

## **Title II, Part A Procedures for Compliance with NCLB, Section 2141**

The Title II, Part A program is administered collaboratively by the Georgia Department of Education (DOE) and the Georgia Professional Standards Commission (PSC). The PSC is the state education agency (SEA) for the administration of the Title II, Part A Program. The PSCs primary focus is to ensure that all students have access to a highly qualified teacher and to provide guidance and technical assistance to identified local education agencies (LEAs).

### **LEAs Not Meeting 100 Percent Highly Qualified (HiQ) Requirement Section 2141(a) and (b)**

LEAs that fail to achieve the 100 percent highly qualified requirement for all teachers of core academic subjects must include actions in their improvement plan that will enable the LEA to meet the objective. The plan must directly address the issues that prevented the LEA from meeting the objective. During the development and throughout implementation of the plan, the PSC must provide technical assistance to LEAs to enable them to meet the objective as described in Section 1119(a)(2).

LEA plans must include actions that allow for the annual increase in the percentage of teachers receiving high quality professional development that will enable them to become successful in the classroom.

Technical assistance will be provided to the identified LEAs following the dissemination of PSC's annual HiQ Teacher and Paraprofessional Report. The LEA shall develop its improvement plan within 90 days of the report, and shall implement the plan expeditiously, but not later than the beginning of the next school year. The framework, *Title II, Part A Guidelines to Assist LEAs in Meeting 100 Percent HiQ Requirements Section 2141 (a) and (b)*, is available to provide assistance and collaboration for LEAs not meeting the 100 percent highly qualified teacher requirement.

### **NI-1 LEAs Not Meeting 100 Percent Highly Qualified (HiQ) Requirement Section 2141(c)**

LEAs not making adequate yearly progress (AYP) for two consecutive years (NI-1) under Section 1111(b)(2)(B) of *Title I, Part A*, and have failed to achieve the 100 percent highly qualified requirement for all teachers of core academic subjects under Section 1119(b)(1), must include in their improvement plan actions that will enable the LEA to meet the objectives. Plans must directly address the issues that prevented the LEA from meeting the objectives. During the development and throughout implementation of the plan, the PSC must provide technical assistance to LEAs to enable them to meet the objectives as described in Section 1119(a) (2).

LEA plans must include actions that allow for the annual increase in the percentage of teachers receiving high quality professional development that will enable them to become

successful in the classroom. The plan may also include other measures that the PSC determines appropriate for increasing teacher quality in the school system.

Technical assistance will be provided to LEAs following the identification of NI-1 LEAs by DOE. The LEA shall develop its improvement plan within 90 days after being identified as an NI-1 LEA, and shall implement the plan expeditiously, but not later than the beginning of the next school year. The framework, *Title II, Part A Guidelines for NI LEAs*, is available to provide assistance and collaboration to NI-1 LEAs not meeting the 100 percent highly qualified teacher requirement.

### **NI-2 LEAs Not Meeting 100 Percent Highly Qualified (HiQ) Requirement Section 2141(c)**

LEAs that fail to make adequate yearly progress (AYP) for three consecutive years (categorized as NI-2 in Georgia) under Section 1111 (b) (2) (B) of Title I, Part A, and fail to achieve 100 percent HiQ for all teachers teaching core academic subjects under Section 1119(b)(1), the PSC must enter into an agreement with the LEA on its use of Title II, Part A funds. Under the agreement, the PSC will:

- develop (in conjunction with the LEA, teachers, and principals) professional development strategies and activities based on scientifically based research that the LEA will use to meet the State’s annual measurable objectives for improving teacher quality;
- require the LEA to use these professional development strategies and activities; and
- prohibit LEAs from using Title I, Part A money to fund any new paraprofessionals, except under the following limited instances:
  - The new paraprofessional is filling a vacancy created by the departure of another paraprofessional funded by Title I and the new paraprofessional is highly qualified
  - Substantial increase in student enrollment
  - Increased need for translator and/or assistance with parent involvement activities

Technical assistance will be provided to LEAs following the identification of NI-2 LEAs by DOE. The LEA shall develop its improvement plan within 90 days after being identified as an NI-2 LEA, and shall implement the plan expeditiously, but not later than the beginning of the next school year. The framework, *Title II, Part A Guidelines for NI LEAs*, is available to provide assistance and collaboration to NI-2 LEAs not meeting the 100 percent highly qualified teacher requirement.

Please note that the above procedure also applies to NI-3 LEAs and above.

