Teacher Vacancy Grant Summit

November 13, 2024
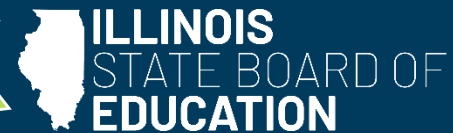

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Welcome & Introduction

Dr. Tony Sanders
State Superintendent of Education
Illinois State Board of Education

Dr. Ronda Dawson
Executive Director of Teaching and Learning
Illinois State Board of Education

Summit Information and Materials

Teacher Vacancy Grant Booklet

- Agenda

- Notes document

- Connections

- Supporting Documents
  - One pager template
  - Strategy Briefs

All materials from today will be available on the website.
https://www.isbe.net/Pages/Teacher-Vacancy-Grant-Pilot-Program.aspx

Agenda

8:00- 9:00 a.m.	Registration
9:00- 9:15 a.m.	Welcome Remarks
9:15- 9:50 a.m.	Teacher Vacancy Grant Research Summary
9:50- 10:00 a.m.	Unconference: Setting the Stage
10:00- 10:45 a.m.	Framing the Teacher Vacancy Grant within ISBEs Larger Teacher Shortage Strategy
10:45- 11:00 a.m.	Break
11:00- 12:00 p.m.	Communicating the Impact of Your Teacher Vacancy Grant
12:00- 12:45 p.m.	Working Lunch
12:45- 1:30 p.m.	Gallery Walk
1:30- 2:30 p.m.	Unconference: Topic-Focused Tabletop Conversations
2:30- 2:45 p.m.	Break
2:45- 3:30 p.m.	Sustaining Teacher Vacancy Grant Strategies
3:30- 4:30 p.m.	ISBE Office Hours and Optional Work Time
4:30 p.m.	Closing Remarks

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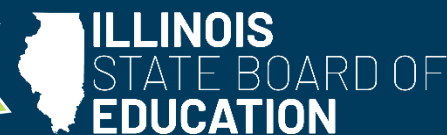
Teacher Vacancy Grant Research Summary

Dr. Meg Bates

Director

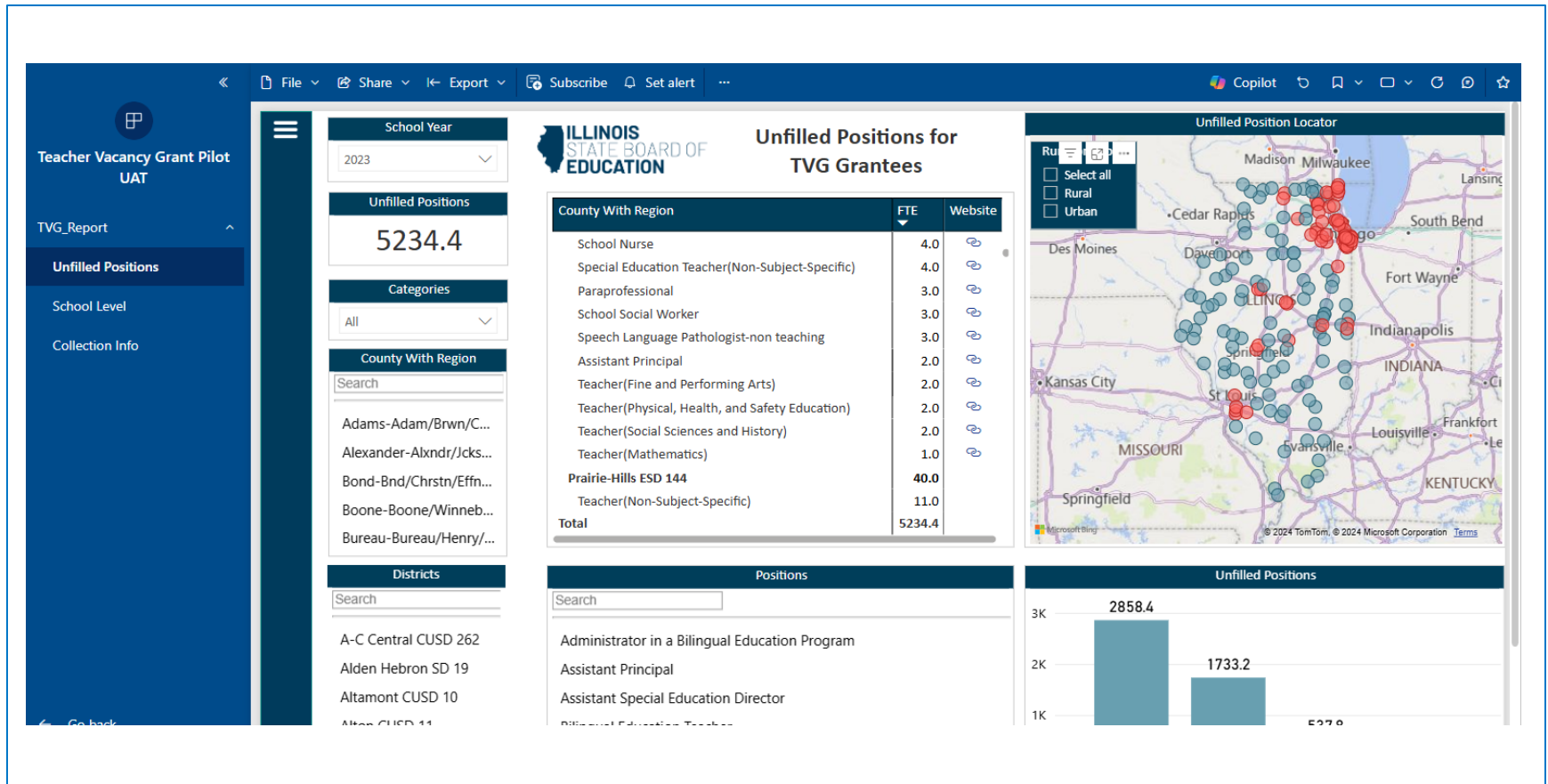**Illinois Workforce and Education Research Collaborative (IWERC)**

Kirsten Parr

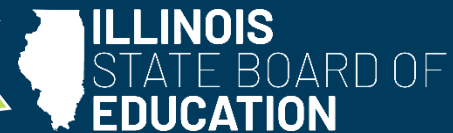**Standards and Instruction Team Lead**

Illinois State Board of Education

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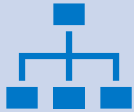
Teacher Vacancy Grant Data Dashboard

Unconference: Setting the Stage

Ellen Sherratt

Consultant

What is an "Unconference?"

An "unconference" is a loosely structured conversation.

An "unconference" emphasizes the informal exchange of information and ideas.

An "unconference" is especially useful when participants have a high level of expertise or knowledge in the field of discussion.

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Consider what topics would be valuable as "Unconference" topics

Record your ideas and present/bring to facilitators prior to or during the working lunch.

Prior to committing to topics, the room will vote to identify topics of interest for a majority of attendees.

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1. College affordability
2. Mentorship strategies
3. Visiting international teachers
4. Housing stipends
5. Hiring bonus
6. Retention bonus
7. Climate/culture
8. Sustainability
9. Funding sources
10. Difficult unions
11. Staff wellness
12. Recruitment of sped/bilingual teachers
13. GYO teachers
14. Alt cert programs
15. Affinity groups
16. Contract language for financial stipends

Unconference Topic

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Framing the Teacher Vacancy Grant within ISBEs Larger Teacher Shortage Strategy

Ashley Hommert

Principal Consultant, Educator Effectiveness

Illinois State Board of Education

Ellen Sherratt

Consultant
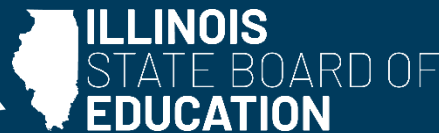
Development of the Illinois Teacher Shortage Component Work

Development of the Illinois Teacher Shortage Component Work

- **Localized Approach**
  - Historically, strategies were generalized, but research showed that shortages are often localized. ISBE now uses a data-driven analysis to identify specific components of teacher shortages.
- **Targeted Plans**
  - By understanding these components, ISBE developed targeted plans, combining new and adjusted strategies tailored to each shortage component.
- **Comprehensive Support**
  - ISBE's strategies address various factors affecting teacher recruitment and retention, including school leadership, culture, workload, career advancement, and more.
- **Collaboration**
  - ISBE collaborates with other agencies and organizations to support ongoing efforts to alleviate teacher shortages.

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Teacher Shortages as an Equity Problem

General Analysis:

State X has a chemistry teacher for every 400 students

Disaggregated Analysis:

A chemistry teacher for every 100 students in affluent schools

A qualified chemistry teacher for every 2,000 students in high-need schools

Source: American Institutes for Research Talent Development Framework (2024)

Overview of Current Components of the Teacher Shortage

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ALLEVIATING SHORTAGES IN ILLINOIS

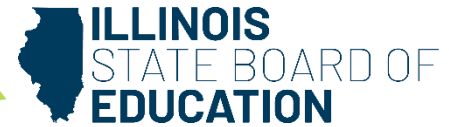## Data-Informed Teacher Shortage Challenges and Targeted Solutions

Candidates enrolled in Illinois' educator preparation programs are less racially/ethnically diverse than undergraduate students enrolled at Illinois institutions of higher education.

