

Title II, Part A, Foundations for New Coordinators



**Virginia Department of Education
Office of Program Administration and Accountability
2016 Coordinators' Technical Assistance Academy
August 2-4, 2016**



Overview

- Purpose of the Title II, Part A, program
- Qualified (and effective) teachers
- Expectations for Title II, Part A, coordinators
- Use of funds overview
- Application basics
- Program administration overview
- Private School Participation
- Technical Assistance



Program Basics and Expectations



History of Title II, Part A

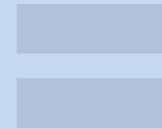
Elementary and
Secondary Education
Act of 1965



Federal
Eisenhower
Program
(2001)



Federal
Class-Size
Reduction
(2001)



Title II, Part A
(No Child Left
Behind Act of
2001)



Every Student
Succeeds Act of 2015



Purpose of the Title II, Part A, Program

Teacher/Leader Quality Focus

Teacher, Principal,
and
Paraprofessional
Qualifications

Recruitment
and Retention
of Highly
Qualified and
Effective
Personnel

Instructional
Leadership

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 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 was 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.

Teacher Quality



Teacher Quality under Every Student Succeeds Act

Teachers in Virginia must:

- Hold a minimum of a bachelor's degree;
- Hold a Virginia license with an endorsement in the content area being taught.

See [Teacher Licensure web page](#) for licensure and endorsement requirements in Virginia.



Federal Core Content Areas

English/Language
Arts/Reading

Mathematics

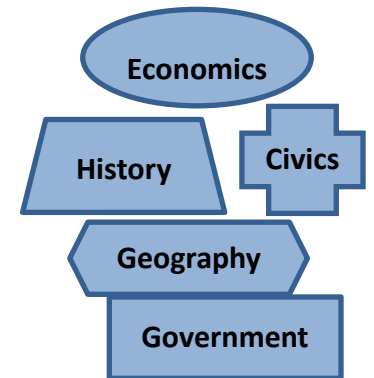
Science

Social Science

Foreign Language

Arts
(Music, Art)

Special Education
(as outlined in
IDEA regulations)



Reporting Teacher Quality Data

Instructional Personnel and Licensure (IPAL) report

- Reported in coordination with Master Schedule Record Collection to the Office of Teacher Education and Licensure
- Uses:
 - **Planning/assessing** needs
 - Completing the consolidated/individual **application**
 - **Targeting efforts** when considering special groups of teachers and individual school results for **federal program monitoring** (a critical component)



Responsibilities of the School Division

- Focus efforts on ensuring all teachers are properly **licensed and endorsed** for assigned classes
 - Refer to Instructional Personnel and Licensure (IPAL) report;
- Must ensure that students in high poverty/high minority schools have **equitable access** to qualified, experienced and effective teachers; and
- Use results of **teacher and principal evaluations** in development of program activities.



Expectations for Title II, Part A, Coordinators

- Conduct **annual needs assessment**;
- Develop **application** and ensuring **program implementation**;
- Interface with human resources, school/division leaders, and Title I staff members for appropriate hiring, scheduling, and notifications;
- Ensure **equitable services** to private school personnel (professional development);
- Interface with fiscal staff for appropriate and **timely drawdown of funds**;
- Determine **program effectiveness**; and
- Prepare for **federal program monitoring**.



Overall Allowable Uses of Funding

- Recruitment and retention of qualified and effective teachers and principals;
- Coursework and professional development for teachers in federal core content areas, principals, paraprofessionals, and superintendents;
- Testing expenses (teachers, principals, and paraprofessionals);
- New teacher mentoring;
- Materials **necessary** for professional development;
- Salaries for certain personnel (instructional coaches, mentors, professional developers); and
- Reducing class sizes.



