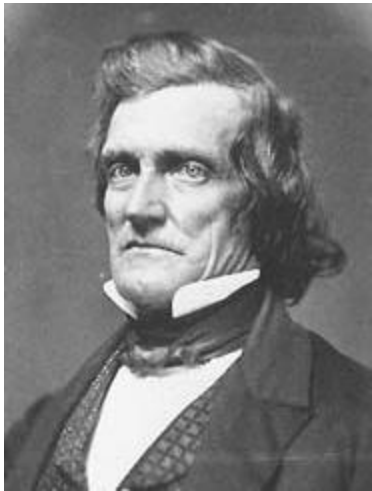


ESEA, TEACHER AND PRINCIPAL QUALITY FUNDS TITLE II, PART A

1



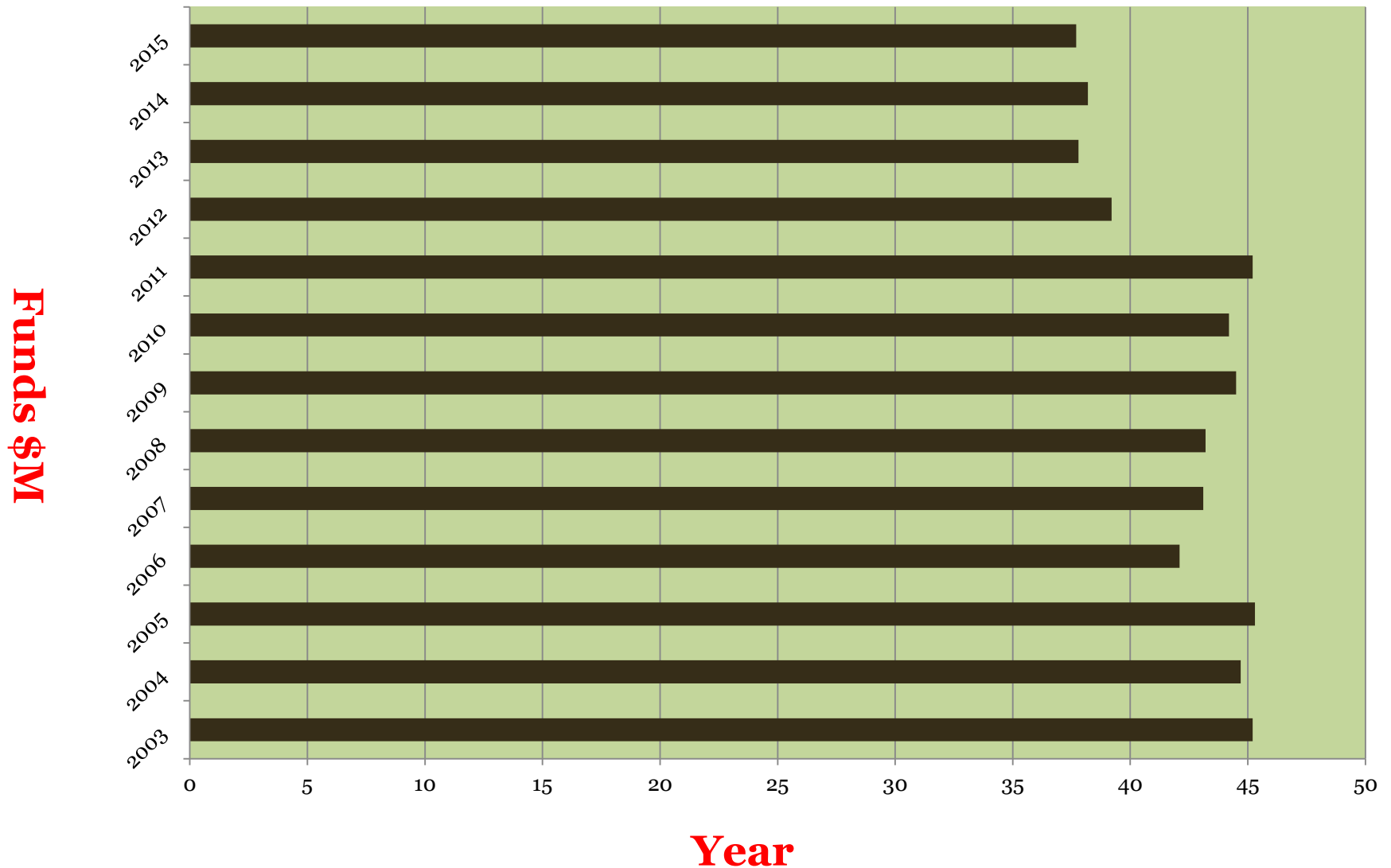
Abdallah Bendada
Federal Funding Conference 2015

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

4

1% total
administration

2.5% of the
99%
Statewide
allocation

State Funding

2.5% of the
99% SAHE
allocation

95% of the 99%
LEA allocation

Distribution of Funds

5

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:

- Enhance parent involvement in their children's education
- Provide training on the use assessments to improve classroom practice and student learning
- Improve the technology literacy of teachers and administrators.