Teacher vacancies are especially high in 39 entities that had a vacancy rate greater than 10% (and at least 5 vacancies) in both 2023 and 2024

Illinois experienced 3,532 unfilled teaching positions in fall 2023, with special education, STEM, elementary education, physical education, and bilingual education accounting for more than 75% of them.

Teacher attrition in Illinois is highest for early career teachers, particularly early career teachers who are Black.
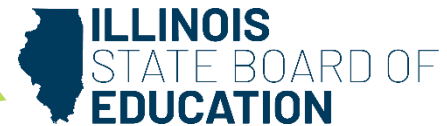
Teacher attrition in Illinois is highest for Black teachers across all experience levels.

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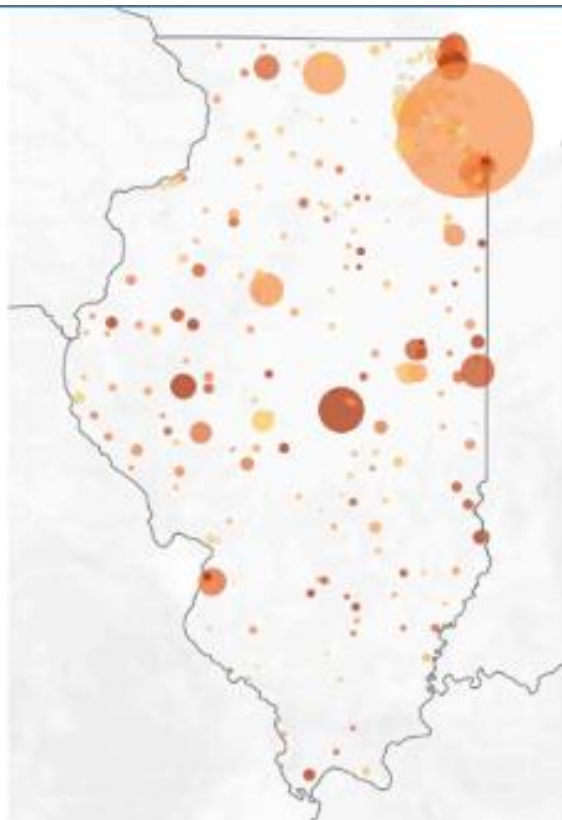
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RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21
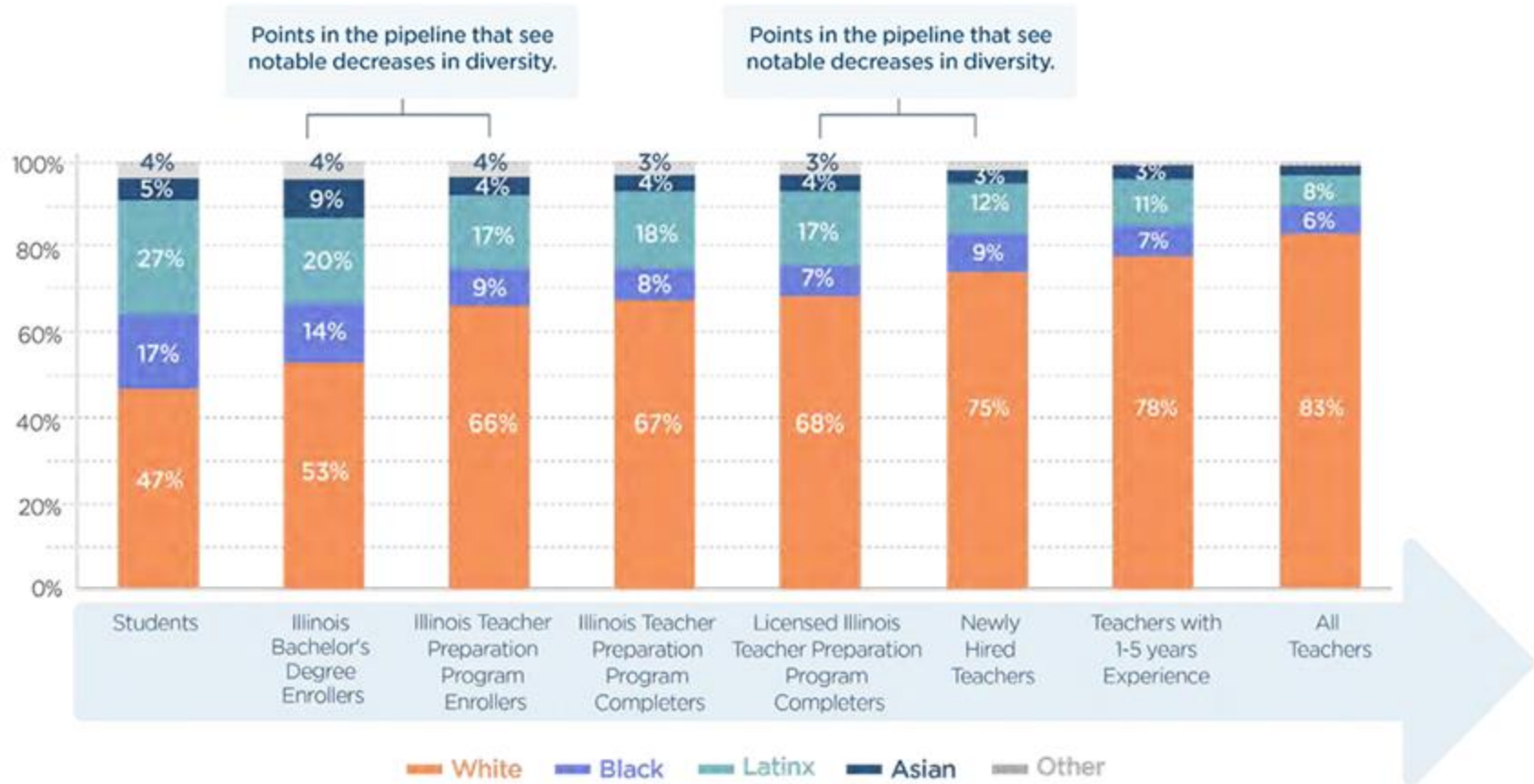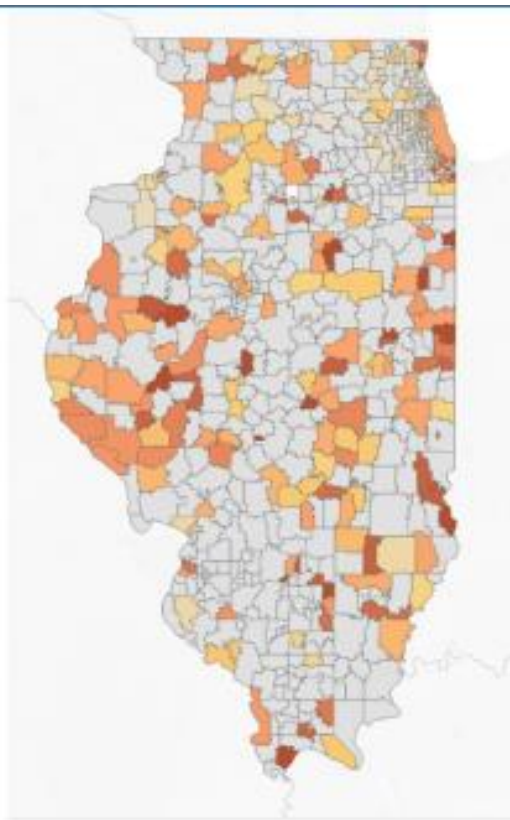
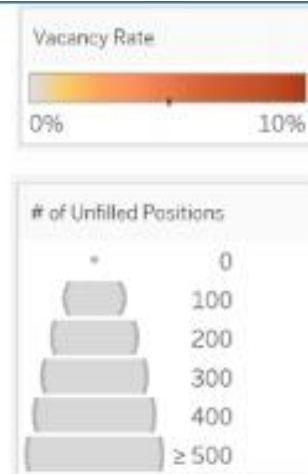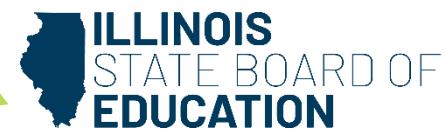Source: Advance Illinois (2023)
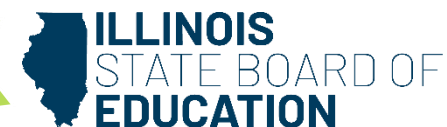
Number of Unfilled Positions, 2019

Vacancy Rates, 2019

Source: ISBE Unfilled Positions (2019); Illinois Report Card (2019)

