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Title II Tips for Reporting
Frequently Asked Questions
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General

Q1.   What entities are required to report under Title II?
A1.   Each institution of higher education (IHE) that conducts a state-approved traditional teacher preparation program or alternative route program and the 50 states, the District of Columbia, Puerto Rico and the outlying areas. Title II of the *Higher Education Act (HEA),* as amended in 2008 (P. L. 110-315), does not require non-IHE organizations with teacher preparation programs to submit reports to the State and the general public. However, it does require each State to report to the Secretary and the general public specific information that applies to all teacher preparation programs in the State, including non- IHE-based alternative route programs. As the State approves these alternative route programs, the State also has the authority—and the responsibility—to require each organization that operates an alternative route program to provide the State with the data it needs to comply with its Title II, *HEA* requirements. In states that opt to use the Institution and Program Report Card reporting system (IPRC) to collect data from institutions, non-IHE organizations with teacher preparation programs also submit reports through the IPRC in order to submit their data to the state.

Q2.   What entities are required to complete the Institutional and Program Report Card?
A2.   Each IHE that conducts a state-approved traditional teacher preparation program or alternative route program. Title II of the *HEA*, as revised in 2008, does not require non-IHE organizations with teacher preparation programs to submit reports to the State and the general public. However, it does require each State to report to the Secretary and the general public specific information that applies to all teacher preparation programs in the State, including non-IHE-based alternative route programs. As the State approves these alternative route programs, the State also has the authority—and the responsibility—to require each organization that operates an alternative route program to provide the State with the data it needs to comply with its Title II, *HEA* requirements. In states that opt to use the Institution and Program Report Card reporting system (IPRC) to collect data from institutions, non-IHE organizations with teacher preparation programs also submit reports through the IPRC in order to submit their data to the state.

Q3.   If an IHE has a traditional teacher preparation program and an alternative route teacher preparation program, will that IHE fill out two separate Institutional and Program Report Cards?
A3.   Yes. The IHEs that have both will fill out the Institutional and Program Report Card twice and indicate at the beginning if the Report Card is for the traditional or alternative route. States still determine which routes in the state are traditional or alternative and must be sure that their teacher preparation programs know into which category they fall.

Q4.   Do two-year community colleges with a teacher preparation program report?
A4.   Yes, if the community college has a state-approved teacher preparation program it must report. The community college may be considered a traditional teacher preparation program or an alternative route program depending on the state's classification.

Q5:   We are a public school system. Are we required to submit this report?
A5:   If you have a state-approved teacher preparation program, you will need to complete a report.

Q6. What is the relationship between the state and the IHEs and non-IHE-based alternative route programs for purposes of Title II reporting?

A6. States are responsible for overseeing the IHE and non-IHE-based alternative route data collection and are the day-to-day contact for IHEs and non-IHE-based alternative route programs during the data collection. Westat can provide technical support to the states, as needed. Section 208(c) of the *HEA,* as amended in 2008 mandates that a state is required to provide any and all pertinent education-related information that it possesses or controls in response to a teacher preparation program's request. The U.S. Department of Education (the Department) encourages IHEs, non-IHE-based alternative route programs and states to make arrangements for information sharing to ensure an accurate and timely report or to establish a process of their own for sharing information in a timely manner to meet the requirements for Title II reporting.

Q7. Who "owns" the data reported in the Institutional and Program Report Card?

A7. During the reporting period, the IHE/program is the owner of the data in the Report Card, and the state oversees this portion of the data collection. Once the reporting period closes and the Report Card is certified as complete, the data are in the public domain.

Q8. Who is the contact person in my state for Title II reporting?

A8. See https://title2.ed.gov/Public/contactsState.aspx

Q9. What entities are required to complete the State Report Card?

A9. The 50 states, the District of Columbia, Puerto Rico and the outlying areas, which include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau and the Virgin Islands.

Q10. Are the questions in the Report Cards from statute?

A10. Yes. Each section includes references to the *Higher Education Act (HEA)*, as amended in 2008 (P. L. 110-315) where the reader can find the statutory requirement for each question.

Q11. How do I complete my Report Card if I do not have the data available?

A11. The data elements included in the Report Cards are required to be collected by statute and have been approved by the Office of Management and Budget (OMB). The Department cannot waive any reporting requirements.

Q12. Is there a penalty for not reporting?

A12. Yes. The Secretary of Education may impose a fine not to exceed $27,500 on an IHE for failure to provide the required information in a timely or accurate manner (see Section 205(a)(3) of the *HEA*).

Q13. How will the data that are reported be used?

A13. The Department believes that the data required under Title II, *HEA* provide important information about teacher preparation, address congressional and stakeholder concerns about teacher preparation programs' completion rates, and focus attention on teacher preparation programs' attention to local and state teacher needs. Open sharing of the information collected, prompt reporting and open discussion of the use of this information for program improvement by all stakeholders are keys to making the Title II data collection and reporting effort provide added value.

Q14.   Do the Title II data include prospective teachers in initial teacher preparation programs only?

A14.   Yes. 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.

Q15.   What is the definition of "effective" as it is used in some questions in the Report Cards?

A15.   The Department is not defining "effective." States may provide clarification on this term for their teacher preparation programs.

Q16.   What is the definition of "general education teacher" as it is used in some questions in the Report Cards?

A16.   General education teachers are those teachers who are not classified as special education teachers.

Q17.   Under the *Family Educational Rights and Privacy Act* (FERPA), do I need to get permission from my prospective teachers to report information about them to the state? Many of these individuals will not persist to graduation in education for one reason or another, including personal choice.

