



# Induction Program Funding Options



# How do LEAs leverage long-term & limited federal funding for Induction and Mentoring Programs?

- **Title I:** funding based on enrollment of students that are economically disadvantaged and can be used for effective, evidence-based strategies that reduce achievement gaps, such as hiring and retaining high quality teachers and paraprofessionals to meet the needs of low-income students.
- **Title II:** to support effective instruction through preparation, training and recruiting of high-quality teachers, principals or other school leaders, including funding Grow Your Own (apprenticeship/residency programs), teacher, principal or other school leader preparation academies, performance-based compensation systems and human capital management systems and to establish partnerships with higher ed institutions, non-profit organizations and other entities.
- **Teacher Quality Partnerships, TQP (Title II, Part A):** for stipend or salary for residency program candidates for 1 year, commit to teach 3 years, for grow your own, pre-baccalaureate preparation and leadership development programs.
- **Workforce Innovation and Opportunity Act, WIOA, (Title II):** teacher candidates may use this funding if their respective certification program has been approved as workforce training provider for a prioritized state workforce development area.

(Alcala & Perez, 2024)



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- **TEACH Grant (Title IV, Part A):** \$4000 a year to students completing courses for a teaching career w/service agreement.
- **Supporting Effective Educator Development, SEED (Title IV):** for LEA/IHE to support recruitment, preparation, professional development and retention of effective teachers and school leaders, including teacher and leader residency programs, to strengthen mentor and induction programs, equitable distribution of effective teachers, signing and performance bonuses and mentor programs.
- **Strengthening Career and Technical Education for the 21st Century Act (Perkins, Title V):** to ensure career and technical education (CTE) programs meet the demands of the twenty-first-century economy. Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.
- **Language Instruction for English Learners and Immigrant Student, (Title III):** supports pre or in-service to meet certification licensing requirements for teachers who work in language instruction educational programs or serve English learners, (e.g., financial assistance for tuition, fees, and books related to courses required to complete a degree).



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- **Indian, Native Hawaiian, and Alaska Native Education (Title VI):** to support high quality education and support to students through recruitment, preparation, and retention, as well as LEAs that serve these students, for pre or in-service training, teacher mentoring programs, direct financial aid to students and programs designed to train traditional leaders and cultural experts.
- **IDEA, Part B and D Part B Section 611:** supports special education personnel preparation, professional development and training, and assisting LEA's in addressing special education staff shortages.
  - **Part B Section 619-** includes a grant program for preschool staff development, which provides funds for local staff development opportunities for those who work in infant and preschool programs (for those states eligible under Section 611)
  - **Part D, Personnel Preparation Funding-** includes tuition, stipends, and fees, students who receive financial aid from projects funded by the program are required to repay the assistance either through post-training work in the specific field(s) they were trained for or by making a cash repayment to the federal government.



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- **Higher Education Act Federal Work Study (Title IV):** can be used for students in teaching positions, classroom assistance and tutoring in school districts as part of residency program (75% to 25% match obligation).
  - Augustus F. Hawkins Center for Excellence (Title II, Part B)- (HBCUs, Tribal Colleges and Minority Serving Institutions)- for stipends, childcare, student financial aid, and academic advising to increase well prepared teachers and diversity of the teacher workforce.
  - Strengthening Institutions Program (Title III, Part A)- for eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds.
- **ESSER III, ARP Act:** to increase educator staff compensation, build and maintain a high quality cohort of substitute teachers, invest in the educator pipeline, and support educator and staff well-being; educator pipeline funds can be used for strategies such as loan forgiveness, grants, or service scholarships and to develop and implement teacher residency programs, professional develop and mentoring models (funds must be obligated by **9/30/24**).
- **Teacher & School Leader Incentive Program (ESEA Section 2212):** to assist entities in implementing, enhancing, or extending their Human Capital Management System (HCMS), which is required to incorporate a Performance-Based Compensation System (PBCS), focuses on increasing the recruitment and retention of highly-qualified educators in high-need schools, aiming to improve student academic achievement and reduce gaps.



# Braiding and Blending Funds

Braiding and blending these funds is challenging. LEAs may have pressure and competing priorities. It is essential to have key members of leadership in the room where decisions are made:

- **Human Resources**
- **Curriculum / Instruction / Assessment**
- **Teaching & Learning**
- **Superintendent**

To create a sustainable and affordable Induction with Robust Mentoring program at the local level, all members must be willing to collaborate and see this as a retention strategy.



Source:

Alcala, L., Perez, A., (2024 February 9). *Cross-Agency Collaboration as a Lever for Strengthening the Teaching Workforce* [Slideshow]. ESEA Conference, Portland, OR, United States.