

# Title II Audit Finding Frequently Asked Questions

## GENERAL INFORMATION

### **1. What prompted the Federal Audit finding?**

Recent Title II monitoring by the United States Department of Education (USED) determined that the Praxis 0511 Fundamental Subjects: Content Knowledge test does not satisfy Highly Qualified (HQ) requirements for exceptional children teachers in middle and high schools. The finding is based on the requirement that teachers of core content for exceptional children in middle and high schools must be held to the same standard as general education core content teachers. This ruling does not prevent exceptional children teachers from providing curriculum assistance in the core subjects as long as the assistance is in addition to regular instruction provided by an HQ content area teacher. Elementary exceptional children teachers who have passed the Praxis 0511 are HQ to teach self-contained classes. In addition, this ruling does not apply to teachers in classrooms, at any level, in which only the Extended Content Standards are being taught.

### **2. Who is responsible for ensuring that the required changes are put in place?**

It is the responsibility of local school administrators to make the appropriate scheduling and class assignment changes.

### **3. What is the acceptable timeframe for Exceptional Children (EC) teachers to become HQ in the content areas, or to be reassigned to teach with a core content certified teacher?**

For the **2009-2010** academic year all middle and high schools principals should not count as highly qualified any exceptional children teacher demonstrating core content qualification through Praxis 0511 if that teacher is delivering core content instruction in the courses covered by No Child Left Behind (NCLB).

Beginning with the **2010-2011** academic year, teachers that were HOUSSEd using the EC multi-subjects HOUSSE will not be counted as highly qualified for middle and secondary core content areas. This does not apply to EC teachers that were HOUSSEd with the general education core content HOUSSE.

LEAs should move as quickly as possible to address issues of non-compliance resulting from the finding.

### **4. What are the options for achieving HQ status compliance with this requirement for middle and high school EC teachers?**

There are three options for achieving HQ status compliance:

EC teachers can take the required Praxis II tests for the core areas they are teaching.

Teachers can add core areas to their licensure if they have 24 semester hours of core content coursework in the areas they are teaching.

Teachers licensed in the core content and teachers with Exceptional Children General Curriculum licensure can teach the core content together.

### **5. What certification is now required for elementary level separate classroom teachers serving as the teacher of record?**

EC teachers at the elementary level teaching in a separate classroom setting must have EC certification. The current PRAXIS requirements for EC certification are the 0542 or 0544 and the 0511.

### **6. What if an EC teacher doesn't have 24 semester hours of content, nor do they want to take the required Praxis tests?**

There are class assignment and scheduling options. (i.e. co-teaching, team-teaching, curriculum assistance, inclusion, etc.)

### **7. Will teachers be put on sub pay?**

No, the teachers impacted by this must not be, under any circumstances, be placed on sub pay.

### **8. If EC teachers are deemed HQ in another state in a content area, are they HQ in NC?**

Yes.

**9. Is there a \$55.00 processing fee for each area that will be added? Who should pay the fee?**

Yes, per North Carolina General Statute, 115C-296 (a2), there is a \$55.00 non-refundable processing fee to add areas to a license. It is at the discretion of the LEA to work with the individual teachers regarding payment of this fee.

**10. Will professional licenses be changed to indicate "not highly qualified" for teachers impacted by this finding? Will the EC subject areas be removed from the licenses?**

DPI anticipates that there will be no change to the actual license. Rather, the definition of HQ will be changed to reflect that with tests 0511 and either 0542 or 0544, a teacher is HQ in the EC area(s) for grades K-12, and HQ to teach core content for grades K-5.

**11. Are there other states that are OK with this issue? How have their teachers become HQ?**

Other states have the same requirements. They report using technology, team teaching, and other resources. The United States Department of Education reports they are not aware of EC teachers holding four content areas on their license through any method.