A17.   In the Institutional and Program Report Card, IHEs and non-IHE-based alternative route programs will be reporting in the aggregate and will not be reporting individual information, such as names or identification numbers. As such, individual information will not be publicly available.

However, IHEs and non-IHE-based alternative route programs may need to provide the state with individual identification information in order to complete some sections of their Report Card, such as pass rates. In some states, state laws and procedures will permit institutions to receive information (e.g., Social Security numbers) that links the test scores to each individual. Although using these "linked data" is not required, the U.S. Department of Education recognizes that they are the best and most desirable information available. In this regard, the procedures for providing institutions with these linked test-score data are consistent with federal law, including the FERPA.

The U.S. Department of Education also recognizes, however, that in some states, state law or compelling state policy prohibits the linking of test scores and individual names. For example, state law may preclude institutions from securing the test scores of individuals without their consent or disallow state agencies from being the conduit through which testing companies can provide individual test scores to the respective institutions, out of fear that test scores maintained by the state agency would become records that are publicly available without consent. Under FERPA, however, test scores linked to the names of individuals are not considered publicly available so long as the state agency and institutions in the state agree that, in maintaining these records, the state agency is acting on behalf of the institutions so that they can verify their pass rates. In addition, while the state agency could still adopt procedures for having linked test scores flow directly between the testing company and the institutions, it is possible that the costs and burden of such a system would be prohibitive.

The U.S. Department of Education believes that it is vital for states to overcome these kinds of problems so that institutions can verify pass-rate calculations using linked test- score data. To this end, the Department is prepared to work with states and others to help them find ways to achieve this objective.

Unless teaching candidates have agreed to release their test scores to an institution, the institution has no legitimate interest in retaining a particular candidate's scores once it has verified the testing company's pass rate calculations. The Department urges states and institutions to agree to procedures under which the institutions will destroy these linked scores once they are no longer needed for Title II reporting.

Q18. We have 30 separate initial teacher certification programs within our IHE. Elements vary from program to program and level to level. Do we submit 30 Institutional and Program Report Cards?

A18. No. For purposes of this data collection, all initial certification traditional teacher preparation programs at a single IHE are considered to be instances of a single traditional program; likewise, all alternative routes to initial teacher certification are considered to be instances of a single alternative program route to certification or licensure at the IHE. IHEs will submit two report cards if they have both traditional and alternative route programs.

Q19. How do we complete the Institutional and Program Report Card if we must consider all initial traditional teacher certification programs within our IHE as a single program?

A19. It is understood that the elements of different programs may vary. IHEs must first separate the elements of their traditional and alternative route programs (e.g., admissions requirements, enrollees, completers, supervised clinical experience requirements, etc.). Then, IHEs will report on the traditional program and the alternative route program in the aggregate. For example, for admissions requirements, an IHE would provide a check for each element of the list that all traditional programs use, and can provide additional explanatory or contextual information in the comments box or provide a link to one or more websites where admission requirement information can be found. The number of clock hours required for student teaching will be averaged across traditional programs. The number of enrollees across each traditional program will be added together. The same approach is to be considered for each of the areas of the Institutional and Program Report Card for both the traditional and alternative route program. Additional contextual information can be provided in Section VII.

Q20. Will the report cards be prepopulated with the narrative information from the previous year?

A20. Yes. Narrative information is prepopulated from the previous year's report for both IHEs and states.

Q21. When are the IHE, non-IHE-based alternative route and state reports due?

A21. IHE and non-IHE-based alternative route reports will be due April 30 of each year, and state reports will be due October 31 of each year.

Academic Year

Q22.   What is the definition of "academic year" for purposes of Title II reporting?
A22.   A period of 12 consecutive months, starting September 1 and ending August 31.

Q23.   Can I define my own academic year?
A23.   No. See above for the definition of academic year.

Admissions Requirements

Q24. Do the questions on admissions requirements in Section I(A) refer to admission to the IHE or admission to the teacher preparation program?

A24. Admission to the teacher preparation program.

Q25. Section I(A) asks when students are formally admitted into the initial teacher certification program. It may be difficult to say specifically when students are formally admitted as admissions may be based on the number of credits a student has, and the timing of admission would then vary by student. How do we report?

A25. The IHE data entry tool will allow for a variety of responses. IHEs and alternative route to certification programs are encouraged to use the text box in this section and the optional contextual information section to provide context for their responses.

Q26. My teacher preparation program is housed in a small, private college. We consider our admissions requirements to be proprietary information. Are we required to report the admissions requirements for Title II?

A26. Yes.

Q27. My alternative route program is neither an undergraduate program nor a postgraduate program. How do we report the admissions information?

A27. If the alternative route program requires having a bachelor's degree for program entry, report as postgraduate program. Use the text box in this section to provide a description of the program's structure.

Q28. What is the definition of conditional admittance?

A28. 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.

Enrollment

Q29.   In the number of students enrolled, do I include only students enrolled in the teacher preparation program or all students enrolled at my university?

A29.   Only students enrolled in the teacher preparation program.

Q30:   Are enrollment numbers those who enroll during the academic reporting year?

A30:   Enrolled students are defined as: "a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student."

Q31.   I have a student that was enrolled in the teacher preparation program during this academic year and completed the teacher preparation program in the spring of this academic year. Do I count this student as an enrolled student or as a program completer?

A31.   Count this student as a program completer and do not include this student in the count of enrolled students. Once an individual completes a teacher preparation program, he/she is no longer counted as an enrolled student, but as a program completer.

Q32.   The teacher preparation program at my institution did not have any students enrolled during this academic year. How do I report?

A32.   You can report zero (0) enrolled students. If your teacher preparation program did not have any students enrolled during this academic year, you still must complete and submit a report card as long as your teacher preparation program is still in operation and is still a state-approved teacher preparation program.