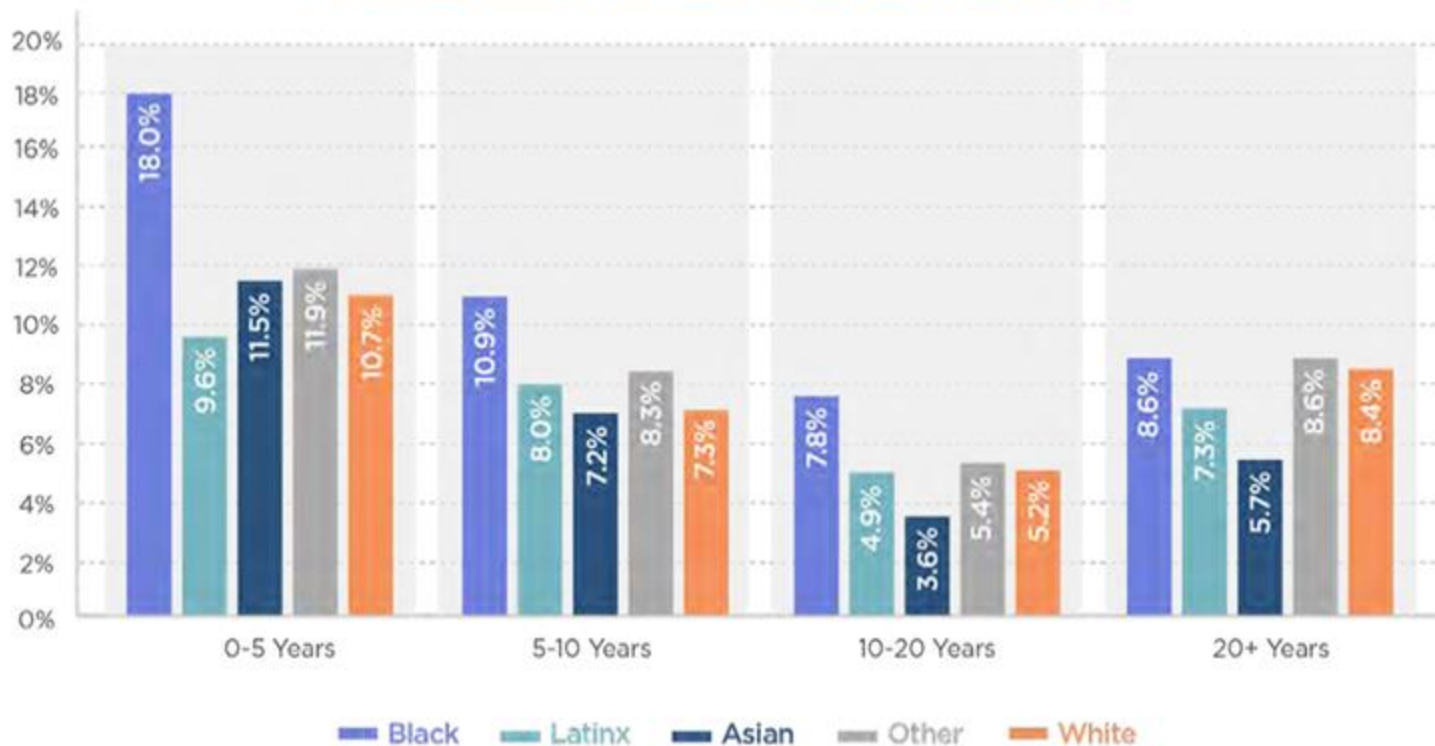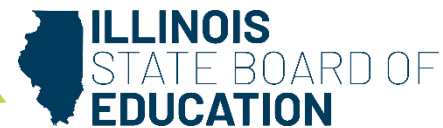| Subject Area	Number of Unfilled Teaching Positions	% of Unfilled Teaching Positions
Special Education	1,105	31.3%
ESL/Bilingual	306	8.6%
STEM	493	14%
Elementary	589	16.7%
PE	218	6.2%
All Other Areas	826	23.4%
Total	***3,532***	***100%***

Source: ISBE (2024)

TEACHER ATTRITION RATE BY NUMBER OF YEARS OF TEACHING EXPERIENCE AND RACE/ETHNICITY IN PREK-12 PUBLIC SCHOOLS, SY21-22

Source: Advance Illinois (2023)

ALLEVIATING SHORTAGES IN ILLINOIS

Data-Informed Teacher Shortage Challenges and Targeted Solutions

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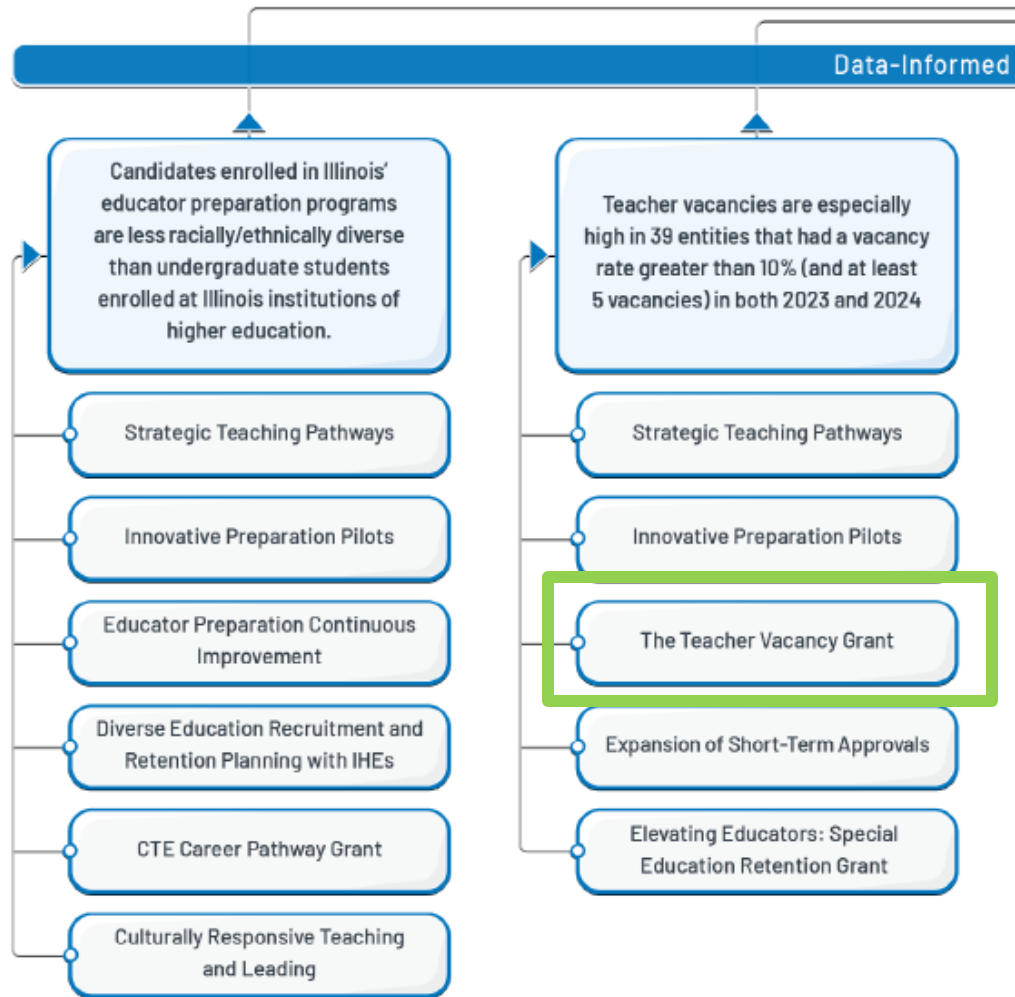
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Teacher attrition in Illinois is highest for Black teachers across all experience levels.

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Data-Informed

Candidates enrolled in Illinois' educator preparation programs are less racially/ethnically diverse than undergraduate students enrolled at Illinois institutions of higher education.

- Strategic Teaching Pathways
- Innovative Preparation Pilots
- Educator Preparation Continuous Improvement
- Diverse Education Recruitment and Retention Planning with IHEs
- CTE Career Pathway Grant
- Culturally Responsive Teaching and Leading

Teacher vacancies are especially high in 39 entities that had a vacancy rate greater than 10% (and at least 5 vacancies) in both 2023 and 2024

- Strategic Teaching Pathways
- Innovative Preparation Pilots
- The Teacher Vacancy Grant
- Expansion of Short-Term Approvals
- Elevating Educators: Special Education Retention Grant

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Illinois experienced 3,532 unfilled teaching positions in fall 2023, with special education, STEM, elementary education, physical education, and bilingual education accounting for more than 75% of them.

Strategic Teaching Pathways

Innovative Preparation Pilots

The Teacher Vacancy Grant

Expansion of Short-Term Approvals

Elevating Educators: Special Education Retention Grant

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Innovative Preparation Pilots

The Teacher Vacancy Grant

Mentoring and Induction Systems that Provide Tailored Support to New Teachers

Teacher attrition in Illinois is highest for Black teachers across all experience levels.

Innovative Preparation Pilots

Mentoring and Induction Systems that Provide Tailored Support to New Teachers

Affinity Groups

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How the Teacher Vacancy Grant Targets 3 Components of the Teacher Shortage and Works to Alleviate Shortage in Illinois

The Teacher Vacancy Grant

If ISBE supports this grant that is intentionally awarded to help high-vacancy districts implement targeted strategies that address the root causes of their teacher shortages, then teacher vacancy rates will improve in schools in these high-vacancy districts.

The Teacher Vacancy Grant

If recipients of this grant use the funds to recruit, prepare, and train teachers in the highest need content areas, then the number of teacher vacancies in those content areas will decline.

The Teacher Vacancy Grant

If recipients of this grant implement targeted strategies that address the root causes of teachers leaving, then early career teachers will be more likely to remain in the profession and the number of teacher vacancies will decline.

Additional ISBE Component Strategies that Complement TVG

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Targeted Strategies to Address the Illinois Teacher Shortage

Strategic Teaching Pathways

- ISBE convened a group of educator preparation partners with the goal of creating strategic teaching pathway programs that more intentionally attract and provide aligned support to candidates for licensure in the highest-need content areas to decrease the number of teacher vacancies in those content areas.

