Study of Title II-A Use of Funds

District Survey
2024–25

The **Study of Title II-A Uses of Funds** examines 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 educational 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 (ED) to gain a better understanding of how school districts are using their Title II, Part A funds. ED is contracting for this study. While participation in the school district survey is not mandatory, it is strongly encouraged in order to provide ED information to benefit the Title II, Part A program. The study, including this survey, is being conducted by American Institutes for Research.

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 Office of Management and Budget (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 Scott Richardson, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202 or email scott.richardson@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. Districts in the sample will not be identifiable except for Hawaii and Puerto Rico. The reports will not associate any responses or findings with a specific individual. We will not provide any information that identifies you to anyone outside the study team, except as required by law.

While individual information will typically not be disclosed outside of the U.S. Department of

Education, there may be circumstances where information may be shared with a third party, such as a Freedom of Information Act request, court orders or subpoena, or if a breach or security incident occurs that affects information collected through this survey, etc. Failure to provide your contact information may limit the ability of the Department to contact you with questions.

Click [**next**] to consent to participate in the Study of Title II-A Use of Funds.

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 school year (SY) 2024–25
Question 3	Districts that received Title II, Part A funds in SY 2024–25
Question 4	Districts that received Title II, Part A funds in SY 2024–25 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2024–25 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2024–25
Question 13	Districts that received Title II, Part A funds in SY 2024–25 and had funds available after transfers

For assistance, please call (888) 862-1694 or send an e-mail to titletwo@air.org.

Contact information

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

First Name: _____

Last Name: _____

Position: _____

Phone: _____

E-mail: _____

Question 1: Title II, Part A funding in SY 2024–25

1.   Did your district receive Title II, Part A funding in school year 2024–25?

Q1

Question 2: Total teachers and principals

2.   Please provide the total count of full-time equivalents (FTEs) in your district in SY 2024–25, 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.[1] Teachers include all staff members who teach, even if they also hold leadership role(s).

Role	Total FTEs in SY 2024–25
Teachers	_____
Principals and other school leaders	_____

Q2_a

Q2_b

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

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

3a.   Your State educational agency (SEA) provided the amount of Federal FY 2023 Title II, Part A funds made available to your district in SY (2024–25).

Q3_a

Note: Federal fiscal year 2023 covers 10/1/2022 through 9/30/2023 for funds to be used during school year 2024–25.

This allocation amount does not include carryover funds from previous years. If this allocation is incorrect, please contact American Institutes for Research at titletwo@air.org.

3b.   Please provide the amount of Federal FY 2023 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to **Title I, Part A**	$_____ **q3_b**
Title II, Part A funds transferred to **Title I, Part C**	$_____ **q3_c**
Title II, Part A funds transferred to **Title I, Part D**	$_____ **q3_d**
Title II, Part A funds transferred to **Title III, Part A**	$_____ **q3_e**
Title II, Part A funds transferred to **Title IV, Part A**	$_____ **q3_f**
Title II, Part A funds transferred to **Title V, Part B**	$_____ **q3_g**

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)	$_____ **q3_h**

3c. Provide the total amount of FY 2023 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.**

$_____ **q3_i**

Total amount of Title II, Part A funds available to your district in SY 2024–25 after transfers:	$_____ **q3_j**

If no funds available after transfer (q3_j = 0) then skip to Question 12.

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 2024–25 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 2024–25, 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) $_____ q4_a

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for to inform decision making about professional development, improvement strategies, and personnel decisions) $_____ q4_b

Class size reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers) $_____ q4_c

Professional development (such as in–service seminars, coaching, university courses, or support for professional learning communities)[2] $_____ q4_d

Other (describe: _____ q4_e_txt _____) $_____ q4_e

_____

Funds not yet budgeted at the time of response $_____ q4_f

Total amount of SY 2024–25 Title II, Part A funds budgeted:	$ q4_total

_____

[2] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

4b. Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your district in SY 2024–25 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 include all staff members who teach, even if they also hold leadership role(s).