Q33.   Do the enrollment data include students in initial teacher preparation programs only?

A33.   Yes. 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. A principal, vice principal, school administrator, guidance counselor, school social worker, speech/language pathologist or other school support personnel should not be included.

Q34.   How long can an individual be included in the number of students enrolled?

A34.   As long as the student is enrolled, include him or her in the number of students enrolled. There is no limit to the number of years an individual can be counted as an enrolled student.

Q35.   Is the total number of students enrolled at an IHE inclusive of both undergraduate and initial graduate (e.g., MAT) added together?

A35.   Yes, add all students enrolled in initial preparation programs. For purposes of this data collection, all traditional teacher preparation programs at a given institution are considered to be instances of a single traditional program; likewise, all alternative routes to certification are considered to be instances of a single alternative program route to certification or licensure.

Q36.   In my state, there is an IHE that is new to teacher preparation and just began a teacher preparation program for the first time. Would an IHE that is new to teacher preparation that does not have completers yet, but that has candidates enrolled, report?

A36.   Yes. This IHE may report zero completers for the first few years of reporting, but would be able to report on enrolled students and other elements of the program. This also applies to any new routes that are established, including alternative routes.

Q37.   Is the total number of students enrolled a duplicated count as some candidates may be enrolled in more than one program?

A37.   No. The total number of students enrolled is an unduplicated count. For this data collection, all traditional teacher preparation programs at a given institution are considered to be instances of a single traditional program; likewise, all alternative routes to certification are considered to be instances of a single alternative program route to certification or licensure.

Q38.   How are students who enroll in the teacher preparation program, but did not attend any classes during this academic year reported?

A38.   Assuming that these students did not withdraw, include these students in the count of enrolled students.

Q39:   If a student was not a completer but exited for another reason, are they counted in the enrolled numbers?

A39:   If a student has officially withdrawn from the program, then you do not need to include them.

Q40.   When the form asks for enrollment counts, it is not clear if the Department seeks data reflecting fall enrollment at the census count, or some other figure reflecting enrollment across the year. How do we report?

A40.   The Institutional and Program Report Card is organized around the academic year, which we are defining as occurring between September 1 and August 31. For the data collection that teacher preparation programs must submit in April of each year, we are requesting information for the prior complete academic year; for example, for the data submission for April 2010, we are expecting data from academic year 2008-2009. We are expecting the total number of students enrolled for that academic year, recognizing that each program may enroll students somewhat differently.

Q41.   How are candidates who withdraw from the program during the academic year reported?

A41.   Do not include candidates who withdraw during the academic year in the count of enrolled students.

Q42.   How are students who enroll in the teacher preparation program, leave the program, and then return to the program during one academic year reported?

A42.   Include these students in the count of enrolled students.

Q43.   My university has both a traditional program and an alternative route program. If a student transfers from the traditional program to the alternative program, how do I count this student in the enrollment data?

A43.   During the academic year that the student is enrolled in the traditional program, count this student in the Institutional and Program Report Card for the traditional program. During the academic year that the student is enrolled in the alternative route program, count this student in the Institutional and Program Report Card for the alternative route. You may want to explain the fluctuations in your data in the contextual section of your report.

Race/Ethnicity Reporting

Q44.   In the reporting of race/ethnicity data for enrolled students, there is not an option for "unknown" or "other." Can I add these categories or other categories that are not included?

A44.   No. The Secretary issued final guidance to modify the standards for racial and ethnic data used by the Department of Education on December 3, 2007. This guidance provides educational institutions and other recipients of grants and contracts from the Department with clear and straightforward instructions for their collection and reporting of racial and ethnic data. The Department's final Guidance published in the *Federal Register* is available at http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf and satisfies the OMB requirement to establish consistent government-wide guidance at the Federal level for collecting and reporting racial and ethnic data. In particular, it is designed to obtain more accurate information about the increasing number of students who identify with more than one race—a key reason OMB initiated the review and modification of the government-wide standards. The racial and ethnic categories set forth in this final guidance are designed to measure more accurately the race and ethnicity for the general population of students, including the population of students identifying themselves as being members of more than one racial or ethnic group. A part of the Department's mission is ''ensuring equal access'' to education for all students. This includes collecting racial and ethnic data about the educational progress of students from various racial and ethnic groups in our nation's schools.

Q45.   How do teacher preparation program participants determine their race or ethnicity?
A45.   They self-report their race or ethnicity.

Q46.   Will Hispanics/Latinos be counted only in the ethnicity row (Hispanic/Latino of any race), so all the other races would be non-Hispanic, or would Hispanics also be counted in the disaggregated races section?
A46.   IHEs, non-IHE-based alternative routes and states report the race data only for those who are not Hispanic/Latino.

Q47.   In the ethnicity question, should the category be Latino/Latina instead of Hispanic/Latino?
A47.   No. The Secretary issued final guidance to modify the standards for racial and ethnic data used by the Department of Education on December 3, 2007. This guidance provides educational institutions and other recipients of grants and contracts from the Department with clear and straightforward instructions for their collection and reporting of racial and ethnic data. The Department's final Guidance published in the *Federal Register* is available at http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf and satisfies the OMB requirement to establish consistent government-wide guidance at the Federal level for collecting and reporting racial and ethnic data.

Q48.   The data on the number of students enrolled by race/ethnicity will not match the total number of students enrolled. How do we report?
A48.   It is not expected that the sum of the enrolled students reported by race/ethnicity will equal the total number of students enrolled.

Q49.   My university asks teacher preparation program participants the race/ethnicity question on our application, but it is an "optional" response item. How do we report?

