

LEVERAGING FEDERAL FUNDS TO ATTRACT, PREPARE, AND RETAIN SPECIAL EDUCATORS

OFFICE OF SPECIAL EDUCATION PROGRAMS

APRIL 18, 2022

Greetings From Valerie Williams

Director, Office of Special Education Programs (OSEP)

Leveraging Funds to Unclog the Pipeline

- ▶ The funds are available.
- ▶ It is up to you to utilize the funds wisely.
- ▶ Short term: Create/revise existing APR strategies to tap into ESSER Funds and IDEA ARP funds.
- ▶ Long term: Utilize IDEA Part B and Part D funds to maintain programs.



OSEP Resource: APR Website

- ▶ OSEP created the Attract, Prepare, Retain: Effective Personnel For All website: <https://osepideastthatwork.org/attract-prepare-retain-effective-personnel-all>
- ▶ Website content includes:
 - leverage briefs;
 - 2020 OSEP National Summit on Attract, Prepare, Retain;
 - video vignettes;
 - OSEP Symposia Series; and
 - Attract, Prepare, Retain resources.

Attract

- Alternative Routes to Certification
- Changing Public Perception
- Funding and Loan Forgiveness
- Grow Your Own Programs

Prepare

- Micro-credentials
- Practice-Based Opportunities
- Residencies
- Simulations

Retain

- Enhancing Professional Leadership
- Induction and Mentorship
- Ongoing Professional Learning
- Professional Empowerment
- Supportive Workplace Environments



U.S. Department of Education



Welcome From OESE

Ruth Ryder
Deputy Assistant Secretary





Secretary's Supplemental Priorities

Priority 2—Promoting Equity in Student Access to Educational Resources and Opportunities

(a)(2)(ii) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds ...

(iii) Improving the preparation, recruitment, and early career support and development of educators in shortage areas or hard to staff schools.

(iv) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.





Secretary's four core priority areas

Support students through pandemic response and recovery.

Boldly address opportunity and achievement gaps.

Make higher education more inclusive and affordable.

Ensure pathways through higher education lead to successful careers.



Key Actions

Boldly address opportunity and achievement gaps.



Increasing funding for Title I schools and for IDEA in order to close gaps in access to educational opportunity

Providing every family the opportunity to start on a level playing field through free, universal pre-K and affordable high-quality child care

Investing in, recruiting, and supporting the professional development of a diverse educator workforce, including special education teachers, paraprofessionals, and bilingual educators, so people from all backgrounds want to pursue education jobs

Challenging states and districts to fix broken systems that may perpetuate inequities in our schools



**U.S. Department
of Education**



American Rescue Plan Funds

Brenda Calderon





American Rescue Plan

This legislation included \$130 billion to support the safe reopening of schools and address the academic, social, emotional, and mental health needs of students.

Funds include \$122 billion through the American Rescue Plan's Elementary and Secondary School Emergency Relief Fund (ARP ESSER).

This funding is being used to help schools operate safely, implement high-quality summer learning and enrichment programs, hire nurses and counselors, support the vaccination of students and staff, and invest in other measures to take care of students.





Call to Address Teacher Shortages: States

To increase the number of teacher candidates prepared to enter the profession in the fall and beyond, Secretary Cardona is calling on **states** to commit to:

Establish teaching as a Registered Apprenticeship. The U.S. Department of Labor has approved standards that create an easy pathway for states to establish and use apprenticeship funding to support teaching residencies, allowing teacher apprentices to earn a good wage while learning the skills (on-the-job and through higher education partners and their integrated coursework) necessary to provide a quality education to our nation's students.

Invest in evidence-based teacher residency programs.





Call to Address Teacher Shortages: States

Establish or expand loan forgiveness or service scholarship programs. These programs can include a commitment to teach in a high-need area for a minimum number of years.

Increase teacher compensation. Provide a competitive and livable wage, including increasing starting salaries and salary caps for teachers.



Call to Address Teacher Shortages: Districts

To increase the number of teacher candidates prepared to enter the profession in the fall and beyond, Secretary Cardona is calling on **districts** to commit to:

Increase the number of partnerships between educator preparation programs (EPPs) and districts that support teaching residencies and schools. Teacher residents, as part of their clinical experience, can serve in schools as substitutes, paraprofessionals, or tutors as their academic schedules allow and as they complete requirements for teacher certification.

