

# INTRODUCTION TO TITLE II, PART A

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## ESEA, TEACHER AND PRINCIPAL QUALITY FUNDS

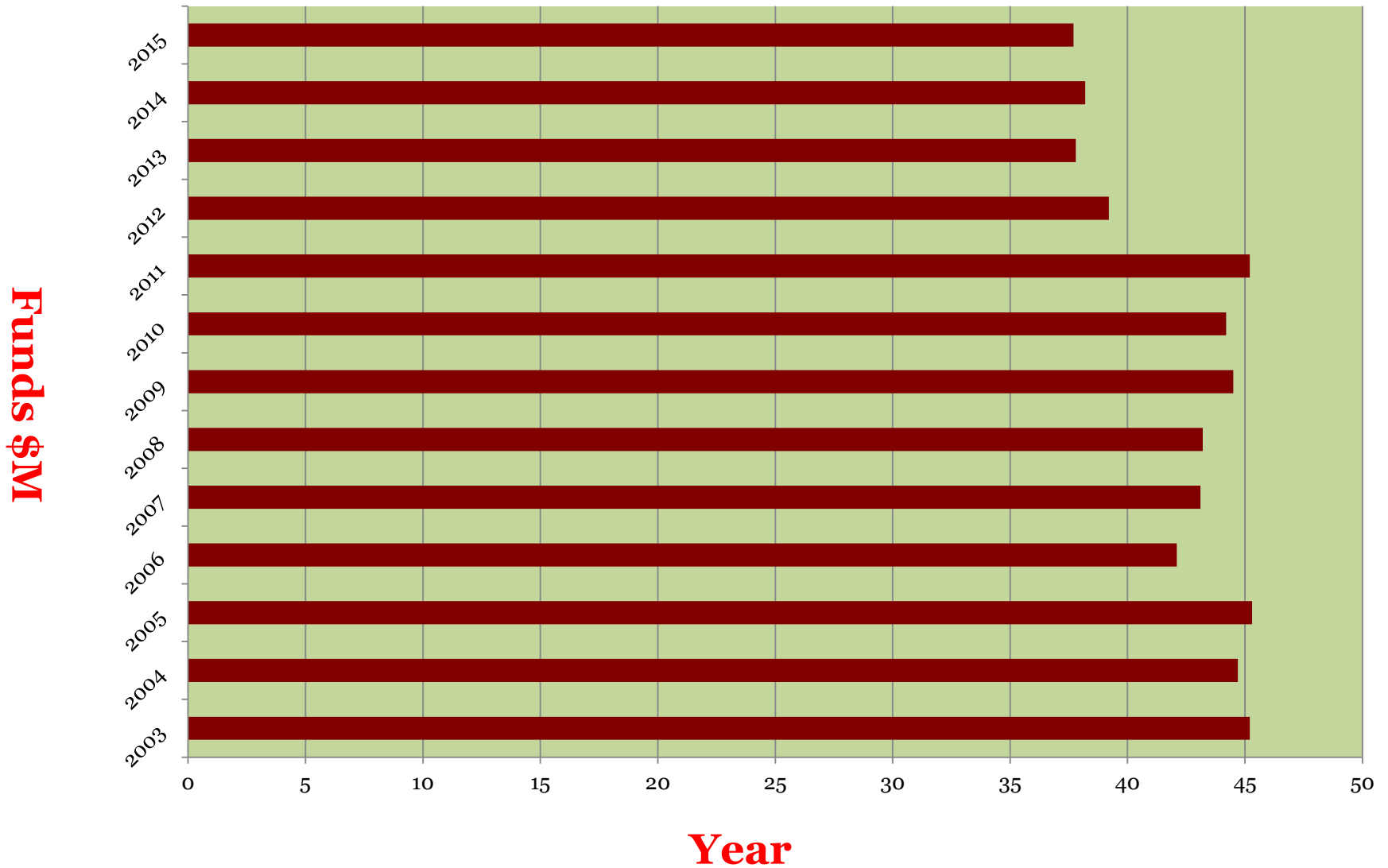
**Abdallah Bendada, DPI**

**This program provides agencies with the flexibility to address challenges to teacher quality such as:**

# Purpose

- Teacher qualification and preparation
- Recruiting, hiring, and retaining HQ teachers
- Professional Development in core academic areas

