
Ohio	82	51	33	48
Oklahoma	92	52	22	47
Oregon	66	55	30	41
Pennsylvania	79	49	26	35
Rhode Island	84	44	23	28
South Carolina	90	58	30	59
South Dakota	100	42	28	65
Tennessee	86	64	43	46
Texas	82	49	33	43
Utah	87	78	38	27
Vermont	66	77	57	26
Virginia	83	68	35	61
Washington	84	52	24	34
West Virginia	91	79	56	74
Wisconsin	79	59	26	31
Wyoming	74	55	36	29
Puerto Rico	100	100	0	100

NOTE: This table includes only districts that funded Title II-A professional development for principals.

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 7,514 districts weighted, 2,670 unweighted).

Exhibit B.17. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2021–22

Topic	Percentage of districts using Title II-A funds for teacher professional development that:	
	Funded this topic	Indicated the topic was one of the two largest expenditures in this area
Instructional practice	95	81
Instructional strategies for academic subjects	79	45
Using data and assessments to guide instruction	66	22
Instructional strategies for classroom management or student behavior management	58	20
Understanding state content standards and instructional strategies to meet them	55	15
Using technology	45	8
Instruction and academic support for students with disabilities or developmental delays	40	4
Instruction and academic support to English learners	35	5
Integrating academic content, career and technical education, and work-based learning	21	1
Identifying gifted and talented students	13	1
Content knowledge	78	48
Teacher content knowledge in English language arts (ELA)	69	34
Teacher content knowledge in STEM or computer science	55	19
Teacher content knowledge in subjects other than ELA or STEM	44	7
School management, climate, improvement	36	4
Understanding teacher evaluation systems and resulting feedback	23	2
Identifying students with referral needs	19	2
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	12	<1
Engaging parents and families	23	1
Other	7	6
Number of districts (weighted)	9,951	
Number of districts (unweighted)	3,239	

NOTE: This table includes only districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.18. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2021–22, by district size

Topic	Percentage of districts using Title II-A funds for teacher professional development that funded this topic		
	Large	Medium	Small
Instructional practice	98	95	94*
Instructional strategies for academic subjects	91	84	76*
Using data and assessments to guide instruction	83	73	62*
Instructional strategies for classroom management or student behavior management	67	58	56*
Understanding state content standards and instructional strategies to meet them	81	63	48*
Using technology	62	51	41*
Instruction and academic support for students with disabilities or developmental delays	53	41	37*
Instruction and academic support for English learners	62	44	29*
Integrating academic content, career and technical education, and work-based learning (as appropriate)	31	22	19*
Identifying gifted and talented students	25	16	11*
Content knowledge	90	84	74*
Teacher content knowledge in ELA	86	76	64*
Teacher content knowledge in STEM or computer science	79	64	49*
Teacher content knowledge in subjects other than ELA or STEM	72	53	37*
School management, climate, improvement	46	40	33*
Understanding teacher evaluation systems and resulting feedback	35	25	21*
Identifying students with referral needs	21	20	18
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	23	15	10*
Engaging parents and families	28	24	23
Other	10	7	7
Number of districts (weighted)	818	2,434	6,699
Number of districts (unweighted)	531	1,169	1,539

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.19. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2021–22, by urbanicity

Topic	Percentage of districts using Title II-A funds for teacher professional development that funded this topic			
	Urban	Suburban	Town	Rural
Instructional practice	95	95	97	92*
Instructional strategies for academic subjects	85	81	83	73*
Using data and assessments to guide instruction	68	67	70	62
Instructional strategies for classroom management or student behavior management	64	53	62	56*
Understanding state content standards and instructional strategies to meet them	55	57	58	51
Using technology	38	45	50	47*
Instruction and academic support for students with disabilities or developmental delays	43	40	41	37
Instruction and academic support for English learners	48	40	37	23*
Integrating academic content, career and technical education, and work-based learning (as appropriate)	23	18	21	21
Identifying gifted and talented students	13	14	17	11*
Content knowledge	76	81	79	76
Teacher content knowledge in ELA	70	71	71	66
Teacher content knowledge in STEM or computer science	53	61	53	54*
Teacher content knowledge in subjects other than ELA or STEM	44	47	46	40
School management, climate, improvement	39	36	40	32
Understanding teacher evaluation systems and resulting feedback	28	21	26	20*
Identifying students with referral needs	23	17	21	17*
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	14	14	12	10*
Engaging parents and families	27	23	25	21
Other	9	9	4	6*
Number of districts (weighted)	1,928	2,981	1,640	3,402
Number of districts (unweighted)	585	961	683	1,010

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.20. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2021–22, by district type

Topic	Percentage of districts using Title II-A funds for teacher professional development that:			
	Funded this topic		Indicated the topic was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Instructional practice	95	93	81	81
Instructional strategies for academic subjects	80	78	44	47
Using data and assessments to guide instruction	68	59*	23	20
Instructional strategies for classroom management or student behavior management	57	61	18	29*
Understanding state content standards and instructional strategies to meet them	57	44*	16	9*
Using technology	49	29*	10	2*
Instruction and academic support for students with disabilities or developmental delays	40	39	3	6
Instruction and academic support for English learners	34	41*	4	10*
Integrating academic content, career and technical education, and work-based learning	22	17	1	3
Identifying gifted and talented students	14	10*	1	<1*
Content knowledge	80	71*	50	41*
Teacher content knowledge in ELA	71	62*	36	27*
Teacher content knowledge in STEM or computer science	59	43*	20	17
Teacher content knowledge in subjects other than ELA or STEM	46	35*	7	7
School management, climate, improvement	36	35	4	2
Understanding teacher evaluation systems and resulting feedback	23	24	2	1
Identifying students with referral needs	18	20	2	1
Offering joint professional learning and planning activities that address transition from early childhood to elementary school	13	10	<1	1
Engaging parents and families	23	27	1	4*
Other	8	7	6	6
Number of districts (weighted)	7,928	2,023	7,928	2,023
Number of districts (unweighted)	3,030	209	3,030	209

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for teachers. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.21. Percentage of districts using Title II-A funds for teacher professional development that funded selected topics in 2021–22, by state

State	Instructional practice	Content knowledge	School management, climate, and improvement	Parent and community engagement	Other
All states	95	78	36	23	7
Alabama	99	93	46	43	5
Alaska	97	76	37	30	17
Arizona	94	70	33	23	13
Arkansas	93	71	45	38	9
California	96	70	38	34	7
Colorado	99	77	37	32	4
Connecticut	99	83	35	11	13
Delaware	100	100	21	21	0
District of Columbia	100	100	100	49	0
Florida	100	100	63	31	0
Georgia	100	75	36	19	2
Hawaii	100	100	100	0	0
Idaho	96	81	65	30	7
Illinois	95	79	31	17	6
Indiana	88	76	47	17	14
Iowa	98	75	10	13	6
Kansas	99	85	57	35	3
Kentucky	100	76	39	29	0
Louisiana	90	90	32	17	9
Maine	97	83	26	16	4
Maryland	95	76	76	48	19
Massachusetts	95	73	38	22	19
Michigan	95	88	33	30	5
Minnesota	96	55	14	22	6
Mississippi	99	92	45	23	0
Missouri	95	91	38	28	8
Montana	98	92	21	2	14
Nebraska	99	81	41	19	7
Nevada	100	100	63	44	8
New Hampshire	89	72	13	15	8
New Jersey	96	82	41	18	8
New Mexico	80	82	42	21	17
New York	95	75	30	21	13
North Carolina	98	85	55	38	4
North Dakota	96	74	51	31	9
Ohio	91	64	33	16	5
Oklahoma	99	73	31	25	3
Oregon	100	79	31	13	4
Pennsylvania	88	84	29	20	5
Rhode Island	94	63	20	15	2
South Carolina	93	86	45	24	5
South Dakota	100	62	33	23	5
Tennessee	100	94	44	36	2
Texas	92	80	32	23	9
Utah	82	75	38	21	6
Vermont	100	79	48	14	2
Virginia	94	80	36	27	11
Washington	97	77	45	18	11
West Virginia	100	100	49	47	6
Wisconsin	87	83	26	13	2
Wyoming	97	77	37	23	6
Puerto Rico	100	100	0	0	0

NOTE: This table includes only districts that funded Title II-A professional development for teachers.

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 9,951 districts weighted, 3,239 unweighted).