Increase the availability of qualified teacher residents to support educators, students, and staff.





Call to Address Teacher Shortages: Institutions of Higher Education (IHEs)

To increase the number of teacher candidates prepared to enter the profession in the fall and beyond, Secretary Cardona is calling on **institutions of higher education and EPPs** to commit to:

- **Increase the number of teaching residency programs and program capacity.**
- **Work with states to establish teaching as a Registered Apprenticeship.**
- **Establish or expand loan forgiveness or service scholarship programs.**





December 2021 DCL on Teacher Shortages

Strategies for hiring and retaining qualified and effective educators

1. Increase educator and staff compensation.
2. Build and maintain a cadre of high-quality substitute teachers.
3. Support educator and staff well-being, including improved working conditions.
4. Make investments in the educator pipeline.

Letter: https://oese.ed.gov/files/2021/12/21-0414.DCL_Labor-Shortages.pdf





Covid Handbook, Vol. 2: Retention Strategies

- Extend the reach of effective teachers using teacher leaders who:
 - support partner teachers across a school;
 - teach larger groups of students (or multiple classrooms) with co-teachers who provide small-group and individualized support;
 - lead remote instruction for a larger group of students, if remote instruction is still needed for some students after schools reopen for in-person learning with co-teachers who provide small-group and individualized support; or
 - lead professional development, professional learning communities, and grade-level or subject area teams for educators across the school.





Covid Handbook, Vol. 2: Retention Strategies

- Increase the availability of qualified adults to support educators, students, and staff.
- Build and maintain a cadre of high-quality substitute teachers.
- Implement flexible and creative scheduling to support students while providing planning and collaboration time for teachers.
- Use targeted incentives to encourage educators to work in high-need subject areas and high-need schools.
- Offer relevant, flexible professional learning, including by leveraging existing digital learning options.





Covid Handbook, Vol. 2: Supporting Principals

- Strong principals are a key driver to retain teachers and other school staff members and to improve outcomes for students.
- Supporting principals and their well-being is essential to ensure that they can provide their school staff members with the focused work time, mentorship, and collaborative opportunities they need to successfully meet students' needs.

Link: [ED COVID-19 Handbook, Volume 2 \(PDF\)](#)





**U.S. Department
of Education**



OESE Discretionary and Formula Programs

Ruth Ryder





ESEA Formula Grants to SEAs and LEAs

ESEA Formula Grants can generally be used to support teacher and leader salaries and professional development, and in some cases teacher and leader preparation, consistent with the purpose of the funds.

- Title I – Education for Disadvantaged Students
- Title III-A – English learners
- Title IV-A – Student Support and Academic Enrichment
- Title IV-B – 21st Century Community Learning Centers
- Title V – Rural Education Achievement Programs
- Title VI – Indian Education
- Title VII – Impact Aid



TITLE II, PART A SUPPORTING EFFECTIVE INSTRUCTION

The purpose of the program is to provide grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Types of projects: State-level activities include but are not limited to (1) reforming teacher and principal certification programs, (2) providing support for new teachers, and (3) providing professional development for teachers and principals. Local-level activities include but are not limited to (1) recruiting and retaining effective teachers and principals, (3) providing professional development for teachers and principals, and (3) reducing class size.



Indian Education Professional Development Grants Program

The purposes of the Indian Education Professional Development Grants program that are relevant to the FY 2021 grant competition are to increase the number of qualified Indian individuals in professions that serve Indians; and to provide training to qualified Indian individuals to become teachers and administrators.

Five-year awards, intended to support up to 3 years of training and 2 years of induction services to support the licensure, qualifying job placement and retention of Indian education professionals in local educational agencies that serve a high proportion of Indian students. Funding supports tuition, fees, and for full time students, stipends and in some cases dependent allowance. Participants commit to completing service payback obligation in qualifying employment for a length of time equal to their time in training.





EFFECTIVE EDUCATOR DEVELOPMENT (EED) PROGRAMS

EED supports innovative preparation, recruitment, retention, and professional development of effective educators and encourages partnerships between districts, institutions of higher education, and community stakeholders in order to improve school and student achievement.