# Wisconsin Funding History



# Distribution of Funds

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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 (65% poverty 35% enrollment)]; B --> C[Local School District (80% poverty 20% enrollment)];
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WI Department of Public  
Instruction (65% poverty 35%  
enrollment)

Local School District  
(80% poverty 20% enrollment)

# Activities

Involve collaborative groups of teachers and administrators to:

- Analyze data and develop strategies to close the achievement gaps
- Communicate results effectively with stakeholders.
- Integrate technology into instruction

# Activities

Improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:

- Core content knowledge
- Classroom practices
- Address the needs of students with different learning styles
- Improve student classroom behavior

# Career Path Advancement

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## Administrators

Strengthen the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

## Teachers and Paraprofessionals

Strengthen teacher advancement initiatives to assist teachers in becoming mentor teachers, career teachers or exemplary teachers

# TEACHERS AND PARAPROFESSIONALS

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## Paraprofessionals

- Support paraprofessionals to become certified teachers in core academic area.
- Pay the costs of teacher tests and assessments i.e. Praxis, Core, edTPA, FORT, and others.
- Provide Incentives to and release time in order to attend seminars and workshops.

## Teachers

- Encourage teachers to expand or add additional core academic areas certification.
- Strengthen the teacher recruitment plans.
- Support teachers under emergency permits/licenses to become highly qualified.



# CORE ACADEMIC AREA:

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- Arts, music, dance, drama/theater
- Civics and government, history, geography, and economics
- Foreign languages
- Reading and English language arts
- Mathematics
- Science: life science, physical science, earth and space science, astronomy, chemistry, and physics

# NON-CORE ACADEMIC AREA:

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- Agriculture
- Bookkeeping, accounting, business, cooperative education, and library science
- Health education, health occupations, and physical education
- Family and consumer sciences, technology education, marketing education, trades and industry, computer science, driver education, and journalism
- Psychology, sociology, and speech

## Allowed Activities

### Recruitment

- Recruit highly qualified teachers, particularly those from underrepresented population
- Recruit highly qualified paraprofessionals from populations underrepresented

# Allowed Activities

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## Recruitment

*Recruit* pupil services personnel; only allowable when the district is meeting its requirements under ESEA section 1119(a)(2) (i.e. the district is 100% staffed with highly qualified teachers)

## Pupil Services Personnel

- School Counselors
- Librarians
- Social Workers
- School Psychologists
- Other qualified professional personnel involved in providing assessment, diagnosis, and counseling

**Not included:**

Engineer, nurse, custodian, school safety personnel, and other non instructional personnel