Exhibit B.22. Percentage of districts using Title II-A funds for principal professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2021–22

Topic	Percentage of districts using Title II-A funds for principal professional development that:	
	Funded this topic	Indicated the topic was one of the two largest expenditures in this area
Strategies and practices to help teachers improve instruction	83	71
School improvement planning or identifying interventions to support academic improvement	68	55
Strategies and practices to advance organizational development	56	36
Strategies and practices to develop and manage the school’s workforce	27	7
Strategies to engage parents and the community	26	4
Other	7	6
Number of districts (weighted)	7,514	
Number of districts (unweighted)	2,670	

NOTE: This table includes only districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.23. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2021–22, by district size

Topic	Percentage of districts using Title II-A funds for principal professional development that funded this topic		
	Large	Medium	Small
Strategies and practices to help teachers improve instruction	91	85	81*
School improvement planning or identifying interventions to support academic improvement	80	70	66*
Strategies and practices to advance organizational development	71	60	53*
Strategies and practices to develop and manage the school’s workforce	41	28	25*
Strategies to engage parents and the community	34	27	25*
Other	7	7	7
Number of districts (weighted)	756	1,951	4,807
Number of districts (unweighted)	495	986	1,189

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for principals. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.24. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2021–22, by urbanicity

Topic	Percentage of districts using Title II-A funds for principal professional development that funded this topic			
	Urban	Suburban	Town	Rural
Strategies and practices to help teachers improve instruction	84	84	85	80
School improvement planning or identifying interventions to support academic improvement	70	67	71	67
Strategies and practices to advance organizational development	57	54	61	56
Strategies and practices to develop and manage the school’s workforce	30	28	31	24
Strategies to engage parents and the community	31	25	25	25
Other	7	7	5	7
Number of districts (weighted)	1,537	2,272	1,225	2,478
Number of districts (unweighted)	512	790	558	810

NOTE: This table includes only districts that funded Title II-A professional development for principals. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.25. Percentage of districts using Title II-A funds for principal professional development that funded selected topics, and the percentage that indicated the topic was one of the two largest expenditures in this area in 2021–22, by district type

Topic	Percentage of districts using Title II-A funds for principal professional development that:			
	Funded this topic		Indicated the topic was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Strategies and practices to help teachers improve instruction	84	79	72	68
School improvement planning or identifying interventions to support academic improvement	69	65	55	53
Strategies and practices to advance organizational development	58	50	38	27*
Strategies and practices to develop and manage the school’s workforce	27	30	8	5
Strategies to engage parents and the community	26	28	4	7
Other	6	10	6	10
Number of districts (weighted)	6,055	1,459	6,055	1,459
Number of districts (unweighted)	2,514	156	2,514	156

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: This table includes only districts that funded Title II-A professional development for principals. Districts first indicated whether they used Title II-A funds for each activity, then indicated which two areas were the “top two” based on the amount of funding allocated. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.26. Percentage of districts using Title II-A funds for principal professional development that funded selected topics in 2021–22, by state

State	School management, climate, and improvement	Instructional practice	Parent and community engagement	Other
All states	84	83	26	7
Alabama	99	90	52	0
Alaska	93	70	39	0
Arizona	95	88	29	12
Arkansas	95	94	50	5
California	90	80	27	4
Colorado	87	85	29	3
Connecticut	91	88	9	11
Delaware	100	100	0	0
District of Columbia	55	55	4	45
Florida	93	94	46	0
Georgia	81	91	18	2
Hawaii	100	100	0	0
Idaho	94	89	48	6
Illinois	82	84	27	5
Indiana	92	82	23	4
Iowa	69	81	10	0
Kansas	87	75	31	9
Kentucky	95	92	22	4
Louisiana	66	86	18	19
Maine	85	55	13	13
Maryland	68	84	32	16
Massachusetts	76	76	11	12
Michigan	77	78	29	7
Minnesota	85	79	12	6
Mississippi	89	96	38	2
Missouri	79	84	32	7
Montana	76	86	14	17
Nebraska	89	86	20	3
Nevada	89	80	28	20
New Hampshire	84	84	16	3
New Jersey	71	86	23	5
New Mexico	71	78	25	9
New York	75	80	17	17
North Carolina	93	86	26	2
North Dakota	95	95	57	5
Ohio	93	83	24	3
Oklahoma	90	79	33	5
Oregon	68	76	17	20
Pennsylvania	66	80	28	15
Rhode Island	87	89	11	11
South Carolina	85	92	34	5
South Dakota	86	78	23	8
Tennessee	89	96	36	1
Texas	88	91	35	3
Utah	91	60	26	6
Vermont	95	83	18	6
Virginia	82	88	35	10
Washington	93	70	22	10
West Virginia	100	93	49	0
Wisconsin	81	76	19	4
Wyoming	90	81	16	6
Puerto Rico	100	0	0	0

NOTE: This table includes only districts that funded Title II-A professional development for principals. School management, climate, and improvement includes: school improvement planning or identifying interventions to support academic improvement; strategies and practices to advance organizational development; and/or strategies and practices to develop and manage the school’s workforce.

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 7,514 districts weighted, 2,670 unweighted).

Exhibit B.27. State use of Title II-A funds for teacher, principal, or other school leader evaluation and support, by state

State	Total amount of funds reserved for state-level activities	Amount of reserved funds used for evaluation systems	Share of reserved funds used for evaluation systems (percentage)
All states	\$98,065,187	\$3,520,773	
Alabama	\$1,442,084		
Alaska	\$521,053		
Arizona	\$2,252,577	\$192,809	9%
Arkansas	\$1,110,883		
California	\$12,167,480		
Colorado	\$1,247,395		
Connecticut	\$910,154		
Delaware	\$521,053		
District of Columbia	\$416,843	\$21,737	5%
Florida	\$5,692,451		
Georgia	\$2,864,996	\$200,000	7%
Hawaii	\$521,053	\$78,974	15%
Idaho	\$521,053	\$75,000	14%
Illinois	\$3,835,502		
Indiana	--		
Iowa	\$797,911		
Kansas	\$823,518		
Kentucky	\$1,610,982		
Louisiana	\$1,810,864		
Maine	\$521,053		
Maryland	\$1,482,647		
Massachusetts	\$1,599,455	\$83,658	5%
Michigan	\$3,381,625		
Minnesota	\$1,337,584	\$153,334	11%
Mississippi	\$602,158	\$35,000	6%
Missouri	\$1,854,828		
Montana	\$521,053		
Nebraska	\$525,007		
Nevada	\$843,926	\$18,000	2%
New Hampshire	\$521,053		
New Jersey	\$2,189,833		
New Mexico	\$869,702	\$10,000	1%
New York	\$6,664,444	\$903,478	14%
North Carolina	\$1,892,995	\$456,658	24%
North Dakota	\$521,053		
Ohio	\$3,751,812	\$685,843	18%
Oklahoma	\$1,648,689		
Oregon	\$1,005,609		
Pennsylvania	\$3,841,016		
Rhode Island	\$521,053	\$50,000	10%
South Carolina	\$1,632,486	\$400,000	25%
South Dakota	\$45,627		
Tennessee	\$833,380		
Texas	\$10,497,495		
Utah	\$779,257		
Vermont	\$521,053		
Virginia	\$1,743,663		
Washington	\$1,728,094		
West Virginia	\$274,181		
Wisconsin	\$1,549,188	\$156,282	10%
Wyoming	\$521,053		
Puerto Rico	\$2,775,264		

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. Indiana did not complete the survey.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.28. Amount of additional funds states reserved for activities to support principals and other school leaders in 2021–22, and percentage of total allocation, by state

State	Amount	Percentage of state local educational agency subgrant allocation (for states reserving funds)
All states	\$33,915,437	2.9
Alaska	\$297,000	3.0
Arizona	\$641,985	1.5
Arkansas	\$549,721	2.6
California	\$6,690,363	3.0
Idaho	\$297,000	3.0
Iowa	\$454,809	3.0
Maryland	\$845,108	3.0
Massachusetts	\$911,689	3.0
Michigan	\$1,927,526	3.0
Minnesota	\$762,423	3.0
Missouri	\$1,057,252	3.0
Nebraska	\$299,254	3.0
Nevada	\$481,037	3.0
New Hampshire	\$293,508	3.0
New Mexico	\$488,377	3.0
New York	\$3,798,733	3.0
North Dakota	\$293,508	3.0
Ohio	\$2,138,533	3.0
Pennsylvania	\$2,189,379	3.0
South Carolina	\$930,517	3.0
Tennessee	\$1,187,567	2.9
Texas	\$5,830,092	2.9
Utah	\$420,019	2.8
Wisconsin	\$833,037	2.8
Wyoming	\$297,000	3.0

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

How were Title II-A funds spent in 2021–22 to increase the number of effective educators?

Exhibit B.29. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies, and the percentage that indicated the strategy was one of the two largest expenditures in this area in 2021–22

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that:	
	Funded this strategy	Indicated the strategy was one of the two largest expenditures in this area
Targeting and tailoring professional development to individual teacher or leader needs	81	66
Induction or new teacher and leader mentoring programs	70	53
Emphasis on leadership opportunities and multiple career pathways for teachers	39	12
Differential and incentive pay of teachers and leaders	35	24
Support with screening candidates and early hiring for teachers	32	13
Recruiting individuals from other fields to become teachers or leaders	31	10
Feedback mechanisms to improve school working conditions	29	6
Other	11	8
Number of districts (weighted)	4,364	
Number of districts (unweighted)	1,632	

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. Districts first indicated whether they used Title II-A funds for each strategy, then indicated which two areas were the “top two” based on the amount of funding allocated.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.30. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2021–22, by district size

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded this strategy		
	Large	Medium	Small
Targeting and tailoring professional development to individual teacher or leader needs	93	87	76*
Induction or new teacher and leader mentoring programs	84	82	63*
Emphasis on leadership opportunities and multiple career pathways for teachers	50	40	37*
Differential and incentive pay of teachers and leaders	24	25	41*
Support with screening candidates and early hiring for teachers	33	26	34*
Recruiting individuals from other fields to become teachers or leaders	38	31	30*
Feedback mechanisms to improve school working conditions	32	27	29
Other	17	10	11*
Number of districts (weighted)	550	1,040	2,774
Number of districts (unweighted)	371	568	693

* Indicates statistically significant differences by one or more district size categories (chi-squared test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.31. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2021–22, by urbanicity

