

Title II, ESSA and Professional Development



A Union of Professionals

What Is Title II

- Title II provides grants to SEAs and subgrants to LEAs to
 - increase achievement;
 - improve the quality and effectiveness of teachers, principals and school leaders;
 - provide low-income and minority students greater access to effective teachers, principals and leaders
- Grant programs are contained in two parts



What Is Title II

- Part A.
 - The State can choose from 21 activities.
 - State can keep up to 5%.
 - The State allocates majority of funds for subgrants to LEAs through a formula. More geared to poverty now
 - LEAs have 16 allowable activities.
- Part B contains four subparts on several competitive grants.



Title II in Action

- Currently, Title II receives a bit less than \$3 billion
- ESSA authorizes the same funding amount for Title II for the span of the bill from Fiscal Year (FY) 2017 -2020.
- The majority of the funding has been allocated in Part A of Title II.
- Approximately 80 percent of Title II funding was used on professional development and class size reduction. About 45 percent total is class size reduction



LEA application for subgrant

- Activities will be aligned to challenging state academic standards.
- Systems of professional growth and improvements, such as induction and opportunities to build meaningful teacher leadership.
- prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- Use of data and ongoing consultation to update and improve activities.
- And the following assurances:
 - Comply with section 8501 regarding participation by private school children and teachers.
 - Coordinate professional development activities with professional development activities provided through other Federal, State and local programs.
 - The LEA must consult with teachers, principals, leaders, paraprofessionals and their organizations. They must also consult with charter school leaders, parents, community partners and other organizations with relevant expertise.



Part B National Programs

- Teacher and School Leader Incentive Program
 - Formerly known as the Teacher Incentive Fund
 - State, LEA, or one of those in a partnership with a nonprofit may apply.
 - Performance based compensation systems, and “human capital management systems”.
 - Building systems that allow LEA to make decisions on prep, recruitment, dismissal, compensation, professional development, tenure and promotion.
- Literacy Education for All, Results for the Nation
 - Helping States develop, revise or update comprehensive literacy instruction plans.
 - Eligible entities for the grant include one or more LEAs that serve a high percentage of high-need schools



- **American History and Civics Education**
 - improve the quality of American history, civics and government education
 - Up to 12 competitive grants. Can not be more than 5 years. An institution of higher education, non-profit educational organization, museum, library or research center or a consortium may apply.
 - Each grantee can establish a Presidential Academy to offer an institute for teachers of American history or civics which includes intensive p.d. opportunities. Can not be less than two weeks and not more than six weeks.
- **Supporting Effective Educators Development (SEED) Grants**
 - SEED Grants is a 3 year competitive grant currently funded at \$54 million.
 - Grants to national nonprofit organizations or institutions of higher education, or the BIE (or a consortium) to improve preparation and p.d. of teachers, principals and other school leaders by implementing evidence-based activities.
- **STEM Master Teacher Corp**
 - State grants to support development of a STEM master teacher corps, which is a State-led effort to elevate status of this part of the profession by retaining outstanding teachers in these fields of study.
 - Grants also support implementation, replication, or expansion of effective STEM professional development programs.



What a Union Does

- Improve the economic life of their members and all working people
 - make treatment of workers more equitable
- Improve workplace safety
- Bring working people's voices into politics
- Increase their member's sense of well being
- When working with a management partner can improve effectiveness and efficiency of operations



Professional Development From A Union Perspective

- Teachers often feel that p.d. is not focused on their classroom needs
- Not research based, and Top down
- AFT assists districts and states in creating structures and processes to support professional learning systems for educators that result in increased student learning.
- In many AFT represented districts, unions share responsibility for professional development.
- A few documented examples include: Meriden CT New York City, NY and Boston, MA



Labor Management Collaboration is a Key to Success

- Several national studies on what distinguishes high-performing, high poverty schools from their lowest-performing counterparts consistently identified schoolwide collaborative professional learning as critical to the school's success..."

*Stephanie Hirsch
Learning Forward*



Trump Administration, Title II and more

- The Trump education plan calls for providing a \$20 bn block grant to states
 - Would be given on a formula that included expansion of school choice as a criteria
 - Unclear if Title II exists
 - Potential major equity ramifications
- The Trump budget plan calls for nominal 1% cut per year in domestic discretionary programs
 - Real cuts would be substantially larger ~12% over four years.



Southern Poverty Law Center

- 437 incidents
- Venues of harassment included K-12 schools (99), businesses (76), and universities (67). Common also was vandalism and leafleting on private property (40) and epithets and slurs hurled from moving vehicles (38).
- Federal government provides \$71 bn a year in aid to local gov'ts including school districts.