**Title II, Part A Guidelines to Assist LEAs in Meeting 100% HiQ Requirements  
Section 2141 (a)(b)**

A Local Education Agency (LEA) that fails to achieve 100 percent for all teachers teaching in core academic subjects being highly qualified must include in its improvement plan such actions that enable the local school system to meet that objective and that directly address the issues that prevented it from meeting the objective. The LEA plan must also include actions that allow for the annual increase in the percentage of teachers receiving highly qualified professional development to enable teachers to become successful classroom teachers. During the development and throughout implementation of the plan, the Georgia Professional Standards Commission will provide technical assistance to the LEA and to schools served by the LEA to enable them to meet the requirement of all teachers teaching in core academic subjects to attain highly qualified status. The following will serve as a framework for technical assistance and planning guidance for all Georgia LEAs not meeting the highly qualified teacher requirement of 100 percent beginning in the school year 2007-2008.

GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
I. Did the LEA identify the following: <ul style="list-style-type: none"> <li>• all non-highly qualified teachers</li> <li>• all non-highly qualified paraprofessionals?</li> </ul>			<ul style="list-style-type: none"> <li>• Current HiQ report of non-HiQ teachers</li> <li>• List of non-HiQ teachers hired since HiQ report and a copy of their certificates</li> <li>• Current HiQ report of non-HiQ paraprofessionals</li> <li>• List of all paraprofessionals hired since HiQ report and a copy of their certificates</li> </ul>	
II. Does the LEAs annual needs assessment include each of the following: <ul style="list-style-type: none"> <li>• recruitment of highly qualified, experienced teachers</li> <li>• retention of highly qualified, experienced teachers</li> <li>• retention and recruitment of highly qualified, experienced leaders</li> <li>• test preparation, testing, and course work to enable non-HiQ teachers and paraprofessionals to attain HiQ status ?</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of annual needs assessment document (comprehensive or Title II-A) OR</li> <li>• Copy of Descriptor 1 of Consolidated Application</li> </ul> <p><i>Each area must be clearly identified in either document.</i></p>	
III. Were the following stakeholders involved in the needs assessment process? <ul style="list-style-type: none"> <li>• system and school leadership</li> <li>• teachers</li> <li>• paraprofessionals</li> <li>• parents</li> <li>• business and community leaders</li> </ul>			<ul style="list-style-type: none"> <li>• Copies of meeting agendas/minutes and attendance rosters                             <ul style="list-style-type: none"> <li>○ Agendas and/or minutes must document participation in the needs assessment process</li> <li>○ Attendance rosters must identify stakeholder role for each participant</li> </ul> </li> <li>AND/OR</li> <li>• Copies of surveys, identification of stakeholder groups surveyed by each instrument, and summary of survey results</li> </ul>	

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GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
YES	NO			
<p>IV. Are all needs identified through the needs assessment in any of the following categories included on the “prioritized list” of needs?</p> <ul style="list-style-type: none"> <li>• non-HiQ teachers and paraprofessionals</li> <li>• recruitment of highly qualified, experienced teachers</li> <li>• retention of highly qualified, experienced teachers</li> <li>• retention and recruitment of highly qualified, experienced leaders</li> <li>• test preparation, testing, and course work to enable non-HiQ teachers and paraprofessionals to attain HiQ status</li> </ul>			<ul style="list-style-type: none"> <li>• List of system prioritized needs (comprehensive or II-A)</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Copy of needs assessment summary document</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Descriptor 1 of the Consolidated Application that includes a description of the needs assessment process and a description or list of the data utilized in the process.</li> </ul>	
<p>V. Are all of the following stakeholders involved in developing the action plan?</p> <ul style="list-style-type: none"> <li>• system and school leadership</li> <li>• teachers</li> <li>• paraprofessionals</li> <li>• parents</li> <li>• business and community leaders</li> </ul>			<p>Copies of meeting agendas/minutes and attendance rosters:</p> <ul style="list-style-type: none"> <li>○ Agendas and/or minutes must document involvement in development of the action plan</li> <li>○ Attendance rosters must identify stakeholder role for each participant</li> </ul>	
<p>VI. Are actions/strategies of the plan appropriately linked to:</p> <ul style="list-style-type: none"> <li>• identified needs</li> <li>• scientifically-based research</li> <li>• measurable annual goals?</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan including annual measurable goals</li> <li>• Documentation of scientifically based research or evidence of success of actions/strategies in plan</li> </ul>	
<p>VII. Does the action plan include a strategy describing a process for developing a written remediation plan for each non-HiQ teacher that</p> <ul style="list-style-type: none"> <li>• is developed in collaboration with the teacher at the time of hire</li> <li>• is signed by the teacher and principal?</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan</li> <li>• Copy of remediation plan signed by principal and teacher</li> </ul>	

