

Introduction to Title II, Part A

ESEA, Supporting Effective Instruction

WI Federal Funding Conference
February 2024
Abdallah Bendada



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Purpose

The purpose of Title II program is to increase student achievement and close achievement gaps by offering **Evidence-Based** professional development opportunities to:

- Teachers
- Principals and Other School Leaders.
- Instructional Paraprofessionals working with Title I students

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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 ESEA § 2102(b)(2)**
5. **State Standards Alignment ESEA § 2102(b)(2)**

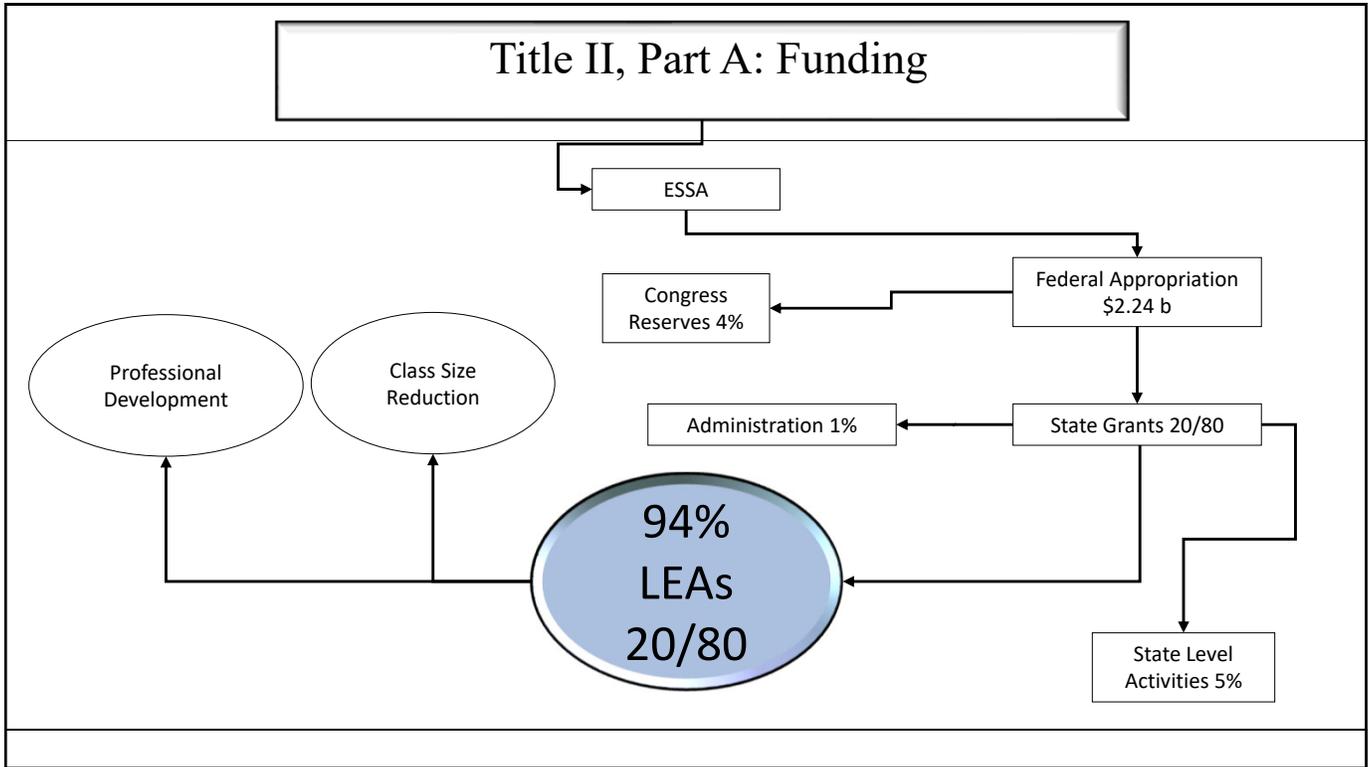
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Allowed Activities with EBIS

Coaching	Mentoring	Teacher and Title I Instructional Paraprofessional Growth	Teacher Leadership
Principal Leadership	Professional Learning Communities	Induction and Mentoring	National Board Certification
Training in Rigorous Academic Content	Recruiting & Retaining Effective Teachers	Recruiting Individuals from Other Fields	Evaluation/Support Systems
Effective Teaching of ELL Students	Effective Teaching of Children with Disabilities	Increased Knowledge/Ability to Teach Early Childhood	High Quality Instruction of STEM
Training to Implement Formative Assessments	Supporting Students Affected by Trauma and/or Mental Illness	Identification and Support of Gifted Students	Instructional Services Provided by Libraries
Training to Recognize/Prevent Sexual Abuse	Feedback Mechanisms to Improve Working Conditions	Early Grade Class Size Reduction	Class Size Reduction for Special Populations



