

Title II, Part A: Tying Needs Assessments to Effective Uses of Funds

Virginia Department of Education
Coordinators' Academy
July 29 – July 31, 2014

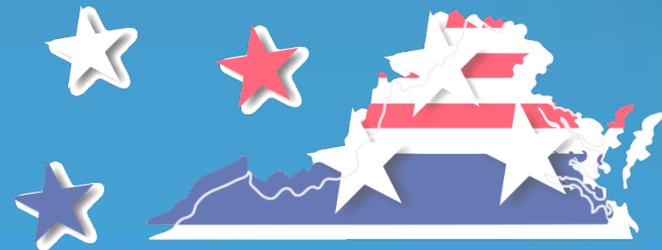




Overview of Presentation

- General use of funds
- Needs assessment
- Equitable distribution of teachers
- Application development

Use of Funds





History of Title II, Part A Funding





Overall Allowable Uses of Funding

- Recruitment and retention of highly qualified teachers and principals
- Coursework and professional development
- Testing expenses (teachers, principals, and paraprofessionals)
- New teacher mentoring
- Materials **necessary** for professional development
- Salaries for certain personnel
- Reducing class sizes

[ESEA, Section 2123]



Uses of Funding

- Funds should be targeted to schools, based on the following criteria, detailed in the needs assessment:
 - Schools with the lowest percentage of highly qualified teachers;
 - Schools identified for improvement, based on student achievement data; and
 - Schools with the highest class sizes.

[ESEA, Section 2122(b)(3)]



Question

MUST funds be used for class-size reduction or mathematics and science professional development since those were the two programs that were in place prior to NCLB?

NO. While Eisenhower funds and class-size reduction funds were combined to create Title II, Part A, and are still permissible, Title II, Part A, expanded the uses of funds. Programs must be designed around NEEDS and should focus on teacher and principal quality to improve student learning.



How does use of Title II, Part A, funds support/differ from other federal programs (examples)?

Program	Expense	Allowable Under Title II, Part A?
Title I, Part A	Teacher salaries	No, UNLESS the salary is to reduce class sizes
Title I, Part A	Paraprofessional salaries	NO
Title I, Part A	Training for paraprofessionals	If the training is to assist paraprofessionals in improving student achievement or attaining full teacher licensure
Title I, Part A	Tutors for students with academic deficits	NO
Title I, Part A	Instructional coaches to provide professional development to teachers	YES



How does use of Title II, Part A, funds support/differ from other federal programs (examples)?

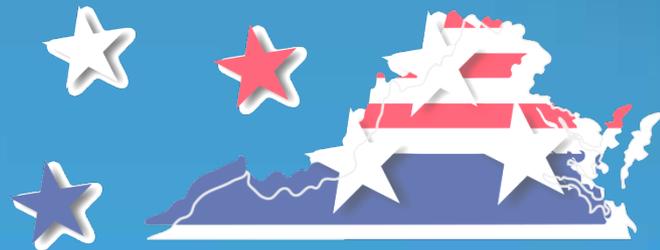
Program	Expense	Allowable Under Title II, Part A?
Title I, Part A	Parent involvement coordinator	NO
Title I, Part A	Training for parents	NO
Title I, Part A	Training for teachers to enhance parent involvement	YES
Title I, Part A	Materials for parent center	NO
Title I, Part A	Classroom materials	NO



How does use of Title II, Part A, funds support/differ from other federal programs (examples)?

Program	Expense	Allowable Under Title II, Part A?
Title III	Translators for certain purposes	NO
Title III	Training for teachers and administrators to improve achievement of ELLs	YES
Title III	Training for parents	NO
Title III	Training for teachers to enhance parent involvement in ESL program	YES

Needs Assessment





Needs Assessment

- Must be conducted on an annual basis
- Must involve multiple stakeholders
- Use of funds must be tied to results of needs assessment
- Should involve the analysis of multiple data elements



Needs Assessment

- Involve key stakeholders:
 - Teachers (include Title I teachers, different grade levels and subject areas)
 - Paraprofessionals
 - Principals
 - Central office staff (i.e., human resources, professional development staff, instruction)
 - Parents
 - Private school officials

[ESEA, Section 2122(c)]



