Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
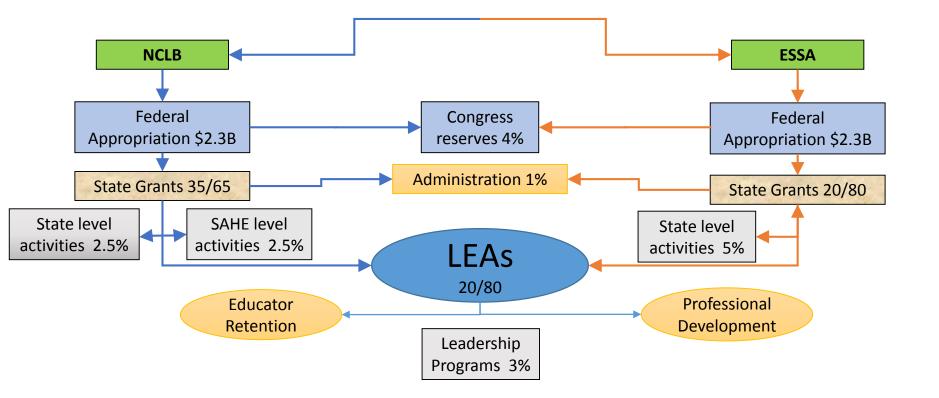
Abdallah Bendada

Purpose and Goals

Provide all Wisconsin students equitable access to expertise and resources by supporting educator and principal preparation and professional growth.

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

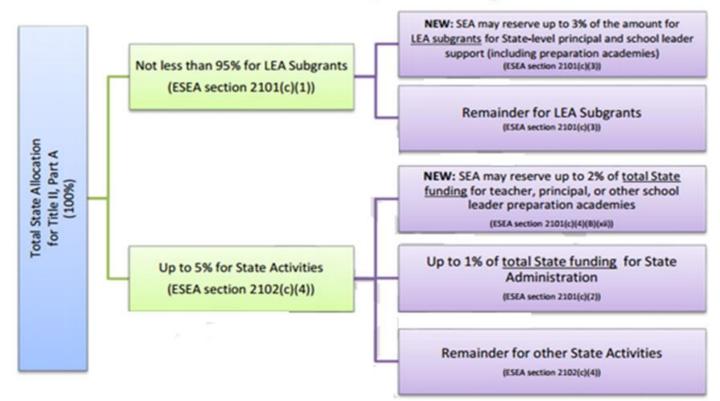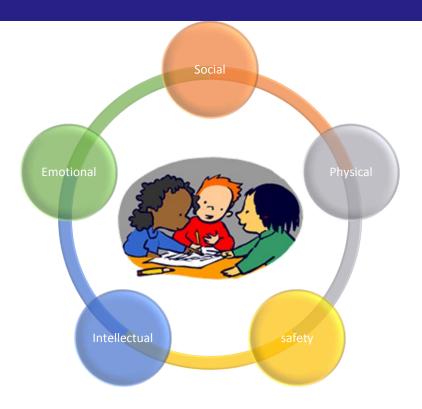# Funding

Funding

The Flow of Title II, Part A Funding

Total State Allocation for Title II, Part A (100%)

- **Not less than 95% for LEA Subgrants** (ESEA section 2101(c)(1))
  - **NEW:** SEA may reserve up to 3% of the amount for LEA subgrants for State-level principal and school leader support (including preparation academies) (ESEA section 2101(c)(3))
  - **Remainder for LEA Subgrants** (ESEA section 2101(c)(3))

- **Up to 5% for State Activities** (ESEA section 2102(c)(4))
  - **NEW:** SEA may reserve up to 2% of total State funding for teacher, principal, or other school leader preparation academies (ESEA section 2101(c)(4)(B)(xii))
  - **Up to 1% of total State funding for State Administration** (ESEA section 2101(c)(2))
  - **Remainder for other State Activities** (ESEA section 2102(c)(4))

Evidence Based Model

Well Rounded Education

Well Rounded Education

Well-rounded education to include courses, activities, and programming in subjects, such as:

English, reading or language arts, writing, science, technology, engineering, mathematics, world languages, civics, government, political science, economics, dance, media arts, music, theater, visual arts, history, geography, driver's education, computer science, music, career and technical education, psychology, Agriculture, Food and Natural Resources, Personal Financial Literacy, Business and Information Technology, Information and Technology Literacy, School Counseling, Early Learning, Marketing, Management and Entrepreneurship , Family and Consumer Sciences, Nutrition Education, Environmental Education, Health Education, Physical Education, and Special Education.