Needs Assessment

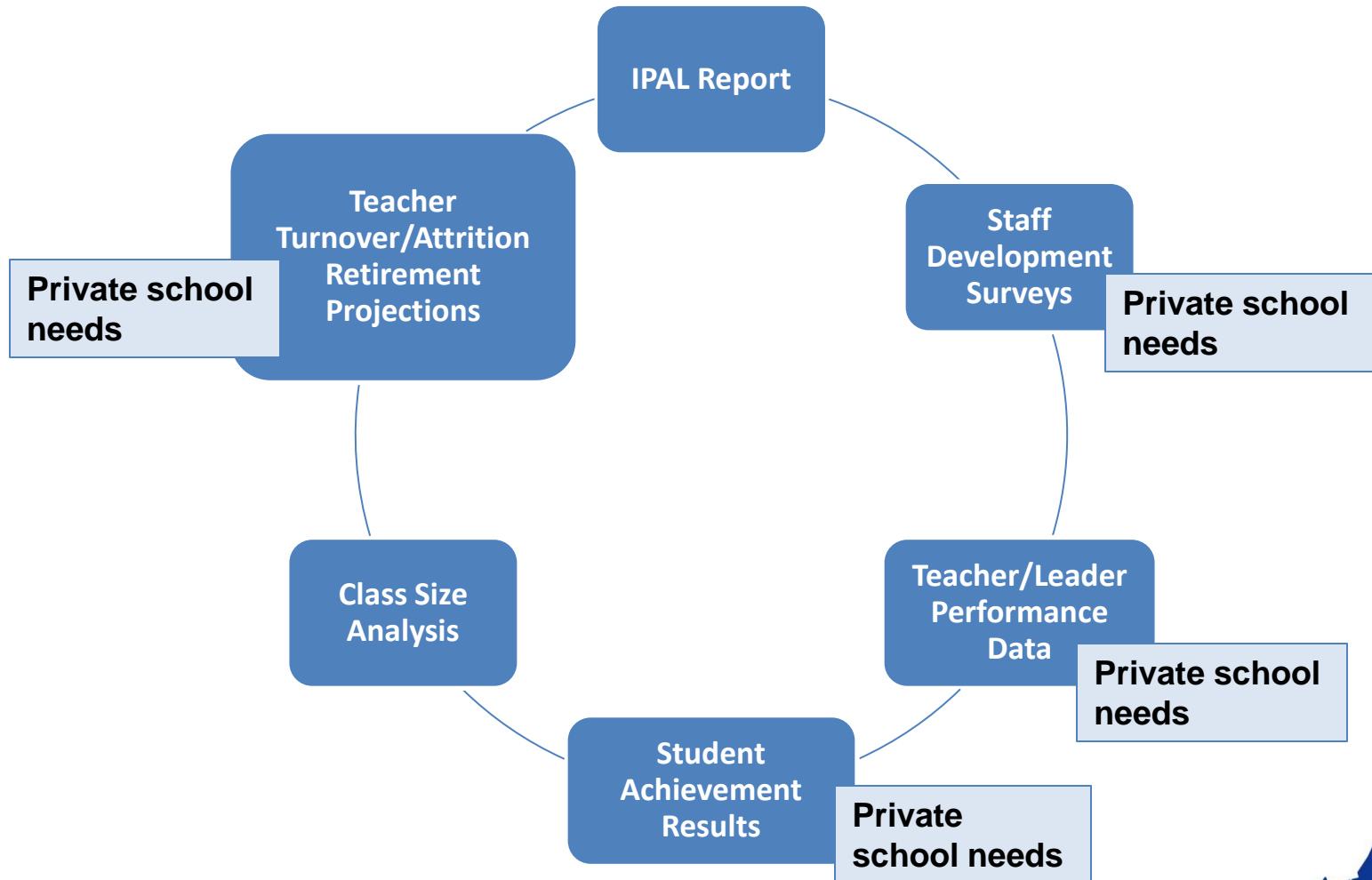


Needs Assessment

- 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 (examples of data sources)