Points to Keep in Mind

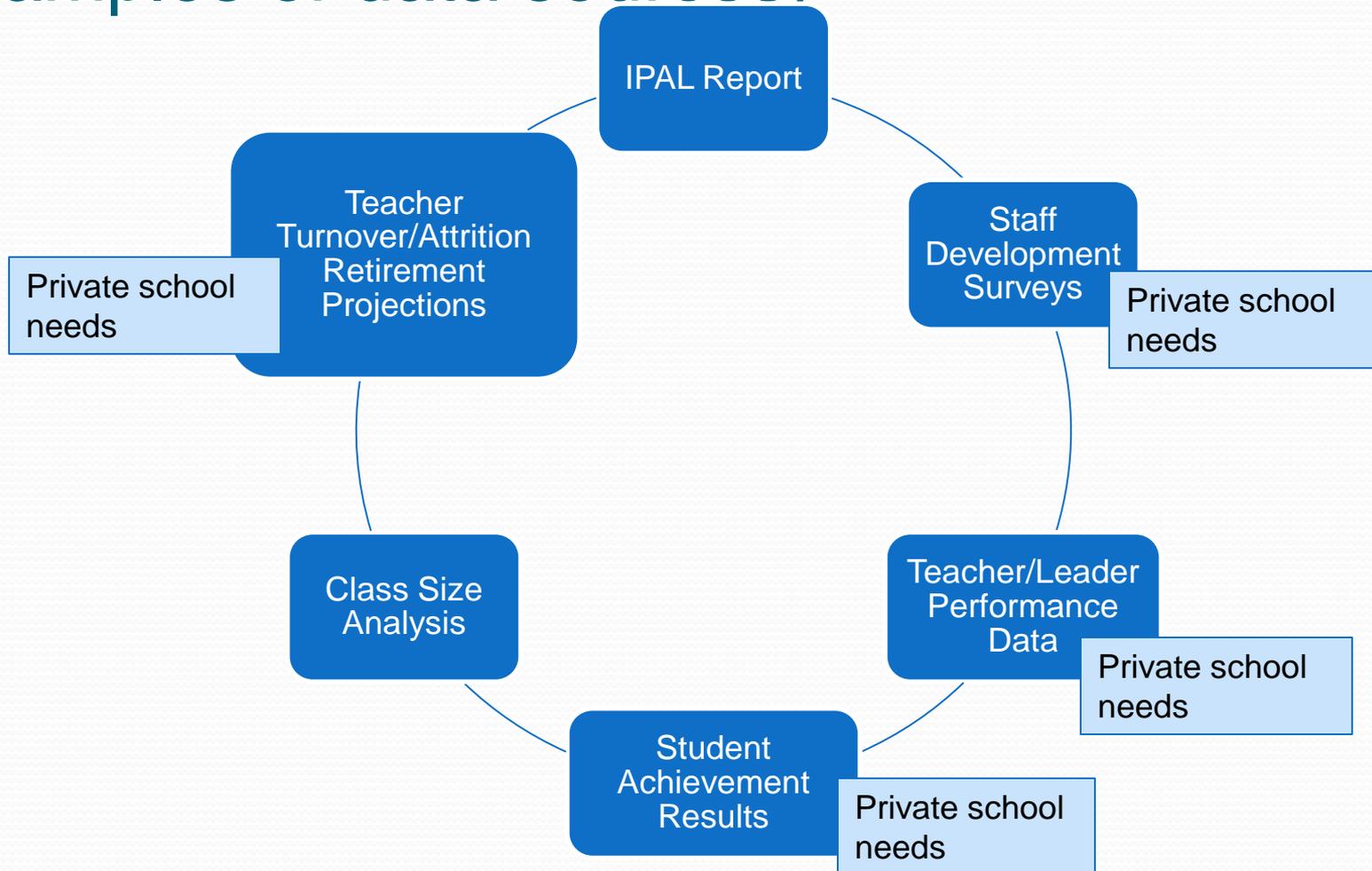
- Where are we? Where do we want to go?
- Evaluate current practices:
 - What is working and needs to be continued?
 - What is NOT working and needs to be changed/eliminated?
- Identify NEEDS before determining strategies
- Identify available data sources to determine needs: division, school, and classroom level

Remember: “Just because it’s always been done doesn’t mean that it always needs to be continued.”

[ESEA, Section 2122(c)]



Needs Assessment (examples of data sources)





Equitable Distribution of Teachers

Factors to analyze:

- Poverty and minority status for each school by grade-span
- Teacher experience
- Highly-qualified status
- Teacher effectiveness/summative evaluation data



Program Specific Pages: Equitable Distribution of Highly Qualified Teachers (example)

Grade Span	School Name	Poverty	Percent Minority	HQT Percentage	Average Teacher Experience	Summative Teacher Evaluation (Percent proficient or higher)
K-2	School A	52.7	52	100	10	87
K-2	School B	39.1	10	98	12	95
3-5	School C	83.4	66	100	15	95
3-5	School D	45.2	42	100	12	93
6-8	School F	33.0	88	95	8	85
6-8	School G	25.3	52	100	17	97
9-12	School H	15.1	85	90	4	96
9-12	School I	9.2	12	95	15	95



Work with a partner to analyze data chart.

Where are the greatest concerns?
What other information may be helpful?
What are some possible strategies to address identified concerns?