Within EED, there are five grant programs managing approximately 130 active grants with an FY 2021 appropriation of approximately \$337 million, and two outreach and engagement programs, including the following:

- American History and Civics Academies
- American History and Civics—National Activities Grants
- Supporting Effective Educator Development Grant Program (SEED)
- Teacher and School Leader Incentive Program (TSL)/Teacher Incentive Fund (TIF)
- Teacher Quality Partnership Program (TQP)
- Teach to Lead
- School Ambassador Fellowship





EFFECTIVE EDUCATOR DEVELOPMENT (EED) PROGRAMS

Teacher and School Leader Incentive Program: The TSL program supports entities in implementing, improving, or expanding their overall Human Capital Management System (HCMS), which by definition must include a Performance-Based Compensation System (PBCS). The TSL program primarily serves educators in High-Need Schools who raise student academic achievement and close the achievement gap between high- and low-performing students, although the program may also fund services for educators serving in high-need subject areas (though not necessarily in High-Need Schools), as determined by the LEA or the State.

Teacher Quality Partnership Program: The purpose of the Teacher Quality Partnership (TQP) program is to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.





Mental Health

Mental Health Service Professional Demonstration Grants (MHDG): The MHDG program provides competitive grants to LEAs to support and demonstrate innovative partnerships with institutions of higher education to train school-based mental health service providers for employment in schools and local educational agencies.

The purpose of the program is to expand the pipeline of high-quality, trained professionals to address the shortages of mental health services in high-need schools and to provide supports that encompass social and emotional learning, mental wellness, resilience, and positive connections between students and adults.

School-Based Mental Health Services Grant Program (SBMH): SBMH is a grant program to provide competitive grants to State educational agencies (SEAs) to increase the number of qualified (i.e., licensed, certified, well-trained, or credentialed) mental health service providers providing school-based mental health services to students in local educational agencies (LEAs) with demonstrated need.



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OFFICE OF SPECIAL EDUCATION PROGRAMS



Today's Webinar: OSEP

OSEP staff will do the following:

- ▶ Discuss various federal funding sources that can be used to Attract, Prepare, and Retain special education teachers and providers.
- ▶ Provide specific examples of OSEP's discretionary grants that are used to Attract, Prepare, and Retain special education personnel.
- ▶ Share examples of how leveraging funds could work.

Pre-APR Considerations

- ▶ While most of the activities in discussed will be an allowable use of federal funds, states and LEAs should ensure that APR activities are:
 - reasonable for the services rendered and conform to the established written policy of the SEA and/or LEA,
 - consistently applied to both federal and nonfederal activities, and
 - planned out with appropriate agreements in writing.

Comparison of Available Funding

- ▶ The total COVID aid awarded by the Department is approximately **\$200 billion.**
- ▶ The total IDEA Part B funds awarded to states and LEAs is approximately \$13.3 billion.
- ▶ The IDEA Part D Personnel Prep funding level is \$95 million.
- ▶ The Technical Assistance and Development level is funded at \$44.3 million.
- ▶ The IDEA Part D State Personnel Development Grant level is funded at \$38.6 million.

The Looming Funding Cliff

- ▶ Funds provided to SEAs and LEAs as a result of COVID-19 are one-time funds with set expiration dates.
- ▶ Don't miss out on the historic infusions of federal funds to conduct APR.
- ▶ Think about start-up costs and initial investments to get the APR activities running.



Funding Sources: ESSER Funds

- ▶ The use of ARP, CRRSA, and CARES Acts funds is flexible and broad.
- ▶ Funds can be used for any purpose under the IDEA (IDEA Parts C, B, and D).
- ▶ States can reserve 10% of funds with the remainder going to LEAs.
- ▶ The total is approximately **\$200 billion**.
- ▶ See the Department's FAQ on use of ESSER funds for more information.

Examples From the Department's FAQ of ESSER Funds

- ▶ Offering supplemental financial support for teachers and providers who commit to working in a high-need field or school for a minimum number of years (e.g., four years)
- ▶ Providing teachers and providers professional learning opportunities on strategies for the effective use of technology for remote, hybrid, and accelerating learning
- ▶ Creating and/or supporting educational assistance programs that pay off student loans on behalf of staff as a component of recruitment and retention efforts in response to the pandemic

Funding Sources: IDEA 611 LEA Subgrants

- ▶ Over \$11.4 billion provided to LEAs in 2021.
- ▶ \$2.5 billion in IDEA 611 ARP Act funds (mini cliff in Sept. 2023)
- ▶ Funds are generally allocated to LEAs based on:
 - a portion of the 1997 IDEA 611 allocation to states, then
 - 85% of school-age population in the LEA and
 - 15% of the school-age population living in poverty in the LEA.
- ▶ Funds can be used for APR activities.

