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# 4B

## Information

### *Legislative Committee*

#### Final Federal Title II Regulations of the Higher Education Act (HEA)

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**Executive Summary:** Staff will present information on the final version of the new Federal Title II regulations for postsecondary teacher preparation programs for Commission consideration and discussion.

**Recommended Action:** For information only

**Presenter:** Joshua Speaks, Legislative Representative, Office of Governmental Relations

#### Strategic Plan Goal

#### *III Communication and Engagement*

- d) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

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# Final Federal Title II Regulations of the Higher Education Act (HEA)

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## Introduction

On October 12, 2016, the final Federal Title II regulations of the Higher Education Act (HEA) pertaining to postsecondary teacher preparation programs was released. The full text of the regulations can be found on the federal Department of Education's (DOE) [website](#).

## Key Provisions of the Regulations

Key provisions of the regulations provide transparency around the effectiveness of all preparation programs (traditional, alternative routes, and distance) by requiring states to report annually—at the **program** level—on the following measures:

- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
- Feedback from graduates and their employers on the effectiveness of program preparation;
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

In addition, the regulations allow state flexibility in whether to report on additional measures, and how to weigh all outcome measures, while requiring states to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). States must provide technical assistance to any program rated as low-performing to help it improve.

The regulations will require states to engage with a wide range of stakeholders, including educators and a wide range of program providers, in developing and/or improving their meaningful systems to identify effective and low-performing programs.

TEACH grants will be limited to only those programs that states determine to be effective in at least two of the previous three years, which will incentivize teachers in high need fields or low income schools to attend high quality programs.

States will design their reporting system, in consultation with stakeholders, during the 2016-17 academic year. They may choose to use 2017-18 as a pilot year and will fully implement the

system in 2018-19. The first year for which any program might lose TEACH grant eligibility will be 2021-22.

A more complete analysis of the regulations will be provided as an agenda insert.