

Georgia Department of Education

**INTEGRATION AND USE  
OF FEDERAL FUNDS MANUAL  
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*"Making Education Work for All Georgians"*

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# INTEGRATION AND USE OF FEDERAL FUNDS MANUAL

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# Overview

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## Coordination and Integration with Other Programs

### **Statutory Requirements: Section 1112 (a) (1) and (b) (1) (D) and (E) 1120B, 1115C**

The law requires a local educational agency (LEA) to have an approved plan in place in order to receive monies under Title I. Section 1120(a)(1) requires that the plan for Title I be coordinated with the other programs under the Elementary and Secondary Education Act of 1965 (ESEA) and other federal programs. Section 1112(b)(1)(D) requires that the plan include strategies for coordination with Title II, Part A. Section 1112 (b)(1)(E) requires the plan to describe how Title I services will be integrated and coordinated with programs for preschool children and programs for other special populations in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The law also contains specific requirements for the coordination between Head Start and Title I or other programs for early childhood development and specific requirements for targeted assistance schools.

# Purpose

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The purpose of this manual is to provide a general overview of the allowable uses of federal funds under major state-administered federal education programs.

The U.S. Department of Education (US ED) flows grant funds to local education agencies (LEAs) through two basic structures: *state-administered grant programs and direct grant programs*.

In a *state-administered program* the Georgia Department of Education (GaDOE) is responsible for allocating grant funds to its LEAs and for ensuring the appropriate use of funds through oversight and monitoring activities.

In a *direct grant program* the LEA receives the grant directly from the U.S. Department of Education (US ED) and US ED is responsible for oversight of the grant. GaDOE does not have responsibility over direct grants from ED to LEAs. While GaDOE encourages LEAs to think about how they may use direct grant funds to support the initiatives they implement, this manual does not address the rules that apply to direct grant programs.

This manual will assist LEAs that wish to integrate multiple funding sources to support a single project in determining whether particular costs described in the initiative summaries may be charged to various state-administered programs. **This manual is not about consolidating, blending or braiding of federal funds.** This manual is to assist local educational agencies (LEAs) in the uses of federal monies for a program activity that may involve the integration of several federal fund sources.

Every federal education program has specific objectives and federal funds may be used only to accomplish those objectives. Thus, LEAs must ensure they use federal funds only to support those project costs that are allowable under the relevant funding source.

This manual provides information about:

- The **general considerations** LEAs should take into account when determining whether a cost may be charged to a particular program;
- The **supplement not supplant provision** that applies to most state-administered federal education programs;

- Some of the **administrative considerations** LEAs should take into account when integrating federal funds; and
- **Program specific information** about the purpose of various state-administered federal education programs, their eligibility requirements, use of funds requirements and unique fiscal requirements.

This manual was designed to provide a general overview of federal requirements; however, staff should always consult with the specific program statute, regulations, and guidance that govern a program to determine the applicable federal requirements when contemplating whether a specific cost is permitted.

# General Use of Funds Considerations

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All costs charged to federal funds must be:

- **Allowable** (permissible) by Office of Management and Budget (OMB) Circular A-87 or the Education Department General Administrative Regulations (EDGAR).
- **Allowable** (permissible) under the particular program considering:
  - Eligibility requirements;
  - Planning requirements;
  - Use of funds requirements;
  - Caps; and
  - Mandatory set-asides.
  - Consistent with **federal cost principles**, including the requirement that costs be necessary, reasonable, allocable, authorized under state and local rules and adequately documented.
- Consistent with **program-specific fiscal rules** such as supplement not supplant, maintenance of effort, comparability, excess cost and the calculation of the appropriate amount of funding to meet equitable services requirements.
- Consistent with an **approved program plan** and **budget**, as well as any **special conditions** imposed on the grant.

## Costs Forbidden by OMB Circular A-87 and EDGAR

OMB Circular A-87 and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds.

The fact that a cost is not on this list does not mean it is necessarily permissible. There are other important restrictions that apply to federal funds; thus, this list is not exhaustive.