Funding Sources: IDEA 611 LEA State-Level Funds

- ▶ The three buckets of state-level funds are:
 - administration (\$245 million),
 - other activities (\$1.27 billion), and
 - high-cost fund (\$60 million).
- ▶ Increases in state-level funds are based on inflation.
- ▶ Priorities should be based on input from the LEA.



Use of IDEA State-Level Funds: APR

Other state-level activities could include the following:

- ▶ Providing personnel preparation
- ▶ Offering professional development and training
- ▶ Addressing personnel shortages within LEAs
- ▶ Supporting capacity-building activities and improving the delivery of services by LEAs to improve results for children with disabilities

OSEP's Discretionary Grants

IDEA Part D Funding to Attract, Prepare and Retain Teachers and Providers

Funding Sources: IDEA Part D



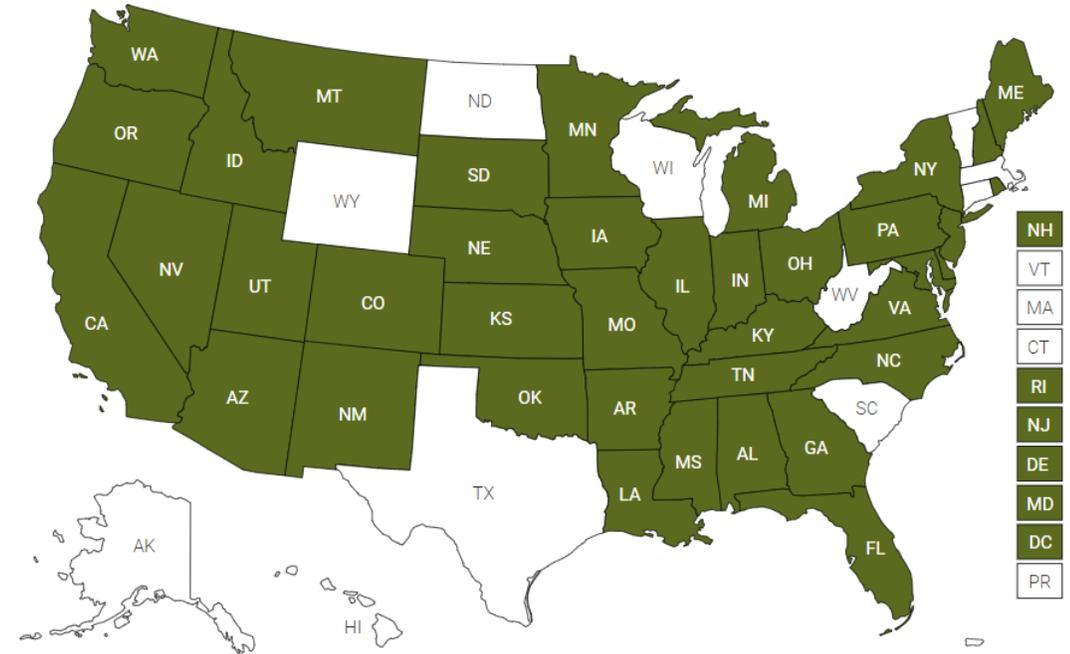
Strategic Investments Across the Career Span

- ▶ **Help address state-identified needs for qualified personnel** in special education, early intervention, related services, and regular education to work with children with disabilities.
- ▶ **Ensure that those personnel have the necessary skills and knowledge to be successful in serving those children.**

State Personnel Development Grants (SPDG)

- ▶ **Eligible applicant:** SEA
- ▶ **Focus:** Professional development to improve results for children with disabilities.
- ▶ **Use of funds:**
 - Recruiting and retaining personnel
 - Offering professional development
 - Expanding reach of projects