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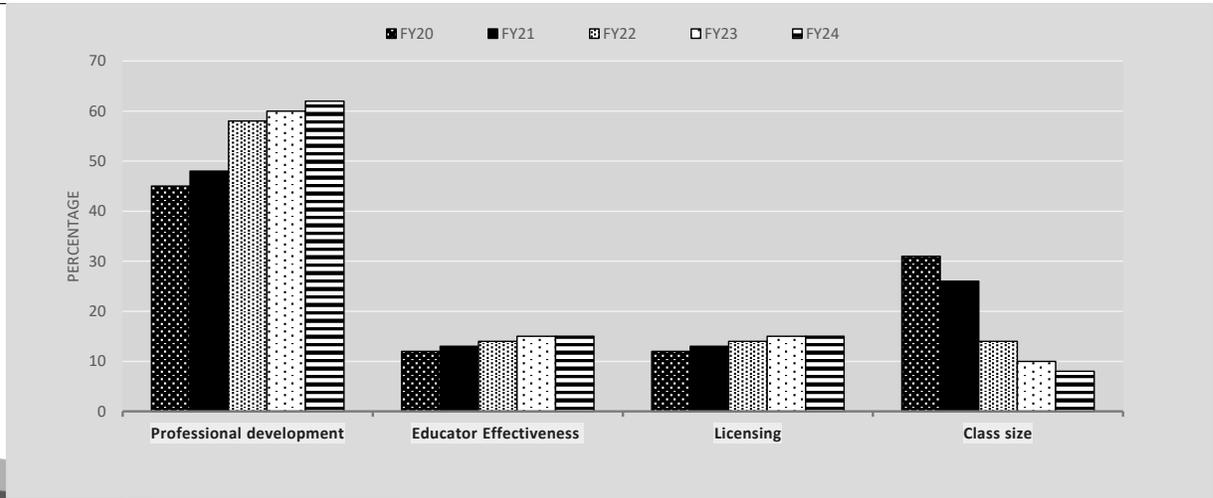
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Budget Adjustment FY24 only

1. **Budget** .47% increase due to the budget adjustment from USDE
2. **Budget** 2.83% increase due to returning funds reserved for leadership development grants from FY23
3. **Carryover** .31% increase due to the returning of \$98,507 reserved for leadership development grants from FY22

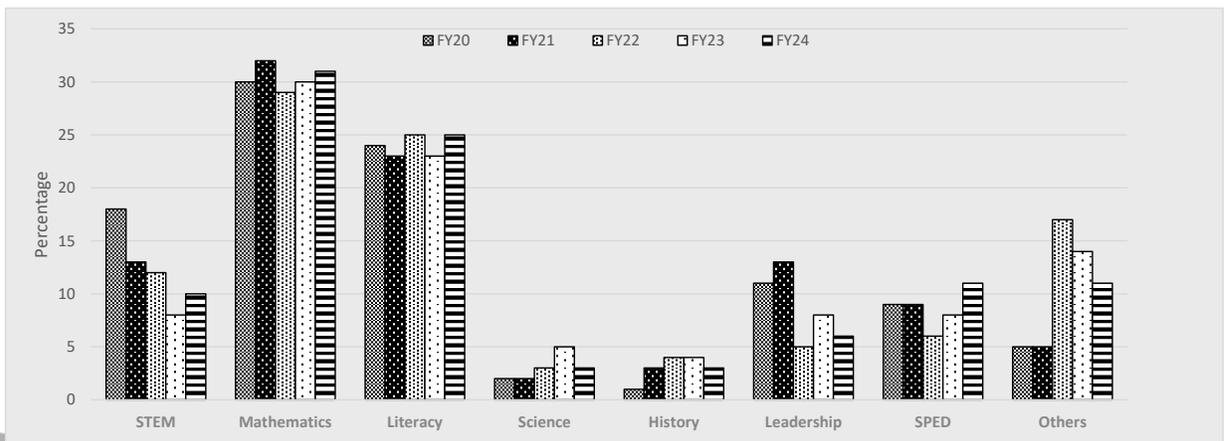
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Use of Funds