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded this strategy			
	Urban	Suburban	Town	Rural
Targeting and tailoring professional development to individual teacher or leader needs	80	86	83	76
Induction or new teacher and leader mentoring programs	67	76	74	65*
Emphasis on leadership opportunities and multiple career pathways for teachers	43	43	40	33*
Differential and incentive pay of teachers and leaders	43	30	36	34
Support with screening candidates and early hiring for teachers	37	26	33	32
Recruiting individuals from other fields to become teachers or leaders	29	23	35	36
Feedback mechanisms to improve school working conditions	33	28	26	29*
Other	11	10	12	13
Number of districts (weighted)	993	1,116	893	1,363
Number of districts (unweighted)	354	417	372	489

* Indicates statistically significant differences by one or more urbanicity categories (chi-squared test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.32. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies, and the percentage that indicated the strategy was one of the two largest expenditures in this area in 2021–22, by district type

Strategy	Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that:			
	Funded this strategy		Indicated strategy was one of the two largest expenditures in this area	
	Traditional	Charter	Traditional	Charter
Targeting and tailoring professional development to individual teacher or leader needs	85	69*	71	51*
Induction or new teacher and leader mentoring programs	75	54*	59	35*
Emphasis on leadership opportunities and multiple career pathways for teachers	37	47*	10	16
Differential and incentive pay of teachers and leaders	28	59*	17	47*
Support with screening candidates and early hiring for teachers	30	37	11	18
Recruiting individuals from other fields to become teachers or leaders	31	30	10	10
Feedback mechanisms to improve school working conditions	28	33	6	5
Other	12	9	9	6
Number of districts (weighted)	3,343	1,021	3,343	1,021
Number of districts (unweighted)	1,520	112	1,520	112

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders. Districts first indicated whether they used Title II-A funds for each strategy, then indicated which two areas were the “top two” based on the amount of funding allocated. See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.33. Percentage of districts using Title II-A funds to recruit, hire, and retain effective educators that funded various strategies in 2021–22, by state

State	Targeting and tailoring professional development	Induction or mentoring programs	Leadership opportunities and multiple career pathways	Differential and incentive pay	Support with screening candidates and early hiring	Recruiting individuals from other fields	Feedback to improve school working conditions	Other
All states	81	70	39	35	32	31	29	11
Alabama	92	78	48	41	52	61	25	7
Alaska	74	61	43	30	55	35	21	21
Arizona	56	44	39	53	39	31	32	25
Arkansas	89	83	50	53	46	76	26	8
California	85	81	37	15	46	27	38	7
Colorado	83	89	38	37	20	34	28	16
Connecticut	77	57	42	22	39	39	38	31
Delaware	100	100	69	31	66	66	69	0
District of Columbia	100	100	100	100	100	100	100	100
Florida	98	94	56	29	49	62	47	8
Georgia	97	84	57	28	29	52	24	5
Hawaii	100	100	0	100	100	100	0	0
Idaho	81	90	55	69	24	45	10	2
Illinois	96	76	41	8	24	22	32	3
Indiana	67	62	31	75	30	33	21	13
Iowa	67	41	17	25	59	33	8	25
Kansas	73	74	31	32	43	43	27	18
Kentucky	98	97	48	12	32	55	40	5
Louisiana	92	73	41	41	50	45	29	5
Maine	96	30	30	62	11	4	22	4
Maryland	87	100	54	25	32	39	20	13
Massachusetts	90	95	26	7	7	5	16	13
Michigan	65	45	53	74	35	33	40	9
Minnesota	69	67	43	5	22	40	16	10
Mississippi	91	63	43	45	41	52	28	19
Missouri	100	69	50	26	30	14	29	13
Montana	53	75	24	12	28	29	0	6
Nebraska	71	53	21	8	8	32	14	29
Nevada	69	79	39	31	28	51	19	10
New Hampshire	90	90	41	16	9	9	23	10
New Jersey	84	69	42	29	30	11	32	7
New Mexico	100	100	65	43	24	56	22	4
New York	85	68	37	29	31	21	30	15
North Carolina	83	92	50	49	52	57	39	15
North Dakota	60	36	40	17	33	47	17	7
Ohio	51	35	39	54	30	4	23	18
His Oklahoma	97	83	51	18	38	46	32	13
Oregon	82	87	43	26	22	34	35	13
Pennsylvania	100	75	11	0	23	11	47	0
Rhode Island	91	75	68	43	26	26	34	0
South Carolina	88	82	43	35	45	40	17	18
South Dakota	61	35	20	37	19	35	8	27
Tennessee	93	79	50	53	23	31	18	16
Texas	74	46	25	48	23	30	24	12
Utah	71	66	54	77	36	6	49	0
Vermont	92	80	64	12	16	20	48	8
Virginia	77	78	44	28	26	39	34	13
Washington	87	75	25	37	10	32	33	10
West Virginia	92	89	58	7	30	55	30	12
Wisconsin	77	70	25	29	23	16	25	21
Wyoming	79	93	22	14	36	14	14	0
Puerto Rico	--	--	--	--	--	--	--	--

NOTE: Districts are included in this table only if they reported using Title II-A funds to recruit, hire, and retain effective teachers, principals, or other school leaders.

-- Puerto Rico did not budget funds to recruit, hire, and retain effective educators

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 4,364 districts weighted, 1,632 unweighted).

How were Title II-A funds used to provide low-income and minority students greater access to effective teachers?

Exhibit B.34. Number of states that funded activities for improving equitable access to effective educators in 2021–22 with Title II-A funds

Activity	Number of states
Administration, monitoring, and technical assistance	27
Training, technical assistance, and capacity building for local educational agencies	21
Administration and monitoring	20
Professional development	32
Professional development programs for principals	26
Promoting high-quality instruction and instructional leadership in STEM subjects, including computer science	9
Training to integrate technology into curricula and instruction	4
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	3
Training to integrate career and technical education into academic instruction	0
Training related to use of student data and privacy	0
Training to prevent and recognize child sexual abuse	0
Recruiting, hiring, retaining effective educators	32
Training and support for instructional leadership teams	13
Developing new teacher and principal induction and mentoring programs	13
Reforming certification, licensing, or tenure systems or preparation programs	10
Opportunities for effective teachers to lead evidence-based professional development for their peers	10
Developing career paths that promote professional growth, including instructional coaching and mentoring	8
Reforming or improving preparation programs for teachers, principals, or other school leaders	6
Providing alternative routes for state certification of teachers, principals, or other school leaders	6
Establishing or expanding preparation academies for teachers, principals, or other school leaders	2
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	2
Providing licensure/certification reciprocity with other states	1
Evaluation systems	15
Teacher, principal, or other school leader evaluation and support systems	15
Equitable access	20
Improving equitable access to effective teachers	20
Other	13
Other activities	11
Library programs	2
Addressing transition to elementary school and school readiness	2

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. Indiana did not complete the survey. One state indicated that none of these activities were part of their state’s plan for improving equitable access (Kansas).

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.35. Percentage of districts that examined the distribution of teacher quality or effectiveness and the type of information used to define teacher quality in 2021–22

Whether and how districts examined distribution	Percentage of districts		
	All	Traditional	Charter
Examined distribution	63	63	62
Found inequities	6	6	4
Measures used to define teacher quality			
Teacher certification	78	79	73
Teacher evaluation ratings	76	74	84*
Teacher experience	74	75	68*
Assignment of teachers to a grade or classes consistent with their field of certification	73	75	63*
Teacher education	54	53	56
Teacher effectiveness, as measured by value-added measures or student growth percentiles	54	51	69*
Teacher effectiveness, as measured by student learning objectives or student growth objectives	52	49	65*
Other	4	3	5
Number of districts (weighted)	16,190	12,723	3,467
Number of districts (unweighted)	4,691	4,330	361

* Indicates that the percentage of charter school districts is significantly different from the percentage of traditional districts (t-test, $p < 0.05$).

NOTE: The denominator for districts that examined distribution (first row) is districts that received Title II-A funds. The denominator for remaining rows is districts that examined distribution.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.36. Percentage of districts using Title II-A funds to improve within-district equity of teachers that used various strategies to address inequities in 2021–22

Use of funds and strategies reported	Percentage of districts
Used funds to improve within-district equity	15
Strategies used to address inequities	
Offering more professional development	69
Improving teaching and learning environments	50
Beginning the hiring process earlier for vacancies	48
Increasing external recruitment activities such as hosting open house and job fairs	37
Developing career ladders or teacher leadership roles	33
Offering more compensation for qualified or effective teachers who move to or stay in schools	27
Limiting transfer or placement of inexperienced or low-performing teachers	16
Making exceptions in contracts or regulations to protect qualified or effective teachers from layoff	7
Other	9
Number of districts (weighted)	13,226
Number of districts (unweighted)	4,004
Number of districts using funds to address inequities (weighted)	2,030
Number of districts using funds to address inequities (unweighted)	685

NOTE: The denominator for districts that used funds to improve equity (first row) is districts that received Title II-A funds and had funds available after transfers. The denominator for remaining rows is districts that reported using Title II-A funds to improve within-district equity.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Section 2. Who received Title II-A funds in 2021–22?

