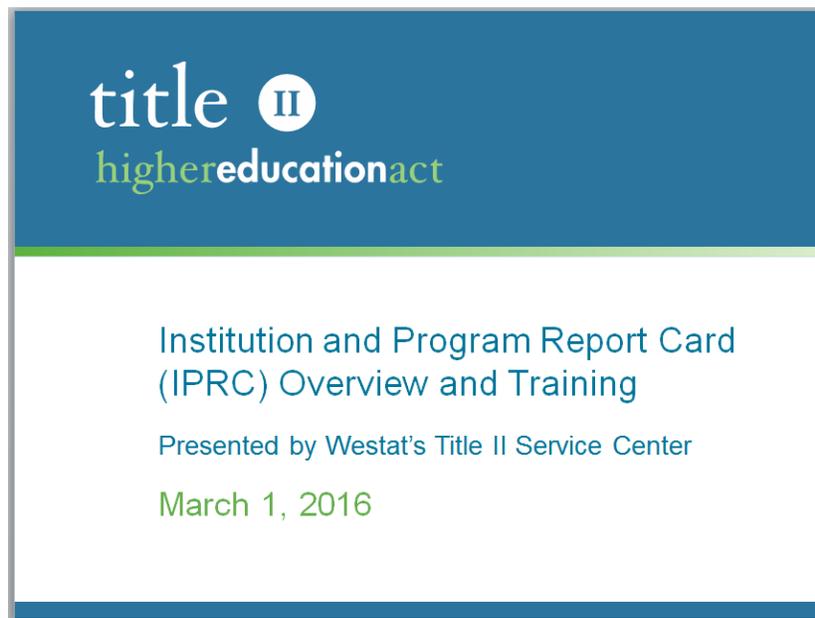


Q & A from the Institution and Program Report Card (IPRC) Overview and Training Webinar presented by Westat's Title II Service Center



General

Q: Where will the recording be posted?

A: <https://title2.ed.gov/Public/Webinars.aspx>

Q: Could you please specify the reporting period again?

A: September 1, 2014 - August 31, 2015

Q: When will last year's state reports (2013-2014) be publicly released?

A: State reports should be published by early spring.

Q: Because the reporting time frame covers 14-15, we wouldn't update our Teacher Prep Programs if they changed in 15-16 correct? You only want us to list what we had during this particular time frame.

A: The data elements required by Title II refer to different points in time. For example, admissions requirements are based on the most current information available, while enrollment is based on a specific academic year. Please refer to the table below, which shows each report section and the corresponding data collection year/cycle for each reporting year. The period for an academic year is from September 1 – August 31.

Report section	Reporting year		
	2016	2017	2018
Program Information	Most recent information	Most recent information	Most recent information
Admission and undergraduate/postgraduate requirements	Most recent information	Most recent information	Most recent information
Enrollment	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Supervised clinical experience	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Teachers prepared	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Program completers	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015
Annual goals	Academic year 2015-2016	Academic year 2016-2017	Academic year 2017-2018
	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
Assurances	Most recent information	Most recent information	Most recent information
Pass rates—program completers	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
	Academic year 2013-2014	Academic year 2014-2015	Academic year 2015-2016
	Academic year 2012-2013	Academic year 2013-2014	Academic year 2014-2015
Pass rates—all enrolled students who have completed nonclinical courses	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Pass rates—other enrolled students	Academic year 2014-2015	Academic year 2015-2016	Academic year 2016-2017
Low-performing	Most recent information	Most recent information	Most recent information
Use of technology	Most recent information	Most recent information	Most recent information
Teacher training	Most recent information	Most recent information	Most recent information

Q: Does non-teaching areas include advanced certifications (i.e. not initial)? Specifically reading specialist k-12; Gifted Ed k-12; TESL k-12; SDD k-12.

A: We are only interested in programs that lead to an initial teaching credential. Do not include individuals who are taking classes for a second license or additional endorsements for a current license. For the purpose of reporting, a teacher is a classroom teacher, including special education and early childhood education teachers. Principals, vice principals, school administrators, guidance counselors, school social workers, speech/language pathologists or other school support personnel should not be included.

Q: Are M.Ed. C & I and M.Ed. Teacher Leadership that lead to candidates' first initial certification in that area belongs in Post graduate section or is that just for MAT programs?

A: If the program requires an undergraduate degree for admission, then it is considered a post graduate program. If so, please list that program as a post-graduate program.

Q: What is the definition for INITIAL teacher certification program?

A: Initial credential is defined as the first teaching credential issued to an individual. The specific credentials classified as initial credentials in each state are defined by the state.

