

Title II, Part A Foundations

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





Overview of Presentation

- Purpose of Title II, Part A, funding
- Highly qualified (and effective) teachers
- Expectations for Title IIA coordinators
- Use of funds overview
- Program administration overview



What is Title II, Part A?

Teacher/Leader Quality Focus

Teacher,
Principal, and
Paraprofessional
Qualifications

Instructional
Leadership

Recruitment
and
Retention of
Highly
Qualified and
Effective
Personnel

Teacher and
Principal
Effectiveness



How does Title II, Part A, compare to other federal programs?

Title I, Part A, supports the teaching and learning of at-risk students in order to meet academic standards developed by the state.

Title II, Part A, ensures that students are taught by highly qualified and effective teachers, who are supported by effective school leaders, in order to improve student achievement.

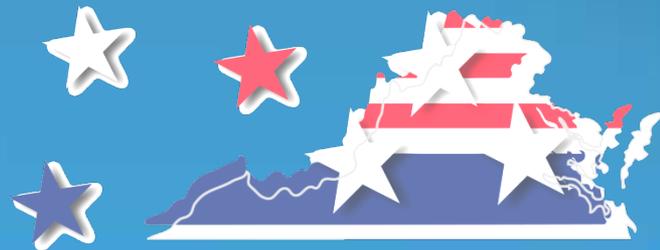
Title II, Part D, ensured that students and teachers had access to tools and training in the area of instructional technology.

(Funding has been eliminated for this program, but elements **may** be allowable under Title II, Part A.)

Title III, Part A, helps English language learners attain English proficiency, so they may access the academic curriculum and obtain the knowledge and skills to meet state academic standards.

IDEA ensures that students with disabilities receive a free appropriate public education in the least restrictive environment and that the rights of children with disabilities and parents of children are protected.

Highly Qualified Teachers





What is a highly qualified teacher (HQT)?

- Teachers must:
 - Hold a minimum of a bachelor's degree;
 - Hold full Virginia license in the content area being taught; and
 - Demonstrate content-area knowledge by:
 - Passing a rigorous content-area test (Praxis II); or
 - Completing content major in the specific core content area being taught.
 - [See Informational Supt's Memo # 43, February 23, 2007.](#)

[ESEA, Section 9101(23)(A-C)]



Who must be highly qualified (HQ)?

- All teachers in federal core content areas

English/Language
Arts/Reading

Mathematics

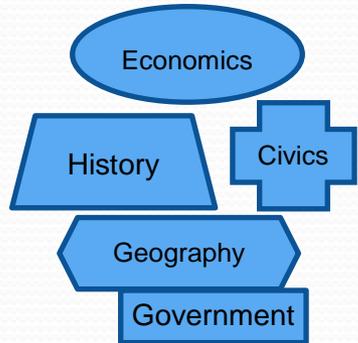
Science

Social Science

Foreign Language

Arts
(Music, Art)

Special Education
(as outlined in
IDEA regulations)