Needs Assessment

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



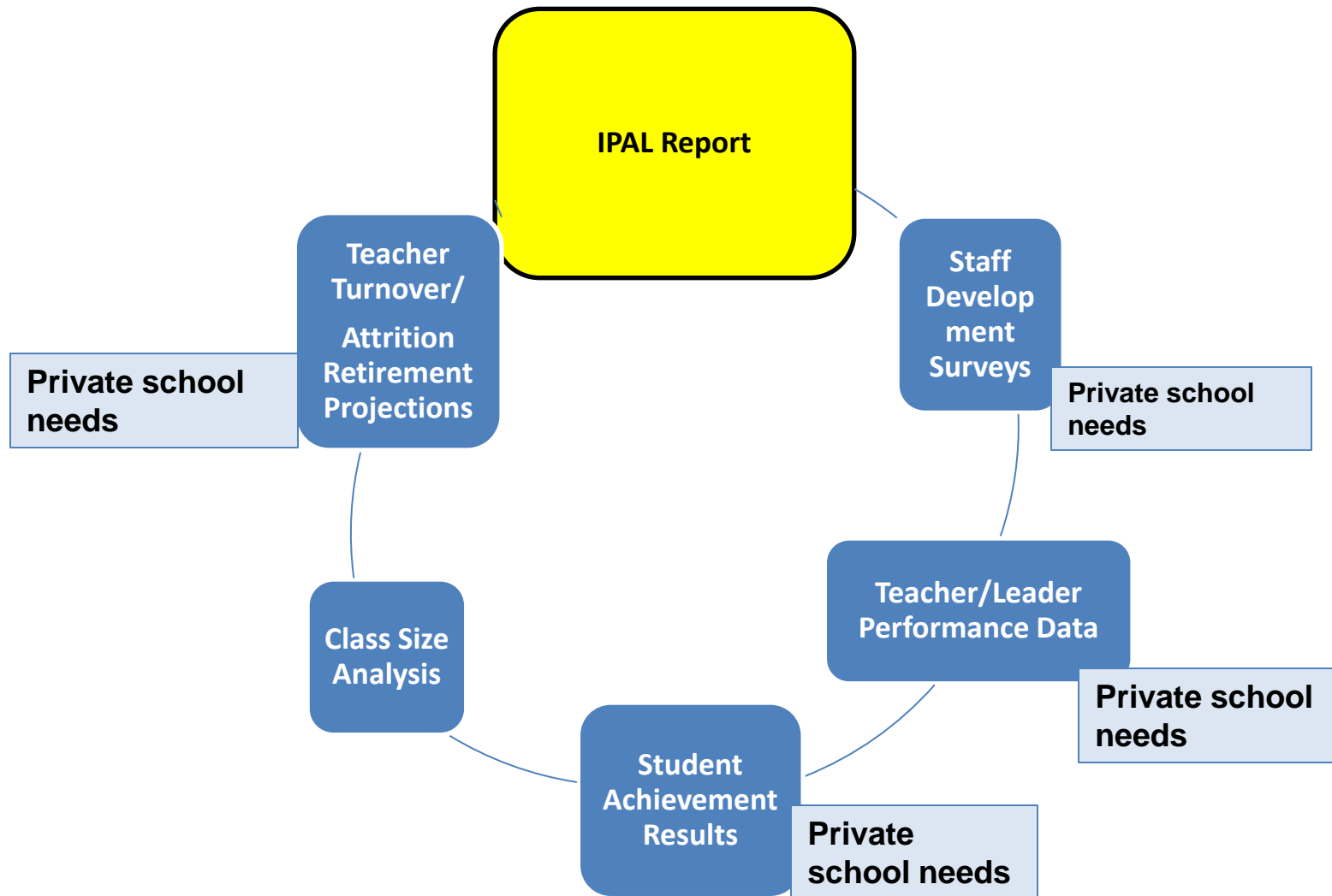
Points to Keep in Mind

- 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.”



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?
- Are there particular grade spans that appear to have more licensure/endorsement issues than others?
- What are the data trends per school over several years?
- Which content areas have the greatest number of improperly endorsed or unlicensed teachers?
- Are particular teachers showing up as unlicensed or improperly endorsed several years in a row? Why?
- Are there any unlicensed teachers? Why?
- What is the teacher quality status of Title I schools and how do these data compare with non-Title I schools?