**12. What is the penalty for not finding HOUSSE as a substandard measure of HQ?**

Ultimately, the federal government could take our Title II and Title I funds. The requirements are part of ESEA. The finding was that the standard for licensure for exceptional children teachers and regular education teachers must be the same if the teacher is delivering core content in secondary education. Our HOUSSE did not provide this. The task force that developed and oversaw HOUSSE determined that the process did not require EC teachers to demonstrate content knowledge at the same standard as was required to have a core content area added to their licenses. That task force had personnel administrators and exceptional children administrators as members.

**13. Is it possible that those teachers who did not have their ETS scores sent to DPI when they took test 0511 could have been missed on the report posted on the License and Salary (LicSal) website?**

Yes. If there are teachers who have not sent their scores to DPI they could have been missed on the list.

**14. Will these guidelines affect lateral entry teachers who have not cleared their licenses, but were planning to do so this year?**

This does not affect lateral entry teachers fulfilling the prescribed plan of study and testing prerequisites to clear the licensure requirements.

**15. Is a person considered highly qualified if the teacher has passed National Board Certification (NBC) in Exceptional Children Birth to 21?**

No. The National Board Certification for Exceptional Needs Specialist cannot be used for the "highly qualified" requirements for exceptional children. If the exceptional children teacher seeks/achieves NBC in a content area, such as math, science, reading etc., they are highly qualified in that specific content area.

**16. Will the teachers who are not HQ show up as audit exceptions?**

Yes.

**17. Is the High Objective Uniform State Standard of Evaluation (HOUSSE) an option to make the EC teachers HQ?**

No. It has been determined that the HOUSSE process that was used for exceptional children core content teachers was not as rigorous as the general education HOUSSE process. Therefore, the Task Force composed of personnel administrators and exceptional children directors that was convened during the implementation of NCLB requirements determined the HOUSSE was not rigorous enough to warrant general education core content credentials; consequently, exceptional children teachers have "exceptional children" English, math etc. on their license. Therefore exceptional children core content teachers (licensed through HOUSSE) are not being held to the same standard as general education core content teachers.

**18. Does the ruling only apply to those teachers that added EC subject areas via 0511 Praxis II? OR does it also apply to teachers that added EC subject areas via the HOUSSE?**

It applies to both, though in different phases. For the 2009-2010 academic year all middle and high schools principals should not count as highly qualified any exceptional children teacher demonstrating core content

qualification through Praxis 0511 if that teacher is delivering core content instruction in the courses covered by No Child Left Behind (NCLB).

For the **2010-2011** academic year all middle and high school principals should not count as highly qualified any exceptional children teacher of core content unless that teacher has been licensed in that core content area through the same process as general education teachers. Those teachers who were HOUSSEd using the EC multi-subject HOUSSE will no longer be highly qualified to deliver core content at the secondary level. This does not apply to EC teachers that were HOUSSEd with the general education core content HOUSSE.

## **REPORTING**

### **1. How do I get the names of those teachers in my school systems that are impacted?**

Login to the LicSal website, click on licensure, and then click on NCLB reports. An announcement explaining all the new information posted on the site is included.

There are two reports on the LicSal website: One entitled Praxis 0511 based on teacher assignment last year (list those who passed 0511 and were HQ last year on 88100-88400) and another called Praxis 0511 based on employment (lists all staff with 88100-88400 and HQ based on the test).

### **2. Since these rulings came out in October will this years School Activity Report (SAR) and SAR rough cut reports check for these new rulings?**

Yes. SAR and SAR rough cut reports will check for the 0511 ruling for the 09-10 school year. The reports will check for teachers holding licensure codes 88100 through 88400 which no longer deem them HQ to teach core content areas in the 10-11 school year.

### **3. How can we ensure accuracy regarding which teachers this effects when multiple data sources at DPI are inconsistent?**

There are two lists of teachers that have gone out and these lists are posted on the License & Salary (LicSal) web site. One list includes all EC certified teachers who are deemed HQ via the 0511 and whose teaching assignment last year required content certification. The other list includes any teacher who took the 0511 over the past two years. An additional list of all EC teachers, with 88100 through 88400 on their licenses, will be sent out and posted on the LicSal website this spring.

