

TITLE II PROGRAM DESCRIPTION

The purpose of the program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

TYPES OF PROJECTS

State-level activities include but are not limited to (1) reforming teacher and principal certification programs, (2) providing support for new teachers, and (3) providing professional development for teachers and principals. Local-level activities include but are not limited to (1) recruiting and retaining highly qualified teachers and principals, (2) increasing the number of highly qualified teachers in classrooms, and (3) providing professional development for teachers and principals. These activities must be based on a local needs assessment and, among other things, be aligned with state academic content standards, student academic achievement standards and state assessments (for formula grants). The state agency for higher education (SAHE) works in conjunction with the state education agency (SEA) to make competitive subgrants to partnerships of institutions of higher education (IHEs), high-need LEAs and other entities (for competitive grants) through specific activities that focus on professional development for teachers, highly qualified paraprofessionals and, if appropriate, principals.

ADDITIONAL INFORMATION

In exchange for receiving funds, agencies are held accountable to the public for improvements in academic achievement. *Title II*, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.