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

– Recruitment

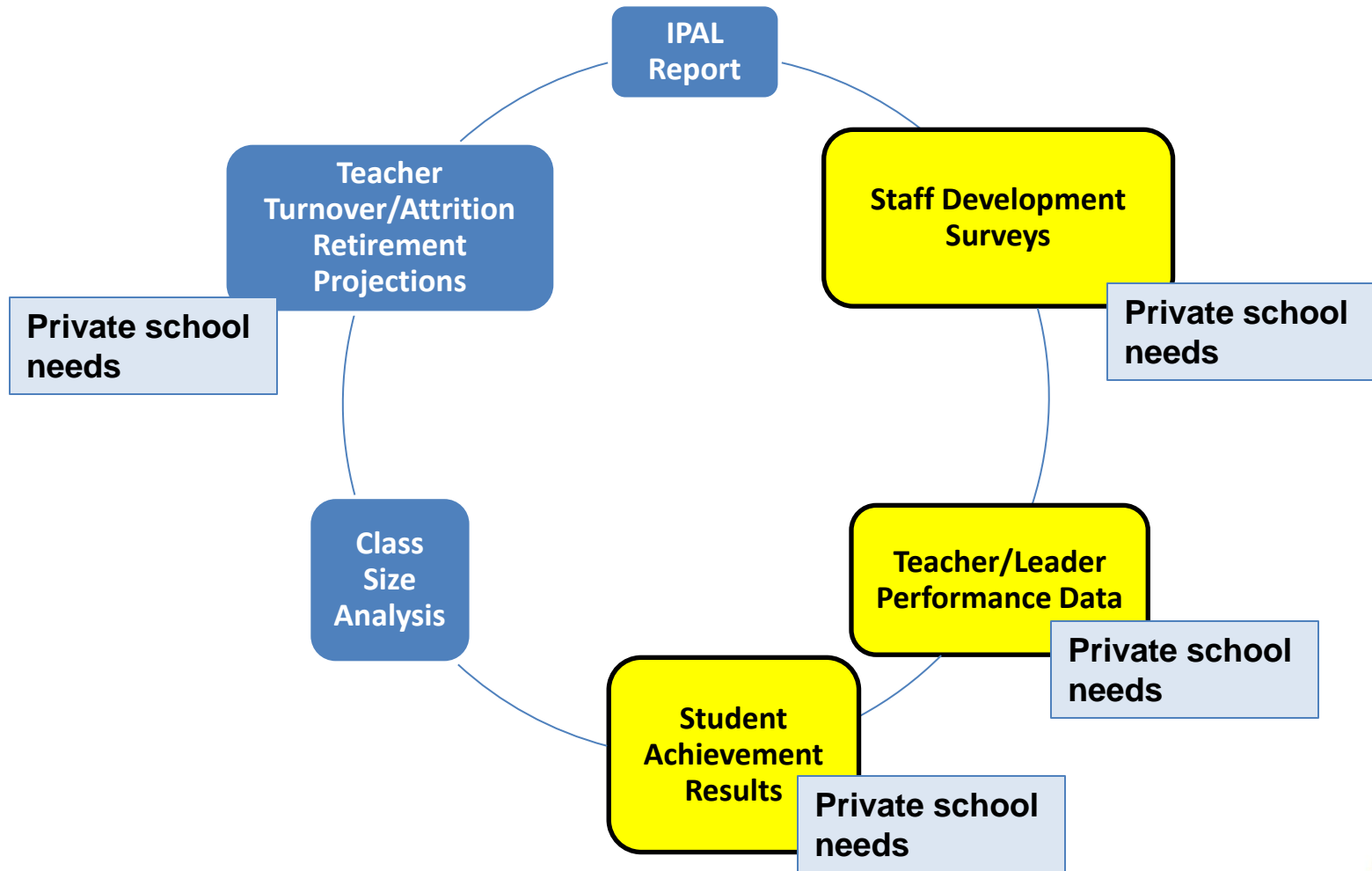
- Relocation expenses (particularly in hard-to-fill positions)
- Recruitment materials in targeted areas
- Financial incentives (recruitment/retention)
- Mentoring expenses
- Signing bonuses (hard-to-fill positions)
- Retention bonuses (highly effective personnel)

– Licensure/Endorsement

- Coursework
- Praxis/assessment support
- Incentives for additional endorsements



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](#)