### **4. I understand that if a self contained high school teacher has taken 0511, the data base is still rejecting them stating that the teachers are not HQ.**

EC teachers will show as exceptions in SAR if their teaching assignment is for a core content course and they have been deemed not HQ as a result of the Title II audit finding. EC teachers who are not teaching core content courses should not show as exceptions as long as they are certified in Exceptional Children disability areas or General/Adapted Curriculum. Teachers in classrooms in which the Extended Content Standards are taught should also not show as exceptions. We are working to ensure that these teachers are not evaluated for content area licensure.

## **PRAXIS TESTING**

### **1. For teachers who have a K-6 Elementary license in EC, when is test 0511 sufficient to make a teacher HQ as the Teacher of Record? Is the determination based on:**

- a) the grade level of students taught,
- b) the school setting (i.e. elementary or middle),
- c) a combination of both grade level and setting, or
- d) some other criteria.

EC teachers are required to meet the Praxis II testing requirement for the EC area(s). Test 0511 is one of two required tests for EC teachers.

a-d), None of these. Test 0511 is one of two required tests for the EC licensure area(s).

### **2. If an EC teacher is instructing only sixth grade students in a middle school, will that teacher need to be HQ to be the Teacher of Record for core content?**

If a teacher holds a K-6 license, they can teach 6th graders in either a subject area block setting or a self-contained setting. Teachers who hold a middle grades content area license can only teach 6th grade in a subject area block setting and only in the content areas for which they are licensed and HQ.

**3. If 0511 certifies HQ for EC Elementary, does that mean a teacher could instruct 6th grade students enrolled in a MS as the general education elementary license is K-6?**

No. In order to teach general Elementary Education the licensure requirements will need to be met. The Praxis II Test 0511 allows core content to be taught to Exceptional Children.

**4. In what scenario is 0511 able to make a middle or high school teacher HQ?**

Praxis test 0511 is one of two required tests for EC teachers to HQ in the EC licensure area only.

**5. What Praxis II test will now be required to obtain General/Adaptive Curriculum to the license (ex. lateral entry teachers being hired, who needs test)?**

Praxis tests 0511 and either 0542 (General) or 0544 (Adaptive).

**6. If an EC teacher takes the high school core content tests, will they automatically have the middle school core content areas added to their license?**

Yes. Upon receipt of a Form R and a \$55 non-refundable processing fee, the Licensure Section will automatically add high school and the corresponding middle grades areas with 24 semester hours of course work with a grade of "C" or better and/or the passing 9-12 Praxis II subject area tests.

**7. Could the middle grades Praxis II tests be used as the appropriate EC content area tests for the middle grades, as well as the high school for EC teachers instead of the secondary Praxis II content area tests?**

According to the Educational Testing Service (ETS), at this time the Middle Grades Content Knowledge Praxis II test 0146 is not one that can be used by EC teachers providing core content instruction in the middle grades or the high school to meet the HQ status as required by NCLB.

However, ETS is developing a Middle Grades Content Knowledge Praxis II test that could be used as an option to deem EC teachers as HQ as required by NCLB in the middle grades content areas. The first test administration for the new test is targeted for September, 2011. However, it is not anticipated that this test would meet the requirements for high school EC teachers teaching core content areas.

**8. Is it possible for a teacher to take multiple Praxis II tests in the same day?**

Yes. On any given ETS test date, individuals can register for and take up to 4 hours of tests over the course of two sessions that are each 2 hours in length. However, the NC Department of Public Instruction does not think it is reasonable that a teacher should try to pass all Praxis tests. The school system should try to assign general education teachers and exceptional children teachers to teach together where possible.

**9. If a teacher became licensed in area 88092 (Exceptional Children: Adapted Curriculum) by taking and passing Praxis tests 544 and 0511, is his/her licensure in that program area wholly nullified by the USED ruling? Or, is the ruling's impact limited to license areas 88100, 88200, 88300, and 88400?**

The ruling's impact is limited to the license areas 88100, 88200, 88300, and 88400.