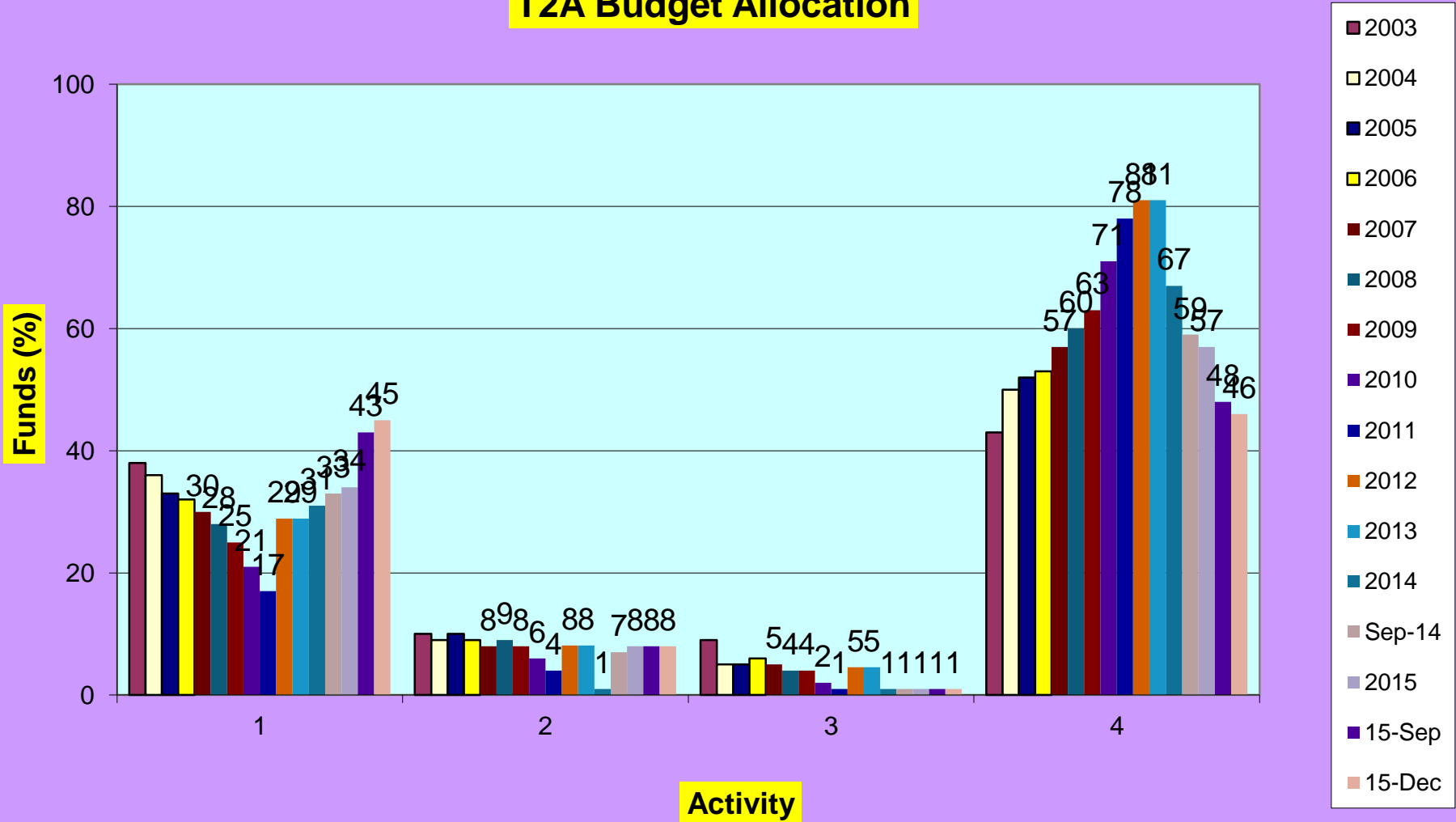
# NOT ALLOWED

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- Food purchases
- Legislation conferences
- School law or legal workshops
- Treasurer training or Encumbrance Clerk training
- Financial workshops
- School business workshops
- Gang and drug prevention
- Child abuse prevention
- CPR training
- Nurses workshops
- Drivers Ed training
- Bus Driver training
- Motivational speakers (unless focused on CORE SUBJECT areas)
- Salaries of administrators and paraprofessional

