

Welcome to the Title II, Part A technical assistance session

- This along with the Title II, Part A budget and other guidance documents and resources can be found on the Title II, Part A link on the KDE website.
 - Go to KDE home page www.education.ky.gov
 - Then click on Teachers and Leaders

****Please refer to this site to acquire the most updated budget, guidance documents and resources. Updates and additional materials continue to be added to this site.***



The Learning Targets are to:

- Identify and apply appropriate uses of Title II, Part A funds
- Professional Learning
- Understand strategies for recruitment and retention
- Define equitable distribution of staff
- Define equitable services to private schools
- Apply Title II, Part A knowledge to complete the Teacher Quality Program Budget

**Federal Legislation
Title II, Part A Section 2101**

Purpose:

- ▶ increase student academic achievement
- ▶ hold local educational agencies and schools accountable for improvements in student academic achievement.
- ▶ *Use of funds must address an identified need and be evaluated for effectiveness.*

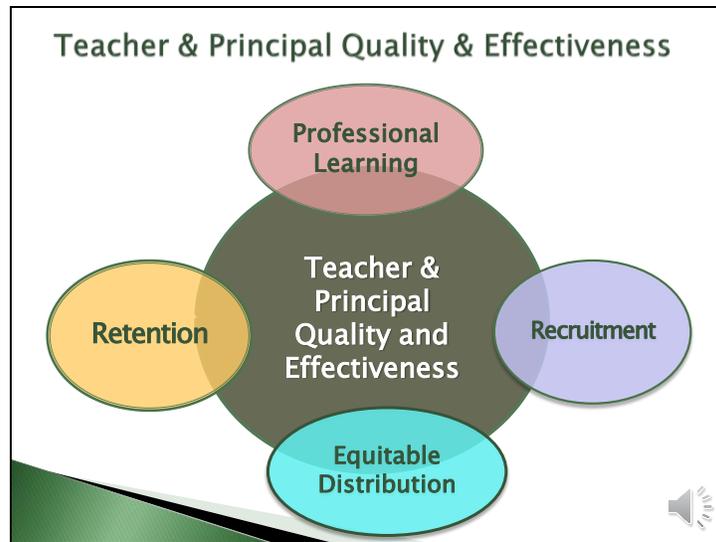
The Federal Guidance for Title II, Part A is:

- increase student academic achievement through strategies such as:
 - improving teacher and principal quality
 - and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- hold local educational agencies and schools accountable for improvements in student academic achievement.

Title II, Part A Timelines

- ▶ Jan–Feb Review data for professional learning needs, staffing allocations
- ▶ Participation letter private–non–profit (PNP) schools
- ▶ March – LEAD report
- ▶ May – Submit initial budget to KDE
- ▶ September – Submit final budget KDE

- January – February:
 - review data (assessment, PGES, TELL) to determine professional learning needs
 - review budgets, staffing allocations etc.
 - notify private-non-profit schools in writing of their right to participate in T2A services
 - begin the planning process for the upcoming school year (district, school & PNP)
- Spring:
 - review March LEAD report to determine HQ staff needs
 - Title II, Part A Budget: **Be sure you are using the most current budget form*
 - First submission will be on or before [June 2](#)
 - based on the “Hold Harmless Amount” = (2002 Eisenhower Math & Science Allocations + 2002 Class Size Reduction Allocations). A copy of the Hold Harmless amount is in the T2A link on the KDE website.
 - *Failure to submit the T2A budget in a timely manner could result in KDE withholding T2A funds*
- Summer-Fall:
 - Districts will be notified of final T2A allocations
 - Resubmit T2A budget to reflect changes based on the final allocation



Recruitment, Retention, Equitable Distribution and Professional Learning do not stand alone. They all assist with Teacher & Principal Quality and Effectiveness.

The goal is to

- Provide high quality professional learning
- Recruit: Top Talent
- Retain: high performing teachers and principals
- Equitably distribute your teacher across the district to best meet all students' needs



Professional Learning (PL):

- should be high quality, research based, ongoing, & job embedded
- based on assessed needs
- should improve staff effectiveness
- can include costs associated with Professional Growth & Evaluation System (PGES) e.g. initial principal certification, calibration and recertification through TeachScape
- include in the CSIPS/CDIPS
- evaluated by teachers and principals
- should provide opportunities to meet individual teacher's needs (especially those who are rated below accomplished). Use PGES Effectiveness Data when available.