Keywords: High Quality Professional Development



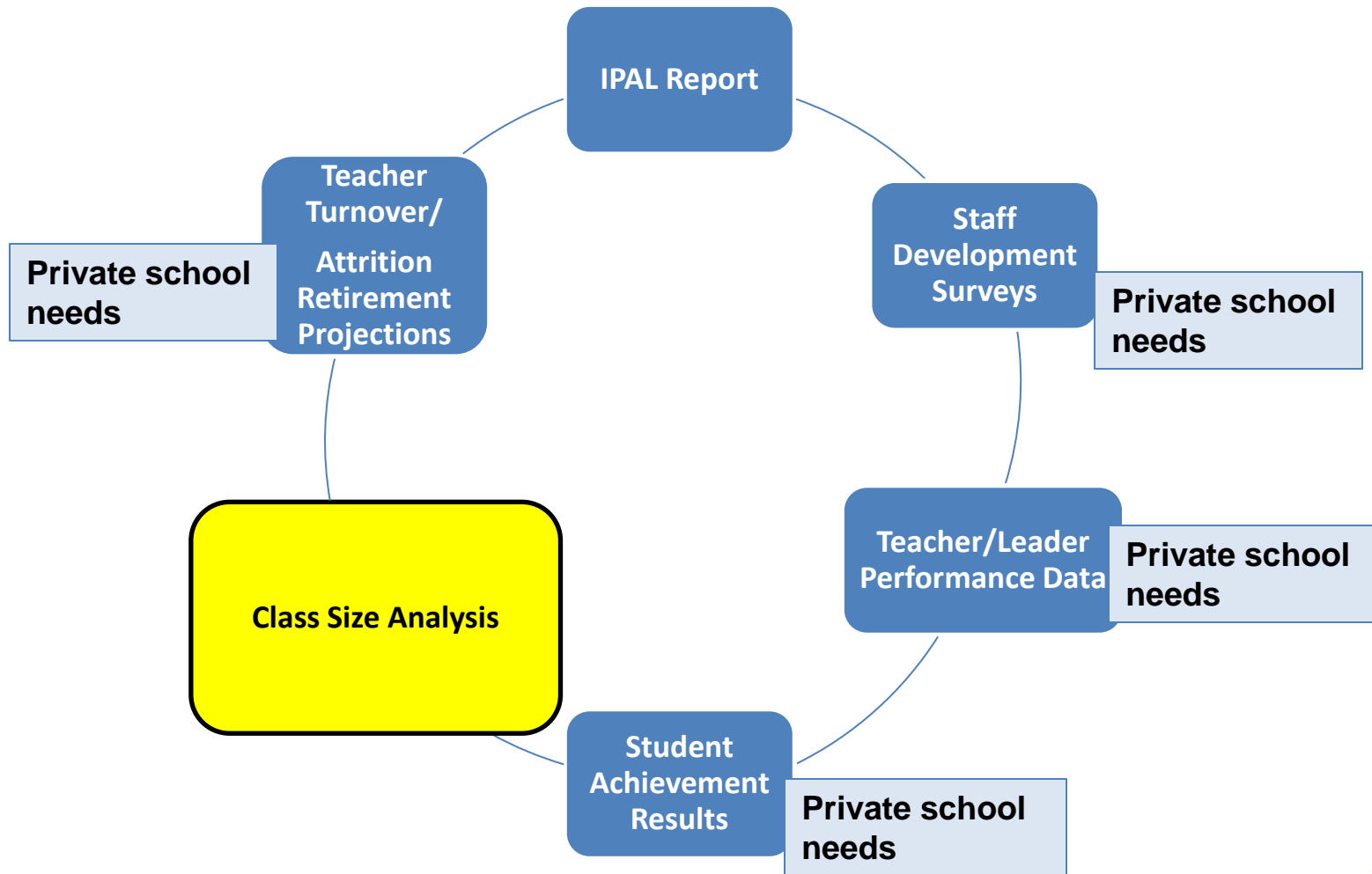
Allowable Use of Funding: Conferences

- **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.
- Must be reasonable and necessary to meet program goals.
- Adhere to [state and federal travel regulations](#).

Keywords: State Travel Regulations



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



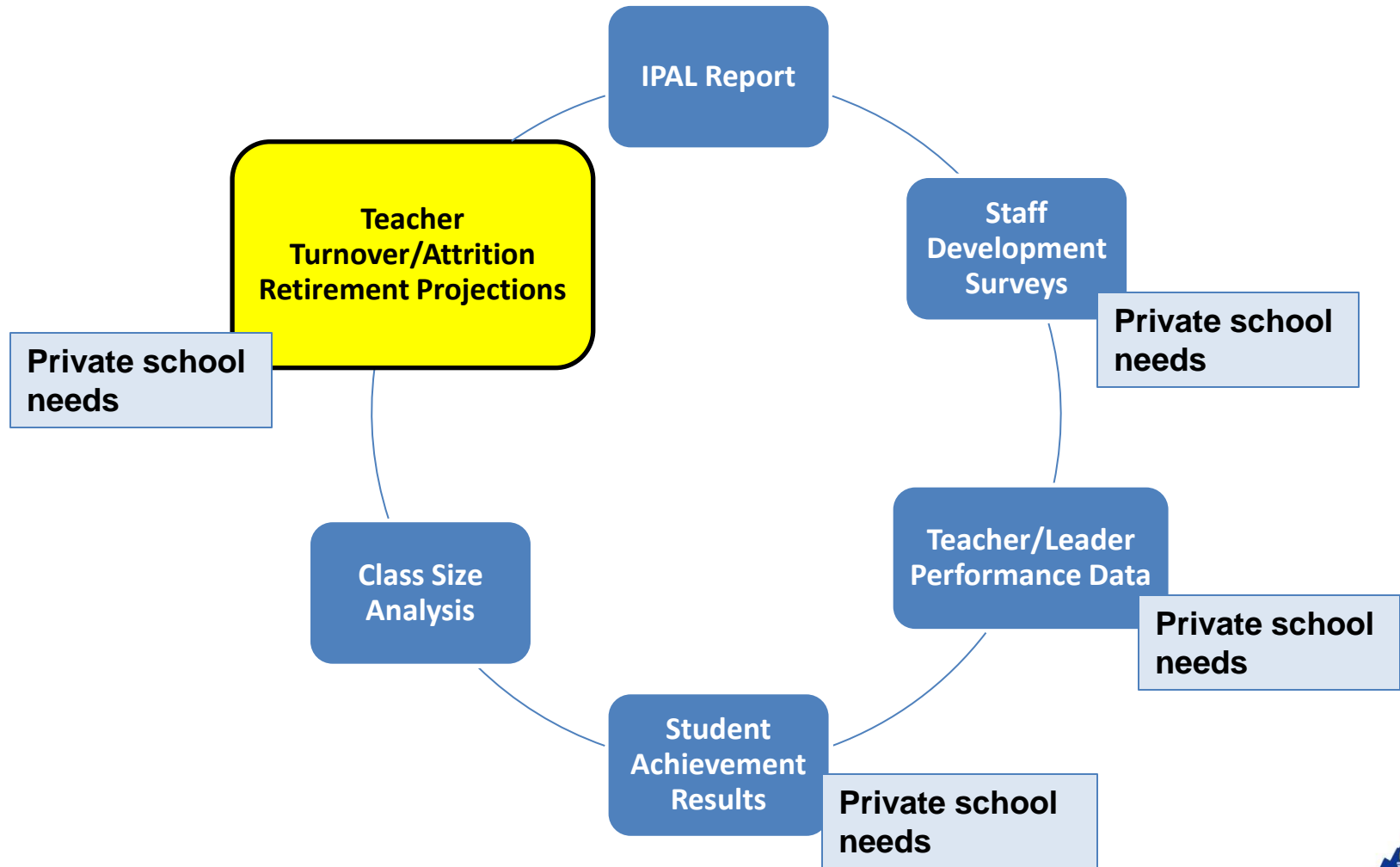
If **class size analysis** indicates need for additional teachers how may funds be targeted?

