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MEMORANDUM

TO: Superintendents, CFP Team Leaders, and Business Managers
FROM: Consolidated Federal Program Team
SUBJECT: March, 2013 Technical Assistance Alert
DATE: March 20, 2013

It is the goal of the CFP team at the Agency of Education to provide high quality technical assistance and support to LEA's while fulfilling federal requirements.

Items Included in this Technical Assistance Alert:

- A process to help determine if a conference meets Title IIA funding requirements
 - Not-HQT and Emergency Licensure Data Reports
 - Homeless and Title I Report
 - Year End Schedule for submitting final amendments
 - Spring Meeting Date
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A process to help determine if a conference meets Title IIA funding requirements:

Statement of Need:

In today's educational landscape we are all required to leverage limited resources to provide high quality professional learning. For the purposes of ESEA Title II, Part A the definition of high quality is as follows:

Professional development includes but is not limited to, activities that:

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school wide and district wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and

- Are developed with extensive participation of teachers, principals, parents, and administrators.

Guidance:

A general conference **does not** meet the definition of high quality professional development and as such, is not considered to be an allowable expense under Title II, Part A.

A focused conference or institute that delves into a specific topic in great detail by providing more than just a cursory introduction may well meet the definition of “high quality professional development” if you use the event as a catalyst for continuing professional learning focused on a specific area of concern as identified in your needs assessment.

The following protocol is provided to help you determine what strategies would be in compliance with the regulations as well as to guide you in proactive planning to make the most of the “institute” experience so that you are able to show the impact of your investment on student academic achievement.

Process:

Step 1: Is this a general conference or a focused institute?

As had been our policy in the past, we can not fund attendance at general conferences that do not provide an in-depth exploration of a focused topic. For the purpose of determining the distinction between general vs. comprehensive here are our guiding definitions:

General conference: Typically an all-encompassing conference that provides overview sessions of short duration on a number of topics related to education. For example the ASCD general conference is not allowable because it doesn't meet the condition of “high quality professional development” as required by Title funds (see Cliff Notes for detail). Attendance at a pre-conference institute in tandem with the general conference would potentially be allowable.

Focused Conference or Institute: Delves into a specific topic in great detail by providing more than just a cursory introduction. In this case ASCD Institutes would potentially be allowable.

Step 2: If your request meets the first step we ask that you respond to the following:

1. Is this an institute that digs deeper into a specific focus related to the areas that have been identified by our needs assessment (rooted in student need, teacher need as identified to support student learning)?
2. Is the content of the conference a focus area on our District/Union/School Action Plan?

3. Does the conference provide in-depth information/resources that are tied to academic content standards, student achievement standards and state assessments?
4. Does our investment description detail how the conference will be used as a catalyst for systemic professional learning in our district/school?
5. Does the strategy for the conference pass the “is it” test?

Is it reasonable?

Location - Are we able to access the same information in-state?

For the price could we bring the consultant(s) featured at the conference to our school for ALL of our staff?

Is it necessary?

Will we be able to show that the expense pays off in terms of impact on our student’s academic achievement?

Is it defensible?

If local funds were to be used, and we had to ask our School Board or community members for permission to go to this conference would they agree that it is a reasonable and necessary?

6. Have we asked the attending team to generate a written plan for their attendance that includes a strategy for evaluating impact?

Note: Prior to approval we might want to chat with you about the plan if we have any questions about the investment. We will also routinely review conference request plans during our monitoring site visits.

If you are able to assure us that your request meets the requirements of Step 2, then in Step 3 we provide some suggestions for making the most out of your investment! **Feel free to tailor ideas to your needs.**

Step 3:

Before the conference:

Look over your local needs assessment and your professional learning plan(s). Strategically plan what you will focus on at the conference based on this data.

- Network with your team members to discuss actions you will take after you return from the conference. Who will be responsible for what (see “after the conference” for specific tasks to consider prior to the conference).

- Show your colleagues (who are not attending) the list of vendors who will be showcasing their services/resources. Ask them what information would be helpful to them and plan to go to that booth to collect the resources.
- Plan how your team will network. For example; challenge your team to come up with five questions about your own goals/objectives that you can ask other conference attendees to respond to. Challenge your team to “survey” other educators they meet about the questions to share when you get back. You never know who might provide a key piece of information that will help YOU with your challenges.