PL can take place on two levels (this is an individual school/district choice)

- District wide (more than one school)
- School level (one school) each school may develop their own PL initiatives

District Wide Use of Funds

➤ Professional Learning:

- Support of PGES
- Professional Learning/
Instructional Coaches
- Strengthen Staff Effectiveness
- Assist Teachers to Become HQ

District Wide - includes Title II, A funded PL initiatives in more than one school

- Professional Learning/Instructional Coaches – (Must be supplemental in nature)
 - Salaries
 - own professional learning e.g. conferences
 - Materials needed for training (reasonable & necessary)
- Strengthen Staff Effectiveness
 - Based on assessed needs
 - Should be listed in the CDIP, however if an assessed need occurs after the submission of the CDIP and it becomes a priority it is still allowable use of funds
- Assist Teachers Become HQ – *based on the March LEAD Report (it's recommended to set aside funds in anticipation of changes to staff that may result in non-HQ)
 - Teachers teaching out of field
 - Certified in a different state
 - Coursework, Praxis (test &/ tutor)
- Support of Professional Growth & Effectiveness System (PGES)
 - Certification (initial, recertification & calibration and observation certification)
 - Travel to PGES training

**Improve Teacher and
Principal Effectiveness**

▶ Professional Learning on Instructional Strategies:

- Integration of technology into instruction
- Differentiated instruction
- Student engagement
- Use of data and assessment
- Developing leadership and management

- Integration of Technology is not training on how to use technology but how to effectively integrate technology within classroom instruction and curriculum
- Developing curriculum is not professional learning; activities related to developing curriculum is not an allowable expense
- However, developing strategies to implement curriculum and align it are allowable expenses.
- Differentiated Instruction – how to work with students with different needs, including students with disabilities, gifted and talented, English Language Learners (ELL)
- Student Engagement: Review TELL data and Student Voice Survey
- Use of data and assessment to improve instruction and student outcomes
- Develop Leadership and Management to improve the quality of principals

**Other District Wide Title II, A
Use of Funds**

- Initial certification in critical shortage subject areas
- Substitutes
- Salary for district Title II, A coordinator
- Recruitment
- Retention

- Initial Certification in Critical Shortage Subjects e. g. World Languages, Chemistry, Physics, Special Education
- Substitutes
 - For teachers *participating* in Title II, Part A training
 - Pay for teacher's *paid with* T2A funds personal &/sick leave
- Funds can be used to pay for the salary of the Title II, Part A Coordinator
- Recruitment and Retention will be covered in detail in upcoming slides

School Level Use of Funds

- Professional Learning:
 - Instructional coach
 - Staff professional learning
 - Instructional coach's PL
 - Materials for Title II, A training

- Instructional Coaches' salary
 - Use a Personal Activity Report (PAR) – {monthly if paid partially out of T2A, Bi-annual if paid full time}
- School Level – professional learning (PL) initiatives at one school (if more than one school is served then it becomes district wide level PL)
- Pay for one or more staff's individual professional learning – (use PGES data when available)
- Pay for the Instructional Coach's own professional learning/training
- Pay for materials to be used during Title II, Part A professional learning. Materials must be reasonable and necessary.
- Check the most recent federal funding matrix; work with your district finance office to ensure the correct codes are used.

Personal Activity Report (PAR)

School District XYZ, County
 Title Programs, Monthly Personal Activity Report (PAR)

Employee Jane Doe Employee ID # 000-111

Reporting Period Month	Program	Program	Program	Program	Total Hours
August	Title II 90%	Title I 10%			100%
May					
June					

This is to certify that the undersigned has completed work during the time period for federal programs as indicated above.

Jane Doe
(Employee Signature)

Jane Doe's Supervisor
(Supervisor Signature)

____ June 31, 2014 ____
(Date)

____ June 31, 2014 ____
(Date)

- This is just one example of a Personal Activity Report (PAR). The above illustration is only a partial PAR document for illustration purposes only. For other examples go to the Title II, A website or you may develop a document of your own.
- This is required for any employee paid out of Title II, Part A funds e.g. instructional coaches, class size reduction teacher
- If paid 100% by Title II, A funds this has to be signed twice a year
- If paid partially by Title II, A funds it must be sign/initial each month
 - Show the hours worked monthly for each program or the percentage of the time.
 - For example, you could show 70% Title II and 30% Title I for each month.
 - Or the number of hours that equals a 6.5 day—for example 3 hours paid out of Title II and 3.5 out of Title I multiplied by the number of days for that month. PARs can be filled out both ways . Either would be sufficient.