Costs that are unallowable under OMB Circular A-87 include:

- Advertising and public relations costs (with limited exceptions), which includes promotional items and memorabilia, including models, gifts and souvenirs;
- Alcoholic beverages;
- Bad debts, this would include late fee charges or collection agency charges;
- Contingency provisions (with limited exceptions);
- Donations and contributions;
- Entertainment costs, this includes movies, theater, theme parks;
- Fines and penalties (with limited exceptions);
- Fundraising and investment management costs (with limited exceptions);
- General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Governments (COGs));
- Goods or services for personal use;
- Lobbying; and
- Selling and marketing costs (with limited exceptions).

**For example, under OMB Circular A-87 entertainment costs are unallowable. Therefore, paying for a recognition banquet for outstanding teachers would not be a permissible use of federal funds.**

Costs that are unallowable under EDGAR (Part 76) include:

- The use of funds for religion;
- The acquisition of real property (unless specifically permitted by programmatic statute or regulations which is rare in federal education programs);
- The use of funds for construction (unless specifically permitted by programmatic statute or regulations, which is rare in federal education programs with the exception of certain ARRA programs); and
- Charging tuition or fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

## Program Allowability

Assuming a proposed cost is not forbidden by OMB Circular A-87 or EDGAR, the LEA must verify it is permissible under the particular program that will be charged for the cost.

For example, before an LEA can use Title II, Part A funds for professional development it must ensure the costs are consistent with the needs assessment developed under section 2122 of the Elementary and Secondary Education Act (ESEA).

This section provides an overview of major program requirements that affect the allowability of costs. More information about particular state-administered federally funded programs is available in Section V, but LEAs should review a program's statute, regulations and non-regulatory guidance when analyzing whether a particular cost is permissible.

### Eligibility requirements

Many federally funded programs have specific eligibility criteria defining the target population that can be served by the program. Costs may only support eligible beneficiaries; costs spent on ineligible beneficiaries are unallowable.

### Planning requirements

Many federally funded programs require recipients/subgrantees to develop program plans that meet specific criteria and require funds to be spent consistent with those plans. Costs spent contrary to these plans may be unallowable.

### Use of funds

Many federal education programs have a "use of funds" section in the statute that outlines the types of costs that can, and in some cases must, be charged to program funds. Some of the major state-administered programs, such as Title I, Part A and IDEA, Part B, do not have a specific use of funds section. In that case, an LEA should look at the "purpose" section of the statute and make certain that a proposed cost clearly aligns to the purpose.

### Caps

Some federally funded programs permit certain costs to be charged, but only up to a set amount or cap. Costs that exceed the set amount or cap are unallowable.

## Mandatory set-asides

Some federally funded programs require funds to be spent on specific costs. Auditors or other oversight entities, such as GaDOE Federal Programs staff/monitors, may conclude that recipients who do not meet these mandatory set-asides have misspent funds.

## Federal Cost Principles

Assuming the cost is allowable under the relevant program, the LEA must verify it is consistent with federal cost principles set out in OMB Circular A-87.

For example, if a professional development cost is to be supported with Title II, Part A funds, the LEA would still have to demonstrate the professional development costs were consistent with general market prices for such services.

OMB Circular A-87 establishes basic standards for all costs charged to federal programs, as well as, more specific rules that apply to selected items of cost. While there are many requirements contained in A-87, there are certain fundamental principles that serve as an important guide for effective grants management. These core principles require all costs to be:

- **Necessary** for the proper and efficient performance and/ or administration of the program. As a practical matter, all costs charged to federal education programs must be necessary to make the program function properly.
- **Reasonable.** In general, a cost is considered reasonable if the LEA follows sound business practices, pays a fair market price, and acts with prudence under the circumstances. As a practical matter, it must be clear to an objective observer why a decision to spend funds is a good idea considering the amount of money being spent, the needs of the program, and other relevant circumstances.
- **Allocable** to the federal program that paid for the cost. This means that a program must benefit in proportion to the amount charged to the federal program. As a practical matter, grantees and subgrantees must be able to track items purchased with federal funds in order to demonstrate they are being used for program purposes, and must be able to link those items to specific costs paid with federal funds (see Administrative

Considerations below for more detail on the types of systems that are required to prove something is allocable to a particular federal program, such as inventory management, time and effort systems, etc.).