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GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
VIII. Does the LEA have a written plan describing the process for monitoring the ongoing progress of the remediation plans for non-HiQ teachers?			Copy of the written plan	
IX. Can the LEA document targeting Title II-A funds in support of teachers and paraprofessionals becoming highly qualified and more effective?			Copy of Con App System Implementation Plan identifying funding sources for each action/strategy.	
X. Does the LEA plan for relevant leadership to: <ul style="list-style-type: none"> <li>• train on monitoring implementation</li> <li>• train on the effective strategies of the action plan</li> <li>• document the monitoring plan is being followed?</li> </ul>			Copy of Con App System Implementation Plan that addresses each area	
XI. Are actions linked to benchmarks/annual evidence of impact and results shared with each stakeholder group?			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Written plan for sharing results with each stakeholder group</li> </ul>	
XII. Does the LEA have a written intervention plan if benchmarks are not met?			Copy of Con App System Implementation Plan	

Title II, Part A Guidelines for NI LEAs  
Section 2141 (c)

A Local Education Agency (LEA) identified as Needs Improvement (NI) with less than 100 percent of teachers highly qualified must include in its improvement plan actions to enable the LEA to achieve the annual measurable objectives as described in NCLB, Section 1119(a)(2). In addition, LEAs identified as NI-2 and above must enter an agreement with the State Education Agency (SEA) on its use of Title II, Part A funds. During the development and throughout implementation of the plan, the Georgia Professional Standards Commission Title II-A consultants will provide technical assistance to the LEA. The following will serve as a framework for technical assistance and planning guidance for Georgia LEAs identified as NI with less than 100percent of teachers highly qualified.

GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
I. Did the Title II-A staff consult with the GDOE Division of School and Leader Quality system leaders to coordinate actions for development of comprehensive technical assistance?			None required. Title II-A staff will maintain this documentation-	
II Did the LEA identify the following: <ul style="list-style-type: none"> <li>• appropriate school and system content areas, groups and/or subgroups not meeting AYP</li> <li>• all non-highly qualified teachers</li> <li>• all non-highly qualified paraprofessionals?</li> </ul>			<ul style="list-style-type: none"> <li>• System and schools AYP reports</li> <li>• Current HiQ report of non-HiQ teachers</li> <li>• List of non-HiQ teachers hired since HiQ report and copy of their certificates</li> <li>• Current HiQ report of non-HiQ paraprofessionals</li> <li>• List of all paraprofessionals hired since HiQ report and copy of their certificates</li> </ul>	
III Does the annual needs assessment include each of the following: <ul style="list-style-type: none"> <li>• retention and recruitment of highly qualified, experienced teachers and leaders</li> <li>• high quality professional learning and training of teachers and paraprofessionals to enhance academic content/pedagogy and meet the diverse needs of students</li> <li>• test preparation, testing and course work to enable non-HiQ teachers and paraprofessionals to attain highly qualified status</li> <li>• equitable opportunity for students (including minority, ESOL, economically disadvantaged, gifted and talented, migrant, and special</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of annual needs assessment document</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Copy of Descriptor 1 of Consolidated Application that includes a description of the needs assessment process and a description or list of the data utilized in the process</li> </ul> <p><i>Each area must be clearly identified in either document.</i></p>	