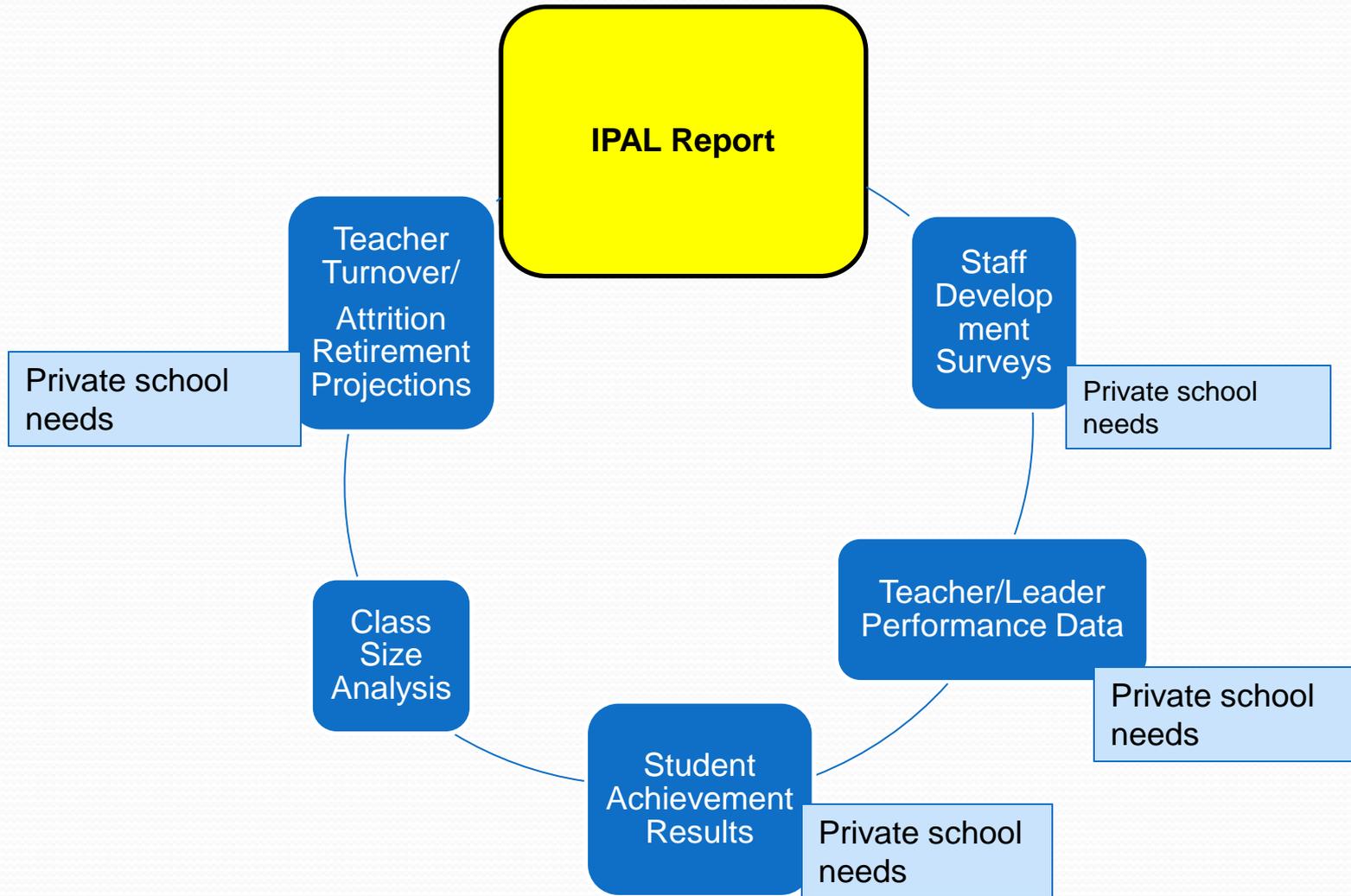
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Based on teacher distribution data,
what are some areas of need?
Potential strategies?

Needs Assessment: How may needs be addressed as a result of...





IPAL Areas of Possible Analysis

- What progress is being made at the division level?
- What progress is being made at the school level?
- How are schools' HQT percentages in comparison to the state average?
- Are there particular grade spans that appear to have more HQT issues than others?
- What are the data trends per school over several years?
- Which content areas have the greatest number of non-highly qualified teachers?
- Are particular teachers showing up as non-HQ several years in a row? Why?
- Are there any unlicensed teachers? Why?
- What is the HQ status of Title I schools?

[ESEA, Section 2123]