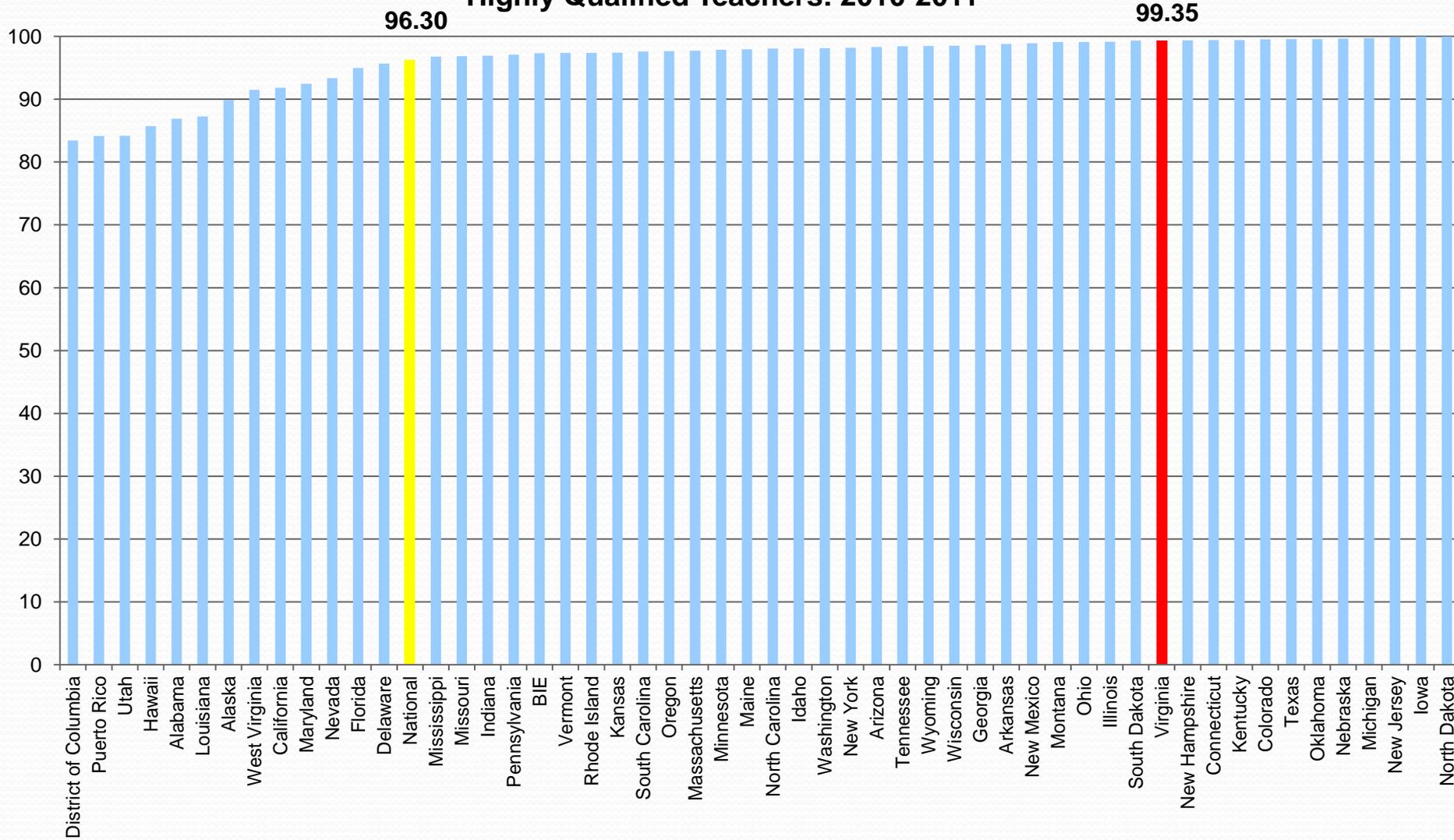
[ESEA, Section 9101(11)]

What is the difference between state licensure and HQ status?

- State licensure:
 - Types:
 - Provisional
 - Collegiate Professional
 - Postgraduate Professional
 - Five year renewable licenses in all instructional areas
 - Endorsements outlined in [Virginia Licensure Regulations for School Personnel](#)
- Highly Qualified
 - Federal content areas
 - Teaching assignment must match endorsement area