A teacher preparation program is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools.

Q: Is there anything new that has been added or changed this year on the report?

A: There have been no changes made to the report between last year and this year.

Q: Can you print the report before submitting it?

A: Yes

Q: Can I edit the report after it's submitted?

A: You may ask the Title II Service Center to un-certify the report at any time before the April 30th deadline to edit your report. You will only need to re-certify the report when done.

Institution Information

Q: What is Teacher Quality Partnership Grant?

A: The TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs)) their high-need schools, and/or high-need early childhood education (ECE) program. Use the link to determine if your program participates in a TQP grant: <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Section I.a Program Information

Q: If we started a new alternative route program this year, will the option appear on this page, or will we need to generate a new report somehow?

A: For the 2016 report, you are reporting on academic year 2014-2015. Therefore, if the program started in AY2015-2016, you will report it next year. Please contact your state coordinator and testing company to request an institution code for that program.

Q: Section 1A, if we have 7 majors for Secondary education, do we list them separately? Secondary English, Secondary Math, etc.?

A: Please list each secondary program separately.

Q: Should you include grade levels for the programs?

A: List each preparation program based on how it is defined by your institution.

Q: Just making sure that the following programs should not be included: Educational Leadership/School Counseling?

A: Title II is interested in programs leading to an initial teaching credential. So, you are correct to not include program for counseling or educational leadership.

Section I. b Admissions and Undergraduate/Postgraduate Requirements

Q: What does it mean to conditionally admit?

A: The Department is not defining conditional admittance as state policies vary greatly. The intent of this question is to understand whether your institution has a formal, written policy that allows for students to be admitted on a conditional basis.

Q: Are we reporting on entry into the university or entry into the school of education?

A: Entry to the teacher preparation program.

Q: If our program made changes for the AY 2015-2016, e.g., GPA from 2.75 to 3.0, do we report the GPA as it was in AY 2014-2015?

A: Correct, you should only report on AY 2014-15 data for the 2016 report.

Q: For GPA, do we report cumulative (which includes transfer work) or Institutional (which is coursework completed at the institution)?

A: When reporting on the median GPA of individuals accepted into the program and median GPA of individuals completing the program, please report the cumulative GPA.

Q: What if in 2014-15 there were no newly admitted postgraduate students, would you leave the median GPA question blank?

A: Enter -6 which is the system's code for N/A.

Q: If we only have a nontraditional program that people start after undergrad, we would not fill out the undergrad requirements page, is that correct?

A: If you do not have an undergraduate program, then you would answer no to the question "Are there initial teacher certification programs at the undergraduate level?"

Q: Will you please define postgraduate? We do not have masters or doctorate programs. Do undergraduate students who come back to us for teacher certification after earning a bachelor's degree count as postgraduate?

A: Post-graduate is not formally defined in the Title II glossary. It is intended to capture any programs in which admitted students would already be **required** to hold a bachelor's degree. If an undergraduate degree is an *admission requirement* for the certification program, those folks would be counted as post-

grad. If individuals already hold a bachelor's degree, but are returning for a second bachelor's degree, or are in an undergraduate level program, then please count them under undergraduate.

Section I. c Enrollment

Q: What if a student is unspecified under Race? Where would we count that student?

A: We understand that reporting on race and gender can be sensitive data and that individuals are not required to report. We also understand that individuals may categorize themselves however they wish. Please report on the data you do have. It is understood that the data may be incomplete if there are individuals that chose not to report, and that there may be individuals who did not feel the categories provided accurately represent their gender.

Q: Race, gender entries: If the number of students in these categories is unknown because students have not shared this information, entering 0 does not seem correct because we may have students belonging to groups but remain unidentified.

A. We understand that asking participants to report on their race/ethnicity is optional in many places. IHEs and states will report on the race/ethnicity data that they have available; the data may not be complete.

Q: In order for our program completers to show up on the state report, they need to be program completers, not enrolled, correct?

A: For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program. If an individual completed the program during the academic year being reported, that individual is counted as a program completer and not an enrolled student.

Q: If student completed the program at the end of the academic year being reported, are they considered enrolled?

A: The students are considered completers and not enrolled.

Q: So if all of our students completed the program in 2014-15, then we would have 0 enrolled students?

A: Correct.

Q: In 1c does it include initial and advanced certifications?

A: For all sections, please only report on teacher preparation programs that lead to initial certifications or licensure to teach in the state's elementary, middle or secondary schools.

Q: Is the graduate and undergraduate enrollment combined in section 1.c?