- **Authorized** (or at least not prohibited) under state and local rules. As a practical matter, decisions and actions must be consistent with state and local law, policies and procedures.
- **Adequately documented.** As a practical matter, grantees and subgrantees must maintain sufficient documentation to walk an auditor or monitor through all phases of the grant process. The documentation should be sufficient so that an objective observer can understand the decision to spend funds and can trace how the funds were spent.

## Program-Specific Fiscal Rules

Assuming the cost is consistent with federal cost principles, the LEA must verify it does not violate any program specific fiscal rules. The role of state-administered federal education grants historically has been to provide additional funding to certain groups that Congress determined would benefit from additional assistance. In general, the major federal education program funds are not meant to be a substitute for state or local funds, but rather most state-administered federal education programs are designed to provide extra assistance to certain populations or groups.

Federal education programs include a variety of program-specific fiscal requirements, which are essentially “tests” LEAs must use to verify they are spending program funds on extra costs.

These tests include:

- Supplement not supplant;
- Maintenance of effort;
- Comparability (Title I, Part A); and
- Excess cost (IDEA, Part B).

For example, if an LEA paid for a reading specialist in a Title I school in the previous year from state and local funds, it would trigger a presumption of supplanting to use Title I funds to pay for that teaching position in the current year. (Note: this presumption can be overcome in certain circumstances as described in the *Supplement Not Supplant* section).

Not all of these tests apply to all programs, and the tests operate differently in different programs; thus, it is very important to be familiar with each program's particular rules.

More information about the general supplement not supplant requirement is available in the Supplement Not Supplant section. Any specific rules that apply to individual programs are addressed in this section, as well.

## **Approved Program Plans, Budgets and Special Conditions**

As required by OMB Circular A-87, all costs must be consistent with approved program plans and budgets. This includes the consolidated application submitted to GaDOE and school-level plans such as schoolwide plans, targeted assistance plans, Flexible Learning Program (FLP) plans, parental involvement plans, parent engagement plans or federal school improvement plans.

- Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the LEA's grants.

# Supplement Not Supplant

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In a program with a supplement not supplant restriction LEAs must use federal program funds to supplement the amount of state, local and, in some cases, other federal funds they spend on education costs, and not to supplant – or replace – those funds. In other words, federal funds must be used to provide extra services, staff, programs or materials that would not otherwise be paid for with state, local and, in some cases, other federal funds.

Auditors generally presume supplanting has occurred in three situations:

1. An LEA uses federal funds to provide services the LEA is required to make available under other federal, state or local laws.
2. An LEA uses federal funds to provide services the LEA provided with state or local funds in the prior year.
3. An LEA uses Title I, Part A or Migrant Education Program funds to provide the same services to Title I or migrant students that the LEA provides with state or local funds to nonparticipating students.

These presumptions can be overcome if the LEA can demonstrate it would not have provided the services in question with non-federal funds had the federal funds not been available.

For example, in the second situation, an LEA could provide programmatic and fiscal documents showing that a position paid for in the previous year with state and local funds was eliminated in the current year because of state and local budget cuts. In order to provide evidence to overcome the presumption, the LEA would need to ensure that it had contemporaneous records to confirm:

- There was, in fact, a reduced amount or lack of state and local funds available to pay for this position; and
- The LEA made the decision to eliminate the position without taking into consideration the availability of federal funding, along with the reasons for that decision. Often LEA board meeting minutes documenting a discussion took place indicating these positions would be eliminated due to a reduced amount or lack of state and local funds would suffice as contemporaneous evidence.

# Administrative Considerations When Integrating Funds

As with any costs, the LEA must ensure that the costs being moved to federal funds are allowable under the relevant federal program.

