

2016-2017 TITLE II, PART A IMPROVING TEACHER QUALITY

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Federal Program Monitoring and Support Division

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Federal Program Monitoring and Support Division

Mission: To ensure that federal and state education funds contribute to the goal of all students meeting or exceeding rigorous state standards.

Overview

Purpose of Title II, Part A

Title IIA Allowable Uses

Consolidated Application in CCIP

Every Student Succeeds Act/Title II HQT

Title II Part A , Improving Teacher Quality

Purpose

To increase student achievement by

Improving teacher and principal quality

Title IIA Allowable Uses

Title IIA Allowable Uses

- Hiring of fully licensed teachers, including teachers who become licensed through State and local alternative routes to certification, and special education teachers, to reduce class size, particularly in the early grades.
- Professional development activities for teachers, principals, and paraprofessionals in content knowledge, instructional practices, and use of state content standards, data, and assessments.

Title IIA Allowable Uses

- Professional development activities to improve the quality of principals and superintendents, including the development and support of academies
- Teacher advancement initiatives that promote professional growth and emphasize multiple career paths to become a career teacher, mentor teacher, or exemplary teacher.

Title IIA Allowable Uses

Initiatives to promote retention of teachers and principals within schools with a high percentage of low-achieving students such as providing teacher mentoring, induction, and incentives including financial.

Mechanisms for recruitment and retention of teachers (including core subject specialists), principals, and pupil service personnel (in limited cases) such as using job fairs and professional association job services

Title IIA Allowable Uses

Strategies for the recruitment of teachers, such as scholarships, signing bonuses, differential pay for areas of teacher shortages, and for the establishment of programs to increase opportunities for minorities, individuals with disabilities, and others underrepresented in the teaching profession.

Innovative programs for teachers and principals, such as technology professional development, tenure reform, merit pay, and testing of teachers.

2016-2017 Consolidated Application



2016-2017 Consolidated Application

- Improving the Academic Achievement of the Disadvantaged
- Neglected and Delinquent Grant
- Improving Teacher Quality Grant
- Rural Education Achievement Grants
- Migrant Education Grant
- School Improvement Grants
- 21st Century Communities in Schools Grants
- English Language Learners Grant
- McKinney-Vento Grant

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Plan Overview

Alamance-Burlington Schools (010) Regular Local School District - Alamance County - 2018

- Plan Overview
- Migrant Education Component
- Improving Teacher Quality Component

Plan Item

Needs Assessment

[Expand All](#) [Collapse All](#)

Create Goal

- 1) [Improvement in Literacy Acquisition Pre-K - Grade 12](#)
- 2) [Improvement of Mathematics Acquisition Pre-K - 12](#)
- 3) [Decrease class size to facilitate effective instruction within the classrooms](#)
- 4) [The percentage of elementary, middle or high school 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.](#)
- 5) [The percentage of elementary, middle or high school 21st CCLC regular program participants with teacher-reported improvements in students behavior](#)
- 6) [The percentage of elementary, middle or high school 21st CCLC regular program participants who improve from not proficient to proficient or above in math on state assessments.](#)
- 7) [The percentage of 21st CCLC offering enrichment and support activities in other subject matter areas.](#)
- 8) [The percentage of elementary, middle, and high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.](#)
- 9) [The percentage of elementary, middle and high school 21st CCLC regular program participants whose English language arts grades improved from fall to spring.](#)
- 10) [The percentage of elementary, middle or high school 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.](#)
- 11) [After-School Quality Improvement](#)
- 12) [Improvement in Literacy Acquisition K-5](#)
- 13) [Improvement in Mathematics Acquisition](#)
- 14) [Increase Level of Parental Engagement & Community Support](#)

Plan Function

- Print
- Change Log
- [View All School Plan Action Steps](#)

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Grant Details

Alamance-Burlington Schools (010) Regular Local School District - Alamance County - 2017 - Consolidated - Rev 0 - Title II-A

Go To

1. LEA Plan Development - Required Participation

The LEA has involved the following required stakeholders in the development of the LEA Consolidated Plan:

- Administrative Personnel
- Teacher(s) - Regular and Title I
- Parent(s)
- Other(s) (Optional, Specify below)

2. Consultation Methods - (check one or more)

- Public Notice in Newspaper
- Principal Meetings
- PTA/PTO Meetings
- Local School Board Meeting
- Other(s) (Specify below)

3. Professional Growth and Improvement - Leadership

Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders, and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

4. Prioritization of Funds – Support and Improvement Activities

Describe how the LEA will prioritize funds to schools served by the agency that are most in need of improvement, and have the highest percentage of children counted under Section 1124 (c).