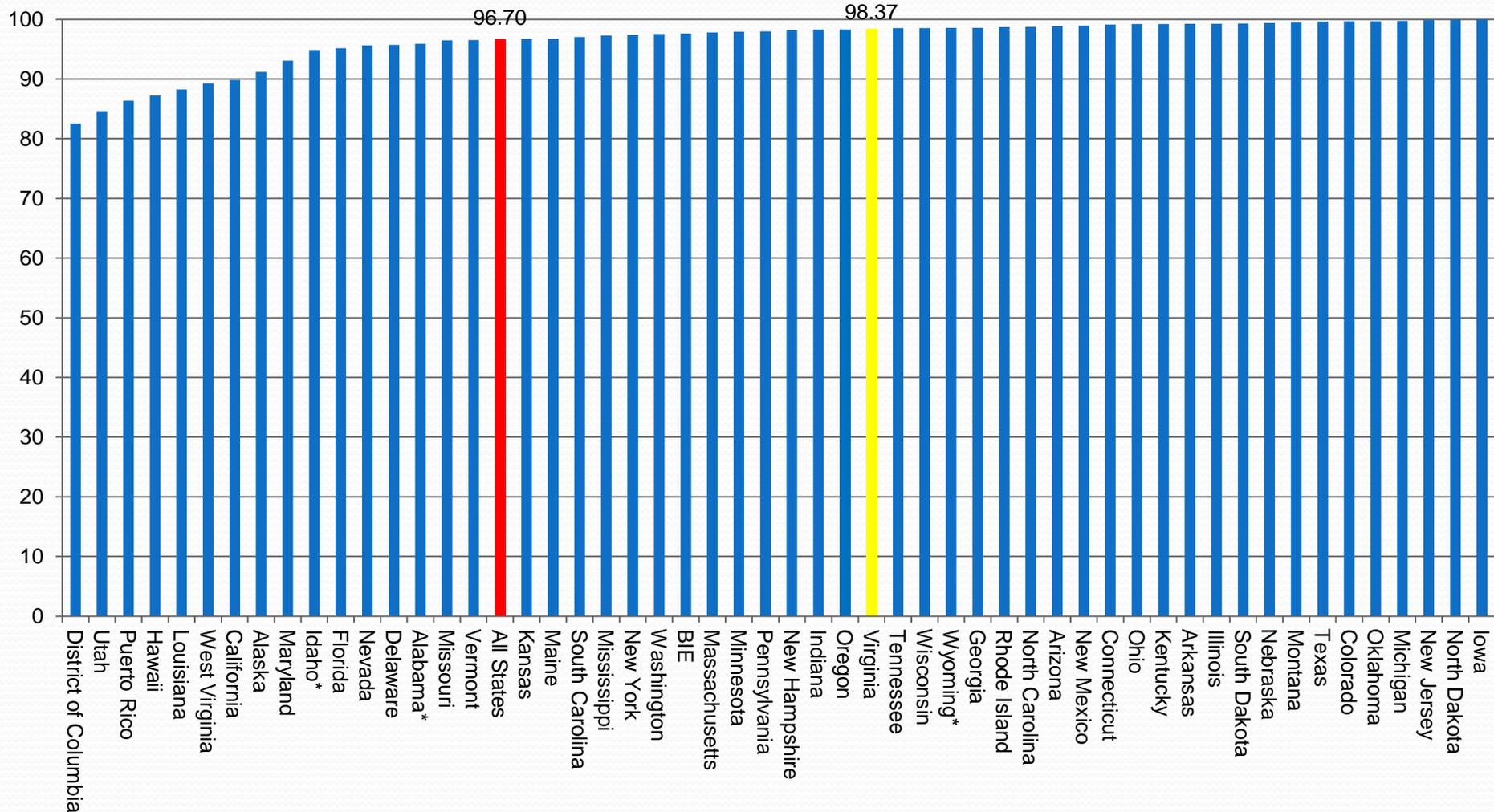
Status of HQT: How is Virginia doing?

All States - Percent of Core Academic Classes Taught
by
Highly Qualified Teachers: 2010-2011



Status of HQT: How is Virginia doing?