A49.   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.

Q50.   Are the ethnicity and race categories the same ones that are used in other Federal data collections?

A50.   Yes. The Secretary issued final guidance to modify the standards for racial and ethnic data used by the Department of Education on December 3, 2007. This guidance provides educational institutions and other recipients of grants and contracts from the Department with clear and straightforward instructions for their collection and reporting of racial and ethnic data. The Department's final Guidance published in the *Federal Register* is available at http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf and satisfies the OMB requirement to establish consistent government-wide guidance at the Federal level for collecting and reporting racial and ethnic data.

Program Completers

Q51.   The teacher preparation program at my institution did not have any program completers in this academic year. How do I report?

A51.   You can report zero (0) program completers. If your teacher preparation program did not have any program completers in this academic year, you still must complete and submit a report card as long as your teacher preparation program is still in operation and is still a state-approved teacher preparation program.

Q52.   Many of our colleges have masters and other types of education programs that are not for initial certification, but beyond. Do we report on these programs?

A52.   No. The Title II data collection is for initial teacher certification or licensure programs only.

Q53.   Should I report on individuals completing a guidance counselor program?

A53.   No. The data collection is for initial teacher certification or licensure programs only; 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.

Q54.   For the definition of completer, can an IHE include passage of the state licensure tests as program requirements? This definition would ensure a 100 percent pass rate by defining program completion as passing the test.

A54.   For purposes of Title II reporting, a program completer (see definition from *User Manual* below) is one who has met all the educational or training requirements in a state-approved course of study for initial teacher certification or licensure. This definition is silent with regard to the practice of some institutions that require their students to take and pass all state assessments before they can complete all of the program's educational or training requirements (including practice teaching), i.e., become a program completer. However, where a student already has completed the teacher preparation program and received a degree, etc. that proves program completion, the definition prohibits an institution or state from classifying the individual as a program completer for purposes of Title II reporting only after he or she subsequently passes the assessments the state requires of candidates for initial licensure or certification.

IHEs that require students to pass state assessments before they complete the required educational and/or training requirements will report 100 percent pass rates for their program completers on these assessments. These institutions, in effect, will have weeded out students who do not pass assessments before they complete the teacher preparation program; hence, their 100 percent pass rates do not reflect how well the institutions have prepared all the students enrolled in their programs to pass the state assessments. On the other hand, institutions that have chosen not to have this requirement before their students complete their programs may well report lower pass rates. States may wish to use supplemental information both to help the public understand what differences in pass rates may mean, and to consider providing alternative measures of assessing the quality of the teacher preparation programs in the state.

Program completer: 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.

Q55. Can an individual be counted as a program completer in multiple years?

A55. No. Once an individual is counted as a program completer in a particular academic year, that individual cannot be counted again as a program completer in subsequent years. Since the focus of Title II is initial teacher preparation program completion, the completion of an additional teacher preparation program after the first teacher preparation program is not reported for Title II.

Supervised Clinical Experience

Q56.   For Title II reporting purposes, what is the definition of supervised clinical experience?

A56.   A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Title II, Section 202 (d)(2) (see below) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework as clinical or nonclinical.

''(2) CLINICAL EXPERIENCE AND INTERACTION.—Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:

''(A) Incorporate year-long opportunities for enrichment, including—

''(i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and

''(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.

''(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

''(C) Provide high-quality teacher mentoring.

''(D) Be offered over the course of a program of teacher preparation.

''(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).

''(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.

''(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

''(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include—

''(i) with respect to a prospective teacher or a mentor, release time for such individual's participation;

''(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and

''(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.

Q57.   How should alternative route programs define supervised clinical experiences that do not meet the above definition?

A57.   The alternative route programs are to collaborate with their state to determine what courses are supervised clinical experiences.

Q58. Should we report supervised pre-teaching clock hours, or supervised and/or observed? At our IHE, some pre-student teaching may be nonsupervised.

A58. The purpose of the "average number of hours required" question is precisely what it says – how many clock hours are required on the average; both supervised and observed, if they are required (also nonsupervised, if those are part of the requirement). In the term "supervised clinical experience," it's the overall experience that's supervised, not every moment of the experience.

Q59. Is the Department looking for a specific faculty-to-student ratio or is it merely interested in the number of faculty and adjunct faculty? If the goal is a specific faculty-student ratio, we are concerned about possible consequences if the ratio reported is lower than expected.

A59. The number of faculty and adjunct faculty participating in supervised clinical coursework must be accurately reported in the Institutional and Program Report Card. No ratio is required.

Q60. Does the "average number of hours" refer to a per student figure or aggregate?

A60. "Average number of clock hours required" refers to hours per student. The intent is not to aggregate across students, but rather to assess per-student clock hours.

Q61. Supervised clinical experience includes both pre-student teaching and student teaching; are we to assume that this section will include double counts of students who are in one or more clinical experiences during a single year?

A61. No. To the extent possible, responses are to separate pre-student teaching clinical experience from student teaching. The intent is not to aggregate across students, but rather to assess per-student clock hours.

Q62. The Title II reporting requirements talk broadly to supervised clinical experience, which encompasses more than just the final student teaching internship. Do we count all faculty involved in any form of supervised clinical experience?

A62. Yes.

Q63. When calculating FTE, are we to "weight" the count of each faculty member depending on how many students they are supervising or how many credit hours of load the number of students represents? Faculty loads may not be the same at all institutions, so FTE could calculate differently for different institutions.

A63. Do not weight the FTE calculations. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.

Q64. How do I calculate the "IHE and PreK-12 staff" numbers? Do I include clinical adjuncts and also include school faculty (supervising teachers)?