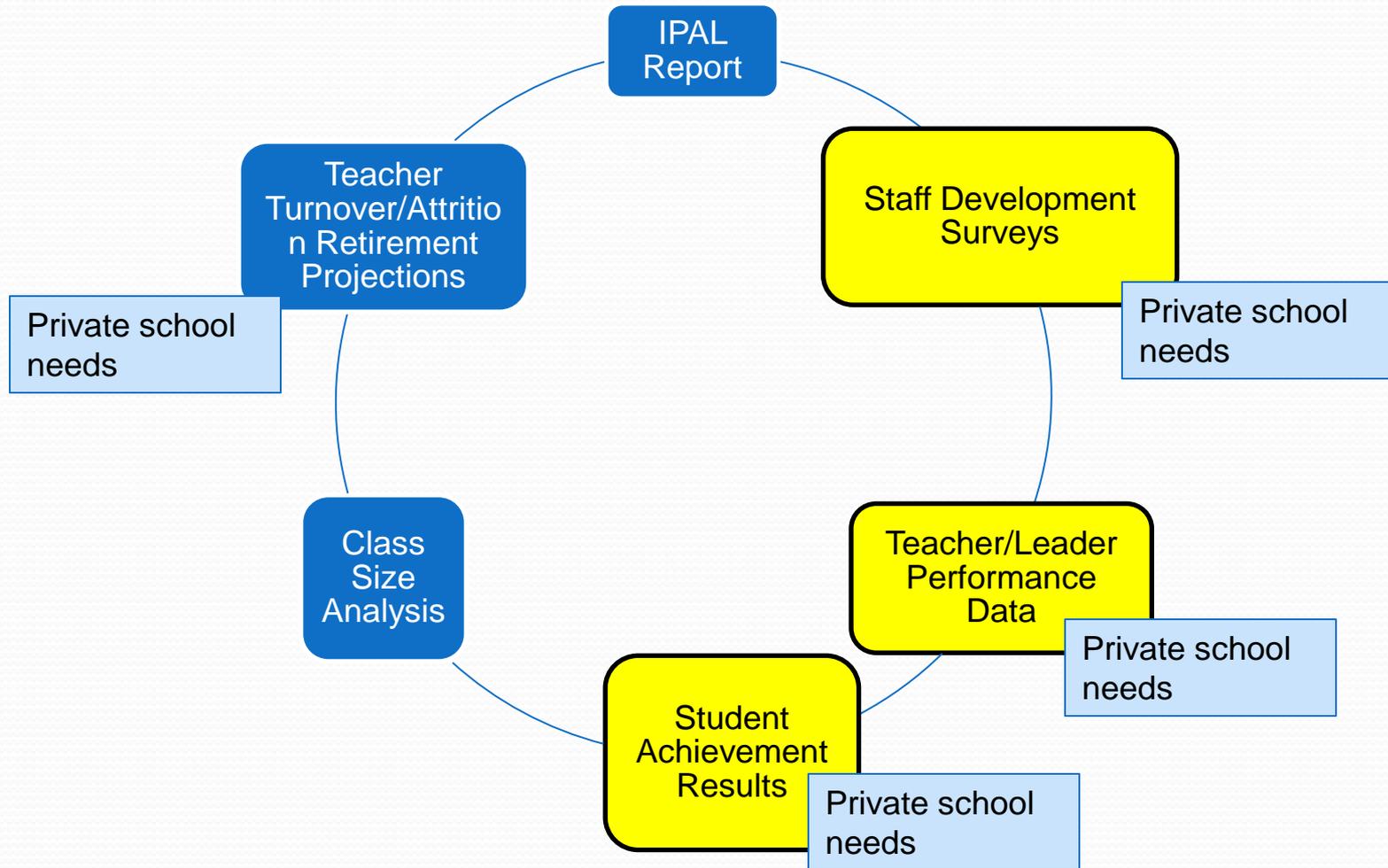


If **IPAL** indicates need for HQT, how may funds be targeted?

- Recruitment
 - Relocation expenses (particularly in hard-to-fill positions)
 - Recruitment materials in targeted areas
 - Financial incentives (recruitment/retention)
 - Mentoring expenses
 - Signing bonuses (hard-to-fill positions)
 - Retention bonuses (highly effective personnel)
- Highly qualified status
 - Coursework
 - Praxis/assessment support
 - Incentives for additional endorsements

[ESEA, Section 2123]

Needs Assessment: How may needs be addressed as a result of...





If **staff development surveys**, **staff performance data**, and/or **student achievement results** indicate areas of need, how may funds be targeted?

For public and private schools:

- Coursework/training for teachers in federal core content areas
- Stipends for participation in training (during non-contractual time)
- Leadership development
- Materials **necessary** for training purposes
- Registration/travel expenses related to workshop/conferences **if part of comprehensive professional development plan**
- Training for improved teacher/principal evaluations



If staff development surveys, staff performance data, and/or student achievement results indicate areas of need, how may funds be targeted?

- Salaries of instructional coaches in targeted content areas (to plan/provide professional development)
 - *Note: Divisions may pay for these services to be provided on behalf of private schools as well; however, the coach/contractor must be hired by public school)*
- Substitutes for teachers attending professional development (not available for private schools)
- Title II, Part A, administrative staff (not available for private schools)
- Performance incentives (not available for private schools)
- Add-on endorsements (coursework only may be available for private schools- not assessments)
- National board certification (training portion available for private schools, but not incentives)



Allowable Use of Funding: Professional Development

High quality professional development
is ongoing, sustained, and focused.