All States - Percent of Core Academic Classes Taught
by
Highly Qualified Teachers: 2011-2012



Virginia School Division Progress Toward HQT Goal

	School divisions at 100 percent HQT	School divisions with 90-99 percent HQT	School divisions with 80-89 percent HQT	School divisions < 80 percent HQT
2002-2003	1	21	56	54
2003-2004	2	91	32	7
2004-2005	2	103	24	3
2005-2006	6	105	17	4
2006-2007	9	108	14	1
2007-2008	16	110	6	0
2008-2009	12	116	4	0
2009-2010	19	112	1	0
2010-2011	27	105	0	0
2011-2012*	12	105	3	0
2012-2013	29	103	0	0
2013-2014	32	116	1	0

*Data not available in 2011-2012 for Dept. of Correctional Education or Va. School for the Deaf and Blind.



Reporting Highly Qualified Teachers

- Instructional Personnel and Licensure (IPAL) report
 - Use for planning/assessing needs
 - Use to complete the consolidated/individual application
 - Use when considering special groups of teachers and individual school results for targeting efforts
 - Use for federal program monitoring (a critical component)
 - Reported in coordination with Master Schedule Record Collection



Which of the following teachers do NOT need to be deemed highly qualified?

- A. Reading teacher
- B. Music teacher
- C. Special education teacher
- D. Physical education teacher
- E. Art teacher



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Expectations





Responsibilities of the School Division

- Must focus efforts on 100 percent HQT and paraprofessional status;
 - Refer to Instructional Personnel and Licensure (IPAL) report;
- Must ensure that students in high poverty/high minority schools have equitable access to highly qualified and experienced teachers; and
- Use results of teacher and principal evaluations in development of program activities.

[ESEA, Section 2141(a-b)]



Looking Ahead...

- Continue to focus on 100 percent HQT
- Enhance focus on teacher and principal **effectiveness**
 - Improving teacher and principal performance through improved evaluations and training
 - Linking of teachers to student performance measures
 - Considering multiple measures of teacher performance

[ESEA, Section 2141(a-b)]



Expectations for Title II, Part A, Coordinators

- Conducting annual needs assessment;
- Developing application and ensuring program implementation;
- Determining program effectiveness;
- Interfacing with human resources, school/division leaders, and Title I staff members for appropriate hiring, scheduling, and notifications;
- Interfacing with fiscal staff for appropriate and timely drawdown of funds;
- Ensuring equitable services to private school personnel (professional development); and
- Preparing for federal program monitoring

[ESEA, Section 2141(a-b)]

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 (instructional coaches, mentors, professional developers)
- 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

[ESEA, Section 2122(c)]