When an LEA decides to integrate multiple federal funding sources to support a single project, there are important administrative considerations that must be taken into account. Specifically, the LEA must be able to demonstrate the costs charged to each federal program were allocable to that program. To demonstrate that costs were allocable, the LEA must maintain:

- Time and effort records to demonstrate employees paid with federal funds benefitted the federal programs that paid their salaries;
- Inventory management records to demonstrate items purchased with federal funds benefitted the federal programs that paid for the item; and
- Financial management records that permit the tracing of costs to specific funding sources.

## Time and Effort

All employees paid with federal funds must keep specific documents that demonstrate the amount of time spent on grant activities. These documents, known as time and effort records, must be maintained in order for LEAs to charge personnel costs to federal grants.

The purpose of time and effort records is to verify those employees whose salaries are charged to federal funds performed work that benefitted the federal program.

**Personnel costs include *all* amounts paid to an employee for services rendered during the award period, including salaries, benefits, stipends, bonuses and payments made under supplemental contracts.**

## Cost Objectives

The type of time and effort record an employee must maintain depends on the number of cost objectives the employee works. A cost objective may be a single federal program or a category of costs within a program.

For example, a teacher working exclusively with Title I eligible students in a targeted assistance school is working on a single cost objective – Title I, Part A program activities. In this case, the cost objective is a single federal program.

In another example, LEAs receiving more than \$500,000 in Title I funds must spend at least one percent of their allocation on parental involvement. An LEA intending to meet this set-aside requirement with LEA personnel costs may find it administratively helpful to separately track the amount of time employees spend on parental involvement by establishing a cost objective for time and effort purposes. In this case, the cost objective is a category of cost within a program. Please note another LEA may meet the set-aside requirement through other means, such as through contracted services, in which case a separate cost objective for parental involvement might not make sense. And, also note, because this is a set-aside requirement of Title I, Part A, **ONLY**, Title I, Part A monies can be used to meet this fiscal requirement. A cost objective may also be a single activity that is allowable under multiple federal programs and supported by multiple funding sources.

For example, an employee works on professional development activities that are allowable under two different federal programs. The LEA may choose to allocate the employee's entire salary to one of the funding sources, or may choose to split the employee's salary among each of the funding sources. Either way, the LEA may treat the professional development activities as a single cost objective, in which case the employee could report time spent on the substantive activity, i.e., professional development, not on a particular federal program. Defining cost objectives is an important undertaking that will vary depending on how an LEA structures its projects and financial systems.

As LEAs think about ways to integrate federal funds to support a single project or initiative they should think about the effect their funding decisions will have on time and effort requirements. LEAs are encouraged to contact the appropriate GaDOE staff if they have questions about establishing cost objectives.

### **Single Cost Objective**

An employee who spends 100 percent of his or her time on a single cost objective must maintain a semi-annual certification. The semi-annual certification must:

- Be prepared every six months;
- Be signed after-the-fact by the employee or by a supervisor who has first-hand knowledge of how the employee worked; and
- Certify that the employee spent 100 percent of his or her time on a particular cost objective.

## **Multiple Cost Objectives**

An employee who works on multiple cost objectives must maintain a personnel activity report (PAR).

The PAR must:

- Be prepared and signed at least monthly and coincide with one or more pay periods;
- Be signed after-the-fact by the employee; and
- Account for the employee's total activity.

## **Reconciliations**

LEAs must periodically, but at least quarterly, reconcile payroll charges to the time and effort reflected in employee time and effort records. If the LEA identifies a variance the LEA must adjust its payroll charges so that the amount charged to federal funds reflects the employee's actual time and effort. The LEA may perform the adjustment annually if variances are less than 10 percent. The LEA must perform the adjustment at least quarterly if variances are 10 percent or more.

## **Inventory Management**

All items purchased with federal funds must benefit the program supporting the cost. This requires LEAs to have systems in place to track the items they purchase with federal funds in order to demonstrate the items are being used in a manner that benefits the relevant program.

LEAs operating state-administered federally funded programs must follow state and local inventory management laws, policies and procedures as well as federal requirements (i.e. EDGAR).

How an LEA tracks specific items will depend on:

- Federal requirements, if applicable;
- State and local law, policies and procedures; and
- The nature of the item.