Teachers	Principals and other school leaders
____Q4b_1____%	____Q4b_2____%

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	☐ Q5a_1	☐ Q5a_2
b) Recruiting individuals from other fields to become teachers or leaders	☐ Q5b_1	☐ Q5b_2
c) Recruiting new potential educators from the communities served by a school or district (e.g., through "grow your own" programs or Registered Apprenticeships in education)	☐ Q5c_1	☐ Q5c_2
d) Differential and incentive pay for teachers and leaders	☐ Q5d_1	☐ Q5d_2
e) Providing additional time for collaborative planning with peers	☐ Q5e_1	☐ Q5e_2
f) Emphasis on leadership opportunities and multiple career pathways for teachers	☐ Q5f_1	☐ Q5f_2
g) Induction or new teacher and leader mentoring programs, including training for mentor teachers	☐ Q5g_1	☐ Q5g_2
h) Targeting and tailoring professional development to individual teacher or leader needs	☐ Q5h_1	☐ Q5h_2
i) Feedback mechanisms to improve school working conditions	☐ Q5i_1	☐ Q5i_2
j) Other (describe: Q5j_text_____)	☐ Q5j_1	☐ Q5j_2

Question 6: Class size reduction

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR CLASS SIZE REDUCTION (q4_c > 0)

6. During SY 2024–25, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers)?

    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)
___Q6___

Question 7: Participation in professional development

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (Q4_d > 0)

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 2024–25.[3]

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 include all staff members who teach, even if they also hold leadership role(s).

Participation	Percentage
Percentage of all teachers who will participate in Title II-A funded professional development activities in SY 2024–25	_____ **Q7_a**
Percentage of all principals and other school leaders who will participate in Title II-A funded professional development activities in SY 2024–25	_____**Q7_b**

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[3] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Question 8: Types of professional development for teachers

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT (Q4_d > 0)

8. Which of the following types of professional development and support to **teachers** is your district providing during SY 2024–25, **funded at least in part by Title II-A**? Please include planned professional development.[4]

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

Types of teacher professional development (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded types
a) **Single-session professional development**	☐ Q8a_1	☐ Q8a_2
b) **Multi-session professional development**	☐ Q8b_1	☐ Q8b_2
c) **Multi-session one-on-one support from teacher leaders or coaches**	☐ Q8c_1	☐ Q8c_2
d) **Multi-session Internet-based professional development** (e.g., video library, skill-building modules, online coaching)	☐ Q8d_1	☐ Q8d_2
e) **Multi-session group support** (e.g., lesson study, peer-to-peer communities of practice)	☐ Q8e_1	☐ Q8e_2
f) **Professional conferences or membership fees for organizations**	☐ Q8f_1	☐ Q8f_2
g) **University or college courses; traditional, course-based curriculum**	☐ Q8g_1	☐ Q8g_2
h) **Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based**	☐ Q8h_1	☐ Q8h_2
i) **Professional certifications (e.g. National Board certification, state-level credentials or endorsements)**	☐ Q8i_1	☐ Q8i_2
j) **Other (describe: Q8j_text_____)**	☐ Q8j_1	☐ Q8j_2

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[4] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

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 2024–25, **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.[5]

Teacher Professional Development Topic (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded types
a) **Teacher content knowledge in ELA**	☐ Q9a_1	☐ Q9a_2
b) **Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)**	☐ Q9b_1	☐ Q9b_2
c) **Teacher content knowledge in subjects other than ELA or STEM**	☐ Q9c_1	☐ Q9c_2
d) **Instructional strategies for academic subjects**	☐ Q9d_1	☐ Q9d_2
e) **Instructional strategies for classroom management or student behavior management**	☐ Q9e_1	☐ Q9e_2
f) **Using data and assessments to guide instruction**	☐ Q9f_1	☐ Q9f_2
g) **Providing instruction and academic support to English learners**	☐ Q9g_1	☐ Q9g_2
h) **Providing instruction and academic support to students with disabilities or developmental delays**	☐ Q9h_1	☐ Q9h_2
i) **Identifying gifted and talented students**	☐ Q9i_1	☐ Q9i_2
j) **Understanding state content standards and instructional strategies to meet them**	☐ Q9j_1	☐ Q9j_2
k) **Understanding teacher evaluation systems and resulting feedback**	☐ Q9k_1	☐ Q9k_2
l) **Engaging parents and families**	☐ Q9l_1	☐ Q9l_2
m) **Using technology**	☐ Q9m_1	☐ Q9m_2
n) **Integrating academic content, career and technical education, and work-based learning**	☐ Q9n_1	☐ Q9n_2

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[5] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Teacher Professional Development Topic (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded types
o) Training for educators of early learners	☐ Q9o_1	☐ Q9o_2
p) Offering joint professional learning and planning activities that address transition from early childhood to elementary school	☐ Q9p_1	☐ Q9p_2
q) Identifying students with referral needs (such as sexual abuse, mental health issues, homelessness, drug or alcohol abuse)	☐ Q9q_1	☐ Q9q_2
r) Other (describe: Q9r_text)	☐ Q9r_1	☐ Q9r_2

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 2024–25, **funded at least in part by Title II-A**? Please include planned professional development.[6]

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 2024–25, funded at least in part by Title II, Part A. ☐ Q10_na