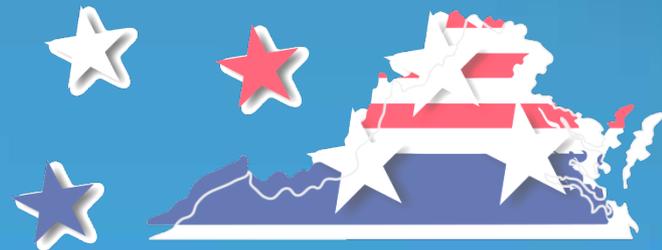


Needs Assessment

- 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

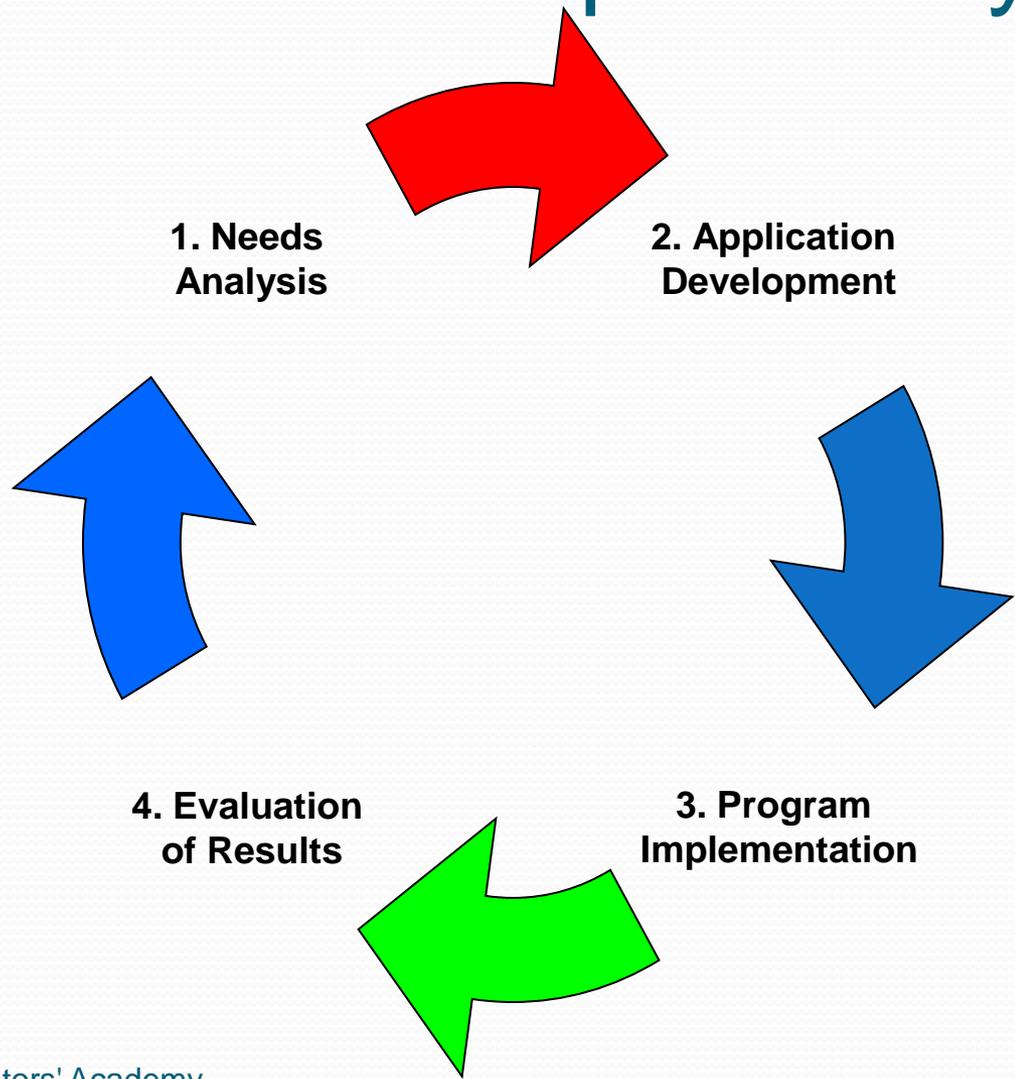
[ESEA, Section 2122(c)]

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 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 2014, 100 percent of teachers and paraprofessionals will be highly qualified as measured by the IPAL report.
- By June 2014, class sizes in grade 2 will decrease from 24:1 to 18:1.
- By June 2014, all instructional personnel will participate in at least five professional development activities as evidenced by participation logs, artifacts, etc.
- By June 2014, retention of new teachers will increase from 85 percent to 95 percent.



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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- D. **All of the above.**
- E. None of the above.

Federal Program Monitoring





Purposes of Federal Program Monitoring (FPM)

- **To ensure compliance with the law**
- **To offer technical assistance**
- **To identify effective practices**



Federal Program Monitoring (FPM) Basics

- **Conducted on a five year cycle, generally in the spring**
- **Provided via onsite visits or by telephone on a mutually agreeable date and time**



Phone and On-site Monitoring

Protocol focus areas:

1. Teacher quality
 - Progress toward 100 percent HQT goal
 - Equitable distribution of highly qualified teachers
2. Needs assessment and professional development plan
3. Allowable uses of funding
4. Fiscal requirements
5. Public reporting and parental notification
6. Private school participation