Exhibit B.37. District Title II-A allocations in 2021–22, by district characteristics

District characteristic	Average amount of district Title II-A allocation	Number of districts (weighted)	Total Title II-A allocation
All sampled districts	\$121,00	16,409	\$1,980,000,000
Type of district			
Traditional	\$145,000	12,883	\$1,870,000,000
Charter	\$33,000	3,526	\$115,000,000
District enrollment size			
Large (>10,000 students)	\$1,210,000	877	\$1,060,000,000
Medium (2,500-10,000 students)	\$175,000	2,981	\$522,000,000
Small (<2,500 students)	\$31,800	12,552	\$399,000,000
Urbanicity			
Urban	\$256,000	2,969	\$760,000,000
Suburban	\$176,000	3,806	\$670,000,000
Town	\$96,000	2,513	\$241,000,000
Rural	\$44,000	7,121	\$313,000,000

NOTE: See glossary for definitions of district characteristics.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.38. Percentage of districts and share of Title II-A funds in 2021–22, by district size and urbanicity

District size and urbanicity	Percentage of districts	Share of Title II-A funds (percentage)
Large, urban	2	30
Large, suburban	2	20
Large, town	<1	1
Large, rural	<1	2
Medium, urban	2	5
Medium, suburban	9	10
Medium, town	4	6
Medium, rural	3	5
Small, urban	14	3
Small, suburban	12	4
Small, town	11	5
Small, rural	40	9
Number of districts (weighted)	16,409	
Number of districts (unweighted)	4,748	

NOTE: See glossary for definitions of district characteristics. Detail may not sum to totals because of rounding.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.39. Amount of Title II-A funds available for state activities and the amount transferred to Title II-A from another program in 2021–22, by state

State	Funds available for state-level activities	Amount of available funds for preparation academies	Additional funds reserved for state activities to support school leaders	Funds transferred to or from Title II-A and another program
All states	\$98,065,187	\$546,917	\$33,915,437	\$1,003,040
Alabama	\$1,442,084			
Alaska	\$521,053		\$297,000	
Arizona	\$2,252,577		\$641,985	
Arkansas	\$1,110,883	\$35,800	\$549,721	
California	\$12,167,480		\$6,690,363	\$430,000
Colorado	\$1,247,395			
Connecticut	\$910,154			
Delaware	\$521,053			
District of Columbia	\$416,843			
Florida	\$5,692,451			
Georgia	\$2,864,996			
Hawaii	\$521,053			
Idaho	\$521,053		\$297,000	
Illinois	\$3,835,502			
Indiana	--			
Iowa	\$797,911	\$160,000	\$454,809	
Kansas	\$823,518			
Kentucky	\$1,610,982			
Louisiana	\$1,810,864			
Maine	\$521,053			
Maryland	\$1,482,647	\$20,000	\$845,108	
Massachusetts	\$1,599,455		\$911,689	
Michigan	\$3,381,625		\$1,927,526	
Minnesota	\$1,337,584		\$762,423	
Mississippi	\$602,158			
Missouri	\$1,854,828		\$1,057,252	
Montana	\$521,053			
Nebraska	\$525,007		\$299,254	
Nevada	\$843,926		\$481,037	
New Hampshire	\$521,053		\$293,508	
New Jersey	\$2,189,833	\$331,117		
New Mexico	\$869,702		\$488,377	
New York	\$6,664,444		\$3,798,733	
North Carolina	\$1,892,995			
North Dakota	\$521,053		\$293,508	
Ohio	\$3,751,812		\$2,138,533	
Oklahoma	\$1,648,689			\$573,040
Oregon	\$1,005,609			
Pennsylvania	\$3,841,016		\$2,189,379	
Rhode Island	\$521,053			
South Carolina	\$1,632,486		\$930,517	
South Dakota	\$45,627			
Tennessee	\$833,380		\$1,187,567	
Texas	\$10,497,495		\$5,830,092	
Utah	\$779,257		\$420,019	
Vermont	\$521,053			
Virginia	\$1,743,663			\$(300,000)
Washington	\$1,728,094			
West Virginia	\$274,181			
Wisconsin	\$1,549,188		\$833,037	
Wyoming	\$521,053		\$297,000	
Puerto Rico	\$2,775,264			

NOTE: The District of Columbia and Puerto Rico are included as states in these calculations. Indiana did not complete the survey.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey.

Exhibit B.40. Amount of funds that states transferred to Title II-A from another ESEA program in 2021–22

State	Title II-A funds reserved for state activities	Funds transferred to Title II-A from another program	Funds transferred from Title II-A to another program	Funds available for state-level activities	Percentage change in funding for state activities
California	\$11,737,480	\$430,000	0	\$12,167,480	4%
Oklahoma	\$1,075,648	\$573,040	0	\$1,648,689	53%
Virginia	\$2,043,663	0	\$300,000	\$1,743,663	-15%

NOTE: The percentage increase in funding for state activities is calculated as the amount of funds transferred to Title II-A divided by the amount of funds initially reserved for state activities.

SOURCE: 2021–22 Title II-A Use of Funds State Educational Agency Survey, question 1.

Exhibit B.41. District use of ESEA funding transferability in 2021–22

Transfer of funds	Percentage of districts that transferred funds	Amount of funds transferred	Funds transferred as a percentage of Title II-A allocations
Funds transferred from Title II-A to another program			
Title I, Part A	22.9%	\$144,000,000	7.3%
Title I, Part C or Part D	0.1%	\$700,000	<0.1%
Title III, Part A	0.2%	\$800,000	<0.1%
Title IV, Part A	1.2%	\$12,000,000	0.6%
Title V, Part B	1.5%	\$6,500,000	0.3%
Funds transferred from Title II-A to any other programs	25.6%	\$164,000,000	8.3%
All funds transferred from Title II-A to another program	18.1%	\$119,000,000	6.0%
Funds transferred to Title II-A from any other programs	6.0%	\$36,000,000	1.8%
Number of districts (weighted)	16,409		
Number of districts (unweighted)	4,748		

NOTE: For the percentage of funds transferred, the denominator is the amount of Title II-A funding initially allocated to districts before any transfers were made. One percent of districts transferred funds both out of Title II-A to other programs and into Title II-A from other programs. In this exhibit, districts that both transferred funds from Title II-A to another program and transferred funds to Title II-A from another are included in all applicable rows.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.42. District use of ESEA funding transferability in 2021–22, by district characteristics

Characteristics	Percentage of districts that transferred funds	Change in Title II-A funds after transfers (for districts with transfers)	Number of districts (weighted)	Number of districts (unweighted)
Districts that transferred funds from Title II-A to another program	25%	-72%	16,409	4,748
District enrollment size				
Large (more than 10,000 students)	7%	-43%	877	570
Medium (2,500 to 10,000 students)	13%	-77%	2,981	1,402
Small (fewer than 2,500 students)	29%*	-83%*	12,552	2,776
Urbanicity				
Urban districts	23%	-65%	2,969	751
Suburban districts	14%	-61%	3,806	1,162
Town districts	20%	-78%	2,513	988
Rural districts	33%*	-84%*	7,121	1,847
Type of district				
Traditional	24%	-69%	12,883	4,381
Charter school	28%	-89%*	3,526	367
Districts that transferred funds to Title II-A from another program	5%	34%	16,409	4,748
District enrollment size				
Large (more than 10,000 students)	6%	29%	877	570
Medium (2,500 to 10,000 students)	7%	32%	2,981	1,402
Small (fewer than 2,500 students)	5%*	49%*	12,552	2,776
Urbanicity				
Urban districts	6%	31%	2,969	751
Suburban districts	6%	34%	3,806	1,162
Town districts	5%	36%	2,513	988
Rural districts	5%	41%	7,121	1,847
Type of district				
Traditional	5%	33%	12,883	4,381
Charter school	4%	58%*	3,526	367

* Indicates statistically significant differences by one or more district size or urbanicity categories (chi-squared test, $p < 0.05$) or by district type (t-test, $p < 0.05$).

NOTE: For the decrease/increase in funds column, the numerator is the net transfers the district made (transfers out of Title II-A subtracted from transfers into Title II-A). The denominator is the amount of funding available to the relevant districts before any transfers were made. See glossary for definitions of district characteristics. In this exhibit, districts that both transferred funds from Title II-A to another program and transferred funds to Title II-A from another are counted as either transferring funds from Title II-A to another program or as transferred funds to Title II-A from another program depending on which transfer amount is larger.

SOURCE: 2021–22 Title II-A Use of Funds District Survey; Common Core of Data, 2020–21.

Exhibit B.43. Share of funds that districts transferred between Title II-A and other ESEA programs in 2021–22, in districts that transferred funds

Type of district	Percentage of districts
Districts with net transfers from Title II-A	
Net transfers amounted to 0–50% of Title II-A funds	12
Net transfers amounted to 51–99% of Title II-A funds	16
Net transfers amounted to 100% or more of Title II-A funds	73
Number of districts (weighted)	4,096
Number of districts (unweighted)	1,015
Districts with net transfers to Title II-A	
Net transfers amounted to 0–50% of Title II-A funds	62
Net transfers amounted to 51–99% of Title II-A funds	21
Net transfers amounted to 100% or more of Title II-A funds	17
Number of districts (weighted)	848
Number of districts (unweighted)	276

NOTE: Net transfers represent the amount the district transferred out of Title II-A minus the amount transferred into Title II-A. The denominator is the district’s amount of Title II-A funding before any transfers were made.