During the conference:

- Go for quality vs. quantity. Stay focused on presentations that address the needs of your students and faculty.
- Visit the exhibition hall and collect information with sharing in mind.
- Network: ask your questions. Challenge your team to see who can collect the most information from people they meet during the conference.

After the conference:

- Create an action report.
- Form a team, distribute the information, act on it, and follow up.
- Give a presentation to your colleagues on what you learned.
- Implement at least one idea you've learned and discuss it at a PLC meeting.

Contact: Title I, David Baroudi, 828-5156, david.baroudi@state.vt.us, Title IIA, MC Moran, 828-3813 mc.moran@state.vt.us

Not-HQT and Emergency Licensure Data Reports

The FINAL 2011-2012 Not-HQT and emergency licensure data reports for LEA's were mailed to superintendents in March. We will be posting the final not-HQT class and emergency licensure data by LEA on our website this month. As outlined in the chart of [“NCLBA Highly Qualified Teacher \(HQT\) and Paraprofessional Accountability Requirements,”](#) each LEA must publicly report three data elements each year. They are:

1. The percentage of its core academic classes that were taught by teachers who were NOT HQT for their assignments in the previous school year,
2. The percentage of its teachers teaching under emergency licenses in the previous school year, and
3. The professional qualifications of its teachers.

You'll note that the FINAL Data Report included data elements #1 and #2. Each LEA is responsible for determining the data elements it will use in reporting teacher qualifications for required element #3 above. Information on the percentage of your educators who are teaching under Level I versus Level II licenses, who have master's or other advanced degrees, and the average years of teaching experience of the teachers in your LEA are all possible variables to include.

This information must be reported for the LEA as a whole (LEA is defined as the school district) and for each school within the LEA. While customarily this data is published in Annual School Reports, this year's delay will necessitate LEA's to publish via other means before the end of the 2012-2013 academic year. Individual names should not be reported publicly. Only aggregate school-level data should be reported publicly.

If you have questions regarding these requirements or the data, please contact Mary Beth McNulty at 828-0411 or at marybeth.mcnulty@state.vt.us.

Homeless and Title I Participation Report

Now is the time to start thinking about the Homeless and Title I reports and what you information you will need to complete the reports. The report should be available to you by April 1, 2013. G3 will notify you when the report is available.

The following is in addition to new data information that the Homeless Report will be looking for:

- **A Homeless Unaccompanied Youth** is a youth who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless.
- **A Homeless Migrant Youth** is a student determined as an eligible migrant student by the State's Migrant Education Program and who fits the McKinney-Vento definition of homeless.
- **A Student with Disability** is a student on an Individual Education Plan (IEP) and who fits the McKinney-Vento definition of homeless.
- An **English Language Learner** is a student that has met the definition of limited English proficient and who also fits the McKinney-Vento definition of homeless.

The due date for the Homeless and Title I report will be June 30, 2013.

Contact: Ed Haggett, 828-5400, ed.haggett@state.vt.us

Year End Schedule for submitting final amendments

March 2013 CFP Technical Assistance Alert

The window for the 3rd quarter amendment will open once the third quarter AOE 2.0 is submitted and run until May 1, 2013.

Once your 3rd quarter AOE 2.0's are submitted you may request an amendment from ed.haggett@state.vt.us.

Last date to submit an amendment for FY13 will be May 1, 2013. It would be helpful if you could plan to submit before the deadline!!!

Remember: It is imperative that all signatures are made in a timely manner. This will leave us until May 15, 2013 to finalize all revisions and approve the application, create the grant award and get all appropriate e-signatures in place. If we cannot meet this deadline the final amendment will become null and void. Contact: Ed Haggett, 828-5400, ed.haggett@state.vt.us

CFP Annual Spring Conference

The CFP Annual Spring Conference is scheduled for May 20, 2013 at Killington Grand Resort and Conference Center.

Online registration will be available soon.

Contact: Elizabeth Rand, 828-3150, liz.rand@state.vt.us