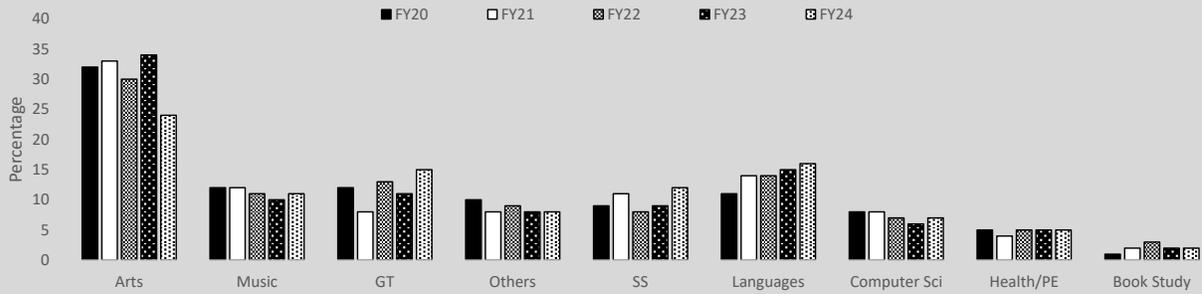
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Professional Development



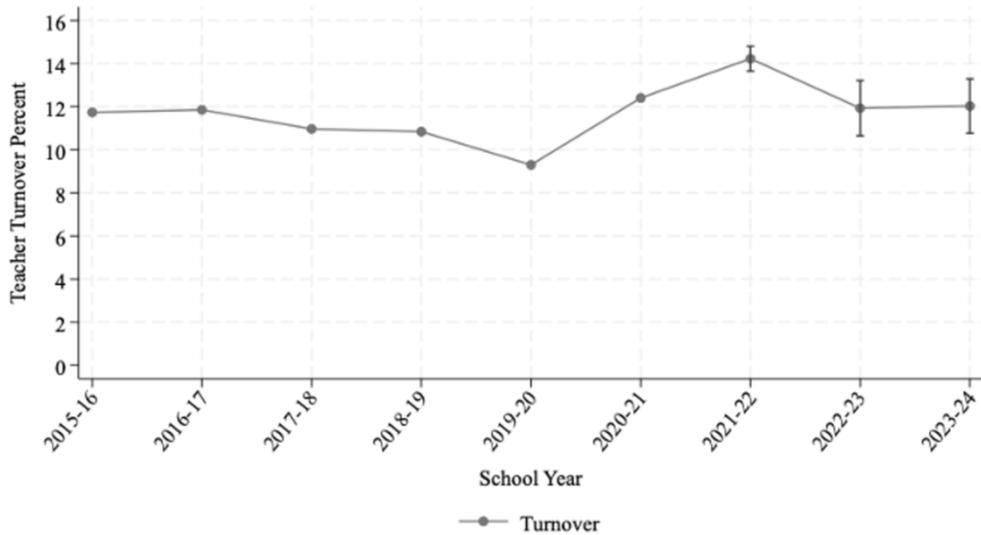
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Others



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Teacher Turnover



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Teacher Shortage

State/Jurisdiction	Vacancy	Vacancy Primary Data Source	Underqualification	Underqualification Primary Data Source	Leaving Rate	Teacher Prep Enrollment	Teacher Prep Completers	Total Teachers
South Carolina	1474 (2022-2023)	Institution, Non-Profit, Advocacy	7611 (2021-2022)	Institution, Non-Profit, Advocacy	14.80 (2021-2022)	8,793 (2020-2021)	2,382 (2020-2021)	55,488.77 (2021-2022)
Minnesota	946+ (2023-2024)	DOE or Government Agency	3292.2444 (2021-2022)	DOE or Government Agency	15.40 (2020-2021)	9,761 (2020-2021)	2,711 (2020-2021)	55,582.84 (2021-2022)
North Carolina	3619 (2022-2023)	Institution, Non-Profit, Advocacy	3618 (2022-2023)	Institution, Non-Profit, Advocacy	15.60 (2021-2022)	17,497 (2020-2021)	4,987 (2020-2021)	102,033.61 (2021-2022)
Wisconsin	2565- (2021-2022)	Institution, Non-Profit, Advocacy	3732 (2021-2022)	Institution, Non-Profit, Advocacy	15.70 (2021-2022)	11,712 (2020-2021)	3,256 (2020-2021)	60,337.39 (2021-2022)
North Dakota	418- (2022-2023)	News Report	73 (2021-2022)	Institution, Non-Profit, Advocacy	16.50 (2020-2021)	1,508 (2020-2021)	714 (2020-2021)	9,530.63 (2021-2022)
District of Columbia	160 (2021-2022)	News Report	430 (2021-2022)	Institution, Non-Profit, Advocacy	17.00 (2021-2022)	3,546 (2020-2021)	1,427 (2020-2021)	7,828.40 (2021-2022)
Colorado	373 (2021-2022)	DOE or Government Agency	1101.3 (2021-2022)	DOE or Government Agency	19.10 (2021-2022)	7,494 (2020-2021)	2,557 (2020-2021)	53,902.91 (2021-2022)
Alaska	120+ (2022-2023)	DOE or Government Agency	1504 (2021-2022)	Institution, Non-Profit, Advocacy	22.00 (2020-2021)	676 (2020-2021)	129 (2020-2021)	7,245.64 (2021-2022)

