



National Council of
Teachers of English®

TITLE II: Part A Funding Matters

The National Council of Teachers of English (NCTE) believes in the power of high quality, job-embedded professional learning because research shows that it builds capacity for teaching and learning. Access to training, resources, technologies and other supports make the critical difference for classrooms from early childhood through high school.

NCTE was pleased the Every Student Succeeds Act (ESSA) included new opportunities for states and districts to flexibly invest in leadership and training with Title II Part A funds. These funds make the majority of professional learning activities for teachers possible, especially in high need school districts. Therefore NCTE is deeply concerned that the President's proposed FY18 budget recommends eliminating Title II Part A dollars.

Title II funding and flexibility makes it possible for schools and districts to:

- Provide teachers with the time and resources that are essential to creating collaborative, sustained opportunities for professional learning and building teacher inquiry and decision making.
- Identify and promote strategies and experiences that will develop the leadership potentials of principals and teachers in literacy instruction.
- Develop or implement innovative approaches for preservice and early-career teachers that incorporate sustained mentorships to connect academic and theoretical knowledge with practical application within diverse settings.

A 2008 study¹ of corporate training budgets found that American businesses spend more than \$2 billion a year on employee education. That kind of funding ensures that our businesses continue to be the best in the world. It just makes sense that we'd make a similar investment in human capital in our schools.

To help Congress understand the integral role Title II Part A funds play, we asked our members to tell us why these funds matter. Below is a snapshot of their response:

TITLE II MAKES A DIFFERENCE

"To deny teachers this funding is to further denigrate a profession that has historically always struggled with issues of legitimacy and professionalism." **Peter A., Virginia**

¹ 1 McCullough, Jill. "Changing landscape necessitates spending on employee education." Business First. 07 Sept. 2007. 6 June 2009 <<http://columbus.bizjournals.com/columbus/stories/2007/09/10/smallb4.html>>.

“The major impact of losing these funds would be teacher and principal turnover in high need areas. When the teachers and administrators are not supported in these schools, there is a high level of burnout.” **Clancy R., Louisiana**

“Title II funds pay for instructional coaches and intervention resources. Cutting them would cut positions and often these are the leaders in our schools with the most advanced training.” **Franki S., Ohio**

“Cutting the funding will decrease my students’ access to the most current, creative and engaging teaching practices and materials available.” **Holly S., New York**

TITLE II: PROMOTES AND CREATES HIGH QUALITY TEACHERS

“Title II funding is used in my district in three ways: 1) training personnel such as administrators who would normally be exempt from instructional support; 2) lowering class size; 3) reimbursing a small portion of college tuition for teachers seeking their Master’s Degree in their current teaching field. . . If the rate of turnover for new teachers is as high as reported, then it seems professional development is an absolutely crucial lifeline for teachers. All the recent advances in the ways reading, including decoding and reading comprehension are taught and understood would not be available to me as I’m learning more now than what I was taught the first time. The dissemination and practice of this great new knowledge doesn’t happen without robust professional development.” **Clancy R., Louisiana**

“Title II pays directly for the majority of professional development that supports ongoing learning of teachers. I rely on it to attend high quality training at conferences and to gain and engage in peer-to-peer mentoring and support.”
Kristen S., Florida

“In my district, the opportunities for professional learning are endless and boundless! My participation in these high quality, sustained, and ongoing opportunities keeps my pedagogical approaches, my classroom materials and my participation in my professional community up-to-date. I cultivate and sustain growing professional dialogues and relationships with people across the district, the state and beyond and these relationships extend beyond my subject area. Most importantly, my students benefit from these fresh and engaging ideas.” **Holly S., New York**

STUDIES AND POLICY RESEARCH ON THIS TOPIC

[Remodeling Literacy Learning Together: Paths to Standards Implementation](http://bit.ly/2swJRpt), National Center for Literacy Education, 2014 Report (http://bit.ly/2swJRpt)

[Research Advisory: Literacy Teacher Education -International Literacy Association](http://bit.ly/2qYtf83), National Council of Teachers of English, 2017 Report (http://bit.ly/2qYtf83)

[Reflections on Transformative Professional Development: Improving Practice and Achievement](http://bit.ly/2rtVjDH), Conference on English Leadership, February 2017 (http://bit.ly/2rtVjDH)

NCTE urges Congress to support teachers and school leaders. Do not eliminate ESSA’s Title II funds.