Equipment is typically tracked through individual property records. Such records should include:

- A description of the property;
- A serial number or other unique identification number;
- The source of the property;

- Who holds the title (this is particularly important for equipment purchased by LEAs for use by private schools in programs that have equitable participation requirements – although the equipment may be used by the private school, the LEA purchasing the equipment retains title and must continue to account for the equipment in its inventory management system);
- The acquisition date;
- The cost of the property and the percentage of the cost supported with federal funds;
- The location, use and condition of the property; and
- Any disposition information.

Only tracking equipment, however, is often not enough to provide sufficient controls over items purchased with federal funds, nor is it enough to prove that an item purchased with federal funds benefitted a federal program, particularly since most purchases fall below the equipment threshold.

For example, some non-equipment items are more vulnerable to loss or theft, such as laptops, cameras, iPads, Nooks, iPods and other small and attractive items. LEAs should use tracking methods to provide a reasonable assurance these items can be located. Examples of tracking controls may include, but are not limited to:

- Individual property records such as those described above;
- Labeling items so they are clearly identified as property of the LEA and/or a particular funding source; and
- Requiring employees using an item to sign it out so the LEA can identify which employee has custody of the item.

Another category is supplies. These are typically non-equipment items that are less expensive and less vulnerable than the small and attractive items described above; thus, they usually are not tracked individually. However, LEAs still have an obligation to demonstrate these items meet the general considerations discussed in Supplement not Supplant section. LEAs should be able to establish that supplies purchased with federal funds were received by the program (e.g. receiving records), were supplemental in nature for some federal programs, used by the program (e.g. descriptions by program staff), and safeguarded from unauthorized use (e.g. stored in a locked cabinet, etc.).

## Financial Management

Federal law authorizes LEAs to use funds under more than one program to support different parts of the same project if the LEA:

- Complies with the requirements of each individual program supporting the project; and
- Follows appropriate financial management standards to permit the identification of costs paid for under each program.

To comply with federal financial management standards, LEAs must use fiscal controls and fund accounting procedures that ensure proper disbursement of and accounting for federal funds. In short, this means LEAs must take steps to ensure:

- Federal funds are spent properly on allowable costs; and
- There is sufficient evidence to prove the funds were spent properly.

Complying with appropriate financial management standards is particularly important when an LEA integrates federal funds to support a single project, since the LEA must be able to identify the specific costs that are charged to each of the funding sources.

LEAs operating state-administered federally funded programs must also follow state and local financial management laws, policies and procedures.

# Tools for Integrating Education Funds

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## Checklist of Federal Fund Considerations

- Is the proposed cost forbidden by Office of Management and Budget (OMB) Circular A-87 or the Education Department General Administrative Regulations (EDGAR)?

*If the answer is **yes**, then the cost **may not** be charged to the federal education program.*

- Is the proposed cost:

- Targeted to eligible beneficiaries?
- Consistent with applicable program plans?
- Consistent with any use of funds requirements under the program?
- Consistent with any caps imposed on certain types of costs?
- Consistent with any set-asides under the program?

*If the answer is **no**, then the cost **may not** be charged to the federal education program.*

- Is the proposed cost consistent with federal cost principles, including the requirement that costs be necessary, reasonable, allocable, authorized under state and local rules and adequately documented?

*If the answer is **no**, then the cost **may not** be charged to the federal education program.*

- Is the proposed cost consistent with any program-specific fiscal rules that apply to the relevant program(s), such as the supplement not supplants restriction?

*If the answer is **no**, then the cost **may not** be charged to the federal education program.*

- Is the proposed cost consistent with:

- The LEA's approved program plan or amendment, including any application or school-level plan?
- The LEA's approved budget or amendment?
- Any special conditions imposed on the LEA's grant?

*If the answer is **no**, then the cost **may not** be charged to the federal education program.*

# Program-Specific Guidance

## Title I, Part A – Disadvantaged Children

### Purpose

To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

### Program Design

Title I, Part A provides allocations to LEAs on a formula basis. LEAs that receive Title I allocations must, and in some cases may, reserve allocation funds for certain district-level activities (see Use of Funds section for more information). LEAs must then distribute the remaining allocation funds to eligible schools through a process known as ranking and serving.