For public schools only:

- Teachers hired for class-size reduction (CSR) **MUST** be 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...



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”)



Checking for Understanding...

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



Checking for Understanding...

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



Checking for Understanding...

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



Checking for Understanding...

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

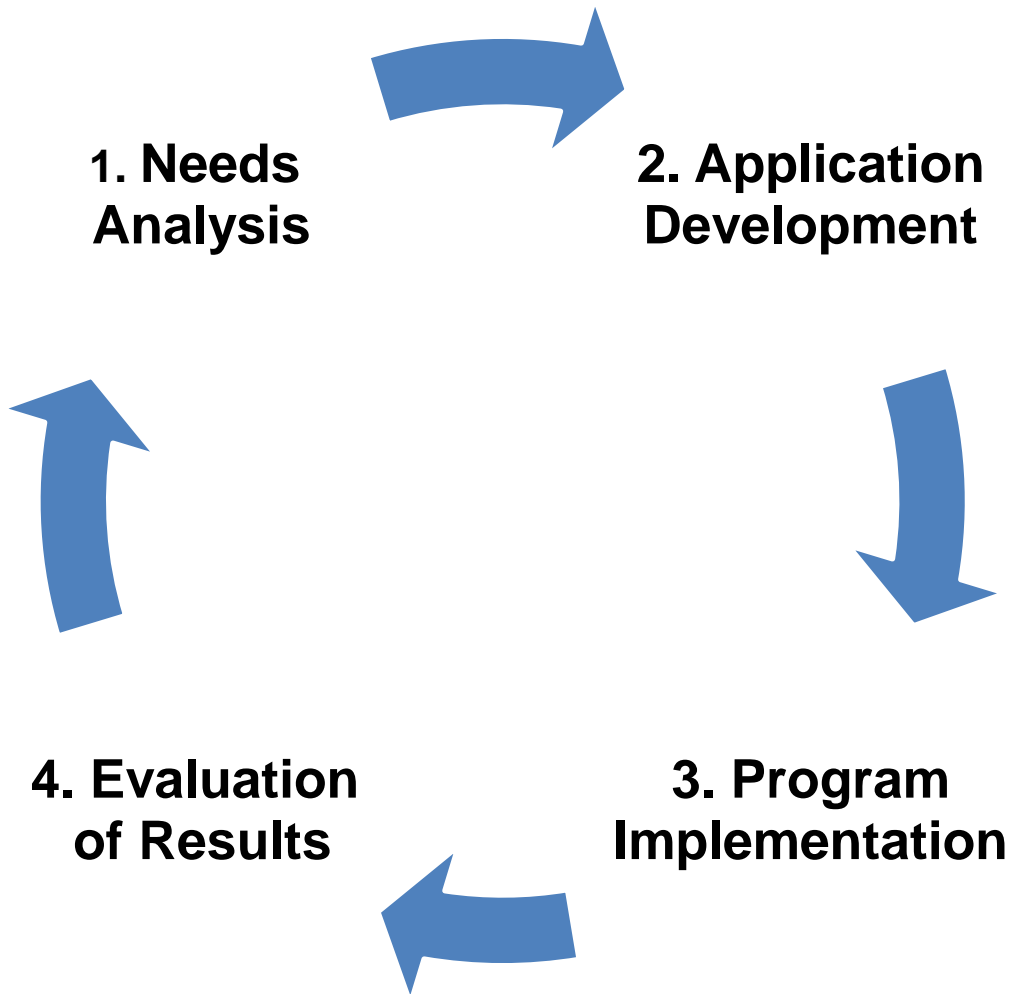
- A. Textbook for teacher's graduate course in mathematics
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Program and Application Development