Directory of Approved Programs

Mentoring and Induction Systems

- Illinois State Board of Education partnered with the Illinois Education Association and the Illinois Federation of Teachers to pair first-, second-, and third-year teachers and clinicians with mentors in their building and virtual instructional coaches to help guide them through these unique years of teaching.

Indicates an ongoing initiative

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EDUCATOR LICENSURE
Become a Teacher

Directory of Approved Programs

- Licensure Forms

View a map of institutions here

EDUCATOR LICENSURE
DIRECTORY OF APPROVED PROGRAMS

Are you interested in pursuing a career as a teacher, administrator, or school support personnel in Illinois? Use the search tool below to discover institutions of higher education (IHEs) in Illinois that offer approved preparation programs. Utilize the filters located at the left side and top of the page to refine your search. For example, select the "Alternative" option under Program Format to view all IHEs offering alternative preparation programs. Then, click on individual IHE logo to explore specific alternative programs available.

ISAC
Illinois Student Assistance Commission

The state of Illinois and the federal government have many programs and services that deliver financial aid to students in Illinois.Visit the Illinois Student Assistance Commission website for more information.

Partners ⌄

The following programs have partnered with Illinois institutions, offering financial assistance and/or other supports and incentives to individuals who are interested in pursuing teacher licensure. Click on an icon to learn more about the program. Watch for these logos while browsing institutions using the search filters below.

CPS Teacher Residency	Educators Rising Illinois	Golden Apple	Teach Chicago Tomorrow	Teach for America

Click thumbnails for description of partnership

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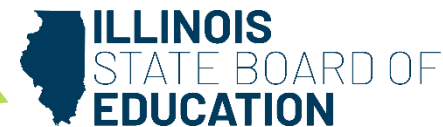
PROGRAM SEARCH

Should you have inquiries about program requirements, such as coursework, student teaching placement, or program completion timeline, please reach out directly to the respective IHE. Click on an IHE logo to access contact information for that institution.

Institutions that wish to collaborate with the organizations mentioned can contact them directly.

Search by Institution Name, Program Name, or Location

PARTNERS
- ☐ CPS Teacher Residency
- ☐ Educators Rising Illinois
- ☐ Golden Apple Accelerators
- ☐ Golden Apple Scholars
- ☐ Teach Chicago Tomorrow
- ☐ Teach for America

DELIVERY MODE
- ☐ Blended
- ☐ Face to Face
- ☐ Online

PROGRAM FORMAT
- ☐ Alternative
- ☐ Apprenticeship
- ☐ Microcredential
- ☐ Residency
- ☐ Traditional

PROGRAM LEVEL
- ☐ Graduate
- ☐ Licensure Only
- ☐ Undergraduate

PROGRAM TYPES
- ☐ Administrative
- ☐ School Support Personnel
- ☐ Teaching
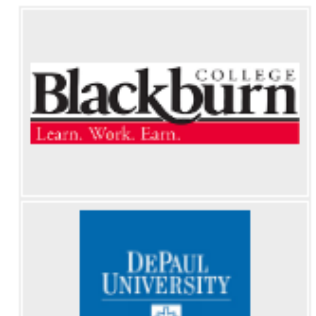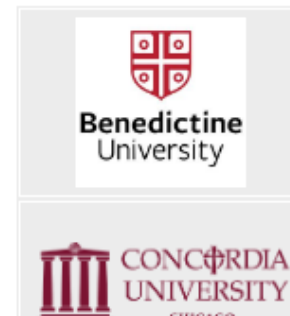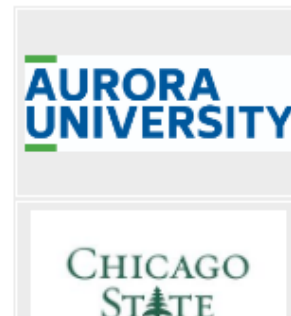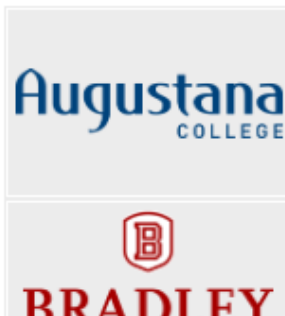
Filter to find programs aligned to needs of district.

Augustana COLLEGE

AURORA UNIVERSITY

Benedictine University

Blackburn COLLEGE
Learn. Work. Earn.

BRADLEY

CHICAGO STATE

CONCORDIA UNIVERSITY CHICAGO

DEPAUL UNIVERSITY

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Strategy Brief Alignment to ISBE Teacher Vacancy Component and Strategy Work

Strategy Briefs

TEACHER VACANCIES GRANT MEMOS

- 1+2+2 ⭐
- Apprenticeship ⭐
- Creating Better Career Pathways ⭐
- Financial Incentives Brief
- Grow Your Own CTE Programs ⭐
- Improving Hiring Practices
- Invest in Diverse Teacher Recruitment ⭐
- Positive Working Conditions
- Recruiting and Supporting Bilingual Educators ⭐
- Residency Programs ⭐
- Strengthening Teacher Mentoring & Induction ⭐
- Teacher Home Loan Assistance
- Teacher Planning & Collaboration

⭐ **Indicates alignment to a component strategy**

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ISBE Teacher Apprenticeship Update

ISBE Teacher Apprenticeship Update

- The Illinois State Board of Education (ISBE) Strategic Plan emphasizes several innovative pathways to enhance education in Illinois

- These pathways, including teacher apprenticeships, are part of ISBE's broader goal to address teacher shortages and improve the quality of education across the state.

- [Teacher Apprenticeship Website.](#)

Pilot Programs

The Illinois State Board of Education (ISBE) and the Illinois Department of Commerce and Economic Opportunity (DCEO) awarded $1.5 million in grant funding to three institutions through the Job Training and Economic Development (JTED) Teacher Apprenticeship Program. The recipients are:

- DePaul University in Chicago, awarded $499,735.
- McKendree University in Lebanon, awarded $499,900.
- University of Illinois Chicago, awarded $499,064.

These grants aim to support paraprofessional educators in overcoming barriers to employment and to help address teacher shortages in Illinois.

- Institutions will award 15 credit hours for prior experience.
- National Center for Teacher Residencies will also support Institutions to file their apprenticeships with the Department of Labor.
- The grant results will inform a best practice guide created to support IHEs in starting and maintaining the process of offering a quality teacher apprenticeship program.

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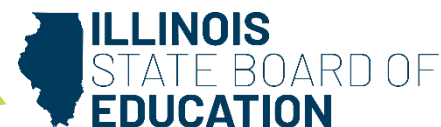
At Your Tabletop

1) Write down one or two questions that you have about additional ISBE supports for addressing teacher shortages.

2) Share your questions with others at your table.

3) Consider sparking a conversation during the Unconference or during Office Hours to learn more about how to take advantage of these additional opportunities to address teacher shortages in your district.

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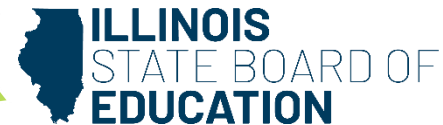
Key Takeaways

Using localized data can lead to more strategic planning and potential success in alleviating shortage

Identifying the root causes behind each key components of the teacher shortage ensures strategies drive improvements

Comparing the same metrics year to year will highlight the strengths and weaknesses of strategies

Continuous review is necessary to identify and proactively target the most critical areas of shortage

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Questions?

Break

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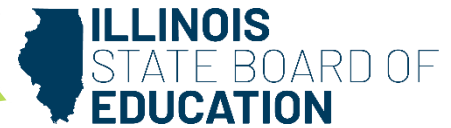
Communicating the Impact of Your Teacher Vacancy Grant

Jackie Matthews
Executive Director of Communications
Illinois State Board of Education
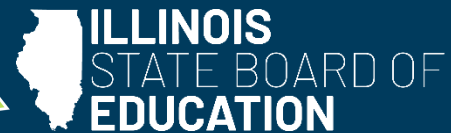
Telling Your Story

Jackie Matthews

Executive Director

of Communications

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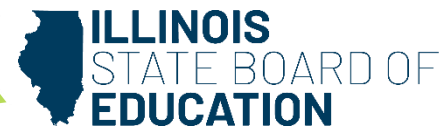
Bramarambica's Story

> I am honored to be part of such a dynamic and inclusive educational environment.

— **BRAMARAMBICA PAVULURI**

LONG BEACH ELEMENTARY SCHOOL, OSWEGO CUSD 308

READ ABOUT AMBICA'S TEACHING JOURNEY.

THE ANSWER IS teaching | ILLINOIS STATE BOARD OF EDUCATION

> The Teacher Vacancy Grant was a pivotal support in my journey. It enabled me to pursue my Master's degree, which was instrumental in my transition from a substitute teacher to a fully certified educator.

THE ANSWER IS teaching | ILLINOIS STATE BOARD OF EDUCATION

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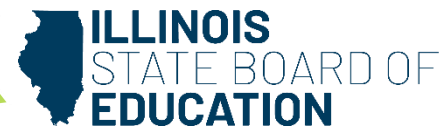
Agenda

1. Goal of Telling Your Story (5 min.)

2. Anatomy of the One-Pager (10 min.)

3. Q&A (5 min.)

4. Working Time: Create Your One-Pager (20 min.)

5. Pair & Share (10 min.)

6. Other Communications Tactics (5 min.)

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Goal of Telling Your Story

Why?