See [Criteria for High Quality Professional Development](http://www.doe.virginia.gov/VDOE/nclb/HQPDcriteria4-04.pdf) at
<http://www.doe.virginia.gov/VDOE/nclb/HQPDcriteria4-04.pdf>

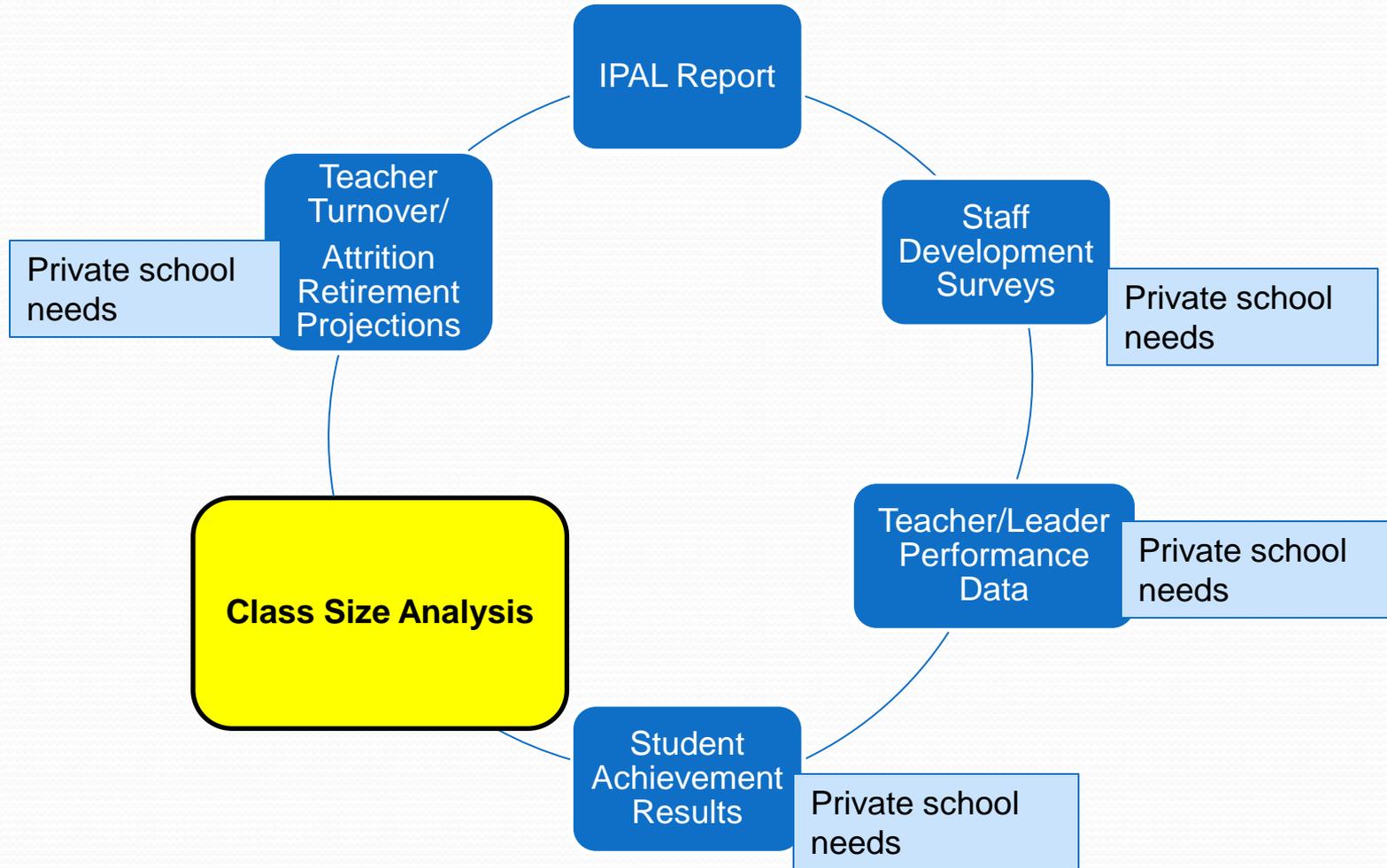


Allowable Use of Funding: Conferences

- **Must** be part of sustained, ongoing focus with a clear follow-up plan.
- Should **not** be a one-day workshop or a random event.
- Provide evidence of implementation and follow-up.
- Adhere to state travel regulations.

[ESEA, Section 9101(34)(1)(e)]

Needs Assessment: How may needs be addressed as a result of...