Equitable Services to Private Schools





Equitable Services Overview

- **Private non-profit schools serving K-12 students within the geographic area of the school divisions must be offered the opportunity to participate in equitable services through Title II, Part A, on an annual basis.**
- **Value of services is determined, based on how the school division uses its Title II funds for professional development.**
- **Public schools must invite private schools to engage in meaningful consultation regarding use of funds and desired professional development activities.**



Equitable Services Overview

- **Services must be secular, neutral, and non-ideological.**
- **School division maintains control of funds at all times and is responsible for arranging services, negotiating contracts and fees, and paying for services on behalf of private schools.**
- **All activities must be discussed and approved in advance.**
- **Public schools may not reimburse private schools for expenses they incur; however, individual teachers may be reimbursed if activity is pre-approved.**

Parental Notification (in schools receiving Title I funding)





Annual School Report Cards

- Parents must be provided with a copy (or information on how to obtain a copy) of the school's report card.
 - Examples: Letter home to parents; newsletter; student handbook
- A link should also be placed on each Title I school's webpage (Recommend linking to report cards on VDOE site)
- Information must be provided to parents of **all** students attending schools receiving Title I funding.
- Information must be provided on an annual basis.
- Report cards are available at <https://p1pe.doe.virginia.gov/reportcard/>.

ESEA, Section 1111(h)(2)(B)



Teacher Qualifications

- Parents in schools supported by Title I funds must be notified that they have the right to inquire about the qualifications of their child's teacher.
- Notification must be provided to parents of all students attending schools that receive Title I funding.
- Notification must be provided on an annual basis.
- Notification may be provided via letter or included in a student handbook.

ESEA, Section 1119(b)(1)(A)



Notice of Non-highly Qualified Teachers

- If a child is taught for four or more weeks by **any** non-highly qualified teacher in a Title I school, a letter of notification must be sent home to parents.
- Examples:
 - Teachers with provisional licenses (needing coursework or testing)
 - Long-term substitutes who are not highly qualified
 - Teachers teaching out of their area(s) of endorsement
- Refer to IPAL report.

ESEA, Section 1119(b)(1)(A)



Which of these must be provided to parents in Title I schools?

- A. Annual school report cards
- B. The right to inquire about a teacher's qualifications
- C. When children are taught four or more weeks by a non-highly qualified teacher
- D. All of the above



Which of these must be provided to parents in Title I schools?

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- B. The right to inquire about a teacher's qualifications
- C. When children are taught four or more weeks by a non-highly qualified teacher

→ D. All of the above

Fiscal Considerations





Fiscal Considerations

- Ensure initial application is uploaded by July 1 of award year.
- Ensure funding supplements, and does not supplant operating budget.
- Ensure expenditures align to budget in application.
- Encumber all funds by September 30 of award closing cycle.
- Ensure funding is drawn down on regular basis throughout 27 month period of availability.
- Submit application amendments prior to budget transfer requests.
- Communicate with participating private schools on an ongoing basis to ensure activities are provided and paid for in a timely manner.

ESEA, Section 1119(b)(1)(A)



Survival Tips

- Develop calendar
 - Consider setting electronic “reminders”
- Develop a support team
 - Consider a Title IIA advisory team (to include: HR, professional development, Title I, teacher leader(s), principal(s), fiscal personnel, private school representation)
- Develop documentation system (electronic files, folders, notebooks, etc.)
 - Consider using Federal Program Monitoring protocol as a guide
- Identify key support from outside division (other IIA coordinators, VDOE support, etc.)



Follow-up Presentations...

- Title II, Part A, Needs Assessment and Program Development
- Preparing for Title II, Part A Federal Program Monitoring
- Fiscal and Administrative Practices (Title I and Title IIA)
- Equitable Services Under Title II, Part A
- School Division Spotlight: New Teacher Mentoring – “It Takes a Village”- Fairfax 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>
- Additional guidance related to highly qualified teacher provisions is currently under development.
- 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>



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