Class Size Reduction (CSR)

- Must be an assessed need
- Teachers in the elementary or core subjects at the middle or high schools
- Must be supplemental in nature

*To date this is an allowable expense, however there has been conversation at the federal level to do away with this use of funds.

**Be aware that there has been a conversation at the federal level to do away with this use of funds, however it is still an allowable expense. Be prepared for this possible change.*

- Must be an assessed need – use data to determine gap areas
- Class size reduction teachers are placed in elementary schools and/or middle and high schools in core subject areas required for graduation (not elective courses) e.g., Algebra I, II, English I, II, III, IV, U.S. History . . .
- Must be over and above the school staffing allocations – if it is part of the school allocation it is considered supplanting and is not allowable.
- Best practice:
 - The target is for the student/teacher ratio to be 1:17 or less
 - A CSR teacher could work with small groups in an core subject area across one or more grade levels. For example the CSR teacher would address small group of students from the 5th grade classes to provide mathematics instruction.



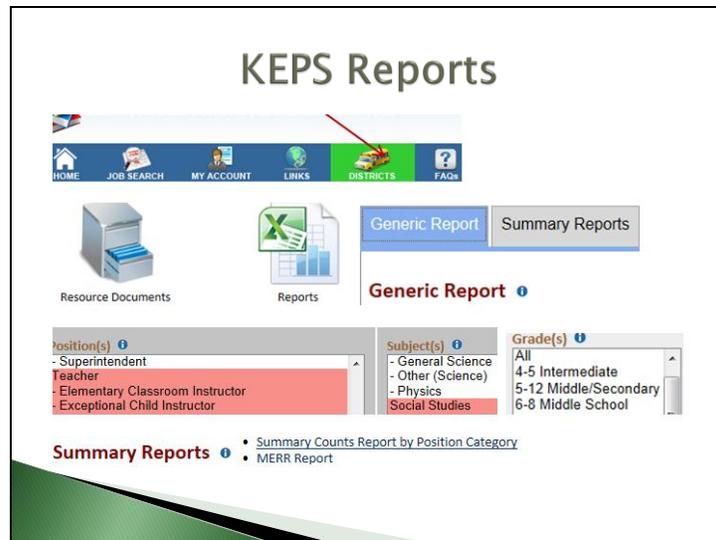
**Be intentional about recruitment. Children deserve the best and the brightest teaching and leading them.*

- Have a plan!
- Be prepared!
- Focus on the need(s)!

State Recruitment Data

- ▶ KEPS: (Kentucky Educator Placement Service)
 - www.education.ky.gov/jobs
- ▶ TELL: Teaching, Empowering, Leading and Learning) Kentucky Survey
 - www.tellkentucky.org

- KEPS (Kentucky Educator Placement Service): State wide posting site for certified positions.
 - Diversify the work force: Pursuant to KRS 161.165, when a vacancy occurs in a local district, the superintendent shall conduct a search to locate minority candidates to be considered for the position.
 - KEPS contains the following features:
 - advertises certified vacancies
 - search for certified applicants
 - school/district reports - queries on certified vacancies during a specified time period can provide an overview of trends/needs e.g. teacher/principal turn over by subject area &/or grade level
- TELL Survey: (Teacher Working Conditions Survey) – reflects the educator perceptions about the working conditions in their school.
 - Create a link to the TELL KY survey or post the results on your school/district website
 - One principal shared with us that she looked at the results of the TELL Survey at the school before applying for jobs.



- Data can show various trends e.g. teacher turnover in various areas
- Posting data can assist district/schools target recruitment and retention needs
- The District KEPS User (posts vacancies) can retrieve various reports:
 - Go to the tab and click the district Icon (school bus)
 - Select from the drop down box or the icon **“Reports”**
 - You can select a *“Summary Report”* or a *“Generic Report”*
 - *“Generic Report”* has multiple sort options
 - Positions
 - Grade level
 - Vacancy reason
 - Vacancy status etc.
 - *“Summary Report”* provides a count of positions during a year or a specific time period

***NOTE:** There are also *“Resource Documents”* available to assist you with your posting needs

Develop a Recruitment Plan

- Assess the staffing needs
- Collaborate with other school districts
- Career fairs
- Professional publications & advertisements
- Utilize school and district websites



