**QUESTIONS ASKED DURING THE DDOE TITLE IIA WEBINAR ON MAY 22, 2013**

1. **Do teachers complete an annual Time and Effort certification (as in the past)?**

Yes, teachers continue to do an annual Time and Effort Certification as they have in the past.

1. **If district admin (non-Superintendent) employees deliver PD, can Title II funds be used for their training?**

Professional Development is allowed for teachers, paraprofessionals (when appropriate), Principals, and Superintendents. Per the federal document*: Improving Teacher Quality State Grants ESEA Title II, Part A Non-Regulatory Guidance*, professional development may be extended to Assistant/Associate Principals and Assistant/Associate Superintendents. Professional Development may NOT be extended to district staff.

1. **A Superintendent is a "district staff member" and yet is considered part of acceptable Title II A use.**

Superintendents are specifically mentioned in the statute and in the guidance. District staff members are not and therefore professional development may not be extended to them.

1. **How will sequestration impact this if Title IIA is drastically cut?  This would impact our ability to provide the same level as the prior year.**

We do not have final figures for sequestration. This is best addressed with the DDOE’s fiscal office.

1. **When can we expect the "Hold Harmless" amounts from the FY2001 Eisenhower PD amounts?**

I am working on this and hope to have these amounts no later than June 7. As you are calculating this amount, however, keep in mind that the following amounts need to be included in calculating your professional development allocation for this year:

* + Salaries of PD coaches (including any amounts allocated to pay district staff/supervisors who may be funded with Title II, Part A up to the FTE amount that they are providing Title II, Part A professional development)
	+ Mentor teachers who provide PD
	+ Special Ed Mentor Coaches
	+ Staff development in core content areas
	+ Teacher leadership programs
	+ Professional learning communities

1. **Do you have a spreadsheet already for this on the webpage or is it something we have to create?**

No, the calculation is not complex.

1. **Can you please tell me how you identify the total kids for allocation?  Is it total number of students or only students who reside within the district in the private school?**

Use the student enrollment figures for those students who reside within the district boundaries. From *TITLE IX, PART E; UNIFORM PROVISIONS; SUBPART 1—PRIVATE SCHOOLS; Non-Regulatory Guidance, Section E*.

## E-4. Is the residency of a private school student a factor that must be considered when determining whether a student is eligible to receive benefits from programs governed by the Title IX uniform provisions?

**Students who are enrolled in private nonprofit elementary and secondary schools that are located in areas served by an LEA are eligible to receive services. A student’s residency is not a factor, even if a student resides in a state that is different from the state in which the private school is located.**

1. **Where did you get the 40 students from in your example?  For example, in Title I we have to look at their address and the FARMS eligibility?**

The 40 students in the example were only an example and did not reference enrollment in any specific school. Since you need to work with the total enrollment of the school(s), I would ask to see enrollment data during the LEA’s meaningful consultation with the privates.

1. **Is there a required methodology for how the funds are divided among the private schools?  By funds I mean services?**

The funds are not “divided;” the LEA maintains control of the funds at all times. How the funds will be utilized and the services that will be provided are determined through meaningful consultation.

From *TITLE IX, PART E; UNIFORM PROVISIONS; SUBPART 1—PRIVATE SCHOOLS; Non-Regulatory Guidance, Section D:*

## D-7. What topics should be discussed during the consultation process between public and private school officials?

Section 9501(c)(1) of ESEA requires that LEAs consult with appropriate private school officials on such issues as:

* how the children’s needs will be identified;
* what services will be offered;
* how, where, and by whom the services will be provided;
* how the services will be assessed and how the results of the assessment will be used to improve those services;
* the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
* how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

## D-8. Does an offer of services from an LEA meet the requirement of consultation?

No. An offer of services by an LEA without an opportunity for timely and meaningful consultation does not meet the requirement of the law. Only after discussing key issues relating to the provision of services, identifying the needs of the students and teachers to be served, and receiving input from the private school officials, does an LEA make its final decisions with respect to the services and benefits it will provide to meet the needs of eligible private school students and teachers.

1. **If a district in not using any IIA funds for PD, then there could be no coordination of PD services. In that case, I guess would devise a plan based on their identified need?**

The district would need to allocate an amount equal to its Hold Harmless amount and budget that amount from its Title II, Part A funds. The LEA does not “devise a plan” so much as develop a plan with the privates. See D-7 and D-8 above. Note, also, the following from D-11:

## D-11. What processes and activities might an LEA document in order to verify that it has met the requirement for timely and meaningful consultation and has provided equitable services?

An LEA may want to document that it has:

* informed annually the private school officials of the various ESEA education programs available to their students and teachers;
* engaged in timely consultation, allowing for meaningful discussion between the LEA and the private school officials regarding services and benefits;
* identified private school students’ and teachers’ needs;
* allocated a per-pupil amount of funds for services to private school students and teachers that is equal to the per-pupil amount for services to public school students and teachers;
* provided services, programs, materials, and resources;
* evaluated programs and services for effectiveness; and
* addressed adequately problems and formal complaints raised by private school officials.