

How districts can fund the National AI Teacher Evaluation Research Cohort

What you're buying: a one-term, research-backed cohort evaluating AI in teacher supervision, coaching, and evaluation (includes platform access during the study, onboarding, cohort sessions, and district/regional/national reports).

What to ask for internally: "Professional learning and evaluation improvement project with limited software access to enable training and evidence collection."

Funding matrix (pick 1–2 primary sources, then add a backup)

Funding source	Why it fits this project	What to include in your memo (plain language)
Title II-A (Supporting Effective Instruction)	Primary PD/evaluation bucket; supports improving teacher/leader effectiveness and evaluation systems. (U.S. Department of Education)	"Use Title II-A to strengthen our teacher/leader evaluation and coaching system with research-backed PD and artifacts-based practice." (U.S. Department of Education)
Title IV-A (Student Support & Academic Enrichment)	Covers effective use of technology for educator practice; software/platform spend allowed but infra is capped at 15% of the tech portion — keep most costs as PD. (U.S. Department of Education , New York State Education Department)	"Fund educator PD on effective tech use; any software access stays within the Title IV-A tech 15% infrastructure cap." (New York)

		State Education Department)
Title I-A (Schoolwide/Targeted)	Can support PD that improves instruction for Title I students when written into the school plan. (U.S. Department of Education, New York State Education Department)	“As part of our Schoolwide plan, this PD improves feedback/teaching quality for Title I students.” (U.S. Department of Education)
Title III-A (English Learners)	Funds supplemental PD for educators of ELs — strong fit if your focus school serves many ELs or you join the EL subgroup. (U.S. Department of Education)	“EL-focused PD to improve feedback on language-rich instruction for multilingual learners.” (U.S. Department of Education)
Title V-B (RLIS/SRSA – rural)	Rural districts can use RLIS for any Title I–IV-allowable activities; SRSA’s Alternative Fund Use Authority lets LEAs flex II-A/IV-A into local priorities. (U.S. Department of Education)	“Use RLIS/SRSA flexibility to underwrite PD/tech-enabled evaluation improvement.” (U.S. Department of Education)
IDEA Part B (proportional)	If SPED classrooms/staff are in scope, charge a proportional share for SPED-benefitting PD (excess-cost rules apply; keep time/effort). (U.S. Department of Education, OSPI)	“SPED PD and coaching improvements, charged proportionally per IDEA excess-cost rules.” (OSPI)

Perkins V (CTE)	If your focus includes CTE teachers/campuses, Perkins allows PD that improves CTE program quality. (cte.ed.gov , esc17.net)	“CTE-aligned PD to strengthen coaching in CTE programs (CLNA-aligned).” (cte.ed.gov)
Title I §1003 School Improvement (SEA-run)	For CSI/TSI schools: evidence-based improvement activities, including leadership capacity and PD/coaching systems. (Congress.gov)	“Evidence-based PD to improve feedback and coaching in our CSI/TSI plan.” (Congress.gov)
State/Regional funds (ESAs/BOCES/IUs)	Many regions subsidize PD/innovation or pass through federal dollars to districts.	“Request ESA/IU/BOCES PD mini-grant or pass-through to offset participation.”
Local budgets (PD, HR/Teacher Effectiveness, Innovation/Tech)	Fastest path when federal coding is tight; still follow allowability (reasonable/necessary/allocable).	“Budget as evaluation modernization PD with limited software access for the study.”
Local Foundation / Philanthropy	Common for innovation/evidence pilots; easy to underwrite the entry fee.	“Fund the district share; deliver a board-ready research brief at term’s end.”

Benefits school leaders love

- **Transferability (no cap):** Districts may move some/all **Title II-A** and **Title IV-A** to other ESEA titles to better meet local needs—funds then follow the rules of the program they’re moved into. Use this to top off your primary source. ([U.S. Department of Education](#), [Oregon State Government](#))
- **27-month window (Tydings):** Most ESEA/IDEA formula funds are available for **27 months**, which helps districts start in fall even if current-year budgets are tight. ([U.S.](#)

[Department of Education, Wisconsin DPI](#))

Procurement accelerators (optional, for contracting speed — not funding)

Leverage **cooperative purchasing** to avoid a long RFP and buy from a competitively awarded public contract (e.g., **PEPPM**, **OMNIA Partners**). Your purchasing office will know these vehicles. (peppm.org, [OMNIA Partners](#))

What's Included in Your Cohort Experience

When your district joins the **National AI for Teacher Growth Cohort**, you'll receive everything you need to explore AI in a low-risk, high-value way:

- **Full access to the AI-powered evaluation platform** for one academic term, including use in a selected school or group of classrooms.
- **District-Level Research Report** with composite scores for **Teacher Professional Growth (TPG)**, **Principal Performance & Efficiency (PPE)**, and **Relational Trust (RT)** — plus detailed sub-metrics on efficiency, reliability, fairness, and coaching impact.
- **Regional & National Comparisons** to see how your district stacks up against peers across the country.
- **Collaborative Focus Groups & Cohort Sessions** led by nationally recognized K-12 leaders, designed to spark discussion, share strategies, and surface best practices.
- **Hands-on coaching resources** that show how AI can transform low-inference notes into meaningful, actionable feedback for teachers.
- **Evidence for your board and community** — including an interim and final research brief, complete with methodology, reliability checks, and fairness audits.

This isn't a one-off pilot — it's a **structured, research-backed learning experience** that lets you test emerging AI tools, learn with peers, and walk away with credible data you can use to make smarter districtwide decisions.