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

Improve 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

Teacher advancement initiatives to assist teachers in becoming mentor teachers, career teachers or exemplary teachers, and Paraprofessional advancement to become teachers

Teachers and Paraprofessionals

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Paraprofessionals

- Pay related costs for paraprofessionals to become certified teachers in core subject content classes and teaching methodology classes

Teachers

- Expand or add to the core subject areas of certification by paying for necessary classes and test fees
- Pay costs related to out-of-area recruitment costs and moving expenses related to filling areas of teacher shortage

Allowed Activities

Recruitment

- Recruit teachers to teach special needs children, including students with disabilities.
- Recruit qualified paraprofessionals and teachers from populations underrepresented in the teaching profession.

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

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

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- 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

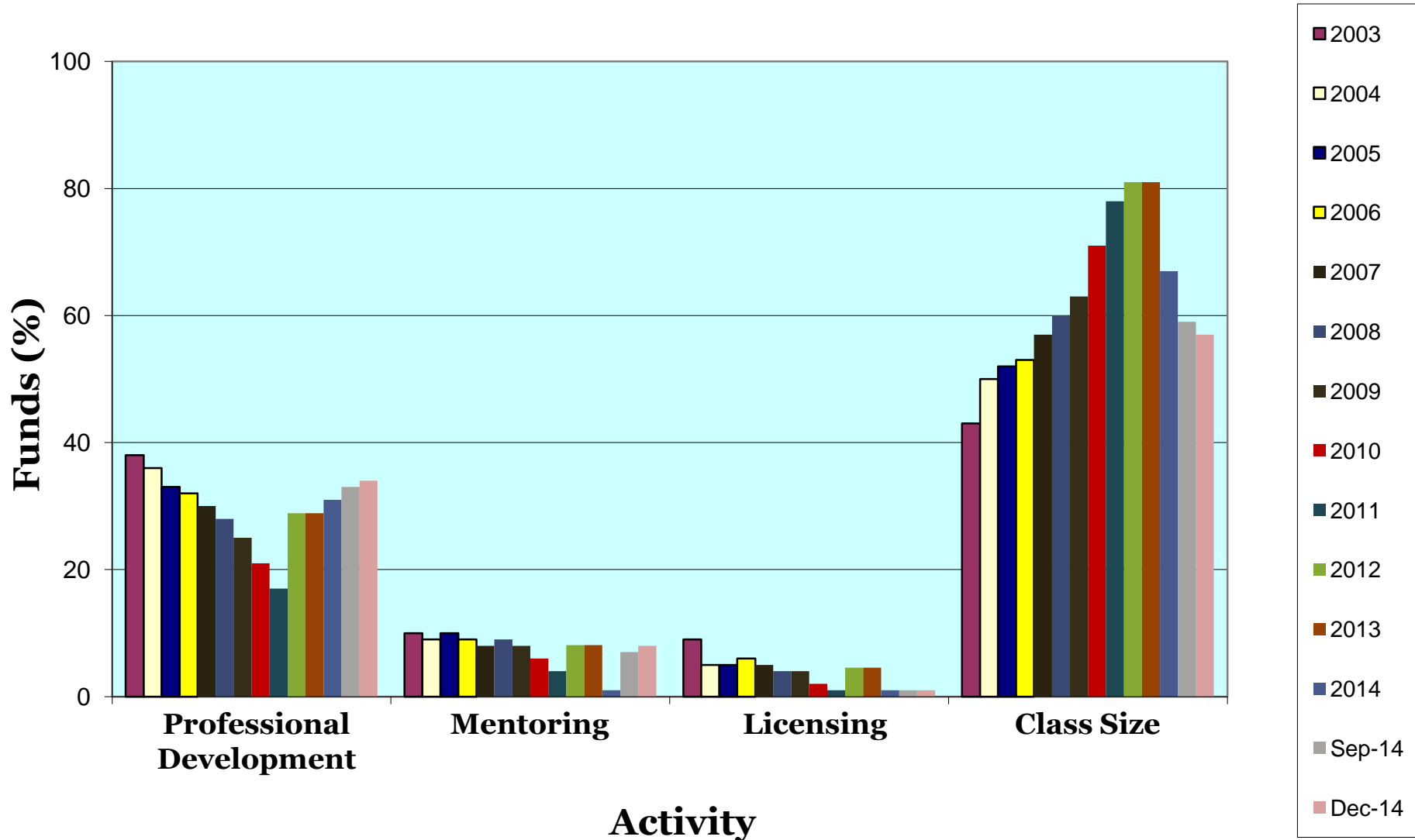
Unallowed Costs

14

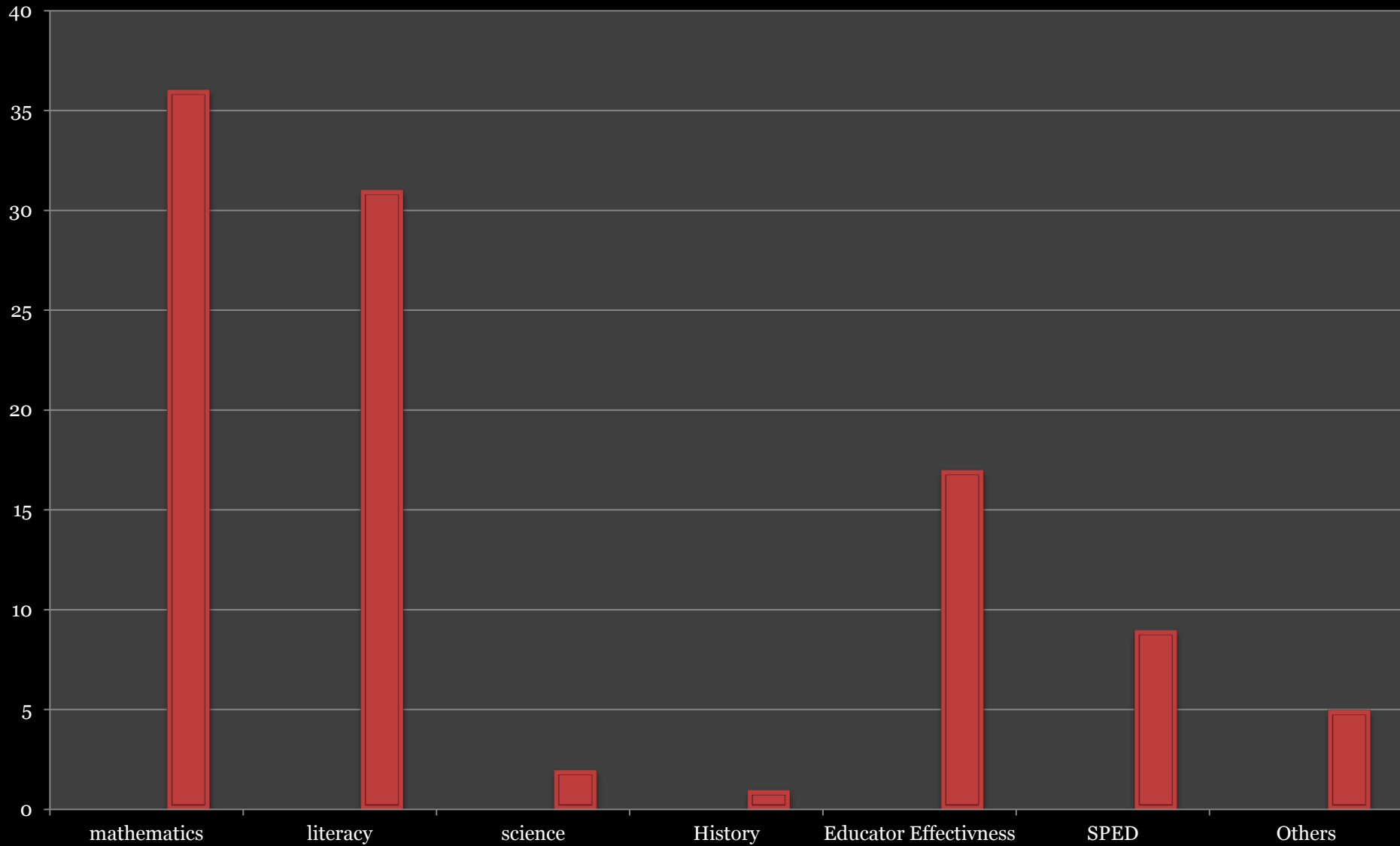
- Legislation Conferences
- School Law or Legal Workshops (the only exception is it if pertains specifically to Special Ed or Disabilities)
- Treasurer Training or Encumbrance Clerk Training
- Financial Workshops
- School Business Workshops (ASBO = Assoc. for School Business Officials)
- Gang Prevention
- Drug Prevention

Funding Activities

