

Funding the Equitable Access Work in Your State

Janice Poda
CCSSO



Types of Funding

- ⌘ Federal
- ⌘ State
- ⌘ Local
- ⌘ Foundations
- ⌘ Private Donations

ESEA, Title I, Part A (LEAs)

⌘ Use to promote equitable access to excellent educators in Title I schools, particularly if those schools operate schoolwide programs:

- (1) incentives to attract and retain effective teachers and principals;
- (2) structured induction programs to support and retain teachers;
- (3) high-quality professional development for teachers and principals; and
- (4) activities designed to improve school climate

ESEA Title I, Part A State-level Funds (SEAs)

⌘ Use these funds to

- develop its State Equity Plan,
- provide guidance and technical assistance to LEAs on
 - implementation of strategies designed to improve equitable access to excellent educators, and
 - guidance on how LEAs can use their Title I funds to further this work

ESEA Title II, Part A (LEAs)

- ⌘ LEA Needs Assessment determines how local Title II, Part A funds are spent.
- ⌘ If warranted, could be used for
 - recruitment and retention strategies (such as developing career advancement systems or offering financial incentives for certain teachers who are rated as effective)
 - Strategies aimed at improving school leadership to improve working conditions for teachers
 - provide meaningful professional development that is aligned to educator evaluation systems so that educators in high-need schools have targeted support to help them become more effective

ESEA, Title II, Part A (SEAs)

- ⌘ Create a central clearinghouse to help high-need LEAs or schools locate and recruit effective teachers and principals,
- ⌘ Support the development of performance-based compensation systems,
- ⌘ Create and provide specialized professional development
- ⌘ Supports to make working in high-need schools more appealing
- ⌘ Provide guidance and technical assistance to LEAs to encourage them to use Title II, Part A funds for activities that are designed help close equity gaps

ESEA, Title III, Part A (LEAs)

- ⌘ Promote educator equity in schools with English Learners
 - high-quality professional development for classroom teachers (including general education teachers who have English Learners in their classrooms) and principals

ESEA, Title III, Part A (SEAs)

- ⌘ Provide guidance and technical assistance to LEAs on implementation of educator equity strategies that are designed to improve the instruction of English Learners
- ⌘ Provide guidance on how LEAs may use their Title III funds to further this work

School Improvement Grants (SIG), ESEA, Title I (LEAs)

- ⌘ Support any of the strategies described in question E-1 of the FAQ document dated November 2014 as part of implementing a SIG intervention model, consistent with the SIG final requirements and an LEA's approved SIG application

- ⌘ E-1 requires that strategies are
 - targeted to the students with the least access to excellent educators

 - Responsive to root causes

School Improvement Grants (SIG), ESEA, Title I (SEAs)

- Create a priority in state SIG competition for LEAs that incorporate activities designed to improve equitable access to excellent educators into their school intervention models
- Evaluate the effectiveness of the strategies that are incorporated into SIG intervention models
- Provide technical assistance to LEAs that receive SIG funding on this work

IDEA, Part B (LEAs)

- ⌘ Numerous ways that promote equitable access to excellent educators for children with disabilities:
 - Provide high-quality professional development and classroom coaching for special education personnel and general education teachers who teach children with disabilities
- ⌘ CEIS funds (15%) may be used to carry out activities that include professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.

IDEA, Part B (SEAs)

- Provide personnel preparation and professional development and training
- Assist LEAs in meeting personnel shortages
- Provide technical assistance to schools identified for improvement under section 1116 of the ESEA or identified as a focus school under ESEA flexibility on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities in order to improve their academic achievement

Competitive Grants

- ⌘ Request that the Department approve an amendment to State application for:
- Teacher Incentive Fund (TIF)
 - Teacher Quality Partnerships (TQP)
 - Transition to Teaching
 - School Leadership Program
 - State Personnel Development
 - Indian Education Professional Development

State Funds

- ⌘ Earmarked funds for students of poverty
 - Weighting for students of poverty in funding formula
- ⌘ Court ordered funding that results for equity lawsuits
- ⌘ SEA philosophy of prioritizing support to LEAs and schools with greatest needs
- ⌘ State funding for recruiting and retention (e.g, South Carolina Center for Educator Recruitment, Retention, and Advancement – CERRA.org)
- ⌘ Student loan forgiveness for teaching in hard-to-staff schools

Local Funding

- ⌘ Funding formulas for distributing funds to schools
- ⌘ Low interest rates on mortgages for teachers in hard-to-staff schools
- ⌘ Waiver of deposits on utilities
- ⌘ LEA philosophy of prioritizing support to schools with greatest needs

Foundation Funding

- ⌘ National Alliance for Partnerships in Equity
- ⌘ Foundation for Equity in Arts Education
- ⌘ Schott Foundation
- ⌘ W. K. Kellogg Foundation

Private Donations

⌘ Churches

⌘ Individuals

⌘ Civic and Community Organizations