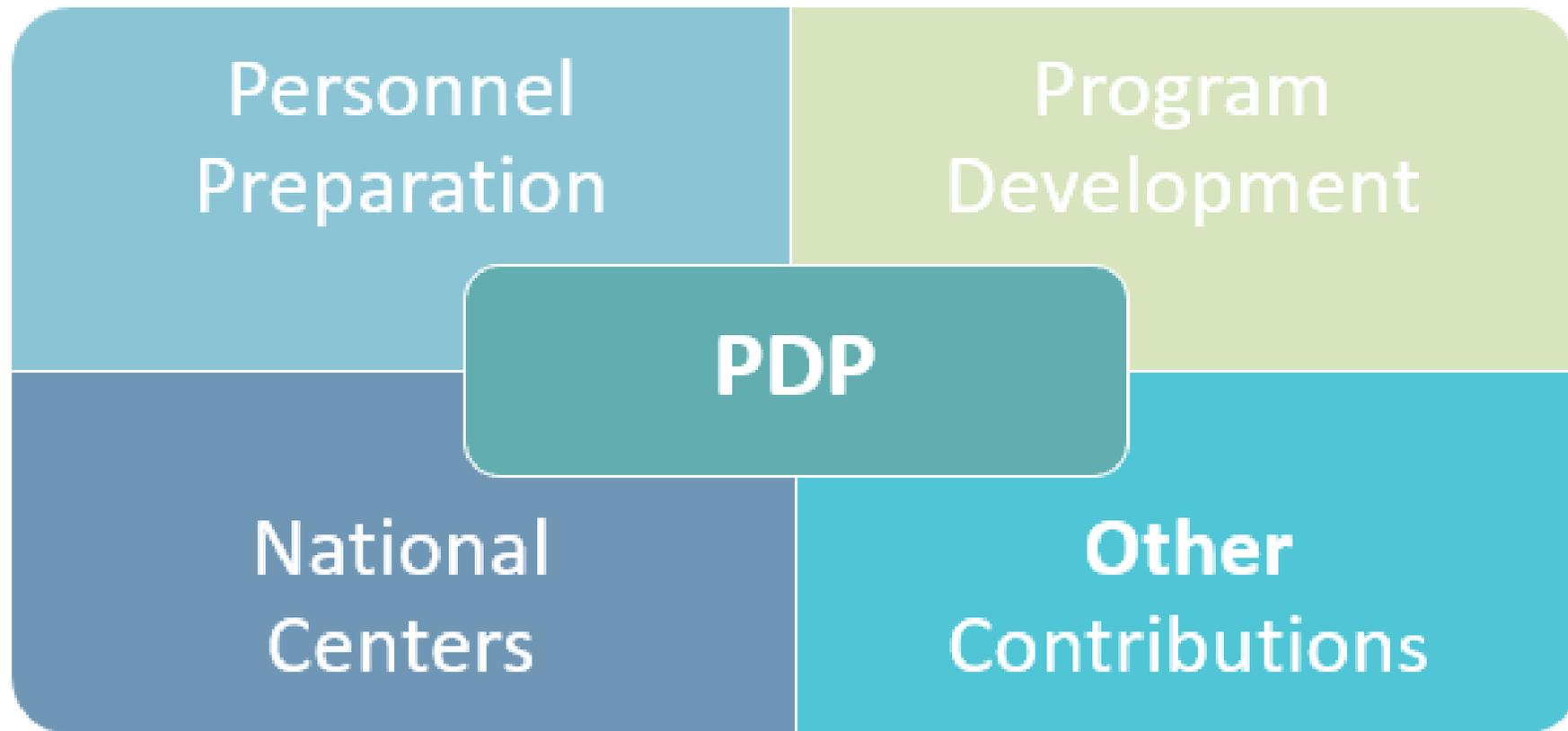
SPDG Grantees



SIGnetwork.org

Personnel Development Program (PDP) Investments (AL# 84.325)