**10. If an EC teacher established his/her pre-requisite HQ status for lateral entry licensure in area 88091 (Exceptional Children: General Curriculum) by taking and passing Praxis tests 10542 and 20511, what impact does the USED ruling have on him/her? Is he/she now no longer HQ and therefore no longer eligible for lateral entry licensure (and, as a corollary, employment as a teacher)?**

If an EC teacher established his/her pre-requisite HQ status for lateral entry licensure in area 88091 (Exceptional Children: General Curriculum) by taking and passing Praxis tests 10542 and 20511, he/she is HQ in the Exceptional Children: General Curriculum area.

**11. Will ETS allow more test dates to be added in order to meet the demands for the EC teachers who would have to take multiple tests?**

DPI is willing to explore this option with ETS. However, the question implies an assumption that EC teachers should have to gain additional core content certification by passing multiple Praxis II tests. DPI does not believe that this is a realistic expectation or requirement.

**12. Can an elementary certified teacher (025) add EC to his/her license by taking the 0511 Praxis test, thus making them HQ to teach EC in an elementary school?**

Those teachers would need to take 0511 and either 0544 or 0542 to be deemed HQ in the EC area to teach in an elementary setting.

**13. If an elementary teacher can add EC to his/her license through Praxis testing, can licensed middle and high school teachers do the same to add EC?**

Yes, any teacher can add EC to their license by taking and passing Praxis 0511 and either 0544 or 0542 and he/she would be considered HQ in the EC area, in addition to any core content areas he/she has on the license.

**14. What funding sources may be available at the local level to pay for teachers to take the Praxis tests in order to be HQ in the middle and high school content areas?**

Should teachers choose to take the Praxis tests, IDEA, Title I, and Title II dollars may be used to support them through that process. The Department of Public Instruction discourages LEA central office and school administrators from placing the burden of this content requirement on individuals who did not choose to study core content in their preparation programs. These individuals provide a very valuable service through exceptional children, and that value should not be diminished. Exceptional children teachers impacted through Praxis 0511 and HOUSSE are still highly qualified. Their employment status should not be impacted through these findings.

**15. Can stimulus money be used to support teachers if they want to take the PRAXIS in one or more core areas?**

Stimulus money can be used to support teachers who want to take the Praxis in one or more core areas. Additional funding sources are also available. LEAs should look at all sources and make a determination which will be utilized to support these teachers in their quest for core content certification.

**15. What Praxis II test(s) must teachers take to gain content certification in the core areas?**

Please refer to the ETS website [www.ets.org](http://www.ets.org) for the most current list of tests that have been approved for use by North Carolina.

## **HOUSSE**

**1. Is HOUSSE an option to make the EC teachers HQ?**

No. It has been determined that the HOUSSE process that was used for exceptional children core content teachers was not as rigorous as the general education HOUSSE process. Therefore, the Task Force composed of personnel administrators and exceptional children directors that was convened during the implementation of NCLB requirements determined that HOUSSE was not rigorous enough to warrant general education core content credentials; consequently, exceptional children teachers have "exceptional children" English, math, etc on their license. Therefore exceptional children core content teachers (licensed through HOUSSE) are not being held to the same standard as general education core content teachers.

**2. Does the ruling only apply to those teachers that added EC subject areas via 0511 Praxis II? OR...does it also apply to teachers that added EC Subject areas via the HOUSSE?**

It applies to both, though in a phased approach. For the 2009-2010 academic year all middle and high schools principals should not count as highly qualified any exceptional children teacher demonstrating core content qualification through Praxis 0511 if that teacher is delivering core content instruction in the courses covered by NCLB.

For the 2010-2011 academic year all middle and high school principals should not count as highly qualified any exceptional children teacher of core content unless that teacher has been licensed in that core content area through the same process as general education teachers. Those HOUSSed teachers will no longer be highly qualified to deliver core content at the secondary level.

**3. Will EC teachers who were HOUSSed in another state lose their HQ status after spring of 2010?**

They will not lose their HQ status in the EC area. If they have EC multi-subject areas on their license, they are HQ to teach content at the elementary level. In order for them to be HQ in middle or high school, they will need to show completion of 24 semester hours with a C or better, Praxis II, or another state's content test.