Program Focus

Support for Educators
Supporting a Diverse Educator Workforce
Equity

| Multiple Pathways to Teaching and Leading | Induction and Mentorship | Meaningful Evaluation and Support | Strong Teacher Leadership | Transformative School Leadership |

Needs Assessment

Stakeholders	Student Data	School Data	Educator Data
Educators	Demographics	Resources	Effectiveness
Students	Achievement and Growth	Safety	Retention Rates
Families	Graduation Rates	Climate	Areas of Expertise and Shortages
Community			Job Satisfaction

Professional Development

What requirements do professional development programs have to meet?

Professional development programs and activities must be "evidence-based." This means these programs have demonstrated a record of success and there is reliable, trustworthy, and valid evidence to suggest the program is effective.

Evidence Based Requirements

- Tier I (Strong): At least one well-designed and well-implemented experimental study
- Tier II (Moderate): At least one well-designed and well-implemented quasi-experimental design
- Tier III (Promising): At least one well-designed and well-implemented correlational study controlling for selection bias
- Tier IV:
  - High-quality research suggesting activity is likely to improve student or other relevant outcomes
  - Requires ongoing evaluation

Sample of Activities Which May Have Tier IV Evidence

- Financial incentives
- Pre-service preparation and internships
- Principal supervisors
- Professional learning communities
- School Leadership Network
- Strategic Staffing Initiative
- Teacher Networking

Conferences

The following details for all conferences must be included in the ESEA Consolidated Application:

- Conference title

- Purpose for attending

- Follow-up activities

- Number of participants

- Date and location

- Total cost

33 teachers will attend the NCTM Conference on March 23-26 in San Francisco to learn about new initiatives in mathematics. Teachers will lead training in the use of Standard-Based grading in mathematics during the PD days. $76,784

Expenses

Title II-A Funds Non-allowable expenses

- Classroom materials for classroom use.

- Title II-A funds cannot be used for rental of a venue to provide professional learning unless the expense is determined to be a necessary and reasonable expense.

- Title II-A funds cannot be used to purchase food or beverages.

- Capital outlay for computer equipment/labs.

- Title II-A funds cannot be used to make capital item purchases.

Contracts

The following details must be included:

- The purpose of the project

- The activities and follow-up to be provided

- The timeline for the specific activities and deliverables

- The detailed itemizations of the costs associated with the project

- The evidence of provider's success on this type of project

- The process by which the service outcomes will be evaluated

Teachers and Paraprofessionals

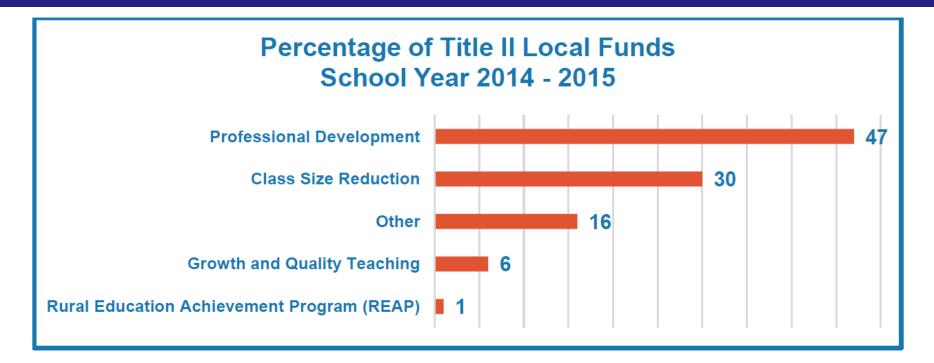**What happened to the definition of "highly qualified teacher" (HQT)?**
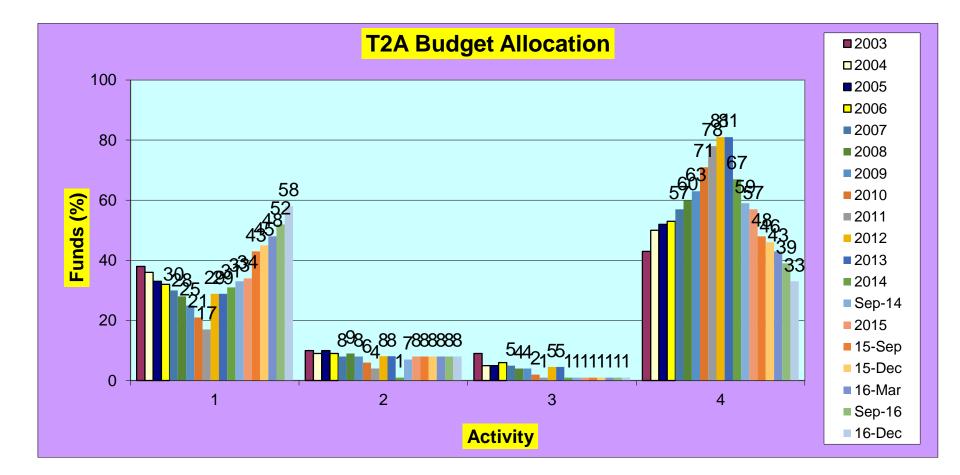
Eliminated in January 2016

How does ESSA ensure that all educators are properly credentialed and students have access to high-quality instruction?

Teachers and paraprofessionals working in Title I schools must meet state certification and licensure requirements.

Equitable distribution: LEAs to ensure that students in Title I schools are not subject to "ineffective" (formerly known as "unqualified" under NCLB) educators more frequently than students in non–Title I schools
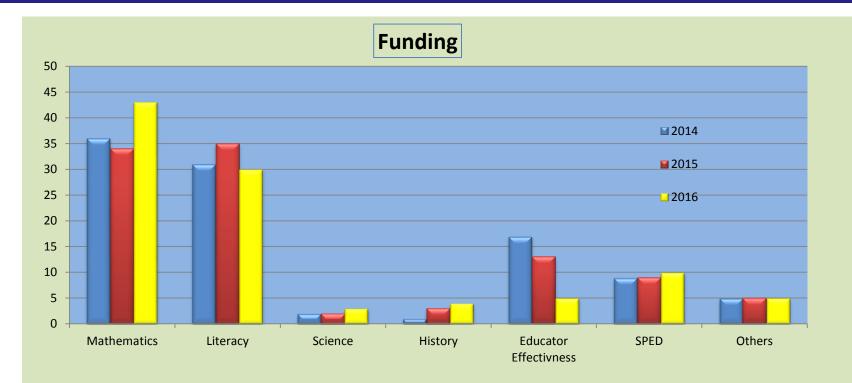
LEA Spending

**Percentage of Title II Local Funds
School Year 2014 - 2015**

Category	Percentage
Professional Development	47
Class Size Reduction	30
Other	16
Growth and Quality Teaching	6
Rural Education Achievement Program (REAP)	1

T2A Budget Allocation

Professional Development

Transfer

From Title II to all or From Title IV to TII only

- Salaries of teachers in all areas in all schools or salaries of substitute for professional development releases.

- Professional development activities for all teachers , administrators, and paraprofessionals.

- Transportation for the purposes of professional development activities

- 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, teacher recruiter, data analyst, and Reading Specialist.

- Software for the purpose of professional development activities in core academic areas

- Supplies for the purpose of professional development activities in core academic areas

Return Reasons: Top 10

- Various workshops
- TBD
- Curriculum work
- CESA contract
- Contacts
- EE work
- Conferences in non core areas
- Professional development for staff
- Meals and food
- Training for all staff

Contracts/providers:

1- number of participants

2- activities and services provided

3- relation to core academic areas

New to the application:

1- Needs Assessment

2- Contracts