5. Equitable Distribution Plan (Sec. 1112) - ALL LEAs and charter schools must complete

Describe the process the LEA will use to ensure, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low income and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Please upload a copy of the LEA's Equity Plan on the Related Documents page of this grant. (The LEA may provide a URL to the plan if one is available.)

6. Professional Development for Teachers and Principals

Describe the proposed professional development activities, including teacher mentoring that will be funded with Title IIA funds to enable teachers to teach to the needs of students with different learning styles, improve student behavior, use data and assessments to improve student learning and involve parents in their child's education.

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Title IIA Application Modifications

Title II – Page: Grant Details

Removed the following sections:

3. Highly Qualified Teacher Status (Sec. 1119) - Use figures from the current HQT Data Summary

Percentage of Highly Qualified Teachers across the District

4. Highly Qualified Teacher Plan (Sec. 1119) - LEAs and Charter schools must complete if HQT Status is not 100%

Describe your plan to increase the number of core subjects taught by HQ teachers including specific actions steps to assist all non-HQ teachers in becoming highly qualified. Describe your plan to monitor progress of non-HQ teachers.

Title II Application Modifications

- **Add the following sections** (these can be put in in place of the removed sections, above, except for last, as noted):
 - 3. Professional Growth and Improvement - Leadership
 - Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders, and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
 - 4. Prioritization of Funds – Support and Improvement Activities
 - Describe how the LEA will prioritize funds to schools served by the agency that are most in need of improvement, and have the highest percentage of children counted under Section 1124 (c).
 - 7. Use of Data and Ongoing Consultation
 - Describe how the LEA will use data and ongoing consultation to continually update and improve activities.
 - After the section Allowed Activities (which is currently #9 – will be changed to #8):
 - 9. Activities aligning with academic standards
 - Describe activities to be carried out by the LEA and how these activities will be aligned with challenging State academic standards.

Consolidated Application in CCIP

The following related documents have been removed from Title II, Part A Component:

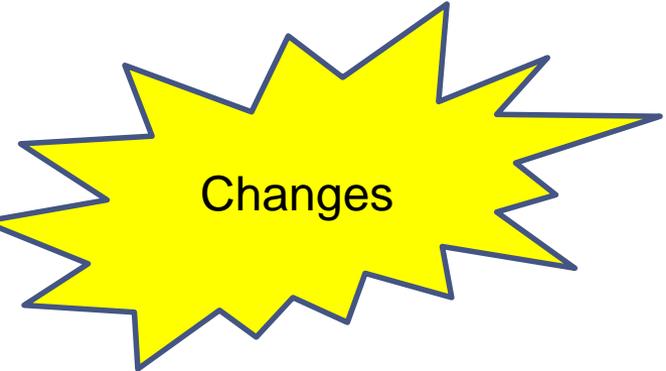
- Equity Plan-Moved to Title IA Related Documents
- Annual Performance Report

Every Student Succeeds Act



ESSA/Title II

- New funding formula from 35/65 ratio of population to poverty to 20/80 will be phased in gradually to avoid sudden or drastic shift 2017-2018.
- Highly qualified teacher requirement eliminated for 2016-2017.
- No federally mandated teacher evaluation.
- Title II grants can continue still to be used for class-size reductions.
- Equity requirement is maintained and slightly modified to refer to teacher effectiveness rather than qualifications.



ESSA and Title II

No More HQT
No More AYP

HQT and Related Requirements where States and LEAs are not 100% HQT are suspended.

Core Academic Subjects **Well-Rounded Education**

- English, reading or language arts, writing
- science, technology, engineering, mathematics,
- computer science,
- foreign languages,
- civics and government,
- economics
- arts and music,
- history, geography,
- career and technical education,
- health and physical education



Resources

Federal Program Monitoring and Support Division
www.dpi/.state.nc.us/program-monitoring/titleIIA

North Carolina Comprehensive Continuous Plan
<http://ccip.schools.nc.gov/>

Contact Information

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