A: Yes.

Section 1.d. Supervised Clinical Experience

Q: If you are not a traditional program, do you only enter in the average number of clock hours required of mentoring/induction support or should we also enter other sections if things "fit"?

A: Answer any of the applicable questions for your program. The mentoring/induction support question was specifically added to allow space for alternative programs who do not offer student teaching. However, if your alternative program does include student teaching requirements, then please do include this in the report.

Q: Does clinical experience mean the same as internship or student teaching semester and field experiences the experiences prior to student teaching as with other reports?

A: Supervised clinical experience is defined as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher. You may find more information here:

<https://title2.ed.gov/Public/TA/SupervisedClinicalExperience.pdf> and a full definition in the glossary here: <https://title2.ed.gov/Public/TA/Glossary.pdf>.

Q: We normally would not count the student teachers' coordinating teacher as adjunct faculty. Do we HAVE to count all coordinating teachers as adjunct faculty?

A: No. For the Title II recommended guidance on who to include in the adjunct faculty count, please look here: <https://title2.ed.gov/Public/TA/SupervisedClinicalExperience.pdf>. You may also want to check with your state coordinator to see if there is any state-specific guidance on who to include in the count.

Section I. e Teachers Prepared by Subject Area and Teachers Prepared by Academic Major

Q: Can you explain the difference between teachers prepared by subject area and teachers prepared by academic major?

A: For Subject Area, IHEs should choose the subject area that best fits the area in which the individual is prepared to teach. For Academic Major, IHEs should report on the undergraduate major the individual earned. In many cases, this may be exactly the same, but there are many instances in which they would differ. For example, if an individual earned an undergraduate degree in Journalism, then went on to pursue a Secondary English teaching credential via an alternative program, this individual would be counted under "Teacher Education – Secondary Education" AND "Teacher Education – English/Language Arts" in the Subject Area table, to reflect the subject area in which the individual is prepared to teach. This individual would be counted under "Communication or Journalism" in the Academic Major table, to reflect the actual undergraduate major. Please find more guidance here: -

<https://title2.ed.gov/Public/TA/SubjAreaAcadMajGuidance.pdf>.

Q: If our program is only a year long, is it ok that we put zero students enrolled as they will all be counted as program completers?

A: If the program is only one year and all individuals enrolled in a given year would also complete the program within the same academic, then the correct way to report for Title II purposes is 0 for enrolled students. However, we recommend you provide an explanation in the Contextual Information section.

Q: Our academic year has several semesters. If a student completed the program at the end of the last semester this student would not be counted as enrolled, right?

A: If the student completed the program at the end of the academic year, this student would be counted as a program completer and not as an enrolled student.

Q: What about students that have an undergraduate degree in Chemistry, but come back to earn a Masters in Special Education? Would we count them as Chemistry in the academic major section?

A: Yes, for the academic major it's always the undergrad major even if it's unrelated to the post graduate teaching program.

Q: Many of our STEM students receive both BA and BSED degree in Science or Math, which academic major should we report them?

A: If they have two majors, please list both.

Q: If a person is prepared in two subject areas, is he/she counted as 2 program completers?

A: They are counted as one program completer, but please list all applicable subject areas.

Q: For alt cert program (non IHE), if some have both undergrad and grad (MA or Ph.D.) degrees, we still only report their undergrad major, correct?

A: Correct

Q: For Postgraduate programs, are you interested at all in certified teachers who come back for a Masters degree (Master of Arts in Teaching)?

A: We are interested in program leading to an initial teacher licensure.

Q: A student can apply for an additional initial certifications, but you do not want that data?

A: Correct

Q: Is section I.e for program completers only?

A: This section is only for completers.

Section I.f Program Completers

Q: Do the completers just have to be graduates, or do they have to be fully certified by the state to teach?

A: A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Section II Annual Goals

Q: What are the consequences of not meeting annual goals?

A: The statute does not prescribe any consequences for not meeting annual goals.

Section III Pass Rates

Q: Are "Pass Rates" defined by the testing company?

A: Please find the definitions of pass rates on page 4 of our glossary:
<https://title2.ed.gov/Public/TA/Glossary.pdf>.

Q: We have some candidates that are showing as not matched.

A: Please contact your testing company about the issue.

Q: How is the pass rate calculated (i.e. % of particular exams passed out of attempts, % of completers who pass all necessary exams...)?

A: Pass rates are defined as the percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation. Single assessment pass rates are the percentage of students who passed the assessment among all who took the assessment. Summary pass rates are the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.