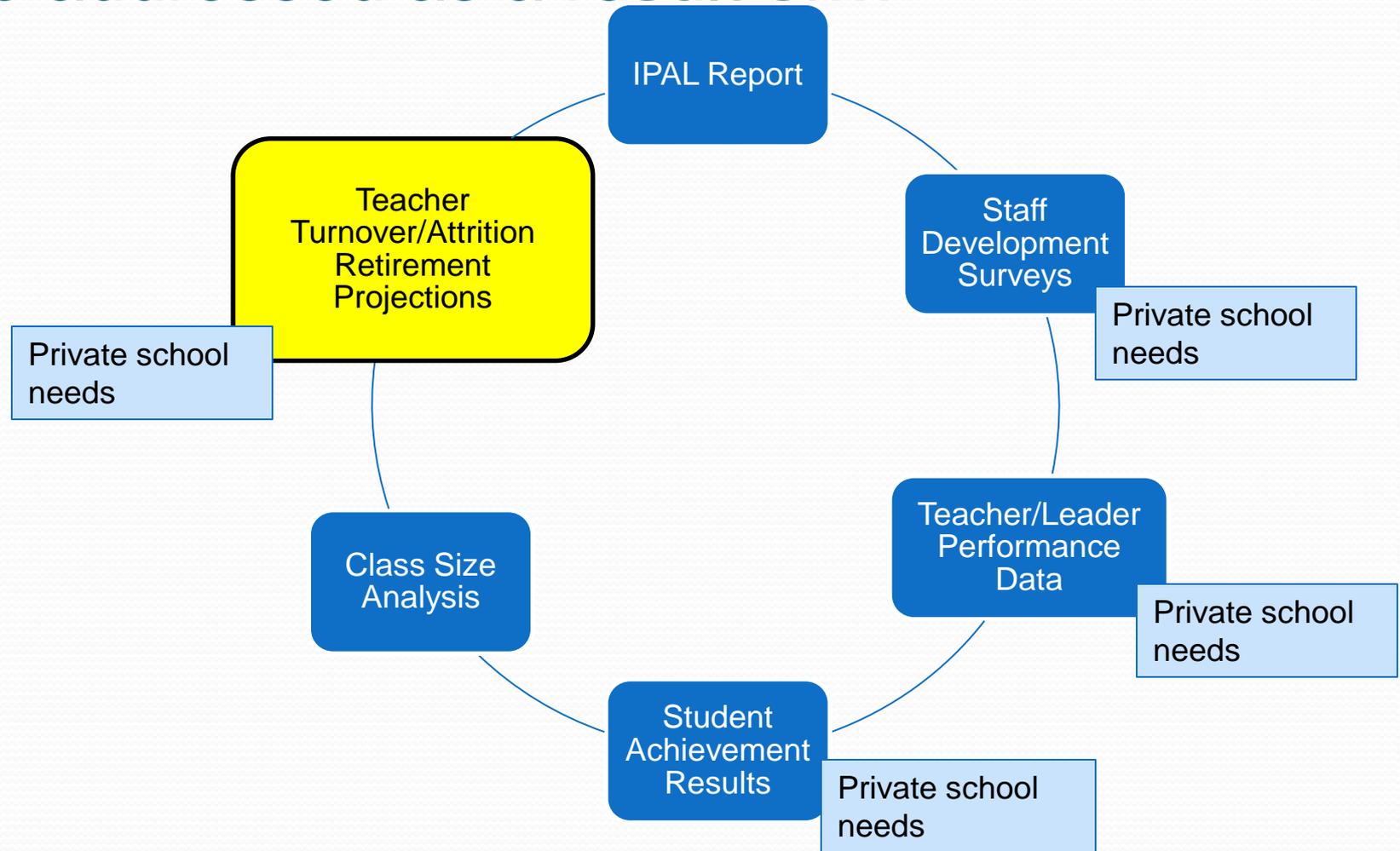
If **class size analysis** indicates need for additional teachers how may funds be targeted?

For public schools only:

- Teachers hired for class-size reduction (CSR) **MUST** be highly qualified **at the time of hire**
- Funding and teacher assignments must be targeted, based on **annual** needs assessment
- Not limited to K-3, but allowable for K-12, based on needs analysis
- **Funding for CSR is only allowed to reduce class sizes BELOW the ratios outlined in Virginia's Standards of Quality**



Needs Assessment: How may needs be addressed as a result of...



[ESEA, Section 2122(b)(3)]



If **teacher attrition/retirement projections** indicate need for additional new teacher support, how may funds be used?

For public and private schools:

- Salaries of full-time/part-time mentors for quality mentoring program (only **services** may be provided to private schools, no salaries)
- Targeted professional development for new teachers
- Training for mentors
- Materials for mentoring program (NOT new teacher “celebrations”)



Tiffany County Public Schools identifies reading as an area of great need. Which of these activities would not be allowable under Title II, Part A, guidelines to help address this need?

- A. Signing bonus for a middle school reading specialist with demonstrated effectiveness
- B. Reading teacher whose primary role is to work directly with students on remediation
- C. Full-time reading coach to provide embedded professional development



Tiffany County Public Schools identifies reading as an area of great need. Which of these activities would not be allowable under Title II, Part A, guidelines to help address this need?

- A. Signing bonus for a middle school reading specialist with demonstrated effectiveness
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- C. Full-time reading coach to provide embedded professional development



Which of these are NOT allowable under Title II, Part A, guidelines?