<https://www.teachershortages.com>



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Public Staff Report

Category	Total	AA	L/H	AI,	A	T	W
District Admin	454	11	5	3	0	3	432
District Assistant Admin	35	1	2	2	0	0	30
Principal	2142	114	60	4	15	4	1945
Assistant Principal	930	113	36	2	9	6	764
Teachers	61623	1826	2036	321	734	360	56346
AA	African American						
L/H	Hispanic/Latino						
AI	American Indian, Alaska Native, Native Hawaiian ,or Other Pacific Islander						
A	Asian						
AI	Two or More Races						
W	White						

<https://publicstaffreports.dpi.wi.gov/PubStaffReport/Public/PublicReport/AllStaffReport>



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Costs Not Allowed

- ❖ *Materials (including books)*
- ❖ *Substitute teachers*
- ❖ *Material*
- ❖ Food purchases, catering, snacks
- ❖ *Curriculum and assessment development*
- ❖ School Law or Legal Workshops
- ❖ Salaries of principals and district staff
- ❖ PD for district staff including director of curriculum, assessment coordinator, technology director, etc...
- ❖ CPR training
- ❖ Motivational speakers
- ❖ One day workshops and conferences
- ❖ Meetings (including networking meetings)
- ❖ Student Information Systems
- ❖ ACT 20 training: Supplanting

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Private School

- Total number of students ages 5-17 attending the private school within the boundaries of the LEA.
- Professional development including graduate courses and license advancement to all school teachers, principals, and school leaders based on the student needs.
- Reimburse participants directly.
- **Substitute teachers costs are not allowed.**

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WISEGrant WUFAR

Total of 47 WUFAR codes, Admin state Mean: 2.65% SD: 0.24%

1- Personnel: 25

- 3 Admin (managing Title II A activities only)
- 5 Professional Development (**paid for training e.g. mentees and teachers**)
- 17 Implementation (**Paid for services e.g. mentors and coaches**)

2- Purchased Services: 16

- 1 Admin
- 5 Professional Development
- 10 Implementation

3-Non-Capital Objects and Other Objects: 6

- 0 Admin
- 4 Professional Development
- 2 Implementation

Budget revision: needed if the line items exceeds 10% only (3876 LEAs with a few LEAs have 22 revisions, 23% increase)

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Application

Submission Personnel Purchased Services Non-Capital Objects Other Objects Indirect View All Sections

Search for Budget Combinations

Instructions:

1. Type a term into the search bar below.
2. The search tool will display a list of all WUFAR combinations containing the specified term(s).
3. Select the desired WUFAR combination from the list.
4. If the WUFAR combination you are looking for is not listed, try using a different search term. (The search tool will not search by Program Type).

Search for Budget Combinations

Personnel

Program Type: Select a Program Type...

Position: Select a Position Label...

Position Activity: Select a Position Activity...

Function: Select a Function Label...

Salary: \$0.00

General Ledger Account:

Area: Select an Area Label...

Object: Select an Object Number...