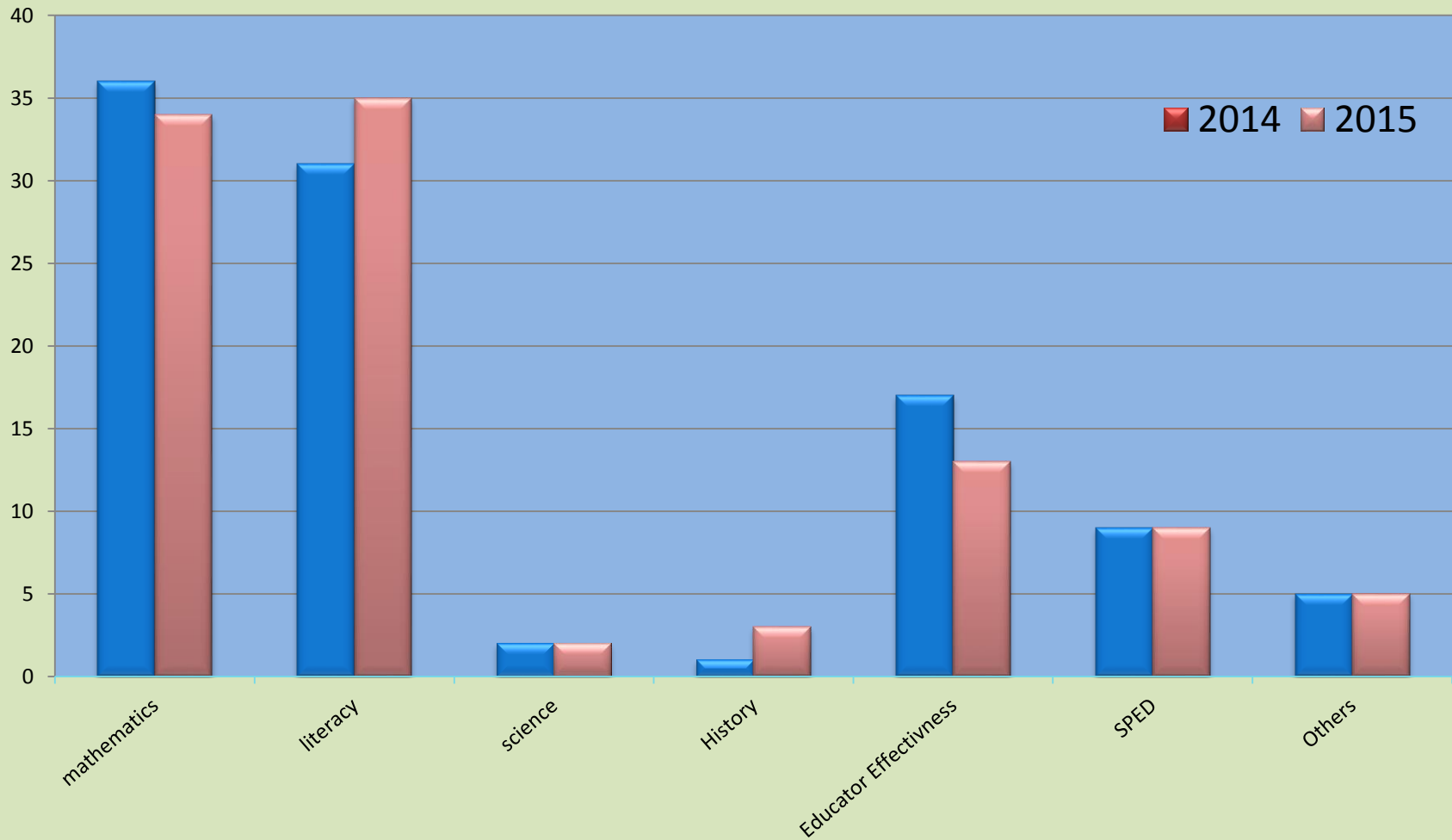
# Funding Activities

T2A Budget Allocation



# PD Funding

Funding percentage



# TO TRANSFER

- 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
- 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



# NOT TO TRANSFER

- Salaries of teachers in core academic areas
- Salaries of substitute teachers in order to release the regular teacher for professional development.
- Professional development activities for Title I teachers teaching core academic areas
- Transportation for the purposes of professional development activities for both private and public school staff
- Supplies for the purpose of professional development activities in core academic areas
- The salary of instructional coach, literacy coach, mathematics coach, RtI coordinator, Educator Effectiveness coordinator, director of curriculum/director of learning if she/he provides professional development, school improvement facilitator, data analyst, and Reading Specialist.
- Site rental for professional development
- Software for the purpose of professional development activities in core academic areas

# NOT ALLOWED

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## Title IIA Funds May Not Be Used to...