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.44. Average amount of district Title II-A fund allocation, by whether district transferred funds in 2021–22

Transfer of funds	Average Title II-A allocation (dollars)
Transferred funds from Title II, Part A to other programs	54,000
Transferred funds to Title II, Part A from other programs	120,000
Did not transfer funds	145,000
Number of districts (weighted)	16,409
Number of districts (unweighted)	4,748

SOURCE: 2021–22 Title II-A Use of Funds District Survey.

Exhibit B.45. Percentage of districts that transferred funds between Title II-A and other ESEA programs in 2021–22, by state

State	Percentage that transferred funds from Title II-A to another program	Percentage that transferred funds to Title II-A from another program
All states	26	6
Alabama	9	3
Alaska	40	12
Arizona	31	4
Arkansas	61	4
California	4	7
Colorado	25	3
Connecticut	9	3
Delaware	76	0
District of Columbia	41	0
Florida	2	2
Georgia	58	2
Hawaii	0	0
Idaho	12	6
Illinois	21	8
Indiana	9	1
Iowa	16	13
Kansas	21	11
Kentucky	26	1
Louisiana	8	1
Maine	44	15
Maryland	0	0
Massachusetts	8	5
Michigan	49	10
Minnesota	23	11
Mississippi	49	3
Missouri	49	10
Montana	73	2
Nebraska	41	8
Nevada	13	0
New Hampshire	5	7
New Jersey	10	8
New Mexico	15	0
New York	19	7
North Carolina	27	0
North Dakota	66	10
Ohio	13	2
Oklahoma	79	1
Oregon	27	2
Pennsylvania	31	5
Rhode Island	4	33
South Carolina	0	6
South Dakota	29	12
Tennessee	26	17
Texas	28	4
Utah	2	5
Vermont	8	4
Virginia	3	9
Washington	32	12
West Virginia	0	4
Wisconsin	1	0
Wyoming	12	12
Puerto Rico	0	0

SOURCE: 2021–22 Title II-A Use of Funds District Survey (N = 16,409 districts weighted, 4,748 unweighted).

Section 3. How did spending priorities change between the 2020–21 and 2021–22 school years?

Exhibit B.46. Share of district-level Title II-A funds allocated for various types of activities in 2019–20, 2020–21, and 2021–22, and the change in this share from 2020–21 to 2021–22

Type of activity	Share of funds allocated (for districts that allocated funds)			Change from 2020–21 in share of funds allocated
	2019–20	2020–21	2021–22	
Professional development	59	57*	55*	-3
Recruiting, hiring, retaining effective educators	15	17*	18	1
Class size reduction	15	15	14*	-2
Evaluation systems	2	2	2	0
Other	8	8	9*	1
Funds not yet budgeted	--	--	2	--

* Indicates that the percentage differed significantly from the previous year (t-test, $p < 0.05$).

-- Not collected prior to 2021-22.

NOTE: Change in share of funds allocated to each area is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, and 2021–22.

Exhibit B.47. Percentage of districts that used Title II-A funds for various types of activities in 2019–20, 2020–21, and 2021–22, and the change in this percentage from 2020–21 to 2021–22

Type of activity	Percentage of districts with Title II-A funds available after transfer that allocated funds			Change from 2020–21 in percentage of districts that allocated funds
	2019–20	2020–21	2021–22	
Professional development	81	80	75*	-5
Recruiting, hiring, retaining effective educators	34	34	33	-1
Class size reduction	21	19	20	1
Evaluation systems	12	10*	8*	-2
Other	28	26	25	-1

* Indicates that the percentage differed significantly from the previous year (t-test, $p < 0.05$).

NOTE: Change in percentage of districts that used funds is shown in percentage points.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, and 2021–22.

Exhibit B.48. Percentage of districts that used Title II-A funds for various types of activities in 2020–21 and 2021–22, and the change in this percentage from 2020–21 to 2021–22, by district characteristics

Type of activity	Percentage of districts with Title II-A funds available after transfer that allocated funds		Change from 2020–21 in percentage of districts that allocated funds
	2020–21	2021–22	
Professional development	80	75*	-5
District enrollment size			
Large districts (>10,000 students)	98	98	0
Medium districts (2,500-10,000 students)	89	89	0
Small districts (<2,500 students)	76	69*	-7
Urbanicity			
Urban	89	80*	-9
Suburban	87	87	0
Town	75	75	0
Rural	72	65*	-7
Type of district			
Traditional districts	78	75*	-3
Charter school districts	86	74*	-12
Recruiting, hiring, retaining effective educators	34	33	-1
District enrollment size			
Large districts (>10,000 students)	63	65	2
Medium districts (2,500-10,000 students)	39	38	-1
Small districts (<2,500 students)	30	29	-1
Urbanicity			
Urban	39	41	2
Suburban	33	32	-1
Town	36	41	5
Rural	32	26*	-6
Type of district			
Traditional districts	35	32*	-3
Charter school districts	32	37	5
Class size reduction	19	20	1
District enrollment size			
Large districts (>10,000 students)	15	13	-2
Medium districts (2,500-10,000 students)	22	21	-1
Small districts (<2,500 students)	19	21	2
Urbanicity			
Urban	7	5*	-2
Suburban	16	13	-3
Town	32	30	-2
Rural	23*	28*	5
Type of district			
Traditional districts	24	25	1
Charter school districts	2	1	-1

Exhibit B.48. Percentage of districts that used Title II-A funds for various types of activities in 2020–21 and 2021–22, and the change in this percentage from 2020–21 to 2021–22, by district characteristics —continued

Type of activity	Percentage of districts with Title II-A funds available after transfer that allocated funds		Change from 2020–21 in percentage of districts that allocated funds
	2020–21	2021–22	
Evaluation systems	10*	8*	-2
District enrollment size			
Large districts (>10,000 students)	21	23	2
Medium districts (2,500-10,000 students)	15	13	-2
Small districts (<2,500 students)	8	6*	-2
Urbanicity			
Urban	13	9	-4
Suburban	11	10	-1
Town	11	11	0
Rural	8	6	-2
Type of district			
Traditional districts	10	9*	-1
Charter school districts	9	5	-4
Other	26	25	-1
District enrollment size			
Large districts (>10,000 students)	52	54	2
Medium districts (2,500-10,000 students)	38	37	-1
Small districts (<2,500 students)	20	19	-1
Urbanicity			
Urban	23	21	-2
Suburban	29	27	-2
Town	30	27	-3
Rural	24	25	1
Type of district			
Traditional districts	29	29	0
Charter school districts	14	11	-3

* Indicates that the percentage differed significantly from the previous year (t-test, $p < 0.05$).

NOTE: Change in percentage of districts that used funds is shown in percentage points.

SOURCE: Title II-A Use of Funds District Survey, 2020–21 and 2021–22.

Exhibit B.49. Percentage of districts using Title II-A funds for teacher professional development that funded selected types of activities in 2019–20, 2020–21, and 2021–22, and the change in this percentage from 2020–21 to 2021–22

Type of professional development	Percentage of districts using Title II-A funds for teacher professional development that funded this type of activity			Change from 2020–21 in percentage of districts that funded this type of activity
	2019–20	2020–21	2021–22	
Short-term or conferences	93	90	87*	-3
Short-term (3 days or less), single session	88	86	82*	-4
Conducted by external provider	79	75*	72	-2
Conducted by district or school-level staff	65	65	54*	-11
Professional conferences or organizations	70	57*	58	1
Longer-term	77	80	72*	-8
Longer-term activities with connected content (4 or more days)	65	65	57*	-8
Conducted by external provider	50	47*	43*	-3
Conducted by district or school-level staff	42	42	33*	-9
One-on-one support from teacher leaders or coaches	45	48	37*	-10
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24*	-8
University or college courses	18	20	16*	-4
Collaborative or job-embedded	52	55	43*	-12
One-on-one support from teacher leaders or coaches	45	48	37*	-10
Group support (e.g., lesson study, peer-to-peer communities of practice)	33	32	24*	-8
Other	38	51	31*	-20
Internet-based professional development (e.g., video library, skill-building modules, online coaching)	24	39*	18*	-21
Professional certifications (e.g., national board certification, state-level credentials, or endorsements)	18	18	14*	-4
Other	3	4	3	-1

* Indicates that the percentage differed significantly from the previous year (t-test, $p < 0.05$).

NOTE: Change in percentage of districts using Title II-A funds for the activity is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, and 2021–22.

Exhibit B.50. Number of states that used Title II-A funds for various activities in 2019–20, 2020–21, and 2021–22, and the change in this number from 2020–21 to 2021–22

Activity category	Number of states that allocated funds			Change from 2020–21 in number of states that allocated funds
	2019–20	2020–21	2021–22	
Administration, monitoring, and technical assistance	45	49	49	0
Professional development	33	36	42	6
Recruiting, hiring, retaining effective educators	35	36	38	2
Equitable access	20	23	22	-1
Evaluation systems	19	17	16	-1
Other	29	20	20	0

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21 and 2021–22. Indiana did not submit a survey for SY 2021–22.

Exhibit B.51. Share of Title II-A funds that states allocated for various activities in 2019–20, 2020–21, and 2021–22, and the change in this share from 2020–21 to 2021–22

Activity category	Share of funds allocated			Change from 2020–21 in share of funds allocated
	2019–20	2020–21	2021–22	
Administration, monitoring, and technical assistance	31	35	32	-3
Professional development	18	18	22	4
Recruiting, hiring, retaining effective educators	25	31	31	0
Equitable access	7	7	7	0
Evaluation systems	8	4	4	0
Other	10	5	5	0

NOTE: Change in share of funds allocated is shown in percentage points. Indiana did not submit a survey for SY 2021–22.