**4. If an Occupational Course of Study (OCS) teacher is HOUSSEd, will they not be highly qualified?**

For the 2010-2011 academic year all middle and high school principals should not count as highly qualified any exceptional children teacher of core content unless that teacher has been licensed in that core content area through the same process as general education teachers.

**5. Will a list of those teachers who have been HOUSSEd that are impacted by this ruling be provided, and when should we expect it?**

Yes, a list of teachers who were licensed in core content through HOUSSE and hold only exceptional children core content qualifications will be forwarded to personnel administrators in the spring of 2010.

**COURSEWORK**

**1. When a teacher has 24 hours of coursework (with a grade of “C” or better), would the regular subject areas (i.e. English) be added, or would the HQ code on the EC codes (88100 – 88400) be changed to be HQ?**

The EC Core areas (88100-88400) are no longer applicable based on the federal ruling, and the core subject area of English, or the other respective content areas, will be added based on the 24 semester hours (with a grade of “C” or better). This should be submitted with a Form R, an official transcript and a \$55 non-refundable processing fee.

**2. With the change in the 24 semester hours rule, does that mean that lateral entry teachers with 24 semester hours will no longer have to go through the lateral entry process and can be directly certified?**

This change has no impact on the lateral entry process; therefore teachers with 24 semester hours with a grade of “C” or better will still have to complete the lateral entry process.

**3. Can EC Science with HQ status 87 (based on test 0511) be changed to 88 (based on coursework) if the teacher has 24 semester hours in science?**

The EC content areas will remain on the license. With a \$55 processing fee, Form R, and official transcript(s), the general education content area(s) will be added based on 24 semester hours with a grade of “C” or better.

**4. If using the 24 semester hours route, could they have more flexibility with what counts towards the core content areas?**

Licensure will use the same criteria as set forth by State Board of Education to determine the 24 semester hours of coursework with a grade of “C” or better for those teachers that have a clear license.

**5. For teachers that have taken the 0511 test multiple times and have not been able to pass it, could we now count 24 semester hours of relevant course work to have the area added to his/her license in lieu of passing the Praxis?**

Yes. With a \$55 processing fee, Form R, and official transcript(s), the general education content area(s) will be added based on 24 semester hours with a grade of “C” or better.

**6. Who should pay the \$55.00 processing fee?**

It is the discretion of the LEA to work with the individual teachers regarding payment of this fee.

**Service Delivery Alternatives:**

**1. What options are there for a self-contained classroom of students with Behaviorally-Emotionally Disabilities at the high school level? (The general education teacher can't be the “Teacher of Record” since the students are self-contained. The exceptional children teacher can't teach because not HQ in all subjects)**

When two teachers (a general education teacher and a exceptional children teacher) are teaching together in a separate classroom, it satisfies the requirements of both NCLB and IDEA. We will be working to ensure teachers are not showing as exceptions when schools choose to address the HQ issue in this manner.

**2. Sounds like resource level instructional services really aren't an option unless a teacher is qualified in both EC and the GE content area.**

Resource level services could be an option if the EC teacher was not the TOR but rather a supplemental support for the core content.

- 3. How are LEAs to address students who are served in separate settings where the SCOS is being taught? All options presented seem to address students being served in regular ed. settings and not those served in more restrictive settings. What options are available?**

A content certified teacher and an exceptional children certified teacher can teach together in a separate setting. There are also instructional alternative models that can be facilitated with the use of technology so that the students can receive instruction from a teacher certified in the content area(s). DPI is beginning the development of NCVPS on-line training modules that will be accessible within OCS programs.

- 4. Would the split schedule model require an IEP change?**

IEPs should not be changed for administrative convenience. If the IEP Team believes that a new instructional model that has become available would meet a student's needs, then the IEP can be changed to accurately reflect the new model.