Benefits:

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Approval Delays

TBD, unknown, PD, professional development, CESA contract, conference, training, undetermined, supplies, material, travel, substitutes, various, multiple, food, meals, snacks, books, substitute, names, curriculum, private school elements, curriculum work, or blank. (Private school entries 33%)

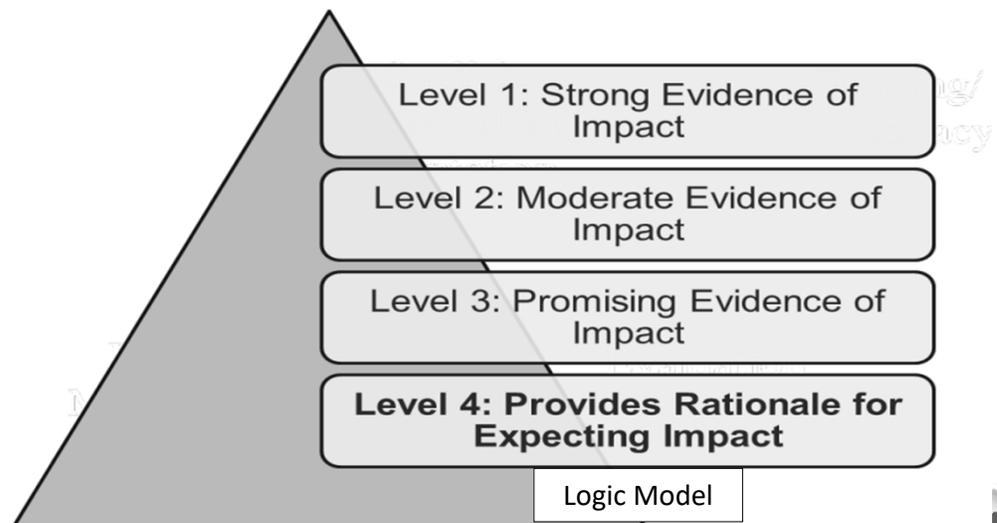
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Consolidated Monitoring

- Needs assessment
- Professional Development
- Equity
- Recruitment
- Title I Instructional Paraprofessionals <https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>

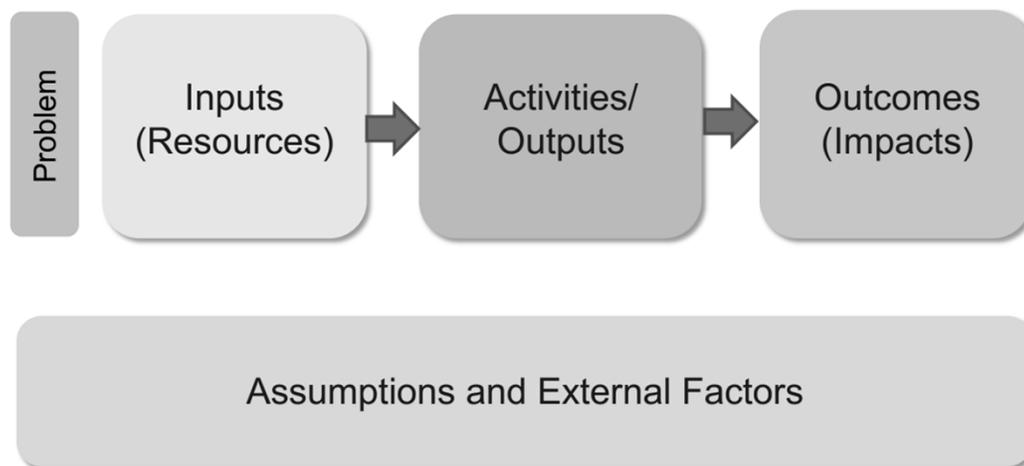
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Evidence of Success



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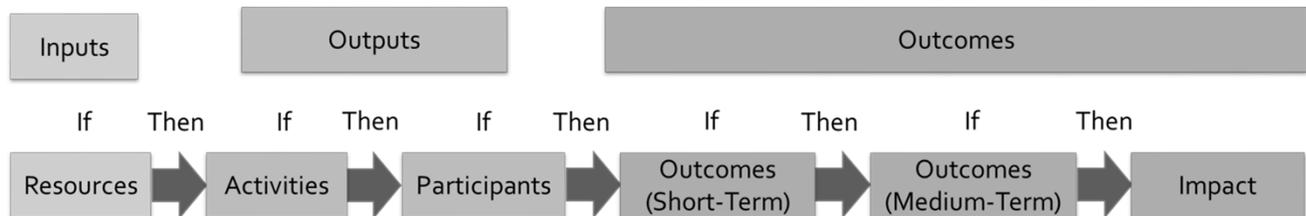
Logic Model



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Model Sequence

Reading from left to right, a logic model portrays a series of if-then relationships.