A64. Include the IHE and PreK-12 staff who are involved in the supervised clinical experience. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;

- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

Q65:   In the Supervised Field Experience section, should I enter just faculty or the Cooperating Teachers at the school site?

A65:   University faculty are counted in the following question: "Number of full-time equivalent faculty supervising clinical experience during this academic year." Adjunct faculty and cooperating teachers may be counted in the following question: "Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)." Please check with your state coordinator for guidance on whether to include cooperating teachers in the count. Some states prefer teacher preparation providers to consistently report a certain way (for example, always counting cooperating teachers in the count). If your state does not have specific guidance, refer to our guidance document to determine whether the cooperating teachers meet our suggested criteria for inclusion in the count. See our suggested inclusion criteria above, or in the guidance document:
https://title2.ed.gov/Public/TA/SupervisedClinicalExperience.pdf.

Q66:   If a student is in 2 different clinical experiences in one academic year do we count them twice or only once?

A66:   Only count them once. We want to know many students participated in clinical experience, as opposed to the total number of clinical experiences completed.

Certification

Q67.   Many of the individuals who complete our teacher preparation program move to other states to obtain their certification. How are these individuals reported?

A67.   The number of individuals who are certified in one state, but complete their teacher preparation in another state will be reported in the State Report Card.

Q68.   How do states report students who receive more than one certification in a given year? Most of our candidates fall in this category.

A68.   The Title II, *HEA* data collection is concerned with initial certification or licensure. A program completer is to be counted by the teacher preparation program at the point of his/her first certification or license; he/she is not to be double-counted if he/she obtains a later, second, certificate or license. In the case of simultaneous certification (for instance, in elementary education and special education), the program completer should be counted once for each certificate area (although in the case of a dual elementary education and special education certificate, a combined entry could be used), but only once for the teacher preparation program total. You can use the optional contextual section of the Institutional and Program Report Card to explain your certification data.

Q69.   Is the count of the number of students licensed for initial licenses only?

A69.   Yes.

Q70.   Will the data on the number of licenses/certificates issued match the number of completers each year?

A70.   No. We do not expect the number of certificates issued to match the number of completers as not all completers seek certification, may delay getting their certificate or may move to another state to obtain their certification.

Q71.   Should Career and Technical Education (CTE) licenses that allow a tradesperson to be a classroom teacher be included in the certification and licensure data?

A71.   Yes.

Q72:   Please explain the process for the state report card and how we correct inconsistencies.

A72:   You can correct any pages - even after marking as complete - up until you submit and certify the full report. If you identify errors later, you would contact your state coordinator, as any changes must be communicated with the state after that point.

Q73:   Can I download the report after we have completed entering data but prior to certification?

A73:   Yes, you can download at any time if you want to print and review.

Q74:   Do I need 2 certification signatures or is mine alone, okay?

A74:   Although Westat recommends having two different signatures, only one is required.

Goals and Assurances

Q75. The Annual Goals section of the Institutional and Program Report Card refers to "increasing the number of prospective teachers trained in teacher shortage areas." What is the definition of "trained"?

A75. For the purposes of Title II reporting, "trained" refers to completing the teacher preparation program.

Q76. Can the state prescribe the goals for all IHEs in the state?

A76. No. The law says that the IHEs must set annual goals.

Q77. Are the states required to add their own state shortage areas to the four prescribed areas from the law?

A77. No, states are not required to add additional shortage areas, though it is certainly allowable.

Q78. Are there consequences for not meeting the annual goals?

A78. All respondents must report accurately in the Institutional and Program Report Card. IHEs are encouraged to use the text box in this section and the optional contextual information section to provide context for their responses.

Q79. My IHE has set separate goals for physics and chemistry. However, science is listed as the teacher shortage area. How do we report?

A79. Combine the goals together to report in the science category. You may use the additional text boxes to explain your different goals for physics and chemistry.

Q80. Some IHEs or non-IHE-based alternative routes will not be able to check many of the assurances due to the nature of their programs; for example, they do not require coursework for special education in core subject areas. How do they report?

A80. All respondents must report accurately in the Institutional and Program Report Card. IHEs are encouraged to use the text box in this section and the optional contextual information section to provide context for their responses.

Q81. Does a transcript review count as "receiving coursework" in the core academic subjects?

A81. No.

Q82. Does the "core academic subjects" refer to special education teachers receiving coursework in all core academic subjects, or does it mean that a special education teacher will receive coursework in one or two of the core academic subject areas?

A82. This assurance refers to coursework in any of the core academic subjects, not necessarily coursework in all the core academic subjects.

Q83. The coursework required for elementary teachers is different from the coursework required for secondary teachers. How can this distinction be made when responding to the third assurance?

A83. Any core academic subject area coursework can be considered when responding to this assurance.

Q84: We have a Transition to Teaching initial licensure program where the student can license in any secondary education subject, but the list of students licensing in different subjects changes each year. Do I keep changing the list of programs we offer each year?

A84: In that kind of program, you could put something like "Secondary Education" and in the Contextual Section of your report, write a sentence or two describing or explaining the structure.

Q85: If I have physical education program completers who are trained across all levels of k-12, should I select the multiple levels option in addition to the subject area (physical education & coaching)?

A85: Yes, please mark all that apply.

Q86: If someone is an elementary education certification with a science concentration, should the academic major "science" be listed? The certification section will not list "science" only elementary education.

A86: Since concentrations are often listed on the degree and are an official part of the individuals' major/degree, it is fine to include science in a situation like that.

Pass Rates

Q87.   What are pass rates?

