

Introduction to Title II, Part A

ESEA, Supporting Effective Instruction

Federal Funding Conference
March 2020



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

This program provides agencies with the flexibility to address Equity by:

- increase student achievement consistent with the challenging State academic standards;
- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Participants

Paraprofessionals working in Title I schools

- ❖ Support paraprofessionals to become licensed teachers.
- ❖ Pay the costs of teacher tests and assessments e.g. Praxis, Core, edTPA, FORT.
<https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>

Teachers

- ❖ Expand or add additional certifications
- ❖ Strengthen teacher growth
- ❖ Strengthen the teacher recruitment plans.

Principals and Other School Leaders

- ❖ Support principals in becoming effective leaders.
- ❖ Support other school educators to become effective instructional leaders.

Other School Leaders

- 1- Individual who is 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
- 2- Responsible for the daily **instructional** leadership and **managerial** operations in the elementary school or secondary school building.



Title II-A Funds Formula

U.S. Department of Education
(5-17 years old)

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graph TD; A[U.S. Department of Education ( 5-17 years old)] --> B[WI Department of Public Instruction (80% poverty 20% enrollment) FY20]; B --> C[Local School District (80% poverty 20% enrollment)];
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WI Department of Public Instruction
(80% poverty 20% enrollment) **FY20**


Local School District
(80% poverty 20% enrollment)

Private
school
setasides

Allocation – **Administration**
(necessary and reasonable)



Enrollment (5-17 years) public and
private regardless of residency



Per pupil funds
(Allocation-Administration)/enrollment

Setasides
Per Pupil x
enrollment

Carryover

- **One year carryover for the current allocation**
- **Private school: combined**
- **Public school: separate**
- **Carryover of closing private schools**



Requirements

- 1. Equitable Access to Excellent Educators ESEA § 1111(g)(1)(B)**
- 2. Closing Achievement Gaps ESEA § 2103(b)(2)**
- 3. Systems of Professional Growth and Improvement ESEA § 2103(b)(3);**
- 4. Targeting Funds 2.1 ESEA § 2102(b)(2)**
- 5. State Standards Alignment ESEA § 2102(b)(2)**

Standard Requirements

State Standards Alignment ESEA § 2102(b)(2)

The local educational agency will include a description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

- ❖ How do activities funded with Title II, Part A connect to the Standards?
- ❖ How does the LEA ensure that curriculum decisions are made based on alignment with the Wisconsin Standards?
- ❖ What mechanisms are used to align the professional development activities to address the high quality instructional material.
- ❖ How does the LEA ensure that all professional development in the STEM areas are fully aligned to address the needs of students as measured by State standards? (align HQPD to standards, align assessment to standards, and align educator growth to standards)

Allowed Activities

All activities must be based on Local Needs and meet the evidence of success

Recruiting, hiring, developing, and retaining effective educators.

- Observation, evaluation, and support to continuously improve educator practices.
- Effectively implement high-quality instructional and curricular materials.
- Utilize assessment and data analysis to plan differentiated to proactively identify and meet all needs.
- Equitable distribution of effective educators within the district, including in high-need subject areas.
- Effective community-based partnerships and services.
- Understand and support students' differentiated mental, emotional, and social needs.
- Personalized professional learning regarding effective instructional practices.

Local Needs

Student Data	Educator Data	School Data	Stakeholders
<ul style="list-style-type: none">❖ Demographics❖ Achievement & Growth❖ Graduation Rates <p><u>Private School</u></p>	<ul style="list-style-type: none">❖ Effectiveness❖ Retention rates❖ Areas of Expertise and Shortages❖ Job Satisfaction	<ul style="list-style-type: none">❖ Resources❖ Safety❖ Climate	<ul style="list-style-type: none">❖ Educators❖ Students❖ Families❖ Community
Category 1	Category 2	Category 3	Category 4

Requirement 2: Evidence Based

Evidence-based practices refer to evidence of significant positive impact that can be found in published research papers, literature reviews, or research briefs.

Tier 1: Strong (ELA and STEM)

Tier 2: Moderate (teacher mentor programs)

Tier 3: Promising (principal coaching)

Tier 4: Demonstrate Rational

Well-rounded Education

Courses, activities, and programming in subjects such as: English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, to provide all students access to an enriched curriculum and educational experience.