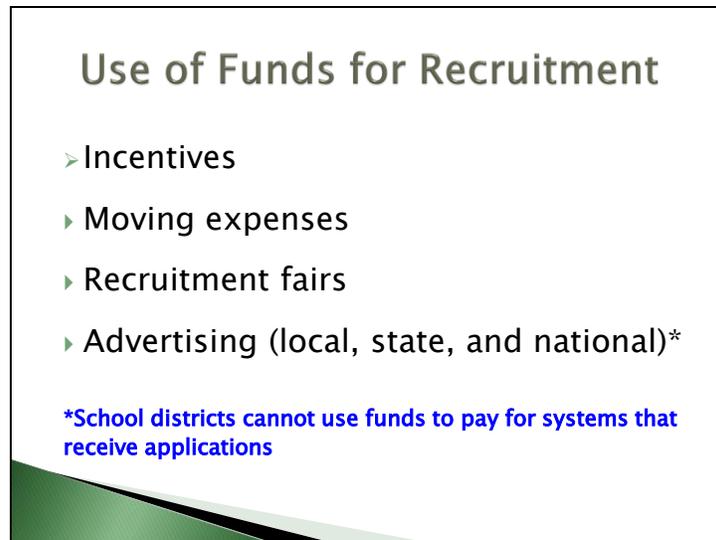
- Determine what your staffing needs will be (don't wait until the last minute to make staffing decisions).
 - Do you know what your staff future plans &/ needs are?
 - Ask - informally or via a **staff questionnaire**.
 - **Consider:**
 - upcoming retirements
 - leave of absence and other leave possibilities
 - opportunities for advancement
 - know your staff certifications – are they current, who have multiple certifications &/or can acquire endorsements in areas of need, possible career pathways opportunities
 - **local or state initiatives/requirements which may affect staffing needs e.g. PGES, federal/state funding**
 - What are the upcoming student needs?
 - additional class offerings
 - increase class size
- Consider collaborating with surrounding school districts:
 - Is there an exemplary teacher looking for a job due to staffing changes/ cuts in other districts?
 - Consider sharing a teacher
 - Develop a long-distant online/blended learning opportunities (a benefit to both students and teacher).

- Districts who have a student teacher looking for employment
- Use career fairs, professional publications and advertising to target specific needs. Title II, A funds can be used for

- Travel to recruit
- Printing of brochures, advertising in newspapers and other publications

**When looking at recruitment strategies, ask yourself – Is your recruitment plan getting the desired results?*

- Consider recruitment fairs that are not traditional education fairs. Consider alternative routes to education.
- Contact universities and colleges concerning graduating students in education
- And one of the most cost efficient and effective ways to recruit is through the school and district web site



Use of Funds for Recruitment

- Incentives
- Moving expenses
- Recruitment fairs
- Advertising (local, state, and national)*

*School districts cannot use funds to pay for systems that receive applications

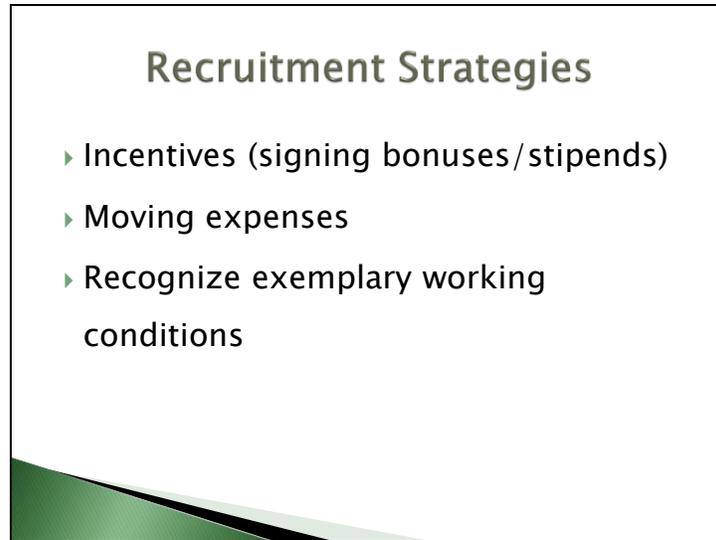
***School districts cannot use T2A funds to pay for systems that receive applications e.g. Talent Ed, School Recruiter.**

The following will be addressed in detail in the next few slides:

- Incentives
- Moving Expenses
- Recruitment fairs
- Professional Publications
- Advertising in national publications like NABSE

By law districts may recruit in national publications but are NOT required to advertise in them. Some districts have been contacted saying they are required to advertise in national publications but are NOT required.