A87.   Pass rates show the percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation. For purposes of Title II reporting, there are two types of pass rates. Single assessment pass rates show the percentage of students who passed a particular assessment among all who took the assessment. Summary pass rates show 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. The pass rate data include the institution name and code; the assessment name, code, testing company, high score, low score and cut score; the number of individuals taking the assessment and the group they are in (e.g., other enrolled students, all program completers for the current academic year); the number of individuals passing the assessment; the percentage of individuals passing the assessment; the average scaled score of the individuals taking the assessment; the statewide pass rate on the assessment and the statewide average scaled score on the assessment. The pass rate data included in the report cards present the data at an aggregate level. While IHEs and non-IHE-based alternative routes may need to provide their testing companies with the names and identifying information of their students, the pass rate data included in the report cards cannot contain any identifying information (e.g., student names, student identification numbers).

Q88.   What assessments should be included in the pass rate data?

A88.   Include assessments used for teacher certification or licensure by the state, which may include performance assessments. Assessments that are not used for teacher certification or licensure by the state, but are used for other purposes, such as solely for admission into a teacher preparation program or to demonstrate subject matter competency to achieve highly qualified teacher (HQT) status, should not be included.

Q89.   How do I know whether to classify my students as an enrolled student or a program completer in the pass rate data?

A89.   An enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program. 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. If you are unsure how to classify students in your state, please contact your state Title II coordinator.

Q90.   I have found an error in my pass rate data. Who do I contact?

A90.   You must contact the organization that calculated your pass rate data directly. This may be a testing company or your state. Westat is not involved in the calculation of pass rate data.

The contact information for the Educational Testing Service (ETS) is title2@ets.org or (609) 683-2733.

The contact information for the Evaluation Systems group of Pearson is (413) 256-0444.

Q91. There were fewer than 10 students in our teacher preparation program during this academic year. Do we still need to report pass rate data?

A91. Yes. In cases where there were fewer than 10 takers of a particular test, the number passing the test and the pass rate will not be shown due to confidentiality regulations. Testing companies will be able to calculate a three-year average for teacher preparation programs with fewer than 10 students.

Q92. There is no category in the pass rates for the number of students who have enrolled but were not tested. Do we omit these students from the pass rate data?

A92. Yes. In the pass rates section, you are reporting on the performance of test takers. Students who have not yet taken tests are not included in the pass rate data.

Q93. Should the five-year testing window be maintained and used for all categories of identified individuals? With the five-year testing window, when states change their licensure tests, after five years, it is no longer necessary to match test takers to discontinued tests. Without a defined testing window, it might be necessary to continue matching examinees to discontinued tests indefinitely.

A93. Yes, the five-year testing window should be maintained.

Q94. My IHE is concerned that the pass rates for the enrolled students who have completed all nonclinical courses will be taken out of context. How do we report?

A94. All respondents must report accurately in the Institution and Program Report Card. IHEs and non-IHE-based alternative routes are encouraged to use the optional contextual information section to provide context for their data.

Q95. What is the definition of scaled scores?

A95. A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in mathematics may not mean the same as a scaled score of 24 in reading.

Q96. "Average scaled score" may work if the state only requires one type of test. Some states may use more than one testing company or type of test. They are scaled differently. Since these tests are scaled differently, the average scaled score does not give one a statistically meaningful answer. Additionally, the tests have different "cut score" or passing standards. For example, a 450 on mathematics does not have the same meaning in biology. What is the purpose of reporting average scaled scores?

A96. The definition of a scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to- semester and year-to-year growth of individual students or groups of students in a content area. However,

as you point out, within the same test, different content areas are typically on different scales, so a scaled score of 24 in mathematics may not mean the same as a scaled score of 24 in reading. Scaled scores will not be aggregated, but rather will be reported individually; they will not be used to compare performances between or among tests or states. They will be particularly useful in comparing test scores of individuals, groups and cohorts of students over time on the same test. This information may be useful for teacher preparation programs for development, recruiting and other purposes.

Q97.   The term "all enrolled students who have completed all nonclinical courses" does not work for teacher preparation programs that have a philosophy of clinical experiences that are "early and often." This definition assumes that all nonclinical coursework is completed outside of clinical coursework. This is not true at our IHE. All enrolled students who have completed all nonclinical courses may not apply to many institutions. This question is based on the old concept that nonclinical courses take place prior to student teaching. The new teacher preparation models reflect learning models to have clinical and nonclinical courses take place side by side. How do we report?

A97.   Some programs may have no data to report on this item given the presence of program designs that incorporate activities that meet the definition of supervised clinical experiences into curricula in ways to disallow identification of those students who have completed all nonclinical courses.

Q98.   It seems redundant to ask for pass rates for enrolled students as well as program completers. In doing so, we will be reporting multiple times on the same students. For example, a student could appear in the April 2011 report under "enrolled students" and in the 2012 report under "program completers." How do we report?

A98.   The statutory requirement to report pass rates for new groups of students (i.e., those enrolled who have completed all nonclinical coursework, other enrolled students) may produce a degree of redundancy in the reporting of pass rates as enrolled students become program completers. However, the same student will not be included in multiple student groups as the same time. Enrolled students should not be included in the data for program completers. Similarly, once students become program completers, they are not included in the data for enrolled students.

Q99.   How do we calculate the pass rates when a student takes the same test multiple times in one academic year?

A99.   In cases where an individual has taken the same test more than once during the academic year, the result of the test on which the individual attained the highest score is to be used in the pass rate calculations.

Q100. (added in 2015) If a candidate has enrolled in two teacher preparation entities during an academic year, do both entities report on that candidate?