- 5. Please provide ideas on how to do inclusion when two different courses of study will need to be taught in one classroom.**

There are only two different courses of study in North Carolina: The Standard Course of Study (which includes the classes within the Occupational Course of Study) and the Extensions to the Standard Course of Study. In most cases, it would not be appropriate for students in the Extensions to the Standard Course of Study to be included in an inclusion setting.

Even though the OCS is the same standard course of study as the course taught in general education classroom, it would be necessary to provide small group instruction, after core instruction is presented, in order to modify the curriculum and ensure their needs are being met as outlined in their IEPs.

### **Occupational Course of Study (OCS)**

- 1. What are the recommendations for addressing the teachers in OCS impacted by the finding prior to the availability of the OCS Modules within North Carolina Virtual Public Schools (NCVPS)?**

It is hoped that the webinars conducted in December 2009, this frequently asked questions document, and future information provided in meetings will provide the guidance needed by LEAs to design action plans for meeting Title II guidelines. Each LEA and the schools within that LEA will vary in regard to staff certification and compliance with HQ guidelines; therefore, it is important that each school develop an action plan that addresses the needs of their staff and students.

- 2. When OCS students are in the English I class (inclusion model) how are the teachers supposed to teach both courses at the same time? It is two different curricula.**

The new Essential Standards for the OCS are more closely aligned to the NCSCOS and the Essential Standards and Clarifying Objectives are exactly the same in English II, Algebra I and Biology. There should be limited or no problem providing instruction and support to the OCS student in those classes if the inclusion classes have small enrollments and the two teachers collaborate effectively. The remaining courses will require even more collaboration and planning between the two teachers to make sure that they have identified any differences in the Essential Standards or Clarifying Objectives for each course and have created a "doable" plan for addressing those differences. In cases where a high school may not offer a general education course that aligns closely with an OCS course (example: Financial Management) it is suggested that the general education teacher teach with the exceptional children teacher in the exceptional children class to ensure that the class has a HQ teacher. Another option starting in the spring block of 2011 will be to provide this shared teaching approach via NCVPS/OCS classes.

- 3. Is there any consideration being given to revising the OCS to not be a NC Standard Diploma program as a way to address the HQ problem (maybe going to a special ed diploma or an OCS certificate)?**

There has been no consideration given to changing the exit document that students in the OCS receive if they successfully complete the graduation requirements. Awarding a diploma has no bearing on the HQ issue.

## **North Carolina Virtual Public Schools (NCVPS)**

### **1. What are the technical requirements (hardware, connectivity and software, etc.) for participating in NCVPS? System Requirements:**

- Hardware (minimum requirements):
  - 500 MHz minimum processor speed
  - 512 MB Ram, minimum
  - 10 GB of free HDD space
  - Audio Sound Capability & Headphones/Speakers
- Operating System, one of the following:
  - Windows Vista, XP, 2000
  - Macintosh OS X 10.4.6 (minimum)
- Browser, one of the following:
  - Internet Explorer 6.0 (minimum)
  - Firefox 2.0.0.1 (minimum)
  - Safari 2.0.3 (minimum)

### **Connectivity Requirements**

- Internet Connection 56K (or faster)

### **Security Needs**

- Pop-up Blocker(s) must be turned off for:
  - <http://ncvps.blackboard.com>
  - [www.wimba.com](http://www.wimba.com)
  - [www.ncvps.org](http://www.ncvps.org)
  - [www.sasinschools.com](http://www.sasinschools.com)
- Email white-listing for addresses at ncpublicschools.gov

### **Downloads, Software and Plugins:**

- Adobe Acrobat Reader 8.0 (minimum)
- Media Player, one of the following:
  - QuickTime 7.0 (minimum)
  - Real Player 9.0 (minimum)
  - Windows Media Player 9 (minimum)
- Sun Java 3D: 1.3.1 (minimum)
- Sun Java 1.4.2 (minimum)
- Flash 9.0 (minimum)
- Microsoft Office, Google Docs, or Open Office (free download)
- Shockwave

### **2. Will NCVPS teachers be certified in both content/subject area and exceptional children (EC)?**

The NCVPS teacher will be certified in the content area and will be teaching with a certified EC teacher, who will be in the classroom at all times. The EC teacher will provide direct specialized instruction and support as needed to ensure student success and address IEP goals.