We will examine each of these in the next few slides.

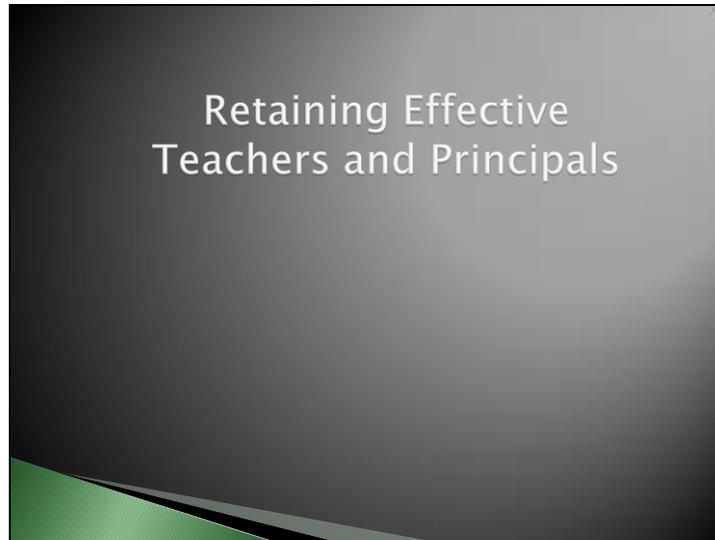


Recruitment Strategies

- ▶ Incentives (signing bonuses/stipends)
- ▶ Moving expenses
- ▶ Recognize exemplary working conditions

Title II, Part A funds can be used for:

- Signing Bonuses/Stipends: for hard-to-fill positions (in core subjects, especially critical shortage subject areas &/high need schools)
- Monetary incentives for teaching in schools identified as focus or priority.
- Moving Expenses: For out-of-area moving expenses to recruit and relocate teachers to meet teacher shortage needs.
 - This can be in the form of reimbursement for moving expenditures for those living outside the community.
 - Temporary housing and or hotel cost &/or mileage to and from the district for a limited period of time.
- Celebrate positive working conditions. Review the Teaching, Empowering, Leading and Learning (TELL) data and highlight good things that are happening in the schools and/or district, e.g. on the website. Educators often will accept employment in a district with a positive working conditions over one offering higher pay.
- Professional Learning Opportunities (addressed in more details earlier)
 - should be tailored to individual teachers' need
 - based on needs assessment
 - strengthen staff effectiveness
 - can include costs associated with Professional Growth & Evaluation System (PGES)
- Includes recruiting qualified teachers from underrepresented populations.



National Retention Data:

**Make the retention of "Irreplaceables" a top priority . The "Irreplaceables"*
<http://tntp.org/irreplaceables>

- According the article Understanding the Real Retention Crisis in America's Urban Schools, The "Irreplaceables",
 - We fail to retain the right teachers
 - The low performers are being retained at the same rate the "irreplaceables" (high performing) are
 - The "irreplaceables" said they were not even encouraged to stay.
 - It is estimated that 20 % are "irreplaceables".
 - When one of the "irreplaceables" leaves a low-achieving school, it can take 11 hires to find just one teacher of the same quality.

For more examples of best practices go to
<http://applications.education.ky.gov/bestpractices>

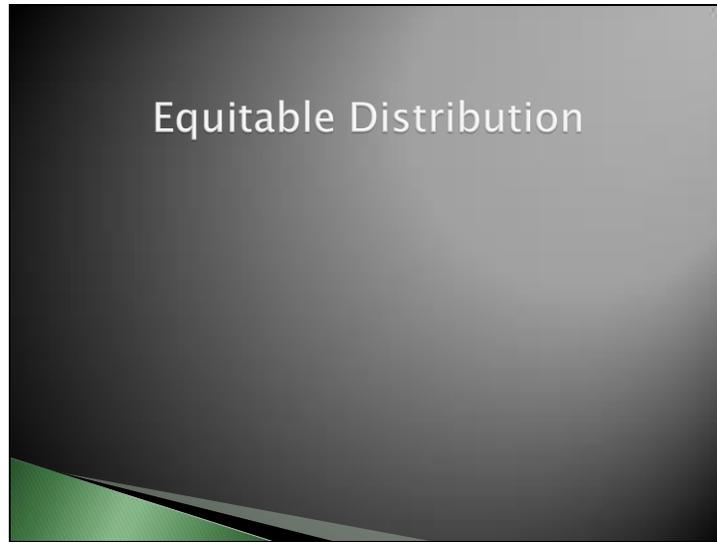
**Retaining Effective
Teachers & Principals**

