

**2014-2015 Title II, Part A
Preparing, Training, and Recruiting
Highly Qualified Teachers and Principals**

NAME OF LEA:

FUND SOURCE

2014-2015 Planning Allocation

Funds Transferred to Private Schools

Funds Transferred Out Through Flexibility

Options:

Option #1: Transferability

Option #2: REAP-Flex

Total 2014-2015 Funds Budgeted

Instructions:

STEP 1: Provide a brief description of activities you will conduct for each area selected in the rows labeled "Educator Quality Measure." The box will automatically adjust for the text you are entering.

STEP 2: Indicate the amount of funding for each category selected. Under the column labeled "Amount," do not put anything but \$ amounts. The amount should only appear once.

STEP 3: Fill in check boxes or descriptions as appropriate to describe the use of funds in more detail.

Educator Quality Measure

3.1 Classes are taught by "Highly Qualified" teachers (as the term is defined in section 1111(h)(1)(c)(viii) of the ESEA)		Amount
<input checked="" type="checkbox"/> College Courses (Pedagogy, Core Content)	Advanced Placement Renewal, TESOL, Gifted	\$24,000.00
<input checked="" type="checkbox"/> Related College Expenses (Books, Travel)	course related materials, per-diem travel	\$4,000.00
<input type="checkbox"/> NMTA	TESOL, Gifted endorsement fees, Advanced Placement Certifications	\$500.00
<input type="checkbox"/> National Board Fees		
<input checked="" type="checkbox"/> Other (please explain)	Conferences: local, state and national IRA, NCTM, HSTW, La Cosecha,	\$7,000.00
Total for section 3.1		\$35,500

Educator Quality Measure

3.2 Educators receive high-quality professional development (See definition of "professional development" in section 9101(34))

Goals of Professional Development	Name of Professional Development Activity	Intended Participants (Teachers, Administrators, Paraprofessionals)	Amount

	Conducting Effective Classroom Observations; Implementing PLCs; Curriculum Alignment with College and Career Readiness; Online Professional Development such as eUniversity and PD 360, Use of Instructional Technology in the Core Content Areas, Training for Best Practices in all core areas; workshops in Math and Science integrations such as AIMS Training for Math and Reading Intervention Programs; Training for Migrant Literacy Net; Training in strategies for	Administrators, Teachers, Instructional Coaches, Instructional Technology Coaches	
Related to EPSS Goals			\$350,000
Core Content Areas			
Common Core			
Educator Effectiveness Initiatives			
Other (please explain i.e. Beginning Teacher Mentoring, Content Coaches & Instructional Coaches)			
Total for section 3.2			\$177,344
Educator Quality Measure			
3.3 Educational Assistants are "Highly Qualified" (as the term is defined in section 1111(h)(1)(c)(viii) of the ESEA) and hold a New Mexico Level III Educational Assistant license. *			Amount
<input type="checkbox"/> College Courses			
<input type="checkbox"/> Related College Expenses (Books, Travel)			
<input type="checkbox"/> Pra-Pro or Para Educator Fees			
<input type="checkbox"/> Other (please explain)			
Total for section 3.3			\$0

Other Allowable Uses		Detailed description of use of funds	Amount
Class Size Reduction ** In order to use Title II, Part A funds, school(s) must be 100% HQT.	List Sites:		
Other (please explain)	Beginning Teacher Mentoring, Campus Based Professional Development with		\$726,526
Total other allowable uses			\$726,526
Administrative Costs		Detailed description of use of funds	Amount
Indirect Cost/Audit			\$16,280
If applicable amount transferred to REC			
Other (please explain)			
Total administrative costs			\$16,280
Total Title II Budget			\$955,650
			\$955,650

***Note:** All current Title I Educational Assistants with Instructional duties must be Highly Qualified Paraprofessionals as required by NCLB and hold a New Mexico Level III Paraprofessional license. This funding is to increase the number of available Paraprofessionals, to advance the licensure level of non-Title I Educational Assistants, or to otherwise support LEA Educational Assistants.

****Note: LEAs that choose to fund a teacher's salary through "Class Size Reduction" must :**

1. Ensure that any teacher funded by Title II, Part A for Class Size Reduction must be Highly Qualified if teaching a core academic class or classes. This includes Special Education teachers teaching a core academic class or classes.
2. For **All LEAs:** Demonstrate that the school in which the Class Size Reduction funded teacher teaches has achieved 100% for Elementary, 100% for Middle school, or 100% for High school classes being taught by Highly Qualified Teachers, as reported on the 2013-2014 120th day STARS Report for "Core Classes Taught by Highly Qualified Teachers". These reports can be accessed from the STARS system.

Class-Size Reduction

What are some ways in which LEAs may use highly qualified teachers hired with Title II, Part A funds to reduce class size?

LEAs may reduce class sizes by creating additional classes in a particular grade or subject and placing highly qualified teachers hired with program funds in those classes. However, because of space constraints and other concerns, this is not always feasible. There are other methods of reducing class size that are effective in assisting students in increasing their level of achievement. For instance, the benefits of smaller class size can be provided by the creation of smaller instructional groups served by highly qualified teachers for sustained blocks of time on a regular basis. Some examples of how LEAs might use this approach to reduce class size include but are not limited to:

1. Having two highly qualified teachers team teach in a single classroom for either part of the school day or the entire day.
2. Hiring an additional highly qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math.
3. Hiring an additional highly qualified teacher who works with half the students in a class for reading or math instruction, while the other half remains with the regular classroom teacher.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided that highly qualified teachers are used. Generally, the manner in which LEAs reduce class size should result in a meaningful reduction for all of the students in the class on a regular basis. Research shows that "pull-out" programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely than other methods of class-size reduction to result in increased achievement for students. (Section E-17 Local Use of Funds, Non-Regulation Guidance 2006, Pg 10)