➤ Advocate for continued funding

Who?

➤ General Assembly

➤ Media

➤ Local Stakeholders

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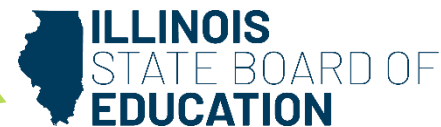
Anatomy of the One-Pager

- The Challenge

- Strategic Local Investments

- Outcomes

- Quote from Teacher Testimonial (optional)

- Photo (optional)

The Challenge

Type the name of your school here

The Challenge

Describe your district's teacher recruitment and retention challenges.

- Consider incorporating unfilled positions data and/or retention data.

Pull from your root cause analysis.
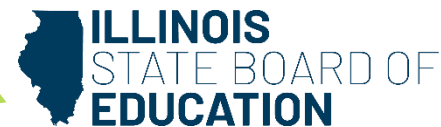
The Challenge – Example

ABC Elementary District

In 2023, the district was facing high turnover in its special education program. The students who most needed consistent and high-quality instruction were cycling through substitutes and under-credentialed teachers. The district also faced a lack of teacher diversity. Students of color did not have the opportunity to see themselves represented in the teaching staff.

Strategic Local Investments

Strategic Local Investments

Strategy 1: Add Name of Strategy Here

Provide brief description of how your district utilized TVG funds to address your local challenges.

Strategic Local Investments – Example

Strategy 1: Teacher Apprenticeship Program

The district partnered with XYZ Community College to fund a two-year teacher apprenticeship program for paraprofessionals to take the courses necessary to earn their teacher license, while remaining employed by the district.
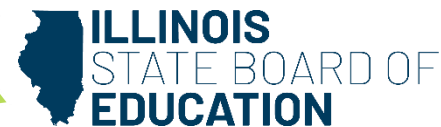
Outcomes

Examples

- 10 program completers, all hired by the district, with three in special education

- Increased teacher retention by 15% from 2023 to 2024

- 54% of participants are educators of color, compared to 26% of current teachers

Optional Elements: Photo & Quote

Image of teacher(s) and students impacted by grant funds

"Add an optional quote from a teacher who was recruited or retained as a result of programs funded by the Teacher Vacancy Grant."

- Attribution

Bella's Story

I first started my journey in education as a long term substitute and fell in love with working in the classroom.

BELLA DEAN, ✓
WEST PRAIRIE NORTH ELEMENTARY SCHOOL, WEST PRAIRIE CUSD 103

THE ANSWER IS
teaching

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With the help of state funding her district received through a Teacher Vacancy Grant, substitute teacher Bella was able to go back to school for her master's and become a full-time teacher.
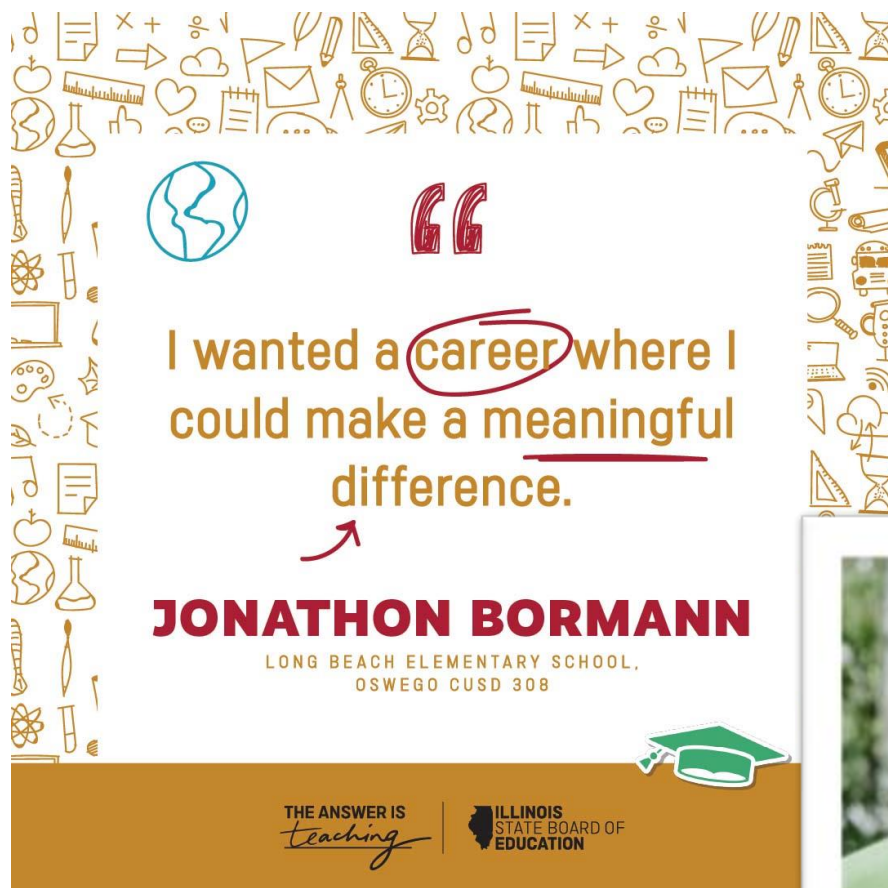
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Jonathon's Story

I wanted a career where I could make a meaningful difference.

JONATHON BORMANN
LONG BEACH ELEMENTARY SCHOOL,
OSWEGO CUSD 308

THE ANSWER IS teaching | ILLINOIS STATE BOARD OF EDUCATION

After years of working in a career that left him unfulfilled, Jonathon joined his district's NXTGen residency program, funded by a Teacher Vacancy Grant from the State of Illinois.

Teacher Vacancy Grants are helping thousands of aspiring teachers like Jonathon become teachers in Illinois.

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Working Time

Create Your One-Pager!

Pair & Share!

Share your draft with another district at your table.

What works? What's unclear or too wordy?

Send completed one-pagers to teachervacancygrant@isbe.net

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Other Communications Tactics

Media

- Press Release
- Press Event
- Targeted Pitch

Local Stakeholders

- Social Media
- Newsletter
- Board Presentation
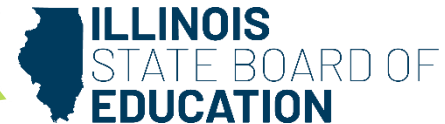
"The Answer Is Teaching" Toolkits
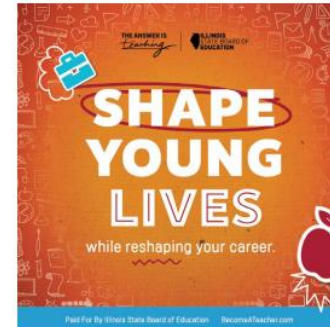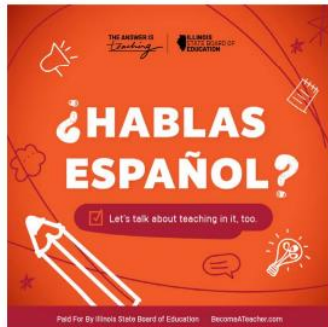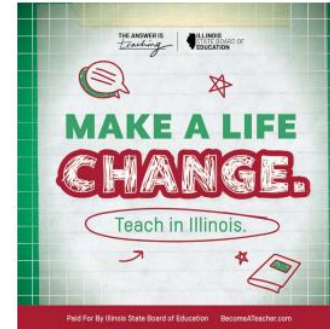
Stakeholder Toolkit:

www.isbe.net/toolkit

Teacher Toolkit:

www.isbe.net/teachertoolkit
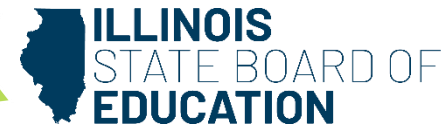
Working Lunch:

1-pager development continued

Gallery Walk

Dr. Erica Thieman

**Standards and Instruction Director
Illinois State Board of Education**

Kirsten Parr

**Standards and Instruction Team Lead
Illinois State Board of Education**

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Instructions for Presenters:

- **Tell Your Story**: Provide an overview of your strategies, challenges, and outcomes.

- **Engage & Discuss**: Be ready to answer questions, share successes, and discuss challenges.

- **Collect Feedback**: Take notes on ideas from others and use feedback to improve your approach.

- **Network**: Build connections with other districts to exchange ideas and support.

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Instructions for Viewers:

- **Explore Stations**: Visit different district displays and observe their strategies.

- **Ask Questions**: Engage with presenters to learn about their approaches and results.

- **Take Notes**: Record key insights, strategies, and ideas that could work in your district.

- **Give Feedback**: Offer constructive suggestions to help presenters improve their strategies.

- **Reflect & Apply**: Consider how you can use the ideas learned to address your own district's vacancy challenges

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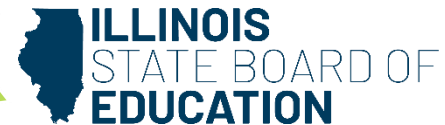
Unconference: Topic- Focused Tabletop Conversations

Ellen Sherratt

Consultant
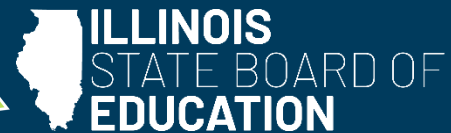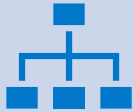
What is an "Unconference?"