- 325K
- 325D
- 325H
- CEEDAR
- ECPC
- IRIS



- 325L
- 325N
- 325P
- Deaf/Blind
- PDPDCS
- CIPP



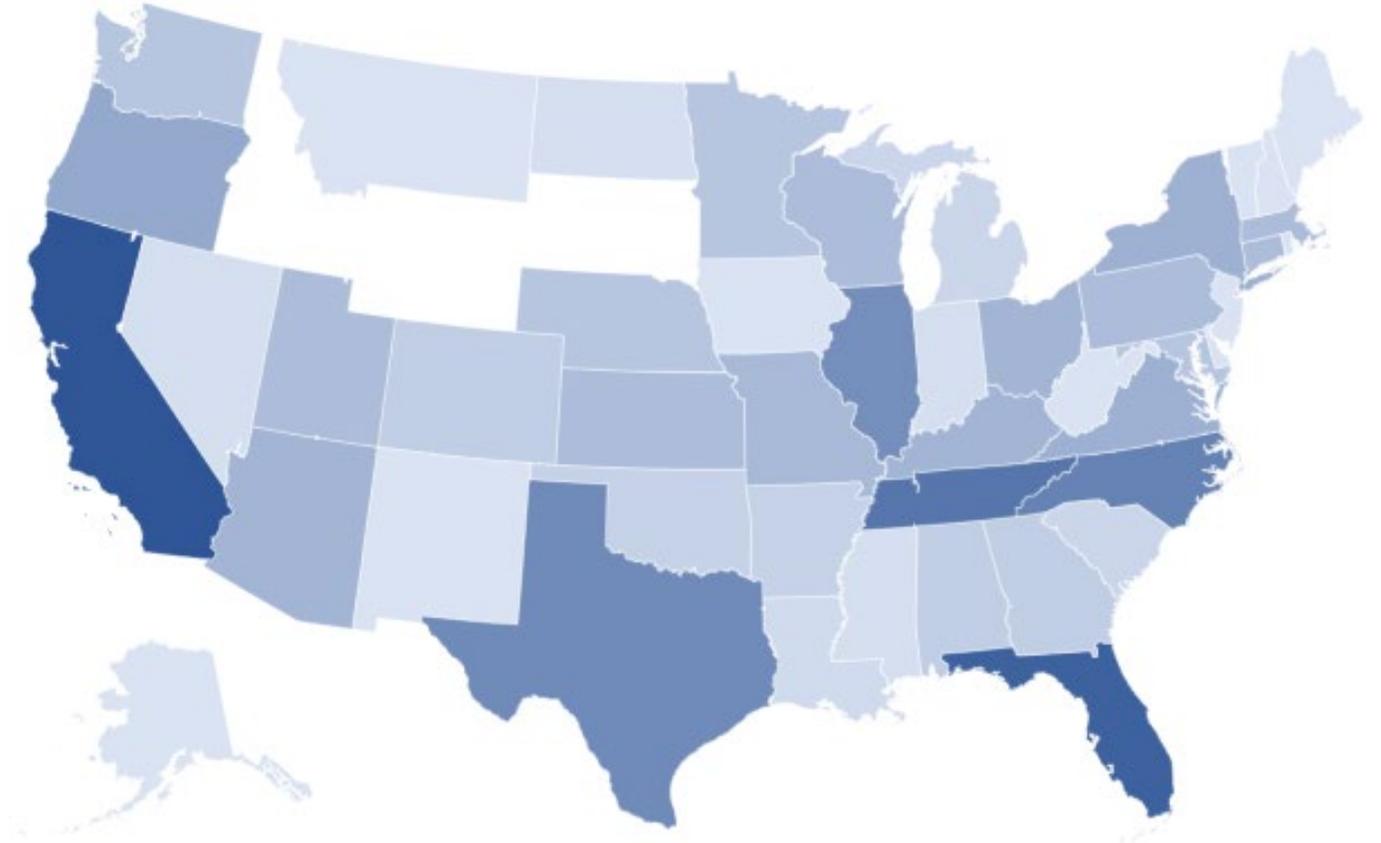
PDP Grants Supporting Preparation

Eligible applicant: IHE

Focus: Preparing personnel serving children with disabilities

Use of funds:

- Recruiting scholars
- Proving scholarships
- Covering tuition, fees, and other costs associated with training