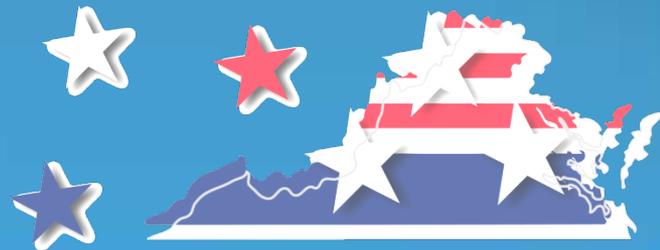
- A. Textbook for teacher's graduate course in mathematics
- B. Set of mathematics textbooks for students to use after the teacher has attended professional development on the content
- C. Materials for training notebooks for teachers to use in a professional development activity
- D. iPad for each teacher involved in training to take back and use in the classroom with students
- E. Books for new teachers to use while involved in mentoring activities



Which of these are NOT allowable under Title II, Part A, guidelines?

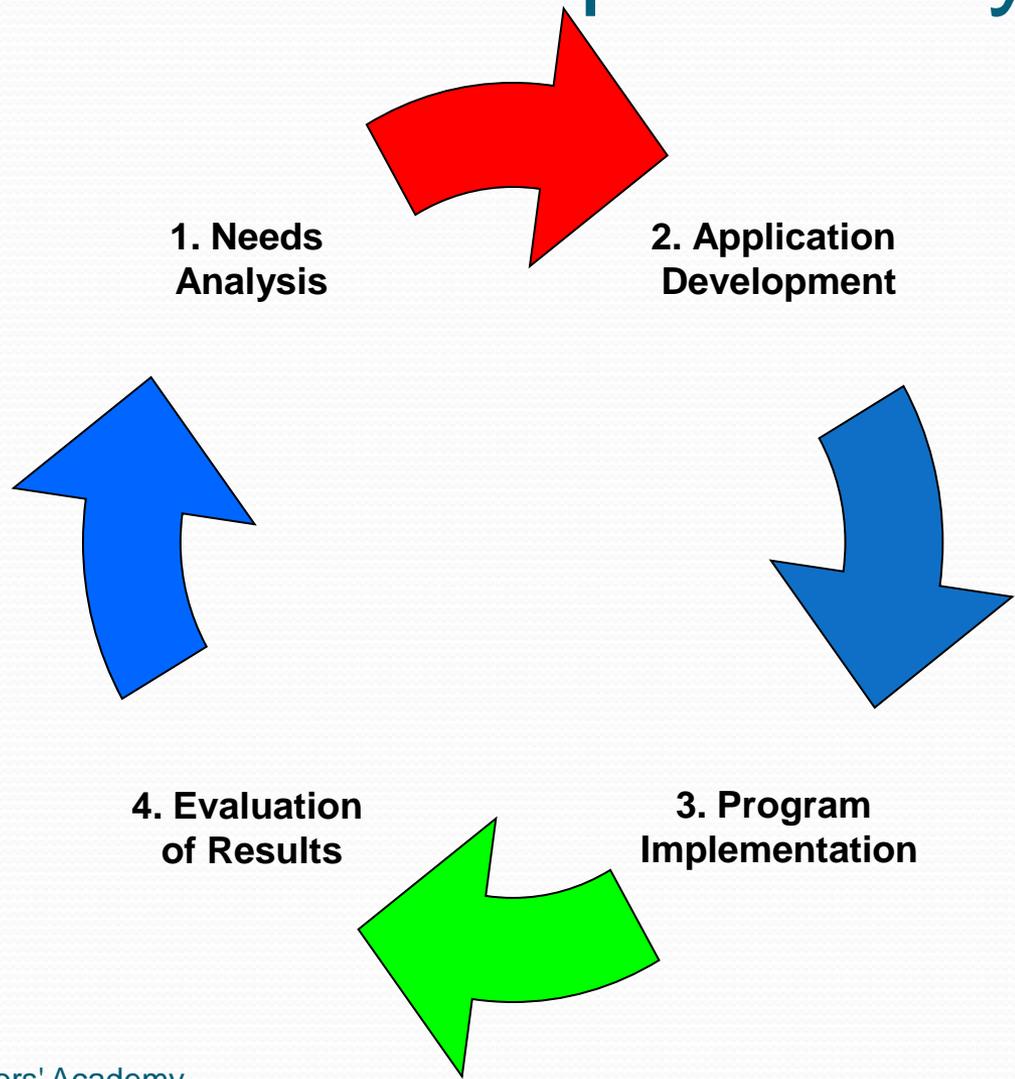
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Program and Application Development





Application Development Cycle





Application Development

- Archived webinar assistance available at:
http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml
- Common elements
 - Cover page
 - Program overview
 - Coordination of services
 - Measurable objectives
 - Budget
- See mechanics module for details on entering information

See webinar module on common elements for details on these components.