An "unconference" is a loosely structured conversation.

An "unconference" emphasizes the informal exchange of information and ideas.

An "unconference" is especially useful when participants have a high level of expertise or knowledge in the field of discussion.

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Brainstorm	List	Identify	Discuss
Consider what topics would be valuable as "Unconference" topics.	Record your ideas and present/bring to facilitators prior to or during the working lunch. Facilitators will create a list of topics of interest.	Prior to committing to topics, the room will vote to identify topics of interest for a majority of attendees.	Attendees will choose a topic of interest and attend the "Unconference." After approximately 20 minutes, attendees will have the opportunity to switch topics or stay in the discussion.

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1. College affordability
2. Mentorship strategies - 2
3. **Visiting international teachers** ⭐
4. Housing stipends
5. Hiring bonus
6. **Retention bonus - 5**
7. **Climate/culture - Staff wellness - 4**
8. Sustainability - 1
9. Funding sources - 1
10. Difficult unions - 3

12. **Recruitment of sped/bilingual teachers - 8**
13. **GYO teachers - 8**
14. Alt cert programs -
15. Affinity groups - 4
16. **Contract language for financial stipends - 5**

Unconference Topic

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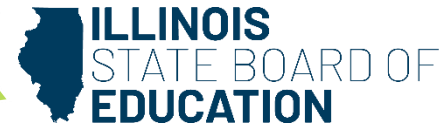
- Odd # Tables are for rural districts
- Even # Tables are for urban/suburban districts
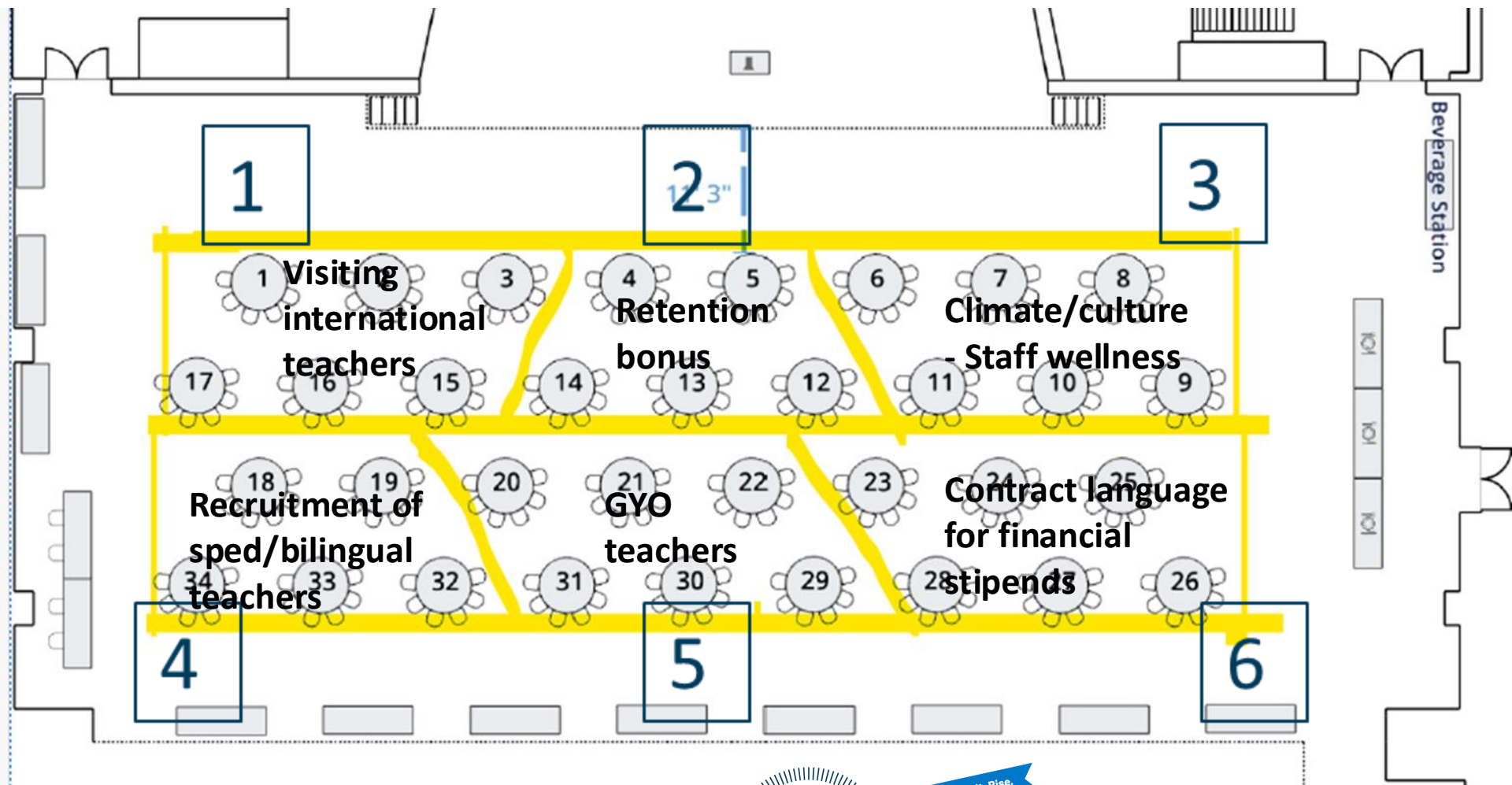
Break
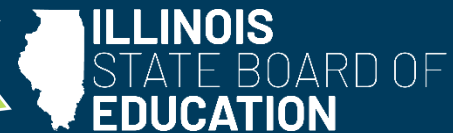
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Sustaining Teacher Vacancy Grant Strategies

Welcome!

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Session Agenda

- Welcome, Introduction, and Objectives (5 mins)
- Discussion Activity (5 mins)
- Braiding and Blending Overview (10 mins)
- Discussion Activity (5 mins)
- Shortage Funding Sources (10 mins)
- Discussion Activity (5 mins)
- District Example (10 mins)
- Closing (5 mins)

This photo (artist unknown) is licensed under CC BY-SA.

Objectives

- Our initial intent of this session is to:
  - Share research and strategies from a national lens on blending/braiding funds and approaches to sustainability
  - Guide districts to identify strategies they will continue past the life of the grant
  - Guide districts to consider which strategies will need to be supported by different funding streams in the future
  - Cultivate organic discussion

Braiding and Blending

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Turn and Talk

- What are the biggest challenges you face when trying to secure or coordinate funding for your school or district? How do these challenges impact your ability to meet student needs?

Blending

- Combines funds from multiple sources into a single pot for a common purpose or initiative

- Funding sources lose their individual identity

- The blended pot of funds has its own reporting requirements

This Photo by Unknown Author is licensed under CC BY

U.S. Department of Education. (2022). Blending and Braiding: Using Different Funding Streams to Meet the Needs of the Whole Child. https://www.youtube.com/watch?app=desktop&v=VGOwG09AUOc

Braiding

- Coordinates funds from different sources for one purpose or initiative

- Funding sources keep their specific identity

- Each of the funding streams maintains its own reporting requirement

This Photo by Unknown Author is licensed under CC BY-NC-

U.S. Department of Education. (2022). Blending and Braiding: Using Different Funding Streams to Meet the Needs of the Whole Child. https://www.youtube.com/watch?app=desktop&v=VGOwG09AUOc

Benefits of Braiding and Blending Funds

- **Improved Resource Allocation:** By coordinating funds, districts can support activities that drive performance and improve outcomes for all students.

- **Flexibility**: Allows districts to address specific needs more effectively by using funds from different sources in a coordinated manner.

- **Enhanced Efficiency:** Reduces duplication of efforts and promotes better planning, leading to more efficient use of resources

U.S. Department of Labor, Office of Disability Employment Policy. (2022). *FAQs: Competitive Integrated Employment (CIE) Blending, Braiding, and Sequencing Resources*. https://www.dol.gov/sites/dolgov/files/ODEP/pdf/FAQs-CIEBlendingBraidingSequencingResources08-03-22Final.pdf

Jobs for the Future. (n.d.). *Promising approaches: Braided and adaptive funding*. https://info.jff.org/braided-adaptive-funding

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Turn and Talk

- Think about a time when your school or district successfully used multiple funding sources for an initiative. What strategies worked well, and what obstacles did you encounter?