Application Development Cycle



Timeline

- Applications due July 1, 2016 in OMEGA system.
- Final allocations to be released via Supt's Memo in Fall. (Applications should be amended to reflect final allocations soon after this release.)
- Upon approval of applications, funds are available as of July 1, if application is initially uploaded by that date.
- Funds are available for encumbrance until September 30, 2018 (27 months of availability).
- Final reimbursements are due by November 15, 2018.



Terms

- **Original application:** The initial application, due by July 1 of each year
- **Revised application:** An application that has been denied for programmatic or budgetary reasons.
- **Amended application:** An application that has received initial programmatic approval, but is submitted at any time during the award cycle for budgetary or programmatic changes



Application Development

- Individual vs. Consolidated applications
- 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.
- Applications are due July 1 of each award cycle.

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



Measurable Objectives for Teacher Quality (examples)

- By June 2017, 100 percent of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPAL report.
- By June 2017, at least 95 percent of teachers and principals will receive a summative rating of Proficient or Exemplary on annual staff evaluations.
- By June 2017, retention of new teachers receiving a Proficient or Exemplary evaluation will increase from 85 percent to 95 percent.



Program Specific Pages (Overview)

- Qualified teachers and paraprofessionals
- Equitable distribution of qualified, effective, and experienced teachers
 - Analyze teacher qualification, teacher experience, and teacher effectiveness data at each school.
 - Compare high poverty/high minority school data with low-poverty/low minority schools. Identify gaps.
 - Outline strategies used to ensure equitable distribution. (examples: early hiring; signing bonuses; professional development related to poverty or diversity, etc.)
- Private school participation
 - Determine value of services; include within budget pages



Checking for Understanding...

Which of these situations might result in a denial?

- A. Using the following as a measurable objective: “We will hire class-size reduction teachers.”
- B. Indicating a salary for a math coach to work with teachers, but not indicating a need or a measurable objective.
- C. Not including the calculated value of services for participating private schools within the budget pages.
- D. Leaving the dates off the cover page.
- E. All of the above
- F. None of the above.



Checking for Understanding...

Which of these situations might result in a denial?

- A. Using the following as a measurable objective: “We will hire class-size reduction teachers.”
- B. Indicating a salary for a math coach to work with teachers, but not indicating a need or a measurable objective.
- C. Not including the calculated value of services for participating private schools within the budget pages.
- D. Leaving the dates off the cover page for when the superintendent and board chair reviewed/approved the application.
- **E. All of the above**
- F. None of the above.



Application Development Session

Wednesday, August 3

3:15 p.m. - 4:30 p.m.

Room 17

Carol Sylvester and Tiffany Frierson



Federal Program Monitoring



Purposes of Federal Program Monitoring (FPM)

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



FPM Basics

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



Phone and On-site Monitoring

Protocol focus areas:

1. Teacher quality
 - Licensure/Endorsement Status
 - Equitable distribution of qualified, experienced, and effective teachers
 - Teacher and principal evaluations
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



School Divisions to be Monitored in 2016-2017 (Tentative)

Accomack County	Department of Juvenile Justice	Manassas City
Alleghany County	Dickenson County	Page County
Amherst County	Floyd County	Powhatan County
Arlington County	Galax City	Radford City
Bristol City	Halifax County	Richmond County
Campbell County	Hanover County	Stafford County
Charlotte County	Henrico County	Virginia Beach City
Charlottesville City	King George County	Warren County



Federal Program Monitoring Session

Wednesday, August 3

9:40 a.m. -10:55 a.m.