A100. No. The institution in which the candidate last enrolled would report the candidate for Title II, HEA purposes. Allowing multiple entities to report on a candidate in a given academic year would provide duplicate counts at the state level yielding inaccurate counts of candidates in the teacher pipeline. Pass rates would also be attributed to the schools where the candidate last enrolled regardless of where he/she was studying when he/she took the credentialing exam. The entity where the student last enrolled assumes responsibility for that student by accepting him/her into the program.

Use of Technology

Q101. What is the definition of "effective" as it is used in some questions in the Report Cards?

A101. The Department is not defining "effective." States may provide clarification on this term for their teacher preparation programs.

Q102. It is unclear what the intent of reporting on universal design for learning is. In scholarship writings, the term "universal design" applies to assessment systems. There is some debate about this concept. How do we report?

A102. Title II of *HEA*, Sections 205(a)(1)(F) and 205(b)(1)(K), requires IHEs, non-IHE-based alternative routes and states to describe the integration of technology activities into curricula and instruction that include those consistent with the principles of universal design for learning. The statute provides a definition of universal design for learning.

Universal design for learning: A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Academic Major

Q103. For post-baccalaureate completers, how should the major be reported? These candidates get a master's degree with no real major assigned, but it is related to the certification area. Should they report the certification area or their undergraduate degree as the academic major?

A103. Report the undergraduate major.

Q104. What is the difference between "academic major" and "subject area"?

A104. "Academic major" refers to the major(s) a program completer declared. "Subject area" refers to the subject area(s) a program completer has been prepared to teach.

Alternative Routes to Teacher Certification or Licensure

Q105. For a one-year alternative route program, would a person be counted as a completer or as an enrollee? If the candidates are counted at the end of the year, the program would have no enrollees.

A105. Count the students at the end of the academic year. It may be possible that a program has zero enrolled students, but a number of completers. No specific enrollment or completer numbers are expected. All respondents must report accurately in the Institutional and Program Report Card. IHEs and non-IHE-based alternative routes are encouraged to use the optional contextual information section to provide context for their data.

Q106. None of our alternative routes are IHE-based. All alternative routes must be local school system based, and then the local school system can chose a partner that is an IHE, or other provider (such as Teach for America) to provide the coursework required in the regulation. So I think all of our alternative programs are *not IHE-based*, even though they might use the IHE as a partner for coursework. In the past, the state had worked with the local school systems to determine the candidates and the pass rates. Does the state have to complete the Institutional and Program Report Card for each alternative program?

A106. The entity that is responsible for administering the alternative route should complete the Report Card, keeping in mind the entity's access to the required data. If the state has the data that the entity needs to complete the Report Card, the state may need to continue to work with the entity to complete the Report Card.

Q107. We currently have 10 different alternative route programs all based in local school districts, but the requirements are all alike. Since all the requirements to get into the programs are identical, all the Program Information will be identical. Should 10 forms be submitted or combined into one? They are all going through a program approval process, so all will be state-approved programs.

A107. If the state considers this to be one alternative route program at several locations, it may choose to have the program be reported as one route. For example, if each location has common criteria and uniform standards, each location may be considered multiple instances of one alternative route program. However, the state may find it advantageous to report each instance of the route separately in order to be able to accurately represent the diversity of the demographics or performance of the students participating in the alternative route program at various locations.

Q108. Must online schools that provide teacher education programs for certification in multiple states report? What entity is responsible for ensuring that online schools report?

A108. These programs must report separately to each state in which they are a state-approved teacher preparation program. Each state will compel these programs to report.

Q109. Are alternative certification teacher preparation programs not associated with postsecondary institutions, and not receiving Title IV student grants or loans, required to report on initial teacher preparation (including pass rates and test scores) under Title II of the *Higher Education Act*, as revised in 2008*?*

A109. Section 205(a) of Title II concerns the institutional report and requires reporting to the State and the general public of specific items by any "... institution of higher education that conducts a traditional teacher preparation program or alternative routes to State certification

or licensure program...." This provision, and the reporting it requires, does not apply to teacher preparation programs not associated with any postsecondary institution, or those not enrolling any "... students receiving Federal assistance under this Act."

However, the State report to the Secretary and the general public under Section 205(b) of Title II includes information about all alternative route providers; in particular, Section 205(b)(1)(E) explicitly addresses State reporting on "... alternative routes to teacher certification or licensure in the State (including any such routes operated by entities that are not institutions of higher education)." The section goes on to require pass rates and scaled scores for each assessment taken for certification or licensure purposes by students enrolled or who have completed these routes, while sections 205(b)(1)(G), 205(b)(1)(H), 205(b)(1)(I), 205(b)(1)(J), 205(b)(1)(K), and 205(b)(1)(L) all require data to be collected or summarized for every teacher preparation program in the State, including alternative route programs. In addition, Section 205(b)(1)(D)(i) (iv) requires the State to report aggregated data that would include data on participants in all alternative route programs.

Title II of the *HEA*, as revised in 2008, therefore, does not require non-IHE organizations to submit reports to the State and the general public under Section 205(a). However, it does require each State to report to the Secretary and the general public specific information that applies to all teacher preparation programs in the State, including all alternative route programs. As the State establishes and administers these alternative route programs, it is our understanding that the State also has the authority—and given section 205(b), the responsibility—to require each organization that operates an alternative route program to provide the State with the data it needs to comply with its Title II, *HEA* requirements.

Q110. If an IHE has a traditional teacher preparation program and an alternative route teacher preparation program, will that IHE fill out two separate Institutional and Program Report Cards?

A110. Yes. The IHEs that have both will fill out the Institutional and Program Report Card twice and indicate at the beginning if the Report Card is for the traditional or alternative route. States still determine which routes in the state are traditional or alternative and must be sure that their teacher preparation programs know into which category they fall. The IHE data entry tool will have the ability for IHEs to complete the two reports.