Braiding and Blending Federal Funds:
A Step-by-Step Guide for Illinois Schools

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Braiding and Blending Federal Funds: A Step-by-Step Guide for Illinois Schools

- Audience:
  - Local Education Agencies (LEAs) in Illinois
  - District leaders, including principals and superintendents
  - School administrators and staff involved in funding and resource allocation

- Purpose:
  - To provide a comprehensive guide on how to braid and blend federal funds effectively
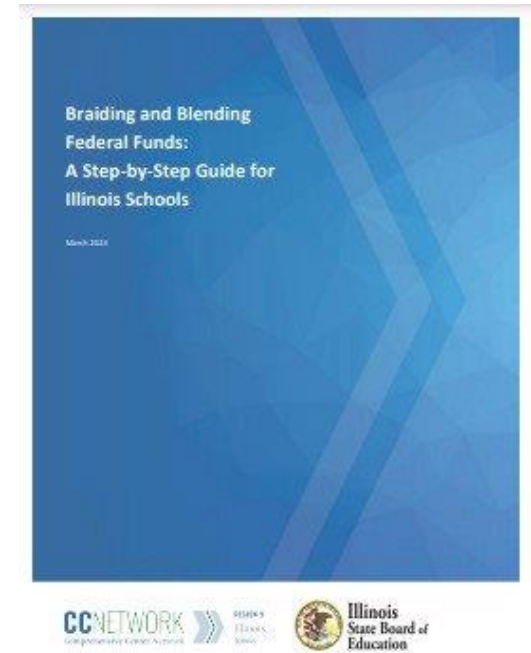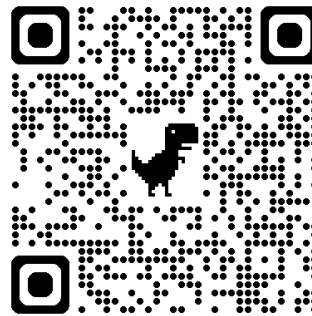
Region 9 Comprehensive Center. (n.d.). *Illinois braid and blend guide.* https://region9cc.org/sites/default/files/Illinois-Braid-Blend-Guide-508.pdf

Steps in Braiding and Blending

Exhibit 1. Steps in Braiding and Blending

What initiative or activity has been identified as a need or priority?	
What local, state, and/or federal funds are eligible to braid or blend for this initiative?	**What, if any, requirements are needed for specific funding streams?**

Possible budgeting options for this initiative

Sustainability considerations

Next steps/questions to consider

Note. Adapted from *Unlocking Federal and State Funds to Support Student Success* (Washington State Office of Superintendent of Public Instruction, 2020).

Step 1: Comprehensive Needs Assessment

- Helps local stakeholders and system leaders understand how the pieces of a complex educational system interact address to improve performance

- Review of relevant data (variety of sources)

- Local **stakeholders** should lead the process (school staff, parents, a diverse assortment of leaders, external support providers, and even students)

- The findings from the needs assessment represent the foundation for building the plan

Step 1: Conduct a Comprehensive Needs Assessment

What initiative or activity has been identified as a need or priority?

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Step 2: Reflect on Resources Needed

- Identify funding sources

- Determine which funds can address specific components of the plan

Step 2: Reflect on Resources Needed

What local, state, and/or federal funds are eligible to braid or blend for this initiative?	What, if any, requirements are needed for specific funding streams?
Possible budgeting options for this initiative	

IL only allows for the blending of Titles I, II, and IV

Resources Needed: Reflection Questions

- What state and federal funds are eligible to braid or blend for the initiative?

- What is the intent of each federal program?

- Which funding programs have shared outcomes?

- What restrictions does each funding program have?

- Could braiding or blending funds from those identified programs violate the supplement, not supplant, clause?

- Could braiding funds from those identified programs violate maintenance of effort and excess cost requirements?

- Which supports and services based on the plan will require ongoing versus onetime expenses?

Step 3: Implementing, Monitoring, and Modifying Plans

Step 3: Implementing, Monitoring, and Modifying Plans

Sustainability considerations

Next steps/questions to consider

Progress Monitoring

- Essential for the improvement process, based on established benchmarks.

- Supports leaders in determining necessary modifications through regular data collection and analysis.

- Regular Checks: Aim to have frequent progress checks instead of relying solely on annual or biannual student testing

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Sustainability: Common Mistakes to Avoid

- Spending in a way that creates a disruptive fiscal cliff

- Offsetting lost funds due to permanent enrollment declines

- Issuing problematic procurement contracts that come back to haunt leaders

- Deploying funds inequitably across schools

- Failing to make sure the school district community sees and values investments

- Investing without demonstrating real results for students

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Turn and Talk

- How do you prioritize which programs or initiatives to fund in your district? Are there any specific needs in your school or district that feel underfunded?

Funding Sources

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Talent Development Framework

- Pathways into the profession
- Data-informed talent development
- Elevating the status of the profession

- Initial certification and licensure
- Program approval and accreditation

Attract

Prepare

Develop, Support and Retain

Equitable Access For All Students

- Initial certification and licensure
- Recruitment, selection, and hiring
- Career advancement and tiered licensure
- Evaluation and professional learning
- Recertification and-continued licensure

- Induction and mentoring
- Educator working conditions
- Assignment and transfer
- Compensation

American Institutes for Research. (2020). *Talent development framework*. https://www.air.org/sites/default/files/2024-05/Talent_Dev_Framework_06_16_20.pdf

Shortages Funding Guide

Identifies potential funding that can be leveraged by state education agencies (SEAs), local education agencies (LEAs), and educator preparation providers to address teacher professional growth and talent development across the full educator career continuum.

American Institutes for Research. (2020). *Talent development framework: Funding guide*. https://www.air.org/sites/default/files/2024-05/TDF_Funding%20Guide_06_16_20.pdf

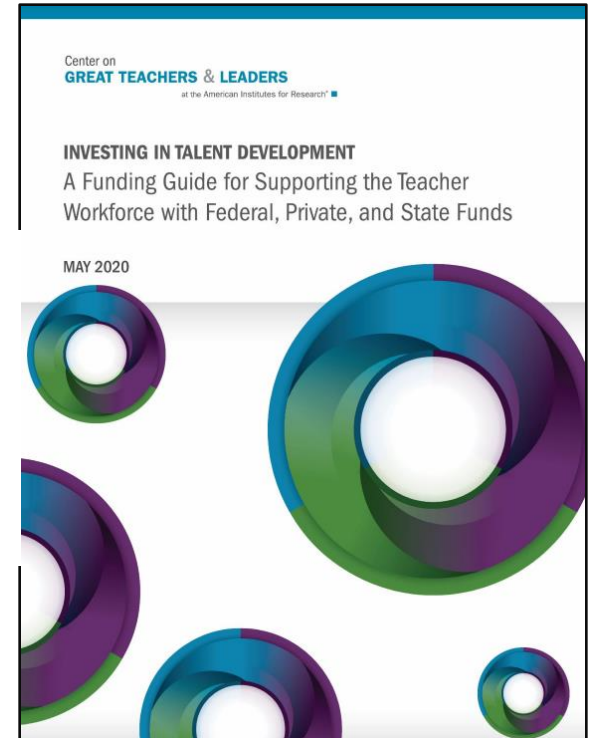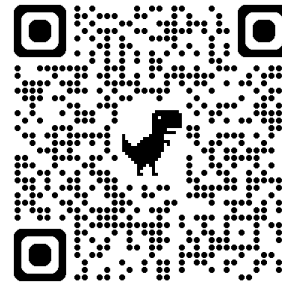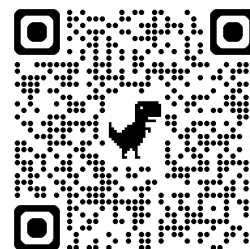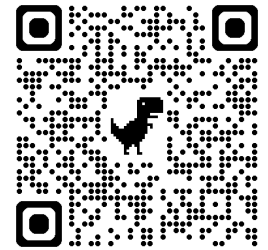|	Attract			Prepare		Develop, Support, and Retain								
	Grow Your Own	Alternative Programs	Incentives (e.g., scholarships, loan forgiveness)	Initial Certification	Accreditation	Recruitment, Selection, and Hiring	Credential Reciprocity	Assignment and Transfer	Recertification and Continued Licensure	Career Advancement and Tiered Licensure	Mentoring and Induction	Evaluation and Professional Learning	Compensation	Working Conditions
School Improvement Funds: ESEA, Title I, Section 1003			•			•			•	•	•			
Improving Basic Programs Operated by LEAs: ESEA, Title I-A						•				•				
Preparing, Training, and Recruiting High-Quality Teachers and Principals: ESEA, Title II-A	•	•	•	•		•	•		•	•	•	•	•	•
Teacher and Leader Incentive Fund Grant: ESEA, Title II-B	•		•	•		•		•		•	•	•	•	
Supporting Effective Educator Development (SEED) Grants: ESEA, Title II-B, Subpart 4, Section 2242	•	•	•	•		•		•	•	•	•	•		
Small, Rural School Achievement (SRSA) Program: ESEA Title V, Part B, Subpart 1	•	•	•	•		•	•	•	•	•	•	•	•	
Rural and Low-Income School (RLIS) Program: ESEA Title V, Part B, Subpart 2	•	•	•	•		•	•	•	•	•	•	•	•	
Student-Centered Funding Pilot: ESEA, Section 1501(b)(2)	•	•									•			
Personnel Development to Improve Services and Results for Children with Disabilities: IDEA, Subchapter IV (Part D Discretionary/Competitive Grants)			•	•	•				•	•		•		

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	Attract			Prepare		Develop, Support, and Retain								
	Grow Your Own	Alternative Programs	Incentives (e.g., scholarships, loan forgiveness)	Initial Certification	Accreditation	Recruitment, Selection, and Hiring	Credential Reciprocity	Assignment and Transfer	Recertification and Continued Licensure	Career Advancement and Tiered Licensure	Mentoring and Induction	Evaluation and Professional Learning	Compensation	Working Conditions
Special Education Grants to States: IDEA, 2 CFR § 200.472 (Part B, Section 611 Formula Grants)									●	●	●	●		●
Special Education—State Personnel Development Grants Program: IDEA, Subchapter IV (Part D Discretionary/Competitive Grants)	●					●				●	●	●		
Strengthening Career and Technical Education for the 21st Century: Carl D. Perkins V	●	●	●			●					●			
Teacher Quality Partnership (TQP) Grants: HEA, Title II-A					●									
Experimental Sites Initiative (ESI) for Federal Work-Study Program (FWS): HEA, Title IV, Section 487A(b)			●											
Teacher Education Assistance for College and Higher Education (TEACH) Grant Program: HEA, Title IV			●											
Teacher Loan Forgiveness Program			●											
Perkins Teacher Loan Cancellation			●											

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Teacher and Leader Incentive Fund Grant: ESEA, Title II-B

Eligible entities and funding mechanism

Eligible entities: SEAs with one or more LEAs; LEAs or a consortium of LEAs; nonprofit organizations in partnership with one or more LEAs or an LEA and SEA. The majority of schools where educators participate must be high-need schools (a public elementary or secondary school that is located in an area in which the percentage of students from families with incomes below the poverty line is 30% or more).