Room 16

Tiffany Frierson



Equitable Services to Private Schools



Equitable Services Overview

- **Private non-profit schools serving K-12 students within the geographic area of the school division** 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.



Equitable Services Session

Title II, Part A

Wednesday, August 3

9:40 a.m. -10:55 a.m.

Room 16

Carol Sylvester

Equitable Services Overview (All Programs)

Wednesday, August 3

11:10 a.m. -12:25 p.m.

Room A

Chris Kelly



Parental Notifications (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/>.
(Keyword: School Report Cards)



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.



Notice of Non-Qualified Teachers (4 Weeks Letter)

- In **2017-2018**, if a child is taught for four or more weeks by **any** teacher lacking proper qualifications (licensure/endorsement) in a Title I school, a letter of notification must be sent home to parents.
- Examples:
 - Teachers with provisional licenses who have not passed Praxis II
 - Long-term substitutes who are not highly qualified
 - Teachers of record teaching out of their area(s) of endorsement
- Refer to IPAL report.
- Letters are **not required to be sent in 2016-2017**, but may be sent at discretion of school division.



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.
- Ensure funding is **drawn down on regular basis** throughout 27 month period of availability.
(i.e., July 1, 2016-September 30, 2018)
Refer to **Spenddown Calendar Report** in OMEGA
- Encumber all funds by September 30 of award closing cycle.



Fiscal Considerations

- Ensure that fiscal staff have access to most recent application.
- 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.



Fiscal and Administrative Considerations Session

Wednesday, August 3

9:40-10:55

Room 17

Carol Sylvester and Tiffany Frierson

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Transition to the *Every Student Succeeds Act*

- Transition year in 2016-2017
- Full implementation in 2017-2018
- Title II, Part A Preliminary Changes
 - Elimination of “highly qualified” teachers and paraprofessionals. Teachers must be fully licensed and endorsed, however.
 - Paraprofessionals in Title I schools must have:
 - Secondary school diploma or equivalent; AND
 - Two years of study at institution of higher education; OR
 - Associate’s degree; OR
 - Successfully passing Parapro assessment



Transition to the *Every Student Succeeds Act of 2015*

- Title II, Part A Preliminary Changes, continued
 - Focus on effectiveness and equity
 - Expanded uses of funds beginning in 2017-2018
 - “Four Weeks Letters”
 - Equitable services to private schools
 - Timeline changes
 - Value of services calculations
- Extensive stakeholder involvement required at state and local levels



A Few Tips...



Survival Tips

- **Develop a support team**
 - Consider a Title II, Part A, 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
- **Develop calendar**
 - Consider setting electronic “reminders”
 - See sample timeline



Follow-up Presentations

- **Equitable Services for Private Schools in Title II**
 - Wednesday, Aug. 3, 9:40-10:55, Room 17
- **Effective Title IIA Administrative and Fiscal Practices**
 - Wednesday, Aug. 3, 11:10-12:25, Room 17
- **Preparing for Title II Federal Program Monitoring**
 - Wednesday, Aug. 3, 1:45-3, Room 17
- **Fundamentals of the Title II Application**
 - Wednesday, Aug. 3, 3:15-4:30, Room 17



Follow-up Presentations

- Promising Practices in Title IIA: Effective Professional Development
 - School Division Highlight: *Roanoke County Public Schools*
 - Thursday, Aug. 4, 9:20-10:35, Room A
- Promising Practices in Title IIA: Teacher Equity Strategies Panel Presentation
 - School Division Highlights: *Lynchburg City Public Schools; Manassas Park City Public Schools, and Martinsville City Public Schools*
 - Thursday, Aug. 4, 10:45-noon, Room A



Technical Assistance



Technical Assistance and Training

- [Title II, Part A, Webpage](#)
 - Title II, Part A, University Series
 - Teacher Equity Webinar Series
- [Applications for Federal Funds Webpage](#)
- [Equitable Services Webpage](#)
- [Virginia Association of Federal Education Program Administrators](#) will hold their [21st VAFEPA Institute](#) October 9-12, 2016 in Richmond, VA



Resources



References

- [Title II, Part A, Improving Teacher Quality Non-Regulatory Guidance](#) document (revised October, 2006) from the United States Department of Education **Keywords: Title IIA Non-Regulatory Guidance**
- [Application Instructions and Guidelines](#) – see Mechanics Module for additional details or visit. **Keywords: Federal Applications**
- [Criteria for High Quality Professional Development](#) **Keywords: High Quality Professional Development**
- [Virginia Standards of Quality](#) **Keywords: Virginia Standards of Quality**



Questions?



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