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We use Logic Model: Real Life Experience

An Example:

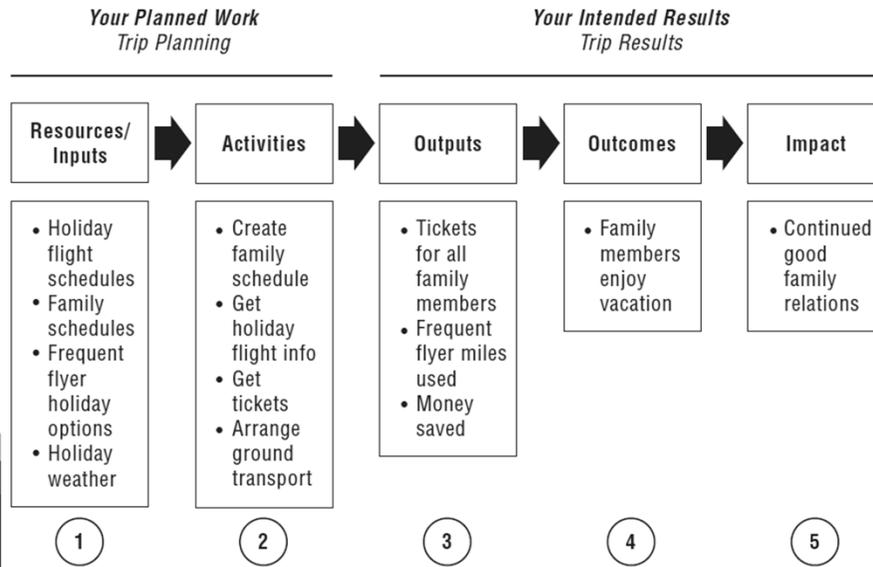
We are proposing an inexpensive family trip from Charleston, South Carolina, to Des Moines, Iowa, to visit relatives during December school holidays. The seasonal trip we dream of taking from Charleston to Des Moines is the “program.” Basic assumptions about our trip “program” are:

- We want to visit relatives between 12/10/00 and 1/5/01 while the children are out of school.
- We will fly from South Carolina to Iowa because it takes less time than driving and because frequent flier (FF) miles are available.
- Using frequent flier miles will reduce travel costs.

We have to determine the factors influencing our trip, including necessary resources, such as, the number of family members, scheduled vacation time, the number of frequent flier miles we have, round trip air reservations for each family member, and transportation to and from our home to the airport. The activities necessary to make this happen are the creation of our own family holiday schedule, securing our Iowa relative’s schedule, garnering air line information and reservations and planning for transportation to and from the airport.

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Iowa Trip Logic Model



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Probability Factor: Input

Based on family of 2 adults and 3 kids: planning 5-7 days any time and 10-14 days during summer (one year prior to departure). Post COVID

Trip	ES	ES/MS	ES/MS/HS	MD/HS	K12/HE	HE/Work	Work
5-7	1	.93 -.86	.81 -.73	.69 -.59	.38 -.31	.29 -.26	.22
10-14	1	.83 -.74	.61 -.55	.56 -.52	.23 -.20	.19 -.17	.12

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LEA Use of Funds Surveys

Purpose of this study: To examine how states and districts use Title II-A funds for professional development, recruiting and retaining effective teachers, class-size reduction, and other purposes, as well as the extent to which they are using the new flexibility under ESSA. (FY22 98%, FY23 92%)

- USDE (United States Department of Education): Letter and email to DPI, March every year
- Westat: Email to LEAs March/April every year with a unique “Username and Password.”
- IES (Institute of Education Science): Data analysis
- NCEE (National Center for Education Evaluation): Reporting

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Focus Group

- Too much information presented in these webinars
- Very useful information and the webinar draft is an excellent reference
- My district does not use the funds for all allowed activities
- I am new and can't relate to most of the materials presented
- Make these webinars intercreative
- Hold application completion webinars and walks us through the process
- You are only a phone call from me, and I can call when I need help
- My district doesn't need another Abdallah

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Stay Connected

Office Hours: Wednesdays 9:00 to 10:00

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 246 531 988 071

Passcode: EZHpQr

[Download Teams](#) | [Join on the web](#)

Or call in (audio only)

+1 608-620-9781,,120025968# United States, Madison

Phone Conference ID: 120 025 968#

[Find a local number](#) | [Reset PIN](#)

- Website: <http://dpi.wi.gov/title-ii> [NEA ESSA Federal Funding Guide.pdf](#) [NEA ESSA Advocacy Handbook](#)
- Email address: Abdallah.bendada@dpi.wi.gov
- Phone: (608) 267-9270