Not Allowed Costs

- ❖ Food purchases
- ❖ *Materials (including books)*
- ❖ *Substitute teachers*
- ❖ *Conferences*
- ❖ *Curriculum development*
- ❖ School Law or Legal Workshops
- ❖ Financial Workshops
- ❖ School Business Workshops
- ❖ Salaries of principals and district staff
- ❖ CPR Training
- ❖ Nurses Workshops
- ❖ Drivers Ed Training
- ❖ Bus Driver Training
- ❖ Motivational Speakers
- ❖ Properties
- ❖ Legislation Conferences
- ❖ One day workshops

Not allowed

Activity

- ❖ Salaries of paraprofessionals
- ❖ Classroom furniture
- ❖ Pupil transportation
- ❖ Food services and supplies
- ❖ Vehicles rental and purchase
- ❖ Fuel cost
- ❖ Information technology
- ❖ Payment to municipalities
- ❖ Student textbooks
- ❖ Instructional software
- ❖ Classroom supplies

Activity

To pay the salary of:

- ❖ Bus driver, food services provider, guidance counselor, parent liaison, psychologist, nurse, social worker, director of curriculum/director of learning if she/he does not provide professional development, library media specialist, dean of students, teachers for before/after school, tutors
- ❖ Pupil dues and fees
- ❖ Site rental for instruction
- ❖ Light snacks
- ❖ Individual membership

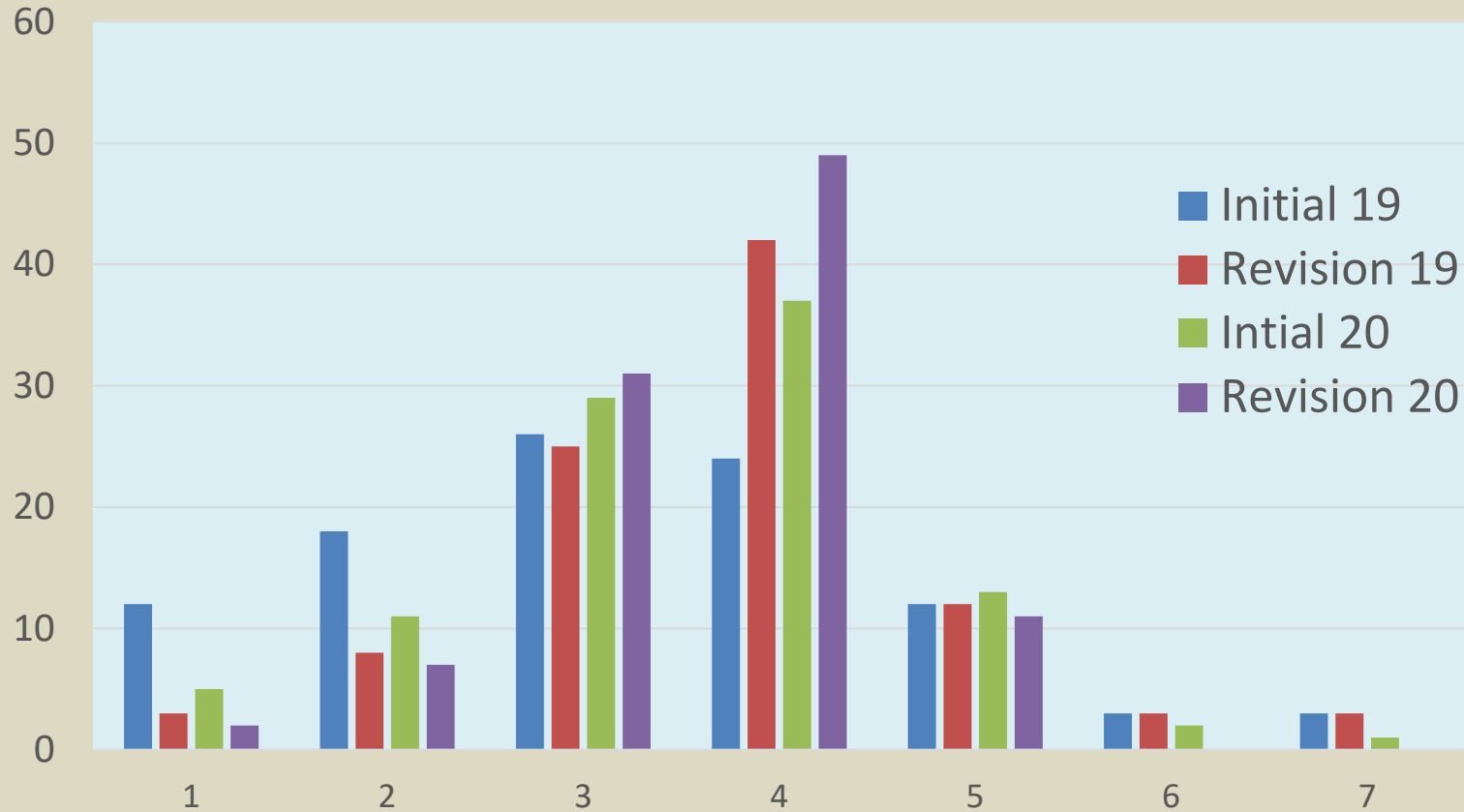
Private School Activities

Professional development including graduate courses and license advancement to all educators in all areas.

Total number of students ages 5-17 attending the private school within the boundaries of the LEA regardless of their residency and their poverty.

- ❖ Stipends for conference participants.
- ❖ Professional development expenses for all private school staff.
- ❖ Reasonable professional development supplies.
- ❖ Membership to professional organizations (LEA or school only).