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21 and 2021–22.

Exhibit B.52. Amount of Title II-A funding that states allocated for various activities in 2019–20, 2020–21, and 2021–22, and the change in this amount from 2020–21 to 2021–22

Activity category	Amount of funding allocated			Change from 2020–21 in amount of funding allocated
	2019–20	2020–21	2021–22	
Administration, monitoring, and technical assistance	\$26,792,039	\$30,357,528	\$29,541,085	-\$816,443
Professional development	\$15,275,972	\$15,381,915	\$20,215,208	\$4,833,293
Recruiting, hiring, retaining effective educators	\$21,772,318	\$27,171,540	\$28,564,435	\$1,392,895
Equitable access	\$6,184,557	\$6,079,750	\$6,559,290	\$479,540
Evaluation systems	\$6,681,319	\$3,909,680	\$3,520,773	-\$388,907
Other	\$8,766,310	\$4,544,043	\$4,256,334	-\$287,709

SOURCE: Title II-A Use of Funds State Educational Agency Survey, 2019–20, 2020–21 and 2021–22. Indiana did not submit a survey for SY 2021–22.

Exhibit B.53. Percentage of districts that used ESEA funding transferability in 2019–20, 2020–21, and 2021–22, and the change in this percentage from 2020–21 to 2021–22

Transfer of funds	Percentage of districts that transferred funds			Change from 2020–21 in percentage of districts that transferred funds
	2019–20	2020–21	2021–22	
Funds transferred from Title II-A to another program	24.9	26.5	25.6	-0.9
Title I, Part A	22.9	23.9	22.9	-1.0
Title I, Part C or Part D	0.1	0.1	0.1	0.1
Title III, Part A	<0.1	0.3	0.2	<0.1
Title IV, Part A	1.3	1.5	1.2	-0.3
Title V, Part B	1.0	1.2	1.5	0.3
Funds transferred to Title II-A from any other programs	6.8	5.5*	6.0	0.6

* Indicates that the percentage differed significantly from the previous year (t-test, p < 0.05).

NOTE: Change in percentage of districts transferring funds is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, and 2021–22.

Exhibit B.54. Percentage of Title II-A funds transferred by districts under ESEA funding transferability in 2019–20, 2020–21, and 2021–22, and the change in this percentage from 2020–21 to 2021–22

Transfer of funds	Percentage of Title II-A funds transferred			Change from 2020–21 in percentage of Title II-A funds transferred
	2019–20	2020–21	2021–22	
Funds transferred from Title II-A to another program	7.8	8.8*	8.3	-0.5
Title I, Part A	7.1	7.9	7.3	-0.6
Title I, Part C or Part D	<0.1	<0.1	<0.1	<0.1
Title III, Part A	<0.1	<0.1	<0.1	<0.1
Title IV, Part A	0.4	0.6*	0.6	<0.1
Title V, Part B	0.2	0.3	0.3	0.1
Funds transferred to Title II-A from any other programs	3.4	2.3*	1.8	-0.5

* Indicates that the percentage differed significantly from the previous year (t-test, p < 0.05).

NOTE: Change in percentage of Title II-A allocations transferred is shown in percentage points. Detail may not sum to totals because of rounding.

SOURCE: Title II-A Use of Funds District Survey, 2019–20, 2020–21, and 2021–22.

Appendix C. Survey Instruments

OMB#: 1810-0756
Expiration Date: 5/31/2024

Survey on the Use of Funds Under Title II, Part A ***Supporting Effective Instruction Grants – State Activities Funds***

State Survey

2021-22



Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 480 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0756. Note: Please do not return the completed survey to this address.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – State Activities Funds

State: [STATE]

About the Survey

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides funds to States and local educational agencies (LEAs) to improve the quality of their teachers, principals, and other school leaders and raise student achievement. States and LEAs receive these funds under Title II, Part A of the ESEA (Supporting Effective Instruction Grants). The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how states are using their Title II, Part A State activities funds. Completion of this survey meets the reporting requirements under Section 2104(a)(1-4) of ESEA. This survey is being conducted for the U.S. Department of Education by Westat.

Instructions

Please do not use your browser's "Forward" and "Back" buttons to navigate through the survey. Navigating through the survey this way may cause your data to be lost. Please use the following buttons that appear at the bottom of each page to ensure that your data are captured accurately:

- **Back:** saves entered response(s) and navigates to the previous screen
- **Next:** saves entered response(s) and navigates to the next screen
- **Save & Exit:** saves entered response(s) and signs out. However, if you have NOT yet entered your response to the question, use the Sign out link at the top of the screen instead.
- **Save & Go to Menu:** saves all entered responses and navigates to the Menu screen. However, if you have NOT yet entered your response to the question, use the Menu link at the top of the screen instead.

If you have any questions related to the survey or encounter any technical issues, please click the "Help" link at the top-right corner of the page. This link will appear on every page and clicking it will open a new screen with our support team contact information.

If you wish to exit the survey at any time, simply click the "Save & Exit" button at the bottom of your screen. All entered responses will be saved.

If you are inactive for longer than 30 minutes, you will be logged out of the survey and any response(s) on the current page will be lost. Any response(s) entered on previous pages will be saved.

For assistance, please contact title2astatefunds@westat.com or call 1-855-817-1704.

Contact Information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

For reference only

**Survey on the Use of Funds Under Title II, Part A
Supporting Effective Instruction Grants – State Activities Funds**

Question 1. State funded amounts and transfers

Provide the dollar amount of Federal FY 2021 Title II, Part A funds budgeted for State activities by accounting for funds transferred from Title II, Part A to another program and funds transferred from another program to Title II, Part A. Funds not yet budgeted should also be accounted for.

Maximum Title II, Part A funds available for State activities under Section 2101(c)(4)(A):	[Amount is prefilled]
Actual amount reserved for State activities under Section 2101(c)(4)(A)	\$ _____
Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)	[Auto-calculated]
Amount of Title II, Part A funds transferred to Title I, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title I, Part C	\$ _____
Amount of Title II, Part A funds transferred to Title I, Part D	\$ _____
Amount of Title II, Part A funds transferred to Title III, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title IV, Part A	\$ _____
Amount of Title II, Part A funds transferred to Title IV, Part B	\$ _____
Amount of Title II, Part A funds transferred to Title V, Part B	\$ _____
Amount of funds transferred from other ESEA programs to Title II, Part A	\$ _____
Amount available for State activities	[Auto-calculated]
Total Federal FY 2021 Title II, Part A State activities funds budgeted	\$ _____
State activities funds not yet budgeted at the time of response	[Auto-calculated]

Question 2. State activities funds budgeted

Provide the dollar amount of Federal FY 2021 Title II, Part A State activities funds budgeted at the time of response for each allowable state use of funds (section 2101(c)(4)(B)). **Do not include carryover funds.** You can estimate if you do not have exact figures.

The amounts reported in this question should sum to the total amount budgeted, as reported in question 1: [DISPLAY FUNDS BUDGETED FROM QUESTION 1].

See Attachment 1 for a full description of the use of funds from statute.

Activity	Title II, Part A funds budgeted
Administration, monitoring, and technical assistance	
Administration and monitoring	\$ _____
Training, technical assistance, and capacity building for LEAs	\$ _____
Professional development and training	
Professional development programs for principals	\$ _____
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	\$ _____
Training to integrate technology into curricula and instruction	\$ _____
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework (i.e., dual enrollment)	\$ _____
Training to integrate career and technical education into academic instruction	\$ _____
Training related to use of student data and privacy	\$ _____
Training to prevent and recognize child sexual abuse	\$ _____
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	\$ _____
Providing alternative routes for state certification of teachers, principals, or other school leaders	\$ _____
Providing licensure/certification reciprocity with other states	\$ _____
Reforming or improving preparation programs for teachers, principals, or other school leaders	\$ _____
Establishing or expanding preparation academies for teachers, principals, or other school leaders	\$ _____
Developing career paths that promote professional growth including instructional coaching and mentoring	\$ _____
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	\$ _____
Developing new teacher and principal induction and mentoring programs	\$ _____
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	\$ _____
Providing training and support for instructional leadership teams	\$ _____
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	\$ _____

Activity	Title II, Part A funds budgeted
Equitable access	
Improving equitable access to effective teachers	\$ _____
Other	
Library programs	\$ _____
Addressing transition to elementary school and school readiness	\$ _____
Other activities identified by the state (please specify)	\$ _____

Question 2 continued

For each budgeted activity, briefly describe how the funds are used to meet the purpose of the Title II, Part A program and how the activity improved educator effectiveness.

See Attachment 1 for a full description of the use of funds from statute.

Question 3. Identifying funded activities that support equitable access

Please identify which State activities in Question 2, if any, were part of the State’s plan for improving equitable access to effective teachers for low-income and minority students in the State, as discussed in the State’s approved Consolidated State Plan. *Select all activities that apply.*

[DISPLAY CHECKBOX LIST OF STATE ACTIVITIES FROM QUESTION 2 WITH AN AMOUNT GREATER THAN ZERO]

See Attachment 1 for a full description of the use of funds from statute.