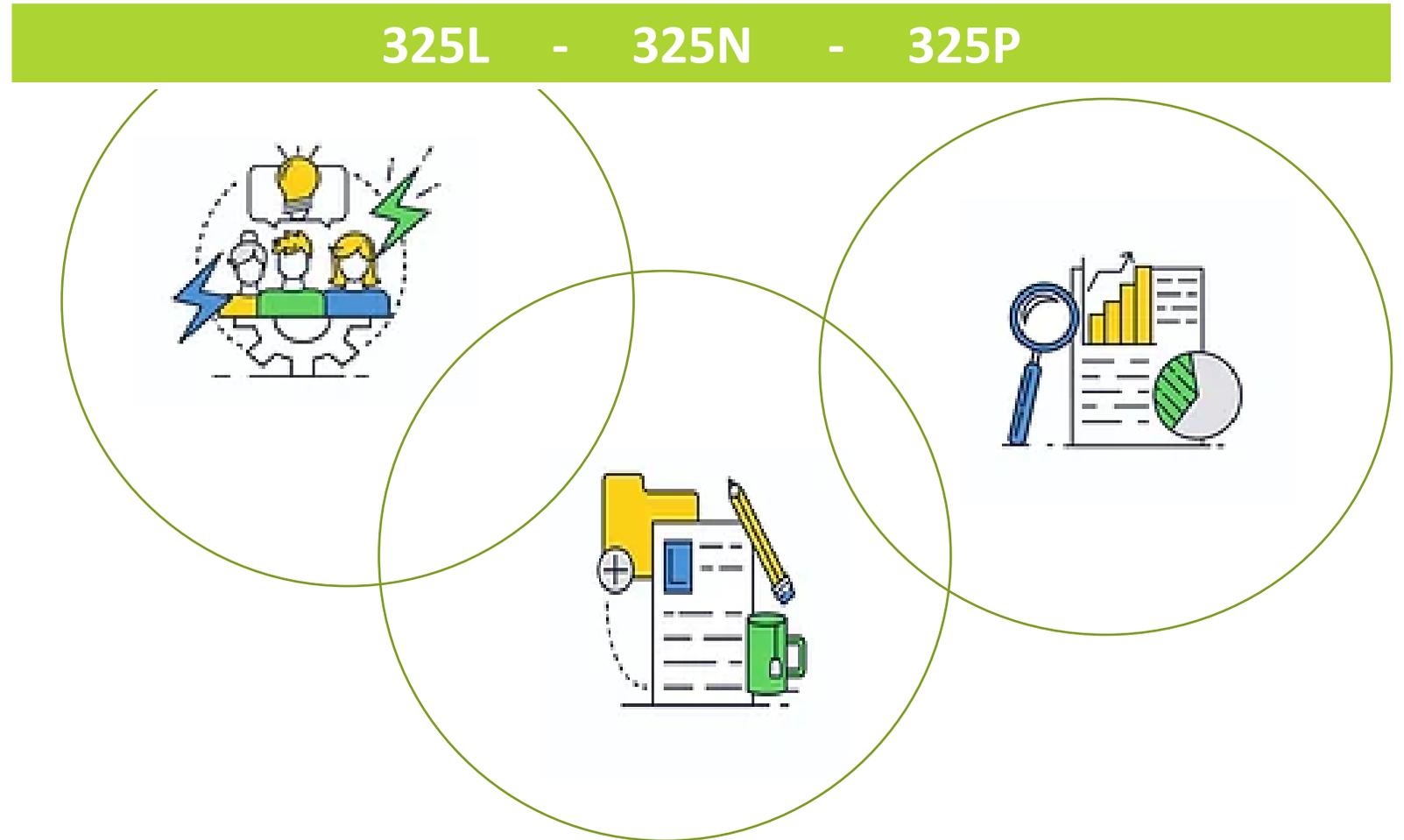
PDP Grants Supporting Retention

Eligible applicant: SEA or lead agency

Focus: Retaining teachers, providers, and administrators leading systems serving children with disabilities

Use of funds:

- Induction and mentoring
- Leadership development
- Coaching



National Centers Supporting Personnel Development



For more information
OSEP-IDEAS That Work



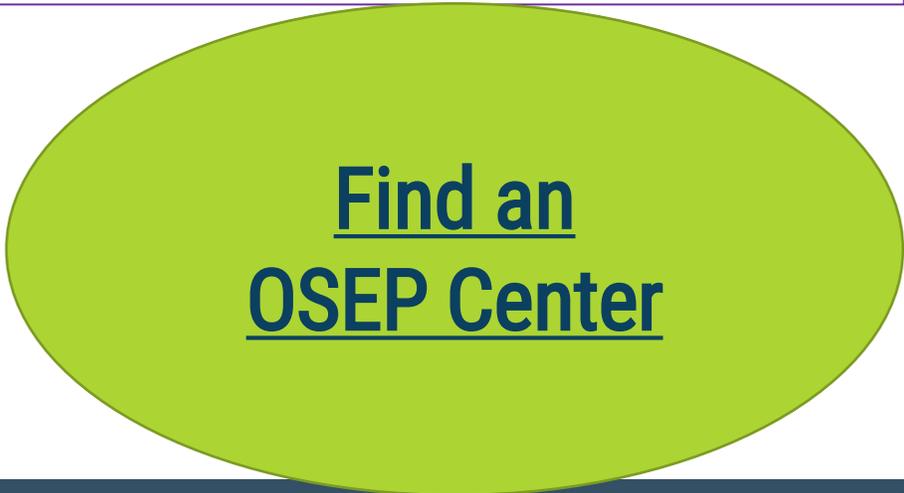


Most Popular IRIS Modules address topics such as:

- Functional Behavioral Assessment
- Differentiated Instruction
- Universal Design for Learning Disability
- Response to Intervention - Overview
- Classroom Management
- Addressing Disruptive & Noncompliance Behaviors
- Teaching English Language Learners
- Cultural & Linguistic Differences
- Reading, Literacy, and Language Arts
- Mathematics
- School Improvement / Leadership
- Transition
- Assistive Technology
- IEPs
- Family Engagement
- Faculty: Online Course Design

[IRIS Center](#)





OSEP's IDEAS That Work Website



Federal Resources for Stakeholders

- Tool Kits
- Topical Issues
- Intervention IDEAs Briefs



Resources for Grantees

- Program Areas
- Evaluation
- OSEP Peer Review
- Section 508 Accessibility



Find a Center or Grant

- Find a Center
- OSEP TA Network Center List
- Discretionary Grants Database

Braiding Funds = Leveraging Resources

- ▶ Many states and LEAs are already leveraging funds.
- ▶ See these examples:
 - [Blending and Braiding Funds to Mitigate the Impact of COVID-19 on the Most Vulnerable Students](#) (NCSI)
 - [Educator shortages in special education toolkit](#) (CEEDAR Center)

Example—Apprenticeship Model

- ▶ Apprenticeships combine paid on-the-job training with classroom instruction to prepare workers for highly skilled careers.
- ▶ Registered apprenticeships are certified by a relevant state agency or the U.S. Department of Labor.
- ▶ See <https://www.apprenticeship.gov/> for more information.
- ▶ In this example: An LEA creates an apprenticeship program and partners with a local university to attract and prepare new teachers.

Leveraging Funds for an Apprenticeship Model

- ▶ ESSER funds: Form an agreement with a local IHE for tuition and books for apprentices and additional compensation for faculty for year-round teacher preparation program.
- ▶ ESSER funds: Provide summer salary of apprentices.
- ▶ IDEA state-level funds: Give mentorship stipends to veteran teachers.
- ▶ IDEA ARP Act funds: Provide apprenticeship salaries.

Minnesota Comprehensive System of Personnel Development (CSPD)



Comprehensive System of Personnel Development

<p>Leadership, Coordination, & Sustainability</p>	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Preservice Personnel Development</p>	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>Inservice Personnel Development</p>	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Recruitment and Retention</p>	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>Evaluation</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

Who else is at our CSPD table?

- Parents
- Minnesota Department of Education
- IHEs
- Licensing (PELSB)
- Related service providers (occupational therapy, speech therapy, physical therapy, etc.)
- Subject-area experts
- Head Start
- Governor's Interagency Coordinating Council on Early Intervention
- Children's Cabinet
- Others

Recruitment and Retention Goals

Recruitment and Retention

1. Build comprehensive work group membership.
2. Assess information already available on recruitment and retention in Minnesota.
3. Identify barriers to recruitment and retention in key areas.
4. Create a list of recommendation regarding recruitment and retention for early childhood in Minnesota.

How did **Minnesota** make this happen?

1. Commitment
2. Passion
3. Collaboration
4. Resources



OSEP

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