Application Review



Approval Delays

TBD, unknown, PD, professional development, CESA contract, conference, training, undetermined, supplies, material, travel, substitutes, various, multiple, food, meals, snacks, books, names, curriculum, private school stuff blank, curriculum work, or blank. (Private school entries 19%)

Sub-Budget	Program Type	Position Label	Area Label	Position Activity	Staff Name	FTE	Function Number	Description	Salary	Benefits
Section: Personnel										
Public	Professional Development	Other Professional Staff in a Non-Instructional role	Professional Development Coordinator/Instructor	Standard (Default)		0.1	221300		\$6,813.00	\$3,839.00

Business Entries

Contact Sample

1 - Provider Legal Name and Contact Information

2 - Deliverables:

- Must address the needs
- Aligned with standards
- Meets the evidence of success tiered system

3 - Timelines

4 - Participants

Invoices

All invoices, including those for private school services, must be submitted directly to the LEA:

1. Services performed;
2. Timelines and dates of services;
3. Number of staff (when appropriate) served; and
5. How the contract services were evaluated.

Material Purchases

- **Allowed:** the purchase of materials and supplies necessary for the professional development activities. This should not include classroom kits and materials.
- **Not allowed:** the purchase materials and supplies that are not directly connected to the teachers' professional development. This includes graphic calculators, software, iPads, and all digital devices not used for data measurement.

Monitoring

1. ESEA consolidated program monitoring

- ❖ 19-20 LEAs every year
- ❖ Informed by September every year
- ❖ Visits January - May

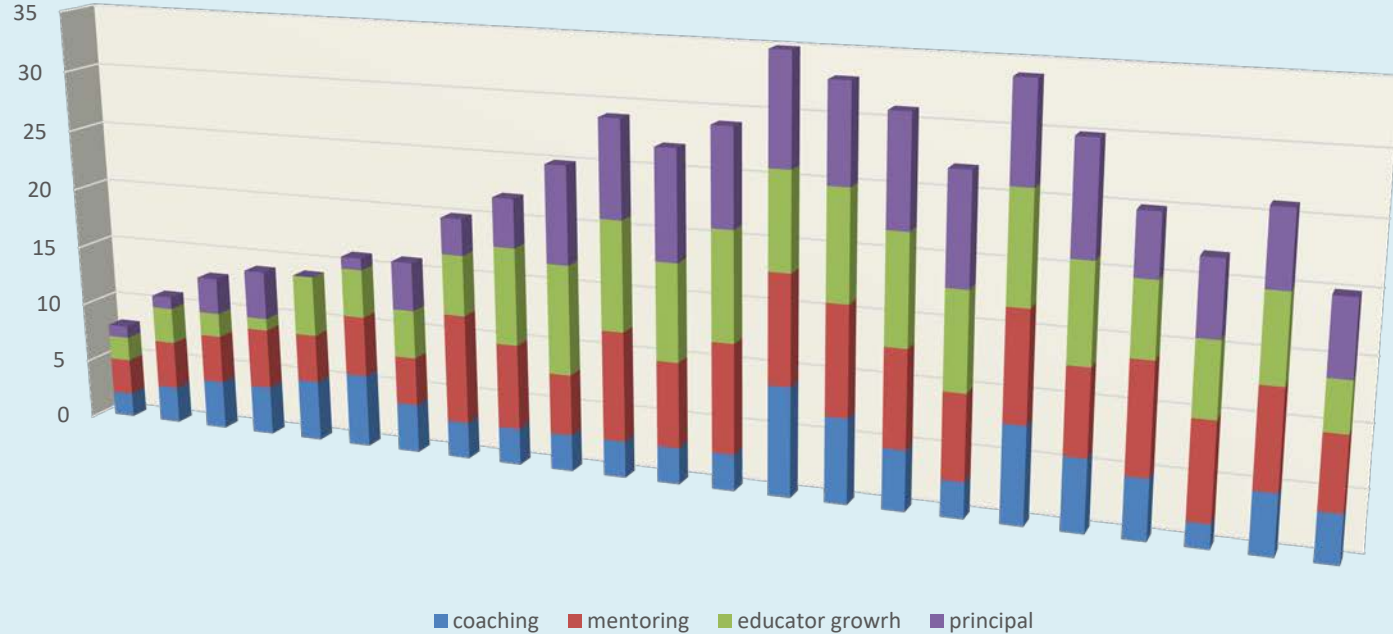
2. United States Department of Education

- ❖ 25-35 LEAs every year
- ❖ Informed by December - January
- ❖ Surveys sent in January - April

3. Research Institutions

- ❖ WestEd (70-100 LEAs) use of Title II - November
- ❖ Mathematica (10-23 LEAs) use of PD - March

Use of Funds: Educator Growth



Additional Resources

Program Contact:	Abdallah Bendada
Email address:	abdallah.bendada@dpi.wi.gov
Phone:	(608) 267-9270
Claims Contact:	Jacqueline Jordee
Email address:	jacqueline.jordee@dpi.wi.gov
Phone:	(608) 267-9134
Website:	dpi.wi.gov/title-ii
Listserv:	join-titleiia@lists.dpi.wi.gov