Q111. Alternative route programs in my state are concerned about reporting because they did not provide the coursework the enrollees took before they entered the program. Why are these programs being held accountable for previous coursework?

A111. Alternative route programs must be held accountable because they are preparing the candidates for certification. Disclosing their data will help move the conversation about alternative routes forward.

Q112. How do I differentiate between traditional and alternative routes in my state?

A112. This varies by state. States must determine what the traditional and alternative routes are in the state.

Institutional and Program Reporting Process

Q113. What entities will report their data using the IPRC Reporting System?
A113. Each IHE that conducts a state-approved traditional teacher preparation program or alternative route program and state-approved non-IHE-based alternative route programs within a state that has opted to use the IPRC. States will also have access to the IHE reporting tool in order to oversee the data collection.

Q114. Is there a fee for the use of the new IHE data entry tool?
A114. No.

Q115. Is using the data entry tool mandatory?
A115. No. States will decide whether they want their IHEs to use the IPRC Reporting System. If a state decides to use the IPRC Reporting System, all IHEs and non-IHE organizations offering teacher preparation programs will report through this system.

Q116. If a state decides to use the IPRC Reporting System in the first year, can the state opt-out in subsequent years if the state is then able to create its own IHE reporting tool?
A116. Yes.

Q117. How will I know if my state has decided to use the IPRC Reporting System?
A117. Westat will contact all applicable institutions with account information in order to submit reports. You may also check with your state coordinator if you have questions. A list of state Title II contacts can be found at: https://title2.ed.gov/Public/contactsState.aspx

Q118. If my state has decided not to use the IPRC Reporting System, can my IHE request permission to use the data entry tool?
A118. No. States will decide whether they want their IHEs to use the IPRC reporting system.

Q119. If my state has decided to use the IPRC Reporting System, can my IHE request permission to not use the data entry tool?
A119. No. States will decide whether they want their IHEs to use the IPRC reporting system.

Q120. If my state has decided not to use the IPRC reporting system, how does my IHE report?
A120. States will be responsible for developing a reporting system if the IHE data entry tool is not used. A list of state Title II contacts can be found at: https://title2.ed.gov/Public/contactsState.aspx

Q121. If I decide that my state will use the new IHE data entry tool, can I require a paper signature from IHEs and non-IHE-based alternative routes when they sign off on their data?
A121. Though the IPRC Reporting System is completely electronic, States can impose additional requirements. If the state would like to require a paper signature, it may do so.

Q122. Since the data collected through the IPRC Reporting System will be housed at Westat, who will be responsible for responding to FOIA requests for the IHE data—Westat or the state?
A122. The Freedom of Information Act (FOIA) generally provides that:
   • Any person has the right to request access to federal agency records or information.

- • All agencies of the U.S. Government are required to disclose records upon receiving a written request for them.
- • There are nine exemptions to the FOIA that protect certain records from disclosure.

The federal FOIA does not provide access to records held by state or local government agencies, or by private businesses or individuals. The U.S. Department of Education will likely be responsible for responding to FOIA requests for the IHE data.

Q123. Will the IPRC Reporting System collect individual-level data?

A123. No. IHEs, non-IHE-based alternative routes and states will need to collect individual- level data on each enrollee and completer using their own systems or processes. The IHE data entry tool is a process IHEs and non-IHE-based alternative routes can use to answer the questions that are in the Institutional and Program Report Card.

Q124. Will the data entered into the IPRC Reporting System prepopulate the state report?

A124. Yes. The IPRC Reporting System will allow the IHE and non-IHE-based alternative route data to be preloaded into the state reports.

Q125: With the new website, is all of my school's general information in the system?

A125: If your program completed a report last year, all information will carry over and be preloaded.

Q126: I am the new program coordinator for my college. What will I need to do to get access to the system for reporting?

A126: Please email Title2@westat.com to set up an account.

Q127: I tried logging into my Title II account and got a message that the account has been deleted. What do I do to get it reinstated?

A127: Please email Title2@westat.com to reactivate your account.

Q128: What happens if you save a page, then realize there is a mistake you need to correct?

A128: You can still edit the page and make the corrections. The only time a report becomes read only is after you have certified. Until then, you are able to edit all sections of your report.

Q129. How will the pass rate data for the IHEs and non-IHE-based alternative routes be entered into the IPRC Reporting System?

A129. Westat will work directly with states and testing companies to upload the pass rate data into the IPRC Reporting System for institutions.

Q130. Who will be responsible for entering the IHE data into the IPRC Reporting System?

A130. The IHEs and non-IHE-based alternative routes will enter their own data. Multiple users per IHE and non-IHE-based alternative route will be allowed. States will still be responsible for overseeing this portion of the data collection and will be the day-to-day contact for the IHEs and non-IHE-based alternative routes during the data collection period. Westat can provide technical support.

Q131. Will states be able to extract data from the IHE data entry tool?

A131. We intend to develop a feature that the state can use to download the data into a format such as Excel. However, the tool may not interface with the state's internal data systems.

Q132. What sections of the Institutional and Program Report Card will be part of the IPRC Reporting System?

A132. All sections of the Institutional and Program Report Card will be included.

Q133. Can the state prepopulate its Institutional and Program Report Cards with data that the state already has on hand so that the IHEs and non-IHE-based alternative routes do not have to enter these data on their own?

A133. Yes. The state Title II coordinator should contact Westat for instructions.

Q134: If our institution previously had an alternative program but now doesn't, how do we get that updated on our report?

A134: Please email Title2@westat.com to correct this.