

Study of Title II-A Use of Funds:

District Survey 2023–24



The **Study of Title II-A Use 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 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 U.S. Department of Education, Office of Elementary and Secondary Education (OESE) is sponsoring this study. While participation in the local educational agency (LEA) survey is not mandatory, it is strongly encouraged to provide the Title II, Part A program office with important information that OESE can use to benefit to the program. The study is being conducted by the American Institutes for Research.

Paperwork Reduction Act of 1995

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Notice of Confidentiality

information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared 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: [LOCAL EDUCATIONAL AGENCY 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 2023–24
Question 3	Districts that received Title II, Part A funds in SY 2023–24
Question 4	Districts that received Title II, Part A funds in SY 2023–24 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2023–24 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2023–24
Question 13	Districts that received Title II, Part A funds in SY 2023–24 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 number:

Extension:

Email:

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Question 1: Title II, Part A funding in SY 2023–24

1. Did your district receive Title II, Part A funding in school year 2023–24?

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

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Question 2: Total teachers and principals

2. Please provide the total number of full-time equivalents (FTEs) in your district for the 2023–24 school year, categorized by roles: teachers, and principals/other school leaders.

Definition of FTE: An FTE of 1.00 indicates a full-time position or equivalent, whereas an FTE of 0.50 indicates a half-time position. For instance, if two teachers are each working half-time, they would be considered as 0.50 FTE each, totaling 1.0 FTE.

Important Note: “Other school leaders” refers to roles such as assistant principals or other staff positions responsible for instructional leadership and management in an elementary or secondary school building.

Total FTEs in
SY 2023–24

Teachers

Principals and other school leaders

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

3a. Your State Educational Agency (SEA) has provided the Federal FY 2023 Title II, Part A funds allocation for your district for the school year (SY) 2023-24.

Federal FY 2023 Title II, Part A Allocation:

- Amount Available: **\$xxx,xxx**

Important Note: This allocation corresponds to the Federal fiscal year 2023 (10/1/2022 - 9/30/2023) intended for use in SY 2023-24, excluding any carryover funds. If this allocation appears inaccurate, please contact us at (888) 862-1694 or email titletwo@air.org.

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

	Enter Amount:
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 2023 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** \$ _____

Total amount of FY 2023 funds transferred to Title II, Part A from another Federal program.	\$ _____
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Question 4: Allocation of Title II, Part A funds

Based on your response to Question 3, the total amount of Title II, Part A funds available to your district for the school year (SY) 2023-24, after any transfers, is:

\$xxx,xxx

- 4a. **Instructions:** Please specify how your district has allocated Title II, Part A funds across the following activities for SY 2023–24, after transfers. If exact figures are unavailable, provide your best estimate. Ensure you include funds allocated for services in private schools within the respective categories. **Exclude any carryover funds.**

Allocation Categories:

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 2023–24 Title II, Part A funds budgeted:

\$ _____

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4b. **Allocation of Title II, Part A Funds for SY 2023–24: Support Distribution**

Please provide percentage estimates of how your district has budgeted Title II, Part A funds in the 2023–24 school year, specifically regarding support provided to teachers to principals/other school leaders.

Guidance for Providing Estimates:

- **Dual Support Consideration:** The percentages provided do not need to equal 100%. This accounts for instances where funds may benefit both groups (teachers and school leaders), potentially resulting in a cumulative percentage exceeding 100%.
- **Definition of School Leaders:** For clarity, “other school leaders” includes roles such as assistant principals or any staff involved in instructional leadership and management within an elementary or secondary school building.

Please provide your estimates below:

Teachers	Principals and other school leaders
_____ %	_____ %

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR HIRING, RECRUITING, AND RETAINING EFFECTIVE TEACHERS, PRINCIPALS, OR OTHER 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"/>

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Question 6: Class size reduction

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR CLASS SIZE REDUCTION

6. During SY 2023–24, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction?

Definition of FTE: An FTE of 1.00 indicates a full-time position or equivalent, whereas an FTE of 0.50 indicates a half-time position. For instance, if two teachers are each working half-time, they would be considered as 0.50 FTE each, totaling 1.0 FTE.

Total funded FTEs _____

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Question 7: Participation in professional development

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR 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 2023–24.

Definition of School Leaders: For clarity, "other school leaders" includes roles such as assistant principals or any staff involved in instructional leadership and management within an elementary or secondary school building.

	Percentage
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Percentage of all teachers who will participate in Title II-A funded professional development activities in SY 2023–24 _____

Percentage of all principals and other school leaders who will participate in Title II-A funded professional development activities in SY 2023–24 _____

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Question 8: Types of professional development for teachers

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT

8. Which of the following types of professional development and support to **teachers** is your District providing during SY 2023–24, **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 highest funding amounts.

	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"/>

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Question 9: Topics of professional development for teachers

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT

9. Which of the following topics are covered by **teacher** professional development in your District in SY 2023–24, **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.

	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"/>

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT

10. Which of the following types of professional development and support to **principals and other school leaders** is your district providing during SY 2023–24, **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 highest funding amounts.

Check here if your district did not provide any type of professional development to principals or other school leaders during SY 2023–24, funded at least in part by Title II, Part A.

IF CHECKED SKIP TO QUESTION 12

	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"/>

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

ONLY ASKED IF DISTRICT BUDGETED FUNDS FOR PROFESSIONAL DEVELOPMENT AND DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT TO PRINCIPALS OR OTHER SCHOOL LEADERS

11. Which of the following topics are covered by **principal and other school leader** professional development in your district in SY 2023–24, **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.

	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"/>

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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
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- | | |
|---|--------------------------|
| 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"/> |

If no funds available after transfer then skip to end of survey.

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Question 13: Strategies used to improve equitable access

13a. During SY 2023–24, 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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