Program Specific Pages (Overview)

- Highly qualified teachers (HQT) and paraprofessionals
- Equitable distribution of highly qualified and experienced teachers
- Private school participation



Program Specific Pages: Equitable Distribution of Highly Qualified Teachers

- Analyze data between schools at each grade span.
 - HQT distribution
 - Teacher experience distribution
- Compare data for high-poverty and/or high-minority schools with low-poverty and/or low-minority schools.
- Outline **strategies** used to ensure equitable distribution of highly qualified, experienced, and effective teachers.

[ESEA, Section 2123(a)(2-4)]



Ensuring an Approval

- Make sure all pages are complete.
 - Common issues:
 - Cover page completion;
 - HQT page completion;
 - Private school page completion; and
 - Budget alignment.



Measurable Objectives for Teacher Quality (examples)

- By June 2015, 100 percent of teachers and paraprofessionals will be highly qualified as measured by the IPAL report.
- By June 2015, at least 95 percent of teachers and principals will receive a summative rating of Proficient or Exemplary.
- By June 2015, class sizes in grade 2 will decrease from 24:1 to 18:1.
- By June 2015, student achievement in mathematics at Grade 3 will improve from 67% to 75% as measured by end-of-year SOL tests.
- By June 2015, retention of new teachers will increase from 85 percent to 95 percent.



Possible Strategies to Support Measurable Objectives

- By June 2015, 100 percent of teachers and paraprofessionals will be highly qualified as measured by the IPAL report.
 - Necessary coursework
 - Praxis support
 - Enhanced recruitment efforts
 - Signing bonuses in hard-to-fill areas
 - Creation of individual plans and timelines for targeted teachers with required ongoing updates/meetings, etc.



Possible Strategies to Support Measurable Objectives (Example)

- By June 2015, at least 95 percent of teachers and principals will receive a summative rating of Proficient or Exemplary.
 - Enhanced training for teachers and principals related to evaluations
 - Targeted professional development related to identified performance issues (perhaps based on interim evaluations)
 - Teacher mentoring
 - Instructional coaching
 - Coursework
 - Institutes
 - Workshops
 - Professional learning communities (PLCs)



Possible Strategies to Support Measurable Objectives (Example)

- By June 2015, class sizes in grade 2 will decrease from 24:1 to 18:1.
 - Hire teacher to reduce class size at targeted school/grade level



Possible Strategies to Support Measurable Objectives (Example)

- By June 2015, retention of new teachers will increase from 85 percent to 95 percent.
 - New teacher mentor coordinator
 - Mentor stipends
 - Mentor-specific training (coaching, observation, etc.)
 - New teacher professional development activities targeted to specific needs (i.e., classroom management; parental involvement; developing formative assessments, etc.)



Possible Strategies to Support Measurable Objectives (Example)

- By June 2015, student achievement in mathematics at Grade 3 will improve from 67% to 75% as measured by end-of-year SOL tests.
 - Instructional coach for mathematics (Professional development)
 - Mathematics consultants
 - Targeted professional development activities to improve mathematics performance (instructional strategies; formative assessment; content knowledge, etc.)



Make It Better Activity



Which of these situations might result in a denial?

- A. Omitting an objective for the 100 percent highly qualified teacher goal if your division has not already reached the goal.
- B. Using the following as a measurable objective: “We will hire class-size reduction teachers.”
- C. Indicating salaries for class-size reduction teachers, but not indicating a need or a measurable objective.
- D. All of the above.
- E. None of the above.

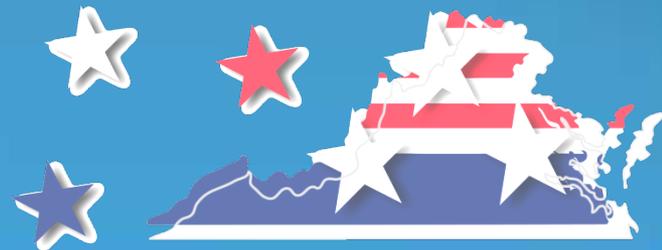


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- C. Indicating salaries for class-size reduction teachers, but not indicating a need or a measurable objective.
- D. **All of the above.**
- E. None of the above.



Keys from the Field: Conducting an Effective Needs Assessment





Culpeper County Public Schools



References

- Title II, Part A, Improving Teacher Quality Non-regulatory Guidance document (revised October, 2006) from the United States Department of Education may be found at:
<http://www.ed.gov/programs/teacherqual/guidance.pdf>
- Application Instructions and Guidelines – see Mechanics Module for additional details or visit
<http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-apps/ConsApplGuidelines.pdf>



Resources

- Criteria for High Quality Professional Development: available at <http://www.doe.virginia.gov/VDOE/nclb/HQPDcriteria4-04.pdf>
- Virginia Standards of Quality: available at <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-253.13C2>



Contact Information

Carol Sylvester

Title II, Part A, specialist

(804) 371-0908

Carol.Sylvester@doe.virginia.gov

Patience Scott

Education specialist

(804) 786-9935

Patience.Scott@doe.virginia.gov