

2015 Joint Federal Programs Summit

Title II, Part A Best Practices

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The Intent and Purpose of Title II A

To increase the academic achievement of all students by helping schools and districts improve teacher and principal quality.



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Supplement Not Supplant

Requirement in Title II, Part A

“ Sections 2123(b) (for LEAs) and 2113(f) (for the SEA and SAHE) provide that *Title II, Part A* funds must be used to supplement, and not supplant, any non-Federal funds that would otherwise be used for authorized *Title II, Part A* activities.”

[ESEA Title II, Part A, Non-regulatory Guidance, Section E-15]



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Title II A Funds Distribution

- Title II A funds are distributed at the district level, and are not allocated at the site level.
- Title II A funds can be consolidated in Project 785, and then allocated at the site level, in schoolwide schools only.



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Allowable use of Title II A funds

- Professional development (PD) for instructional personnel (core teachers) and instructional leaders (principals and superintendents)
- Class-size -reduction (CSR) teachers' salary
- Master teachers' salary
- Recruiting and hiring highly qualified core academic teachers
- Teacher retention
- Teacher induction



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Professional Development Activities

“Professional Development Activities are

- (I) high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- (II) are not 1-day or short-term workshops or conferences.”

[NCLB, Title IX, section 9101(34)(A)(v)]



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Professional Development Activity Types

- Training in core academic subjects, that teachers teach [*Section 2123(a)(3)(A)(i)*];
- Training in effective instructional strategies, methods and skills, and use of challenging content and academic achievement standards and State assessments to improve teaching practices and student academic achievement [*Section 2123(a)(3)(A)(ii)*];



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Professional Development Activity Types

- Training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, student with special needs, including gifted and talented, and students with Limited English Proficiency [*Section 2123(a)(3)(B)(ii)*];



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Professional Development Activity Types

- Activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.

[Title II A, Non-regulatory Guidance, E-1(6)]



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Professional Development Activity Types

Training in how to understand and use data and assessment to improve classroom practice and student learning [*Section 2123(a)(3)(B)(v)*]



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CSR Teachers

- Are allowable from Title II A funds after the teacher-student ratio state mandate (1:20) has been met
- A teacher-student ratio of 1:29 is allowable, if a teacher assistant is employed to meet the state mandate
- Special Ed or federally paid teacher assistants cannot be counted to meet the class size state mandate

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Master Teachers

- Also known as instructional coaches, instructional facilitators, curriculum coaches, etc.
- Do not provide student support or student instruction
- Do not provide curriculum supervision
- Provide direct instructional support to teachers regarding:
 - Core content support
 - Effective instructional strategies and methodologies
 - Differentiated instruction
 - Improving teaching practices
 - Improving student behavior



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Recruiting

Title II A funds may be used to recruit, hire, and retain highly qualified teachers and principals.



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Recruiting

Title II A funds may be used “to assist in recruiting highly qualified teachers and hiring highly qualified teachers (who will be assigned teaching positions within their fields) to teach

(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency (LEA);

(ii) in schools in which there exists a shortage of highly qualified teachers.”

[*NCLB, Sec. 2123(a)(2)(A)*]

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Recruiting Strategies

- (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages;
- (b) reducing class size;
- (c) recruiting teachers to teach special needs children, including students with disabilities, and
- (d) recruiting qualified paraprofessionals and teachers from populations under-represented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification.

[ESEA Title II, Part A Non-Regulatory Guidance, October 5, 2006, E-1,2]

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Retention

Title II A funds may be used “to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide incentives, including financial incentives, to retain teachers who have a record of success in helping low achieving students improve their academic achievement.” [NCLB, Sec. 2123(a)(2)(A)(4)(c)]



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Performance Incentives

The State Educational Agency (SEA) is responsible to ensure that:

- federal funds are used by LEAs according to the law
- the incentives are equitably offered to all eligible employees
- all employees have knowledge about these incentives



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Performance Incentives

Therefore, LEAs shall be prepared to provide the following suggested documentation:

1) A copy of the district's policy regarding financial incentives that outlines:

- the eligibility requirements
- how the policy is not discriminatory in its eligibility requirements
- indicate the amount that employees may receive during a school year
- how this policy is publicized to all employees who are eligible to participate



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Performance Incentives

2) If the incentives are paid to *hire* teachers to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school/district, please provide proof (such as repeated ads that have dates of posting) that will indicate that the position was on the job market for a long time, and it was hard to find a Highly Qualified teacher to fill that position.

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Retention

3) If the incentives are paid to *retain* teachers who have a record of success in helping low achieving students improve their academic achievement, please provide proof (such as student test scores for a couple of years) that will indicate that the teacher is highly effective, and it made a positive impact on improving student achievement.



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Teacher Induction

- Stipends for mentor teachers are allowable from Title II A funds
- Comprehensive Induction Programs generally include:
 - regular mentoring (including observation and feedback on classroom teaching)
 - opportunities to observe other teachers in their classrooms
 - provision of useful materials and resources
 - collaborative work with other new teachers
 - professional development on topics important to new teachers, such as classroom management, lesson planning, differentiated instruction, time management, and relationships with students, families, colleagues, and administrators



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Questions?

You can contact the Office of Federal Programs at any time

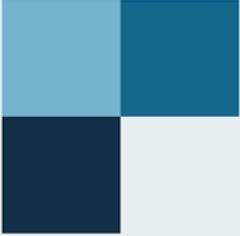
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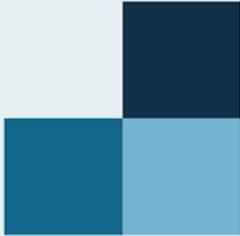
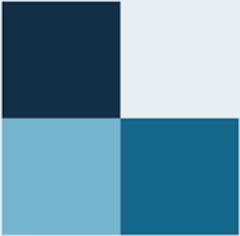
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