Question 4. Set-aside question

Under Section 2101(c)(3), SEAs are permitted to reserve up to 3 percent of the amount reserved for subgrants to LEAs (2.85 percent of the State’s total award) for activities for principals or other school leaders, in addition to the funds reserved for state activities under Section 2101(c)(4)(A). Your State could have set aside up to [Provide amount prefilled here] for this purpose.

Did your state reserve Federal FY 2021 funds under Section 2101(c)(3) for activities for principals and other school leaders?

- Yes
- No

If you selected “Yes,” how much did your State reserve for those activities? \$ _____

If you selected yes, please provide a description of the activities funded by the reserved funds: [Text answer]

Question 5. Funding by educator type

Please provide an estimate of the percentage of your Title II, Part A state activity funds budgeted in Federal FY 2021 [Provide amount prefilled here from Q1] to support teachers and the percentage used to support principals and other school leaders.

Note: percentages do not need to sum to 100 percent.

	Percentage of Title II, Part A funds
Teachers	___%
Principals and other school leaders	___%

Please note that the next two questions will be asking about the school year 2020-21.

Question 6. Evaluation results

Did your State use Title II, Part A funds to implement a teacher, principal, or other school leader evaluation and support system consistent with Section 2101(c)(4)(B)(ii) in school year (SY) 2020-21?

- Yes** If you checked “yes,” please provide SY 2020-21 evaluation results for teachers, principals, or other school leaders in your State. Enter whole numbers, not percentages, of teachers, principals, or other school leaders in each category.
- No**

Enter the **total** number of teachers, principals and other school leaders in your state for the SY 2020-21.

	Teachers	Principals and other school leaders
Total		

How many teachers, principals and other school leaders received a rating that your state considers to be “**effective or above**” during SY 2020-21?

Category	Teachers	Principals and other school leaders
Effective or above		

How many teachers, principals and other school leaders received a rating that your state considers to be “ineffective” during SY 2020-21?

Category	Teachers	Principals and other school leaders
Ineffective		

How many teachers, principals and other school leaders have **no rating available** in SY 2020-21?

Category	Teachers	Principals and other school leaders
Not rated		

[DISPLAY ONLY IF THE SUM OF NOT RATED, INEFFECTIVE, AND EFFECTIVE DOES NOT EQUAL THE TOTAL]

How many teachers, principals and other school leaders with “other” evaluation ratings during SY 2020-21 and describe this category?

Category	Teachers	Principals and other school leaders
Specify name of the other category:		

Question 7. Annual retention rates

In your State, are SY 2020-21 retention rates for teachers and principals or other school leaders available by evaluation category (i.e., effective or ineffective) using the **methods or criteria the State has or developed under Section 1111(g)(2)(A)**?

Please note, nothing in this paragraph shall be construed to require any SEA or LEA to collect and report any data the SEA or LEA was not collecting or reporting as of December 9, 2015, the day before the date of enactment of the ESSA.

- Yes** If you checked “yes,” please complete the table below by providing the percentage of teachers and the percentage of principals and other school leaders who received evaluation ratings equivalent to “effective” who were retained in SY 2020-21.
- No**

[DISPLAY ONLY IF YES IS CHECKED]

The percentage of teachers who received a rating that your state considers to be “effective” who were retained during SY 2020-21.	___%
The percentage of principals and other school leaders who received a rating that your state considers to be “effective” who were retained during SY 2020-21.	___%

Attachment 1.

State activity descriptions for questions 2 and 3

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Administration, monitoring, and technical assistance	
Administration and monitoring	Fulfilling the State educational agency's (SEA's) responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.
Training, technical assistance, and capacity building for LEAs	Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under Title II, Part A.
Professional development	
Professional development programs for principals	Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.
Promoting high-quality instruction and instructional leadership in STEM subjects (science, technology, engineering, mathematics, computer science)	Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
Training to integrate technology into curricula and instruction	Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1) of the ESEA) projects.
Developing educator skills, credentials for supporting K-12 students in postsecondary education coursework	Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.
Training to integrate career and technical education into academic instruction	Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.
Training related to use of student data and privacy	Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974) (20 U.S.C. 1232g) and in accordance with State student privacy laws and local educational agency student privacy and technology use policies.
Training to prevent and recognize child sexual abuse	Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Recruiting, hiring, retaining effective educators	
Reforming certification, licensing, or tenure systems or preparation programs	<p>Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—</p> <ul style="list-style-type: none"> (I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards; (II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and (III) teacher certification or licensing requirements are aligned with such challenging State academic standards.
Providing alternative routes for state certification of teachers, principals, or other school leaders	<p>Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—</p> <ul style="list-style-type: none"> (I) individuals with a baccalaureate or master’s degree, or other advanced degree; (II) mid-career professionals from other occupations; (III) paraprofessionals; (IV) former military personnel; and (V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.
Providing licensure/certification reciprocity with other states	<p>Working with other States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements.</p>
Reforming or improving preparation programs for teachers, principals, or other school leaders	<p>Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.</p>
Establishing or expanding preparation academies for teachers, principals, or other school leaders	<p>Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds reserved for State activities that is not more than 2 percent of the State’s allotment, if—</p> <ul style="list-style-type: none"> (I) allowable under State law; (II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and (III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Developing career paths that promote professional growth including instructional coaching and mentoring	Developing, or assisting local educational agencies in developing— (I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;
Developing performance-based pay systems and other incentives to recruit and retain teachers and leaders in high-need subjects and schools	Developing, or assisting local educational agencies in developing— (II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems;
Developing new teacher and principal induction and mentoring programs	Developing, or assisting local educational agencies in developing— (III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to— (aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and (bb) increase the retention of effective teachers, principals, or other school leaders.
Providing opportunities for effective teachers to lead evidence-based professional development for their peers	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers;
Training and support for instructional leadership teams	Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through— (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.

State activity description for questions 2 and 3	Full text from Title II, Part A statute
Evaluation systems	
Teacher, principal, or other school leader evaluation and support systems	<p>Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—</p> <ul style="list-style-type: none"> (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results; (II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and (III) developing a system for auditing the quality of evaluation and support systems.
Equitable access	
Improving equitable access to effective teachers	Improving equitable access to effective teachers.
Other	
Library programs	Supporting the instructional services provided by effective school library programs.
Addressing transition to elementary school and school readiness	Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.
Other activities identified by the state (specify)	Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of Title II of the ESEA.

Study of Title II-A Use of Funds

District Survey

2021–22



The **Study of Title II-A Use of Funds** is examining how states and districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA). The study includes surveys of officials from all state education agencies and from a representative sample of school district officials from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school districts are using their Title II, Part A funds. The United States (U.S.) Department of Education is sponsoring this study. While participation in the LEA survey is not mandatory, it is strongly encouraged in order to provide the Title II, Part A program office with information important that the Department can use to benefit to the program.

The study, including this survey, is being conducted by Westat.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0618. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual survey, please contact directly Elizabeth Witt, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20024 or email Elizabeth.witt@ed.gov and reference the OMB Control Number 1810-0618. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – Subgrants to Districts

District: [DISTRICT NAME]
State: [ST]
NCES ID: [NCES ID]

Instructions

Please refer to the table below to determine the questions you should complete. All districts should complete Question 1 before completing the remaining questions, as the applicability of Questions 2-13 depend on your response to Question 1.

Contact information	All districts
Question 1	All districts
Question 2	Districts that received Title II, Part A funds in SY 2021–22
Question 3	Districts that received Title II, Part A funds in SY 2021–22
Question 4	Districts that received Title II, Part A funds in SY 2021–22 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2021–22 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2021–22
Question 13	Districts that received Title II, Part A funds in SY 2021–22 and had funds available after transfers

For assistance, please call 1-855-817-1704 or send an e-mail to title2afunds@westat.com.

Contact information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

For reference only

Question 1: Title II, Part A funding in SY 2021–22

1. Did your district receive Title II, Part A funding in school year 2021–22?

- Yes** If you selected “yes,” **continue to Question 2.**
- No** If you selected “no,” you do not need to complete this survey.

Question 2: Total teachers and principals

2. Please provide the total count of full-time equivalents (FTEs) in your district in SY 2021–22, for teachers and for principals and other school leaders.

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

	Total FTEs in SY 2021–22
Teachers	_____
Principals and other school leaders	_____

Question 3: Transfers to and from Title II, Part A

3a. Your State Education Agency (SEA) provided the amount of Federal FY 2021 Title II, Part A funds made available to your district in SY (2021–22).

Note: Federal fiscal year 2021 covers 10/1/2020 through 9/30/2021 for funds to be used during school year 2021–22.

This allocation amount does not include carryover funds. If this allocation is incorrect, please contact Westat at Title2afunds@westat.com.

