

SB 271
Title IIA Teacher Quality Federal Funds

Title II, Part A provides funding for “state activities” to support improvements in the recruitment, hiring, training, and retention of their teaching force. Consistent with state law, State Education Agencies (ODE) and other state agencies can exercise significant discretion and authority in how Local Education Agencies (school districts) improve the overall quality of their teachers. All activities pursued, however, must be grounded in scientifically based research.

Federal paperwork must include a description of the professional development activities to be carried out with Title II, Part A funds. Districts must document locally how these activities will have a substantial, measurable, and positive impact on student academic achievement, and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122((b)(2))]. If the district does not have 100% highly qualified teachers, then the district must include as its first line item the activities and associated funding to address this deficiency.

Funding allocation for 2012-2013, available July 1, 2012

- Total allocation for Oregon: \$23,565,884 (Projection for 2013-2014: \$17,612,766)
- SEA Sub-grant Administration: \$201,531(1%)
- SEA Activity: \$583,256 (2.5%)
- State Agency for Higher Ed Competitive Sub-grants & Administration: \$617,383 (2.5%)
- Local Education Agency Sub-grants: \$22,163,714 (95%)

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SB 271 proposes to divert \$500,000 of the \$583,256 of Title IIA funds from current activities for the purposes set forth in the bill.

Funded Professional Development Activities 2011-2013	SB 271 Proposed Activities
<ul style="list-style-type: none"> • Mentoring Academies <u>Year 1 Academy</u> <ul style="list-style-type: none"> ○ Fundamental knowledge and skills necessary for those who support beginning teachers ○ Process and tools necessary for collecting teaching and learning data and using data to improve instruction ○ Principles of adult learning strategies for coaching new teacher as they analyze student work to guide instructional planning <u>Year 2 Academy</u> <ul style="list-style-type: none"> ○ Processes and tools for understanding complex coaching situations and building mentor capacity to support a variety of professional learning styles and needs • Teacher Induction/Coaching Modules • Mentoring Analysis and Assessment • Mentoring for English Language Learner Success • Mentoring for Academic Success in Algebra • Coaching Leaders to Attain Student Success Network Training (prepare's mentors to support school 	<ul style="list-style-type: none"> • ODE administers educator professional development program for P-20 education. • Develop & maintain public website for sharing professional development opportunities. • Assist local school districts in developing professional development plans to meet school improvement objectives. • Develop and share state standards for professional development programs with appropriate persons. • Coordinate and align the delivery of professional development across the state for the purpose of creating a more uniform and accessible system of support for professional educators. • Provide recommend evaluative tools for educators to determine the effectiveness of the delivery of professional development.

<p>administrators who lead teachers and staff; network with other coaches of school leaders</p> <ul style="list-style-type: none"> • Support for Oregon Teacher Mentor Leadership Network (planning and facilitation of mentor training and statewide networking with mentor leaders) • Differentiation of Instruction (customizing instruction and assessments and course material for different learning styles of students) • Moving Math Education Forward (improving math teachers' instructional practice to meet new math standards) • Regional workshops for building math instructional leaders; focused on the content and teaching strategies required to implement the adopted mathematics standards • Moving Science Forward (improving science teachers' instructional practice to meet new science standards) • 2141 Regional Training Sessions (federal requirement for professional development plans for low performing districts; based on student achievement test scores) • Proficiency Project for Teachers & Administrators (learning from districts implementation proficiency-based teaching and learning) • Supplement District Collaboration Grant (SB252) coaching network and pilot data collection • Support for regional professional development for teacher and administrator evaluations • Educator Effectiveness Stakeholder Workgroup (facilitate stakeholder group for input on teacher and administrator evaluation systems) 	
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Supplement vs. Supplanting

The ability of an SEA or LEA to use *Title II, Part A* funds to carry out activities mandated by a state depends upon whether non-federal funds are available to carry out those activities. Presumably, in the absence of *Title II, Part A* funds, the SEA or LEA would use state or local funds to implement any laws enacted by the state legislature or rules mandated by the State Board of Education or the SEA. If that is the case, using *Title II, Part A* funds for those activities would violate the non-supplanting requirement, because the SEA or LEA would be using federal funds for activities that it would otherwise support with other funds.

However, in certain instances, an SEA or LEA may be able to overcome the presumption that supplanting will result if *Title II, Part A* funds are used for a state-mandated program or activity. In order to make such a case, the SEA or LEA should have available written documentation (e.g., budget information, planning documents, or other materials) demonstrating that it would not be able to meet State mandates without the use of *Title II, Part A* funds. An agency must be able to reasonably document that the activities funded under *Title II, Part A* are, in fact, supplemental, even though some of them are mandated by the State.

In general, an SEA or LEA must determine what educational activities it would support if no *Title II, Part A* funds were available. If it is clear that no state or local funds remain available to fund certain activities that previously were funded with state or local resources, then the SEA or LEA may be able to use *Title II, Part A* funds for those activities. In no event, however, may an SEA or LEA decrease state or local funds for particular activities simply because *Title II, Part A* funds are available.