- ▶ Induction
- ▶ Mentoring
- ▶ Career Pathways
- ▶ Working Conditions
- ▶ Teacher Voice

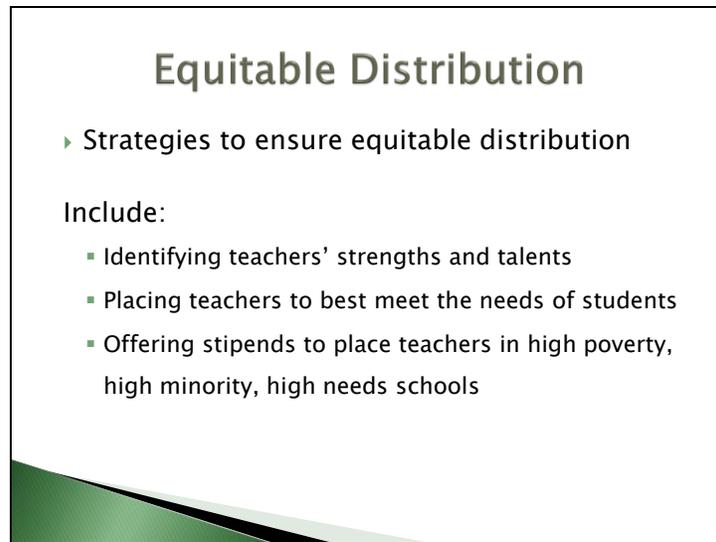
**Funds cannot be used for food or celebrations.*

- Induction -
 - should be high quality, systemic, ongoing & job embedded
 - Induction for beginning teachers (0-3 years) should provide just in time essential learning given in small doses so as to not to overwhelm them.
 - Teachers new to the school/district should also participate in induction to acclimate them to their new school.
- Mentoring – beyond KTIP (0-3 years)
 - select mentors carefully and train them well
 - A highly effective mentor can positively impact effective teaching and student achievement
- Career pathways for teachers and principals
 - Provide career opportunities – e.g. instructional/ professional learning coach, mentor
- Improved Climate and Culture/Working Conditions – Use TELL KY data to assess areas of improvement.
- Acknowledge good things happening in the school/district.

****Federal funds can NOT be used for food or celebrations.***



* Equitable Distribution is not *just* about having all teachers highly qualified



Equitable Distribution

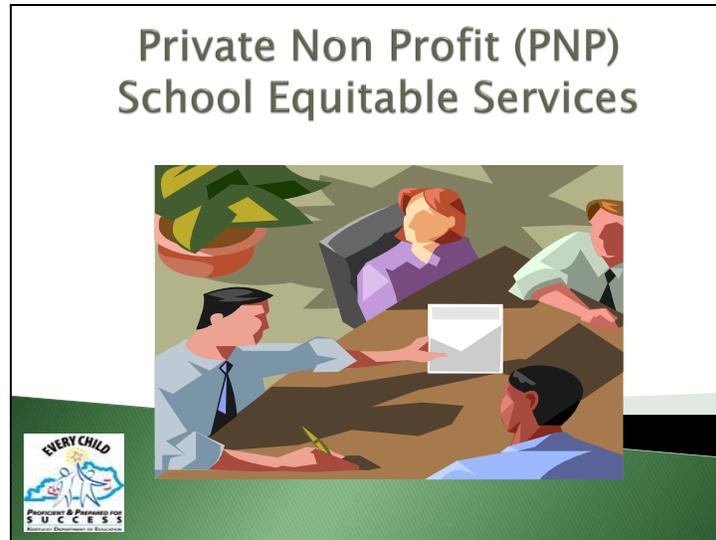
▸ Strategies to ensure equitable distribution

Include:

- Identifying teachers' strengths and talents
- Placing teachers to best meet the needs of students
- Offering stipends to place teachers in high poverty, high minority, high needs schools

*Strategies to ensure that high poverty, minority, learning-disabled and/English language learners are just as likely to be taught by a highly qualified, effective, and experienced teacher working in their field as are students who do not fall in those categories.