3b. Please provide the amount of Federal FY 2021 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to **Title I, Part A** \$ _____

Title II, Part A funds transferred to **Title I, Part C** \$ _____

Title II, Part A funds transferred to **Title I, Part D** \$ _____

Title II, Part A funds transferred to **Title III, Part A** \$ _____

Title II, Part A funds transferred to **Title IV, Part A** \$ _____

Title II, Part A funds transferred to **Title V, Part B** \$ _____

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103) \$ _____

3c. Provide the total amount of FY 2021 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** \$ _____

Total amount of Title II, Part A funds available to your district in SY 2021–22 after transfers: \$ _____

Question 4: Allocation of Title II, Part A funds

For reference, in Question 3 you answered that the total amount of Title II, Part A funds available to your district in SY 2021–22 AFTER TRANSFERS was:

\$xxx,xxx.xx

- 4a. Please provide the amount of Title II, Part A funds your district budgeted for the following activities in SY 2021–22, after transfers, as well as funds not yet budgeted for the following activities. **Do not include carryover funds.** You can estimate if you do not have exact figures. *Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.*

Hiring, recruiting, and retaining effective teachers, principals, and other leaders (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, or improving school working conditions) \$ _____

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for high stakes decisions, or guiding professional development planning) \$ _____

Class size reduction \$ _____

Professional development (such as in–service seminars, coaching, university courses, or support for professional learning communities) \$ _____

Other (describe: _____) \$ _____

Funds not yet budgeted at the time of response \$ _____

Total amount of SY 2021–22 Title II, Part A funds budgeted: \$ _____

- 4b. Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your district in SY 2021–22 to support teachers and the percentage of funds budgeted to support principals and other school leaders.

Note: Percentages do not need to sum to 100 percent. For example, some uses of funds may serve both teachers and school leaders, leading to a total of greater than 100 percent.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Teachers	Principals and other school leaders
_____ %	_____ %

Question 5: Strategies to hire, recruit, or retain effective teachers and leaders

5. Using Title II, Part A funds, what strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders? Of the strategies used, indicate the two with the highest funding amounts.

Strategy	Check all that apply	Check two highest-funded strategies
a) Support with screening candidates and early hiring for teachers	<input type="checkbox"/>	<input type="checkbox"/>
b) Recruiting individuals from other fields to become teachers or leaders	<input type="checkbox"/>	<input type="checkbox"/>
c) Differential and incentive pay of teachers and leaders	<input type="checkbox"/>	<input type="checkbox"/>
d) Emphasis on leadership opportunities and multiple career pathways for teachers	<input type="checkbox"/>	<input type="checkbox"/>
e) Induction or new teacher and leader mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>
f) Targeting and tailoring professional development to individual teacher or leader needs	<input type="checkbox"/>	<input type="checkbox"/>
g) Feedback mechanisms to improve school working conditions	<input type="checkbox"/>	<input type="checkbox"/>
h) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 6: Class size reduction

6. During SY 2021–22, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction?

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE.

Total funded (FTEs)

Question 7: Participation in professional development

7. Please estimate the percentage of teachers and principals or other school leaders in your district expected to participate in Title II, Part A-funded professional development activities during SY 2021–22.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Participation	Percentage
Percentage of all teachers who will participate in Title II-A funded professional development activities in SY 2021–22	_____
Percentage of all principals and other school leaders who will participate in Title II-A funded professional development activities in SY 2021–22	_____

Question 8: Types of professional development for teachers

8. Which of the following types of professional development and support to **teachers** is your district providing during SY 2021–22, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Types of teacher professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded types
a) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
b) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Longer-term (4 or more days) professional development with connected content, conducted by an external provider or coach	<input type="checkbox"/>	<input type="checkbox"/>
d) Longer-term (4 or more days) professional development with connected content, conducted by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Longer-term (4 or more days) one-on-one support from teacher leaders or coaches	<input type="checkbox"/>	<input type="checkbox"/>
f) Longer-term (4 or more days) Internet-based professional development (e.g., video library, skill-building modules, online coaching)	<input type="checkbox"/>	<input type="checkbox"/>
g) Longer-term (4 or more days) group support (e.g., lesson study, peer-to-peer communities of practice)	<input type="checkbox"/>	<input type="checkbox"/>
h) Professional conferences or organizations	<input type="checkbox"/>	<input type="checkbox"/>
i) University or college courses; traditional, course-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
j) Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based)	<input type="checkbox"/>	<input type="checkbox"/>
k) Professional certifications (e.g. NBPTS certification, state-level credentials or endorsements)	<input type="checkbox"/>	<input type="checkbox"/>
l) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 9: Topics of professional development for teachers

9. Which of the following topics are covered by **teacher** professional development in your district in SY 2021–22, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded topics
a) Teacher content knowledge in ELA	<input type="checkbox"/>	<input type="checkbox"/>
b) Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)	<input type="checkbox"/>	<input type="checkbox"/>
c) Teacher content knowledge in subjects other than ELA or STEM	<input type="checkbox"/>	<input type="checkbox"/>
d) Instructional strategies for academic subjects	<input type="checkbox"/>	<input type="checkbox"/>
e) Instructional strategies for classroom management or student behavior management	<input type="checkbox"/>	<input type="checkbox"/>
f) Using data and assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>
g) Providing instruction and academic support to English learners	<input type="checkbox"/>	<input type="checkbox"/>
h) Providing instruction and academic support to students with disabilities or developmental delays	<input type="checkbox"/>	<input type="checkbox"/>
i) Identifying gifted and talented students	<input type="checkbox"/>	<input type="checkbox"/>
j) Understanding state content standards and instructional strategies to meet them	<input type="checkbox"/>	<input type="checkbox"/>
k) Understanding teacher evaluation systems and resulting feedback	<input type="checkbox"/>	<input type="checkbox"/>
l) Engaging parents and families	<input type="checkbox"/>	<input type="checkbox"/>
m) Using technology	<input type="checkbox"/>	<input type="checkbox"/>
n) Integrating academic content, career and technical education, and work-based learning (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
o) Offering joint professional learning and planning activities that address transition from early childhood to elementary school	<input type="checkbox"/>	<input type="checkbox"/>
p) Identifying students with referral needs (such as sexual abuse, mental health issues, drug or alcohol abuse)	<input type="checkbox"/>	<input type="checkbox"/>
q) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 10: Types of professional development for principals and other school leaders

10. Which of the following types of professional development and support to **principals and other school leaders** is your district providing during SY 2021–22, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Check here if your district did not provide any type of professional development to principals or other school leaders during SY 2021–22, funded at least in part by Title II, Part A.

Types of principal and other school leaders professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest-funded types
a) Short-term (3 or less days) professional development, conducted virtually or in-person, either by external provider or district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
b) Longer-term (4 or more days) group professional development, conducted by district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Longer-term (4 or more days) group professional development, conducted by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
d) Longer-term (4 or more days) one-on-one professional development, conducted by district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Longer-term (4 or more days) one-on-one professional development, conducted by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
f) Longer-term (4 or more days) group support (e.g., learning communities, district monthly or quarterly principal meetings)	<input type="checkbox"/>	<input type="checkbox"/>
g) Professional conferences or organizations, external to the district or state	<input type="checkbox"/>	<input type="checkbox"/>
h) University or college courses, traditional course-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
i) Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based	<input type="checkbox"/>	<input type="checkbox"/>
j) State leadership conferences or trainings	<input type="checkbox"/>	<input type="checkbox"/>
k) Leadership certifications (e.g., state-level credentials or endorsements)	<input type="checkbox"/>	<input type="checkbox"/>
l) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 11: Topics of professional development for principals and other school leaders

11. Which of the following topics are covered by **principal and other school leader** professional development in your district in SY 2021–22, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Principal and Other School Leader Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded topics
a) School improvement planning or identifying interventions to support academic improvement	<input type="checkbox"/>	<input type="checkbox"/>
b) Strategies and practices to advance organizational development (e.g., a focus on setting a shared school mission; creating a safe and respectful environment for learning; improving school climate and culture; fostering communication and collaboration among teachers and parents; distributing leadership responsibilities; ensuring efficient use of available funding and instructional time; and deploying resources aligned with strategic goals)	<input type="checkbox"/>	<input type="checkbox"/>
c) Strategies and practices to help teachers improve instruction (e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards)	<input type="checkbox"/>	<input type="checkbox"/>
d) Strategies and practices to develop and manage the school’s workforce (e.g., a focus on recruiting, hiring, and retaining effective teachers; selecting professional development tailored to teachers’ needs; effectively assigning teacher talent to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders)	<input type="checkbox"/>	<input type="checkbox"/>
e) Strategies to engage parents and the community	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 12: Teacher Quality/Effectiveness and Equity

12a. Has your district examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

- Yes, and inequities were found** If you selected “yes,” complete the remainder of this question below.
- Yes, but no inequities were found** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no,” and **continue to Question 13.**

12b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? Check all that apply.

Type of information used to define teacher quality	Check all that apply
a) Teacher evaluation ratings	<input type="checkbox"/>
b) Teacher effectiveness, as measured by value added measures or student growth percentiles	<input type="checkbox"/>
c) Teacher effectiveness, as measured by student learning objectives or student growth objectives	<input type="checkbox"/>
d) Teacher experience	<input type="checkbox"/>
e) Teacher certification	<input type="checkbox"/>
f) Teacher education	<input type="checkbox"/>
g) Assignment of teachers to a grade or classes consistent with their field of certification	<input type="checkbox"/>
h) Other (describe: _____)	<input type="checkbox"/>

Question 13: Strategies used to improve equitable access

13a. During SY 2021–22, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

- Yes** If you selected “yes,” complete the remainder of this question below.
- No** If you selected “no, you have completed the final survey question.

13b. What strategies has your district used or will your district use to address any substantial inequities found in access to effective teachers for low-income and minority students? Check all that apply.

Strategy to address inequities	Check all that apply
a) Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
b) Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	<input type="checkbox"/>
c) Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
d) Increasing external recruitment activities such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
e) Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
f) Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
g) Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
h) Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
i) Other (describe: _____)	<input type="checkbox"/>



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