Types of principal and other school leaders professional development (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded types
a) Single session professional development	☐ Q10a_1	☐ Q10a_2
b) Multi-session group professional development	☐ Q10b_1	☐ Q10b_2
c) Multi-session one-on-one professional development	☐ Q10c_1	☐ Q10c_2
d) Multi-session group support (e.g., learning communities, district monthly or quarterly principal meetings)	☐ Q10d_1	☐ Q10d_2
e) Professional conferences or organizations	☐ Q10e_1	☐ Q10e_2
f) University or college courses, traditional course-based curriculum	☐ Q10f_1	☐ Q10f_2
g) Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based	☐ Q10g_1	☐ Q10g_2

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[6] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Types of principal and other school leaders professional development (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded types
h) **State leadership conferences or trainings**	☐ Q10h_1	☐ Q10h_2
i) **Leadership certifications** (e.g., state-level credentials or endorsements)	☐ Q10i_1	☐ Q10i_2
j) **Other (describe: Q10l_text_____)**	☐ Q10j_1	☐ Q10j_2

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 2024–25, **funded at least in part by Title II-A**? Please include planned professional development.[7]

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

Principal and Other School Leader Professional Development Topic (at least *in part* 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**	☐ Q11a_1	☐ Q11a_2
b) **Strategies and practices to advance school climate,** e.g., supporting students' social and emotional development and positive and inclusive school culture, including through multi-tiered systems of support; collaborating with other local partners to meet school and community needs that support student academic success (e.g., becoming a full-service community school); strategies for meeting students basic needs and health needs so they can be academically successful (e.g., learning strategies for effective school meal program	☐ Q11b_1	☐ Q11b_2

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[7] ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Principal and Other School Leader Professional Development Topic (at least *in part* funded by Title II, Part A)	Check all that apply	Check two highest-funded topics
c) **Training on recruiting and supporting a diverse educator workforce**	☐ Q11c_1	☐ Q11c_2
d) **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	☐ Q11d_1	☐ Q11d_2
e) **Strategies and practices to develop and manage the school's workforce,** e.g., a focus on recruiting, hiring, and retaining diverse and effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teachers to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders	☐ Q11e_1	☐ Q11e_2
f) **Strategies to engage parents and the community**	☐ Q11f_1	☐ Q11f_2
g) **Other (describe: Q11f_text_____)**	☐ Q11g_1	☐ Q11g_2

Question 12: Teacher Quality/Effectiveness and Equity

12a. During the most recent school year, did your district examine information about the **Q12** distribution of teacher quality or effectiveness to assess whether low-income or minority students in Title I, Part A schools were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

    ○ **Yes, and inequities were found [1]**   If you selected "yes," complete the remainder of this question below.

    ○ **Yes, but no inequities were found [2]**   If you selected "yes," complete the remainder of this question below.

    ○ **No [0]**   If you selected "no," **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**	☐ **Q12_a**
b) **Teacher effectiveness, as measured by value added measures or student growth percentiles**	☐ **Q12_b**
c) **Teacher effectiveness, as measured by student learning objectives or student growth objectives**	☐ **Q12_c**
d) **Teacher experience**	☐ **Q12_d**
e) **Teacher certification**	☐ **Q12_e**
f) **Teacher education**	☐ **Q12_f**
g) **Assignment of teachers to a grade or classes consistent with their field of certification**	☐ **Q12_g**
h) **Other (describe: Q12_h_text)**	☐ **Q12_h**

If no funds available after transfer (Q3_j = 0) then skip to end of survey.

Question 13: Strategies used to improve equitable access

13a. During SY 2024–25, 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.

Q13   If you selected "no, you have completed this 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 more low-income or minority students compared to other schools**	☐ **Q13_a**
b) **Developing career ladders or teacher leadership roles to attract and retain teachers in schools with more low-income or minority students compared to other schools**	☐ **Q13_b**
c) **Beginning the hiring process earlier for vacancies at schools with more low-income or minority students compared to other schools**	☐ **Q13_c**
d) **Increasing external recruitment activities such as hosting open houses and job fairs for schools with more low-income or minority students compared to other schools**	☐ **Q13_d**
e) **Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with more low-income or minority students compared to other schools**	☐ **Q13_e**
f) **Offering more professional development for teachers in schools with more low-income or minority students compared to other schools**	☐ **Q13_f**
g) **Limiting the ability of teachers who are inexperienced or low-performing to transfer to or be placed in schools with more low-income or minority students compared to other schools**	☐ **Q13_g**
h) **Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with more low-income or minority students compared to other schools**	☐ **Q13_h**
i) **Other (describe: Q13_i_text_____)**	☐ **Q13_i**