



Using ESSA Funds for Professional Learning

Supporting teachers and leaders to become better at what they do

The greatest lever we can pull for our students is to provide them with well-prepared, confident teachers who are equipped to support all student needs — regardless of their race, ethnicity, or socioeconomic status.

The Every Student Succeeds Act (ESSA) offers funding for schools to help their educators participate in vital professional development.

BetterLesson offers a vibrant professional learning ecosystem including Workshops, 1:1 Coaching, Learning Walks, and BL Connect, a self-directed online learning platform — and your ESSA funding covered many of these opportunities.

Learn more about how to get the most out of your funding with BetterLesson and give your educators the personalized career support they need to thrive in the classroom.



Title I provides financial assistance through State Education Agency (SEA) to districts and public schools with high numbers or percentages of children from lower-income families to help ensure that all children meet state academic content and student academic achievement standards.

If 40% or more of your school's students come from low-income families, Title I funds must be used on school-wide initiatives. These are known as Title I schools.

If less than 40% of your school's students come from low-income families, Title I funds must be used for programming that targets low-income students.

Title I: Local Education Agency (LEA) Administration Funds





Used for funding administrative staff, supplies, equipment, travel, etc. at the district level for Title I administrative purposes.

| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
|---|---|---|---|---|
| For schools designated Priority, Focus, or Support | Inclusive and Responsive Practices Flexible Instructional Models Curriculum | Inclusive and Responsive Practices Flexible Instructional Models Curriculum | | |
| Job-embedded Professional Development District interventions at Title I schools or a subset of Title I schools with identified needs. | Instructional Leadership Principalship Executive Coaching Coaching SEL for Leaders Trauma-Informed Practices for Leaders | Instructional Leadership | | |
| Other areas (including other professional development) Summer school, preschool programs, intersession programs, additional professional development, school improvement, etc. | All Coaching | All Learning Walks | All Workshops | BL Connect courses |





Title I: Parent Engagement

| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
|--|---|---|---|---|
| Training for school staff to increase collaboration with parents | Culturally Responsive Teaching and Learning Leading Through Change: Family Engagement | | | |

Title I: Professional Development

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| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
| Conferences including registration, room, food, travel, stipends and/or substitute pay for educators attending professional development activities: Use of funds to help educators attend professional development | All Coaching | All Learning Walks | All Workshops | BL Connect Courses |

Title I: Student Success and Achievement





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| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
| Development and use of formative and interim assessments to track progress of low-achieving students | Formative Assessment and Differentiation | Formative Assessment and Differentiation | | |

Title II, Part A: Allowable Activities





The Title II, Part A grant is intended to support teachers, principals, other school leaders, and paraprofessionals in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. ESSA defines professional development as activities that are: sustained, intensive, collaborative, job-embedded, data-driven, personalized or based on information from an evaluation and support system, and classroom-focused.

Title II, Part A funds cannot be used to support stand alone, discreet professional development that does not connect to a larger school-wide or individualized plan. The Department of Education awards Title II, Part A funds to state educational agencies, which then sub-grant funds to Local Education Agencies (LEAs). The LEA remains in control of the federal funds and maintains ownership of materials, equipment, and property purchased with Title II, Part A funds.





Check your state for additional requirements.

| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
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| 3a. Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach | Curriculum and Academic Content | Curriculum and Academic Content | | BL Connect Courses |
| 3b. Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. | Instructional Leadership Inclusive and Responsive Practices Flexible Instructional Models Curriculum and Academic Content | Instructional Leadership Inclusive and Responsive Practices Flexible Instructional Models Curriculum and Academic Content | | BL Connect Courses |
| 4. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that: | All Coaching | All Learning Walks | All Workshops | BL Connect Courses |
| 4a. Involve collaborative groups of teachers and administrators; | | All Learning Walks | All Workshops | |

Title II, Part A: Allowable Activities (continued)





| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
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| 4b. Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; | As applicable | As applicable | Inclusive and Responsive Students with Disabilities Trauma-Informed Practices English Learners Social-Emotional Learning Diversity, Equity, and Inclusion | |
| 4c. Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; | As applicable | As applicable | Social-Emotional Learning Trauma-Informed Practices Students with Disabilities | |
| 4d. Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and | As applicable | As applicable | Culturally Responsive Teaching and Learning Instructional Leadership | |
| 4e. Provide training on how to use data and assessments to improve classroom practice and student learning. | As applicable | As applicable | Flexible Learning Models | |
| 6. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. | As applicable | As applicable | Blended Learning Virtual and Hybrid Learning Curriculum and Academic Content | |

Title II, Part A: Allowable Activities (continued)





| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
|--|--|--|--|--|
| 7. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. | Instructional Leadership Principalship Curriculum and Academic Content | Instructional Leadership | | |
| Private schools | | | | |
| LEAs may use Title II, Part A funds for a variety of teacher-quality activities that may or may not include professional development. However, services for private school teachers must be for professional development. | All Coaching | All Learning Walks | All Workshops | BL Connect Courses |

Title III: Allowable Activities

Title III helps states, school districts, and schools provide effective services that improve the English language proficiency and academic achievement of English Language Learners (ELs or ELLs)/ Multilingual Learners (MLLs).

| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
|---|---|---|---|---|
| <p>1. Increase the English proficiency of ELLs/MLLs by providing effective, supplemental language instruction educational programs, including the instructional use of both English and a child's home language, demonstrating the effectiveness of the programs in increasing:</p> <ul style="list-style-type: none"> English proficiency; and student academic achievement in the core academic subjects; | As applicable | As applicable | Curriculum and Academic Content | BL Connect Courses |
| <p>2. Provide high-quality effective professional development to classroom teachers (including Early Learning Program staff and teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is</p> | As applicable | As applicable | Inclusive and Responsive Practices English Learners | |
| <ul style="list-style-type: none"> designed to improve the instruction and assessment of ELLs/MLLs; | As applicable | As applicable | Curriculum and Academic Content English Learners | |
| <ul style="list-style-type: none"> designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs/MLLs; | As applicable | As applicable | Inclusive and Responsive Practices Culturally Responsive Teaching and Learning | |

Title III: Allowable Activities (continued)

| |  1:1 Coaching |  Learning Walks |  Workshops |  BL Connect |
|---|---|---|--|---|
| <ul style="list-style-type: none"> able to demonstrate the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers | As applicable | As applicable | Flexible Instruction Models Assessment and Differentiation | |
| <ul style="list-style-type: none"> of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and/or any local educational agency employing the teacher. | BetterLesson offers comprehensive, longer-term Professional Learning Pathways supporting English Learners | | | |
| 3. Conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing language instruction educational programs for ELLs/MLLs and providing professional development to teachers and school leaders | As applicable | As applicable | Instructional Leadership Family Engagement Inclusive and Responsive Practices Culturally Responsive Teaching and Learning | |