- Raise educator awareness about a state-mandated evaluation system if doing so violates the “supplement, and not supplant” guidelines.
- Purchase or pay for the development of an evaluation system-related data system to manage linking student and teacher data and to inform teachers’ professional development choices.
- Purchase equipment, such as iPads, for school and district administrators to use in observing teachers.



# PRIVATE SCHOOLS

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- ESEA requires LEAs receiving Title II to provide equitable services to students and educational personnel in private schools.
- Services are determined after meaningful consultation with all private schools in the area.
- Services must be: secular; neutral; and non-ideological.

# PRIVATE SCHOOL PARTICIPATION

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Contact **ALL** private schools within the boundaries of the school district to:

- Determine participation and
- Invite for consultation

LEAs must maintain copies of the invitation for consultation along with the agenda for the consultation meeting.

# PRIVATE SCHOOL CONSULTATION

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Private school services are determined by:

- Educational need
  - In consultation with the private school, the district must evaluate the needs of the school in core academic areas.
  - Needs assessment should address student achievement and teacher needs based on research-based criteria (i.e., classroom observation , surveys, recommendations).

# PROFESSIONAL DEVELOPMENT

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- Aligned to the needs assessment
- Evaluated using research-based models
- Related core academic areas only
- Available to all private school educators including teachers and administrators
- Ongoing and secular

# TITLE II SERVICES TO PRIVATE SCHOOL STAFF

## Examples:

- Attend the LEA's professional development offerings.
- Attend conferences related to core academic areas.
- Tuition reimbursement for graduate or undergraduate coursework.
- Provide stipends to teachers and administrators who participated in core academic areas.

# PRIVATE SCHOOL ACTIVITIES

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- Professional development including graduate courses and license advancement to all staff in core academic areas ONLY
- Total number of students ages 5-17 attending the private school within the boundaries of the LEA regardless of their residency and their poverty level.
- Stipends for conference participants.
- Professional development expenses for all private school staff.
- Reasonable professional development supplies.
- Only American citizens and permanent residents may participate.



# PRIVATE SCHOOL STAFF

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<b>Activities</b>	<b>Title II</b>
<b>Who</b>	All
<b>Topics</b>	All core academic areas
<b>Conference fees</b>	Allowed
<b>Participation in Public School PD Events</b>	Allowed
<b>Travel Expenses</b>	Allowed
<b>PI-34</b>	Allowed
<b>Tuition and fees</b>	Allowed

# Monitoring

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## **1. ESEA consolidated program monitoring**

- 10-20 LEAs every year
- Informed by May-June every year
- Visits October-May

## **2. United States Department of Education**

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

# Monitoring

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## **3. Research Institutions**

Westat (70-100 LEAs) use of Title II November

## **4. Technical Support**

40-60 LEAs visited every year to provide technical support in the use of Title II Funds

# LEA Requirement: 1- Needs Assessment

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## 1. Gather Data

- District-wide teacher/principal data
  - Student Learning and Growth goals, surveys, interviews, focus groups, HQ and beginning/experienced teacher percentages
- District-wide student data
  - State, district, classroom assessments; disaggregated data, attendance, behavioral data

## 2. Analyze Data

- Use of statistical models to monitor student achievement growth and variation over the years using multiple instruments
- Correlate teacher effectiveness to students achievement using multiple models and instruments
- Correlate school achievement to the administrator growth over the years using multiple instruments

# LEA Requirement: 2 - Professional Development

- High-quality PD includes activities that: Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school- and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not 1-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators

# Contact Information

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