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GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
education) to receive quality instruction referencing teacher quality, teacher experience and class size				
IV. Were the following stakeholders involved in the needs assessment process? <ul style="list-style-type: none"> <li>• system and school leadership</li> <li>• teachers</li> <li>• paraprofessionals</li> <li>• parents</li> <li>• business and community leaders</li> </ul>			<ul style="list-style-type: none"> <li>• Copies of meeting agendas/minutes and attendance rosters                             <ul style="list-style-type: none"> <li>○ Agendas and/or minutes must document participation in the needs assessment process</li> <li>○ Attendance rosters must identify stakeholder role for each participant</li> </ul>                             AND/OR                         </li> <li>• Copies of surveys, identification of stakeholder groups surveyed by each instrument, and summary of survey results</li> </ul>	
V. Are all needs identified through the needs assessment in any of the following categories included on the “prioritized list” of needs? <ul style="list-style-type: none"> <li>• retention of highly qualified, experienced teachers</li> <li>• recruitment of highly qualified, experienced teachers</li> <li>• retention and recruitment of highly qualified, experienced leaders</li> <li>• professional learning and training of teachers and paraprofessionals to enhance academic content/pedagogy and meet the diverse needs of students</li> <li>• test preparation, testing, and course work to enable non-HiQ teachers and paraprofessionals to attain highly qualified status</li> <li>• equitable opportunity for students (including minority, ESOL, economically disadvantaged, gifted and talented, migrant, and special education) to receive quality instruction referencing quality instruction and experience</li> </ul>			<ul style="list-style-type: none"> <li>• List of system prioritized needs</li> </ul> AND <ul style="list-style-type: none"> <li>• Copy of needs assessment summary document</li> </ul> OR <ul style="list-style-type: none"> <li>• Descriptor 1 of the Consolidated Application that includes a description of the needs assessment process and a description or list of the data utilized in the process.</li> </ul>	
VI. Are all of the following stakeholders			Copies of meeting agendas/minutes and attendance rosters:	

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	YES	NO		
involved in developing the action plan? <ul style="list-style-type: none"> <li>• system and school leadership</li> <li>• teachers</li> <li>• paraprofessionals</li> <li>• parents</li> <li>• business and community leaders</li> </ul>			<ul style="list-style-type: none"> <li>○ Agendas and/or minutes must document involvement in development of the action plan</li> <li>○ Attendance rosters must identify stakeholder role for each participant</li> </ul>	
VII. Are actions/strategies of the plan appropriately linked to: <ul style="list-style-type: none"> <li>• prioritized needs</li> <li>• appropriate content areas, groups and/or subgroups not meeting AYP</li> <li>• scientifically-based research</li> <li>• benchmarks and annual evidence of impact</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan including benchmarks and annual evidence of impact</li> <li>• Documentation of scientifically based research or evidence of success of actions/strategies in plan</li> </ul>	
VIII. Does the action plan include a strategy describing a process for developing a written remediation plan for each non-HiQ teacher that: <ul style="list-style-type: none"> <li>• is developed in collaboration with the teacher at the time of hire</li> <li>• is signed by the teacher and principal</li> <li>• includes a timeline for completing each component of the plan</li> <li>• includes a target date for meeting requirements to attain HiQ status?</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan</li> <li>• Copy of remediation plan signed by principal and teacher</li> </ul>	
IX. Does the LEA have a written plan describing the process for monitoring the ongoing progress of the remediation plans for non-HiQ teachers?			Copy of written plan	
X. Does the action plan include professional development strategies and activities based on scientifically based research that will enable the LEA to: <ul style="list-style-type: none"> <li>• Meet the 100% highly qualified teacher requirement</li> <li>• Annually increase the percentage of teachers receiving high quality</li> </ul>			Copy of Con App System Implementation Plan	

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GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
professional development to enable them to become highly effective and successful classroom teachers <ul style="list-style-type: none"> <li>• Increase teacher effectiveness with the content areas, groups or subgroups that prevented the LEA from making AYP?</li> </ul>				
XI. Can the LEA document targeting Title II-A funds in support of <ul style="list-style-type: none"> <li>• the high quality professional learning activities described in X</li> <li>• teachers and paraprofessionals becoming highly qualified and more effective?</li> </ul>			Copy of Con App System Implementation Plan identifying funding sources for each	
XII. Does the LEA plan for relevant leadership to: <ul style="list-style-type: none"> <li>• train on monitoring implementation</li> <li>• train on the effective strategies of the action plan</li> <li>• document that the monitoring plan is being followed?</li> </ul>			<ul style="list-style-type: none"> <li>• Copy of Con App System Implementation Plan that addresses each area</li> </ul>	
XIII. Does the LEA have a written plan to inform all stakeholders (including SEA) in a timely manner of annual results and documentation that the plan is being followed?			<ul style="list-style-type: none"> <li>• Written plan to inform each stakeholder group(including SEA) of annual results (Monitoring of Intervention Implementation and Evidence of Impact)</li> <li>• Documentation that the plan is being followed</li> </ul>	
XIV. Can the LEA document collaboration of school(s), system, and state for: <ul style="list-style-type: none"> <li>• needs assessment</li> <li>• action planning</li> <li>• budgeting</li> <li>• effectiveness assessment?</li> </ul>			<ul style="list-style-type: none"> <li>• Log of technical assistance and other collaborative efforts by DOE School and Leader Quality and Title II-A staff</li> <li>• Copy of meeting agendas, minutes, attendance rosters</li> </ul>	
<b>Items XV and XVI apply only to NI-2 and above LEAs</b>				
XV. Can the LEA document that any new paraprofessional position is not budgeted from Title I, Part A except: <ul style="list-style-type: none"> <li>• to fill a vacancy created by departure of another Title I paraprofessional, and then only if new paraprofessional is HiQ</li> </ul>			<ul style="list-style-type: none"> <li>• List of all new paraprofessionals hired after the LEA was identified as NI-2</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Copy of payroll documentation indicating the fund code under which each new paraprofessional is paid</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Documentation that clearly illustrates the exception under</li> </ul>	