Mechanism: Competitive grants administered by the U.S. Department of Education. Requires a 50% match.

Resources

Program information: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-and-school-leader-incentive-program/

Legislation: https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-ii.html#TITLE-II-PART-B

Authorized activities

The Teacher and Leader Incentive Fund supports the development and implementation of performance-based teacher and principal compensation systems and related human capital management strategies that increase access to effective educators in high-need schools. Allowable activities include:

- Performance-Based Compensation Systems
- Human Capital Management System
- Educator Evaluation

- Recruitment and Hiring
- Teacher Leadership
- Teacher and Leader Residency Programs

Personnel Development to Improve Services and Results for Children with Disabilities: IDEA, Subchapter IV (Part D Discretionary/Competitive Grants)

Eligible entities and funding mechanism

Eligible entities: Eligible applicants include IHEs, LEAs, nonprofit organizations, SEAs, and other organizations or agencies.

In addition to the categories above, eligible entities include public charter schools that are LEAs under state law, other public agencies, private nonprofit organizations, for-profit organizations, outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), freely associated states, and Indian tribes or tribal organizations.

Mechanism: Discretionary/Competitive grants administered by the U.S. Department of Education

Resources

Program information: https://www2.ed.gov/programs/osepprep/eligibility.html

Legislation: https://www2.ed.gov/programs/osepprep/legislation.html

Authorized activities

The Personnel Preparation program helps meet state-identified needs for adequate numbers of fully certified personnel to serve children with disabilities by supporting competitive awards to:

- Provide research-based training and professional development to prepare special education, related services, early intervention, and regular education personnel to work with children with disabilities; and

- Ensure that those personnel are fully qualified and possess the skills and knowledge needed to serve children with disabilities.

Small, Rural School Achievement (SRSA) Program: ESEA Title V, Part B, Subpart 1

Eligible entities and funding mechanism

Eligible entities: LEAs that meet certain criteria

Mechanism: Annual entitlement grants administered by the U.S. Department of Education. LEAs apply for funding directly through Grants.gov.

Resources

Program information: https://www2.ed.gov/programs/reapsrsa/index.html

**Program webinar:** https://www2.ed.gov/programs/reapsrsa/reapwhatleasneedtoknowinfy2019presentation.pdf

Authorized activities

The purpose of the SRSA program is to fund initiatives in rural LEAs focused on increasing academic achievement. SRSA funds may be used for any activities authorized under ESEA Title IA, IIA, III, IVA, and IVB. Allowable activities include:

• Mentoring and Induction	• Career Ladders/Teacher Advancement
• Recruitment and Retention	• Teacher and Leader Academies
• Professional Development	• Teacher and School Leader Residencies
• Teacher Leadership	• Merit-Based Compensation

Registered Teacher Apprenticeships Programs (R-TAPs)

The funding guide is designed to support states, districts, and educator preparation programs with R-TAP with a list of a variety of funding sources to support the program implementation and apprenticeship success needs.
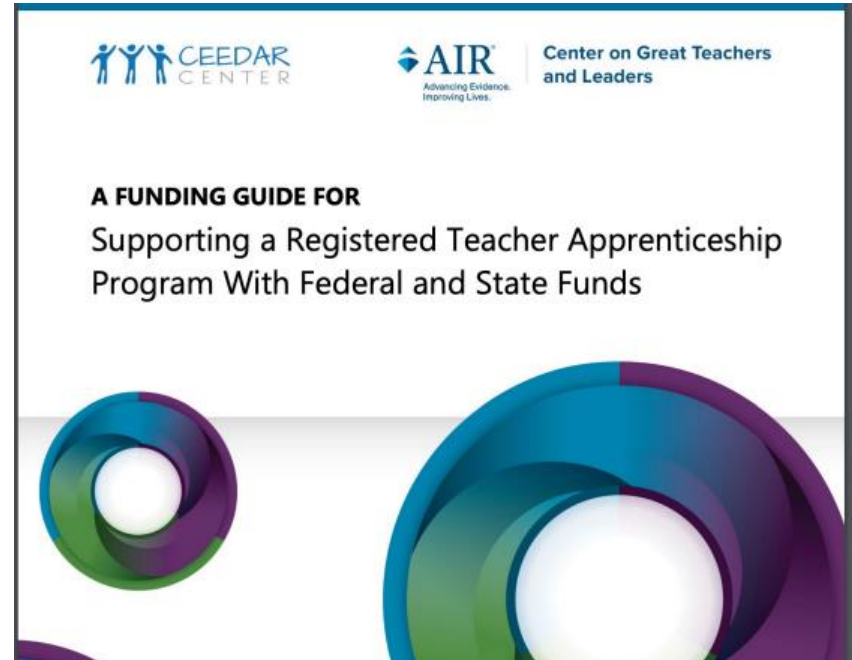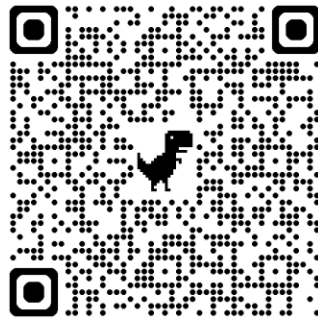
American Institutes for Research. (n.d.). *Funding guide: Supporting registered teacher apprenticeship program with federal and state funds*. Retrieved from https://www.air.org/resource/funding-guide-supporting-registered-teacher-apprenticeship-program-federal-and-state-funds

Example

Braiding in Harvard Community Unit School District 50: Instructional Coaching

District Profile

Number of Schools: 5

Grades Served: PK–12

Enrollment and Demographics:

- 2,502 students
- 41% low-income students
- 14% students with IEPs
- 38% English earners

FY22 Per-Pupil Spending: $14,196

EBF Tier: 1 (60% Adequacy)

Note. EBF is evidence-based funding. IEP is individualized education program. All data are from the 2021–2022 Illinois Report Card

2023 CDP Statement

Harvard Community Unit School District 50 has districtwide goals and plans in place that drive decisions and priorities. These guiding principles are developed in a collaborate process with stakeholders. Funds are allocated to initiatives and programs that support the overall goals of the district.

Braiding Example

To address academic needs in Harvard Community Unit School District 50, the district will continue to support the instructional coaching program by using funds to support staff, resources, and professional development.

Resources

- ARP ESSER III—Elementary and Secondary School Emergency Relief III

- Title I, Part A—Improving Basic Programs

- Title I, Part A—School Improvement Part 1003

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

- Title III—Language Instruction Educational Program

- Title IV, Part A—Student Support and Academic Enrichment

Reporting Documentation

- Consolidated District Plan (CDP)

- Title I Schoolwide Plan

- GATA Reporting (Performance Reports)

- Expenditure Reimbursement Reports

- ESSER Recipient Data Collection–Local Education Agency

Cost Allocation Methodology

In this braiding scenario, each expenditure is charged to a specific grant.

- ARP ESSER III: Instructional coach salary and benefits
- Title I, Part A: Instructional supplies to support programs, professional development
- Title I, Part A–1003: Instructional supplies for individual school needs outlined in the school improvement plan, supported by the instructional coaches
- Title II: Professional development
- Title III: Instructional supplies, professional development supported by instructional coaches related to the specific needs of ELs

Sustainability Planning

- Harvard had an established instructional coaching program through EBF that was in place prior to the introduction of ESSER funding.

- ESSER funding gave Harvard the opportunity to expand the program to include an additional coach, resources, and professional development.

- Five of the six coaching positions were wrapped into district funds initially through EBF and now as part of the annual budget.

- To sustain support of the instructional coaching program after the ESSER obligation window, the district will identify and prioritize key elements of the program that must remain intact to continue to impact student growth.

- As a further braiding of funds, the ESSER-funded instructional coach position can move to EBF for the following year and remain in the district budget after that. The district will also utilize other federal funding to support the program.
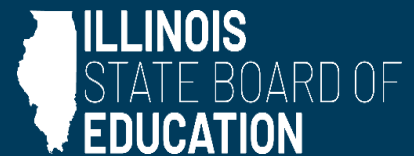
Closing

Looking ahead, what's one change you could make in your district's funding strategy to ensure more efficient use of resources for your students?

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Lois Kimmel

lkimmel@air.org

ISBE Office Hours & Optional Work Time

Dr. Erica Thieman

Standards and Instruction Director, Illinois State Board of Education

Kirsten Parr

Standards and Instruction Team Lead, Illinois State Board of Education

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Teacher Vacancy Grant Summit: Closing Remarks

TVG Summit Exit Form

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TVG Summit Exit Form

thank you