To reduce gaps and increase student achievement, consider how staff is distributed to ensure all students become college and career ready.



School districts are required to offer Title II, Part A services to all private nonprofit (PNP) schools located within the district boundaries. This includes home schools.

- The next few slides will provide a brief overview of equitable services for private-non-profit schools.
- For additional guidance go to the Title II, Part A link on the KDE website where you will find resources & documents
 - sample notification letter
 - consultation & planning document
 - evaluation process
 - a detailed Power Point (could be used with PNPs)

School District Requirements

- Annually notify PNPs in writing
- Provide a consultation & planning process
- Needs assessment
- Evaluation of the program
- Keep appropriate records



District Requirements:

- Offer private nonprofit (PNP) school teachers & principals the opportunity to participate in Title II Part A professional learning activities equivalent to the opportunity provided to public school teachers.
- Services/activities **must**
 - be secular in nature
 - based on assessed needs
- The Declaration of Participation letter must be sent to all private schools annually (including home schools)
- The consultation should be meaningful and timely
- Documentation of the consultation must be kept on file at the district office.

Title II, Part A funds must never be paid directly to the private school(s).

Record Keeping for PNP

➤ The school district shall maintain the following documents for their records:

- Notification letter
- Consultation and planning process
- Assessment of needs
- Evaluation of the program

*NOTE: For suggested documents go to the Title II, A link located on the KDE Website at www.education.ky.gov

All of these records should be maintained by the school district

- A copy of the letter sent to the private school to notify them of the opportunity for equitable services through Title II-A funds
- Signatures of participants during the consultation and planning process along with an outline of the plan
- The assessment of needs
- An evaluation of the Title II program – the application and implementation of strategies and their effectiveness to improve teacher practice.

Formula to Determine Amount for Equitable Services

Step 1:

Public Enrollment (previous year)		Participating PNP/Private Enrollment (previous year)		Total Enrollment
<u>1303</u>	+	<u>50</u>	=	<u>1353</u>

Here is an example of the formula used to determine amount for equitable services

Step 1) Determine the total student enrollment which =

- Total school district enrollment **plus**
- Total enrollment of **all participating** private schools (including participating home schools)

Formula to Determine Amount for Equitable Services		
School Dist. Enrollment (previous year)	Participating PNP/Private Enrollment (previous year)	Total Enrollment
<u>1303</u>	+ <u>50</u>	= <u>1353</u>
Step 2:		
Title II Dist. PL Amt. <i>or</i> Eisenhower Amt. (which ever is greater)	Total Enrollment	Per Pupil Amt.
<u>\$ 49,706</u>	÷ <u>1353</u>	= <u>36.7376</u> (Carry 4 decimal places)

Step 2) Determine the per pupil amount

- divide the Professional Learning (PL) amount (or Eisenhower amt. which ever is greater) - \$49,706
 - PL includes both district and
 - School PL
- by the total student enrollment - 1,353
- Equals the per student amount - \$36.7376 (carry 4 decimal places).

Formula to Determine Amount for Equitable Services		
School Dist. Enrollment (previous year)	Participating PNP/Private Enrollment (previous year)	Total Enrollment
<u>1303</u>	+ <u>50</u>	= <u>1353</u>
Title II Dist. PD Amt. <i>or</i> Eisenhower Amt. (which ever is greater)	Total Enrollment	Per Pupil Amt.
<u>\$ 49,706</u>	÷ <u>1353</u>	= <u>36.7376</u>
		(Carry 4 decimal places)
Step 3:		
Per Pupil Allocation	Participating PNP Enrollment	Total Private Allocation
<u>\$ 36.7376</u>	X <u>2</u>	= <u>\$73.48</u>

Step 3) Determine the amount of services provided to each participating private school.

- Multiple the per pupil amount - \$36.7376
- by the enrollment in the private school - 2
- Equals the private school allocation - \$73.48

For More Information

To access the budget and guidance go to:
<http://education.ky.gov/teachers/tq/Pages/default.aspx>

or

Call the Diversification and Equity Branch
(502) 564-1479



Please go to this site to access the most current budget and documents.

<http://education.ky.gov/teachers/tq/Pages/default.aspx>

*Note: that updates and additions will continue to be made