### **3. When will the NCVPS/OCS courses be available statewide to local schools?**

The first three NCVPS/OCS courses (Algebra I, English II and Biology) will be developed in the spring of 2010 and piloted in the fall semester of 2010 in approximately five school systems. If the pilot is successful, nine courses will be available for student enrollment in January 2011. The nine courses will include all of the required OCS English, OCS Mathematics and OCS Science courses. The Social Studies courses will be developed after the new Essential Standards for OCS Social Studies are adopted by the State Board of Education in conjunction with all of the general education social studies courses.

### **4. Our Highly Qualified (HQ) report created an exception for a NCVPS teacher who was not HQ. Will this issue be resolved? According to Dr. Bryan Setser, Director of NCVPS, that was a one time occurrence and the non-compliance issue was immediately resolved.**

5. **Will the new NCVPS/OCS courses be based on the new OCS Essential Standards?**

Yes, all of the new NCVPS/OCS courses will be developed using the new OCS Essential Standards. The new Essential Standards are based on Revised Bloom's Taxonomy and are much more closely aligned to the Essential Standards for the North Carolina Standard Course of Study than the current OCS goals and objectives.

6. **Will there be a limited number of available student seats for the NCVPS/OCS courses?**

At this time there are no plans to limit the number of EC teachers who may teach with a NCVPS teacher and therefore, there would be no limit on the number of student seats, other than those imposed by EC class size restrictions.

7. **How do we communicate a desire to sign up for piloting NCVPS/ OCS courses this fall?**

The Department of Public Instruction is currently developing a plan for soliciting and selecting pilot school systems based on location, demographics and prior history of successful implementation of pilot projects. Selected LEAs will be notified in the spring of 2010.

8. **What is the cost to an LEA for participation in NCVPS?**

There is no additional cost to the LEA, other than to provide the necessary technology needed for successful implementation. Personnel costs should remain the same since there will always be a requirement that you have the necessary EC staff to comply with secondary EC class size requirements. **Who will pay for coursework and tests?** It will be the responsibility of the LEA to pay for textbooks, instructional supplies, lab materials and items needed for testing purposes. The North Carolina Department of Public Instruction has paid for the cost of developing the course modules and will provide the online teachers through NCVPS.

9. **To prepare for use of virtual classes, can we purchase technology with American Recovery and Reinvestment Act (ARRA) funds?**

Technology for NCVPS can be purchased with ARRA funds.

10. **How can the NCVPS teacher be Teacher of Record (TOR) with no EC certification if they teach all of the OCS courses?**

Currently there are no plans for NCVPS teachers to teach any OCS courses, with exceptional children teachers, other than the core curriculum areas of OCS Science, OCS English, OCS Social Studies and OCS Mathematics. EC teachers will continue to teach all of the Occupational Preparation classes required to meet graduation standards. NCVPS teachers can be the TOR because they are HQ in their content area and they are teaching with a certified EC teacher. **The EC teacher will continue to deliver the exceptional children services needed to implement each student's IEP.**

11. **When will professional development on implementing NCVPS/OCS courses be provided?**

Professional development for LEAs involved in the pilot is tentatively scheduled for late July 2010. It will only be provided once at a central location. Professional development for LEAs not involved in the pilot will be provided in the fall of 2010. Details about the times, locations and number of participants will be provided at a later date.

**Who do you contact if you have questions about reporting of HQ data?**

Mark Cramer at [mcramer@dpi.state.nc.us](mailto:mcramer@dpi.state.nc.us)

**Who do you contact for general and content related EC questions?**

Susan Davis at [sdavis@dpi.state.nc.us](mailto:sdavis@dpi.state.nc.us)

**Who do you contact for information about Praxis II test requirements or Licensure status?**

The Licensure Section at 919.807.3310