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GUIDING QUESTIONS			LEA DOCUMENTATION	NOTES AND COMMENTS
	YES	NO		
<ul style="list-style-type: none"> <li>• a significant influx of population has substantially increased student enrollment</li> <li>• there is an increased need for translators or assistance with parental involvement activities?</li> </ul>			which a new paraprofessional is hired with Title I funds (if applicable)	
XVI. Does the LEA have a written agreement with the SEA on the appropriate and reasonable use of Title II, Part A funds?			Copy of signed agreement	

## Title II-A Handbook: A Guide for Advancing Teacher Quality in Georgia Schools

### Section 2141(c) Agreement of Collaboration

The Georgia Department of Education, Georgia Professional Standards Commission (GAPSC), and \_\_\_\_\_ School District, afterwards referred to as local educational agency (LEA), agree to work collaboratively for the development and implementation of a system improvement plan consisting of strategies and activities based on scientifically based research that will assist the (LEA) to meet the States' objectives of all academic subject teachers being highly qualified and the district making annual yearly progress (AYP).

The *Title II, Part A Guidelines for NI LEAs* will be used as a framework for collaboration between the LEA and the GAPSC that will focus on:

- The development of activities and strategies, including professional development activities and strategies, based on scientifically based research that will enable the LEA to:
  - Meet the 100% highly qualified teacher requirement.
  - Annually increase the percentage of teachers receiving high quality professional development to enable them to become highly effective and successful classroom teachers.
  - Increase teacher effectiveness with the content areas, groups or subgroups that prevented the LEA from making AYP.
- The best use of Title II, Part A funds as a resource to support the LEA improvement plan.

The GAPSC will provide technical assistance by collaborating with the LEA in:

- Developing the system improvement plan strategies described in paragraph two. Technical assistance will begin following the annual identification of Needs Improvement (NI)-2 and above LEAs by the Georgia Department of Education.
- Planning for the implementation of the strategies and activities described in paragraph two.
- Determining the best use of LEA Title II-A funds to support the LEA improvement plan.

The GAPSC will also monitor the LEA to ensure implementation of the strategies and activities described in paragraph two and effective and appropriate use of Title II-A, Part A funds.

The LEA will:

- Develop its improvement plan to include activities and strategies as described in paragraph two within 90 days after being identified as an NI-2 LEA.
- Implement its improvement plan expeditiously, but not later than the beginning of the next school year after being identified as an NI-2 LEA.
- Budget and expend Title II, Part A funds to support activities and strategies in its improvement plan.
- Not use Title I, Part A funds for the employment of new paraprofessional personnel unless it can document one or more of the following:
  - The new paraprofessional is filling a vacancy created by the departure of another paraprofessional funded by Title I and the new paraprofessional is highly qualified
  - Substantial increase in student enrollment
  - Increased need for translator and/or assistance with parent involvement activities

This agreement of collaboration and technical assistance will terminate upon the LEA successfully making annual yearly progress for two consecutive years and reaching the goal of 100% highly qualified core academic subject teachers and paraprofessionals. Please note this collaboration and technical assistance also applies to NI-3 LEAs, and higher, not meeting the requirement of all core academic subject teachers categorized as highly qualified.

We the undersigned support the terms of this agreement and the *Title II, Part A Guidelines for NI LEAs* and commit to work harmoniously and effectively to meet the 100% highly qualified teacher requirement and the LEA making AYP for two consecutive years.

\_\_\_\_\_ Georgia Department of Education

\_\_\_\_\_ LEA Superintendent

\_\_\_\_\_ Title II, Part A Coordinator

\_\_\_\_\_ Title II, Part A Consultant

\_\_\_\_\_ Date of Agreement