T2A Budget Allocation



Professional Development Funding



Unallowed Costs

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- Child Abuse Prevention
- CPR Training
- Aids / Bloodborne Pathogens Workshops
- Nurses Workshops
- Drivers Ed Training
- Bus Driver Training
- Motivational Speakers (unless focused on CORE SUBJECT areas)

Frequently Asked Questions

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May Title II funds be used to pay the salaries of paraprofessionals?

No. There is no provision in the Title II (A) to pay the salaries of paraprofessionals.

What teachers salaries may be paid with Title II (A) funds?

The law only permits a district to pay teacher salaries when needed for class-size reduction.

May Title IIA funds be used for Pupil Services Personnel to attend Professional Development?

No. An LEA may not use Title II, Part A funds for Pupil Services Personnel to attend Professional Development.

Food Not an Allowable Expense

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- Very high burden of proof to show that paying for food and beverages with Title II-A funds is necessary to meet the goals and objectives of the grant
- Structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks

Title II-A 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

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.

Contact Information

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Title Manager: Abdallah Bendada

Email address: abdallah.bendada@dpi.wi.gov

Phone: (608) 267-9270

Fax: (608) 266-1965

Listserv: join-titleiia@lists.dpi.wi.gov

Website:

<http://tepd.dpi.wi.gov/programs/esea-title-ii-part-a>