Schools that receive Title I, Part A allocation funds must operate one of two program models:

1. Targeted assistance model; or
2. Schoolwide program model.

The type of program model a school operates has a significant effect on the eligible population, use of funds and program-specific fiscal requirements.

A Title I school is eligible to operate a schoolwide program model if: (1) 40 percent or more of its students are from low-income families; and (2) it develops a schoolwide plan that meets federal requirements. NOTE: Priority and Focus Schools may become SWP even if the school does not meet the 40 percent poverty threshold. Schools exercising this piece of the ESEA Flexibility Waiver are required to submit a schoolwide plan to the GaDOE for approval.

There are ten components of a schoolwide program:

1. A comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to state standards.

2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement;
  - b. Use effective methods and instructional strategies that are based on scientifically-based research that:
    - i. strengthen the core academic program in the school;
    - ii. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
    - iii. include strategies for meeting the educational needs of historically underserved populations;
  - c. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at-risk of not meeting the state standards who are members of the target population of any program that is included in the schoolwide program:
    - i. which may include: counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and
    - ii. address how the school will determine if such needs have been met; and
    - iii. are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A Title I school that is eligible to operate a schoolwide program and chooses not to consolidate funds must operate a program in the same manner as a targeted assistance model. A Title I school that is not eligible to operate a schoolwide program model, must operate a targeted assistance model.

There are eight components of a targeted assistance program:

1. Use Title I resources to help participating children meet state standards.
2. Ensure that planning for eligible students is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
  - b. Help provide an accelerated, high-quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or state-run preschool programs to elementary school programs.
5. Provide instruction by highly qualified teachers.
6. Provide opportunities for professional development for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children or in the regular education program.
7. Provide strategies to increase parental involvement, such as family literacy services.
8. Coordinate and integrate federal, state, and local services and programs, including Title I programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Eligibility Considerations**

### **Targeted Assistance**

Students eligible to participate in a Title I targeted assistance program include:

- Students who are failing, or most at-risk of failing, to meet state standards based on multiple, educationally related objective criteria established by the LEA and supplemented by the school;
- Students who, within the last two years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services;
- Students who, within the last two years, received services under the Migrant Education Program;
- Neglected and delinquent students; and
- Homeless students.

As a school operating a targeted assistance model, the school must select eligible children who will receive Title I services at the school and must maintain a list of those students.

## **Schoolwide Program**

All students in a schoolwide program school are eligible to participate in the schoolwide program, particularly those most at-risk of failing to meet state standards. The school is not required to identify specific students as eligible to participate in the schoolwide program. However, a selection criterion is required for preschool programs if the LEA is not able to provide services for all students.

## **Use of Funds**

### **In General**

Unlike other ESEA programs, Title I, Part A does not have a specific use of funds section describing the allowable uses of Title I, Part A funds. However, Title I does have a statement of purpose. Because Part A falls under Title I, funds spent on Part A programs must adhere to the purposes of Title I.

The purposes of Title I are to:

- Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education;
- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- Meet the educational needs of low-achieving children in highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Hold schools, LEAs, and SEAs accountable for improving the academic achievement of all students;
- Identify and turn around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

- Distribute and target resources sufficiently to make a difference to LEAs and schools where needs are greatest;
- Improve and strengthen accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- Promote schoolwide reform and ensuring the access of children to effective, scientifically-based instructional strategies and challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate Title I services with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Accordingly, all Title I funds must be expended consistent with the purposes above, and in a manner consistent with a school's program design and needs.

### **District-Level Funds**

LEAs must retain funds at the district level for certain district-level activities such as:

- Parental involvement (if the LEA receives an allocation of more than \$500,000);
- Professional development to ensure all teachers are highly qualified;
- Public school choice and Flexible Learning Programs (FLPs), if applicable;
- Services for homeless, neglected and delinquent students that do not attend Title I schools;
- Equitable services for eligible private school students; and

- LEAs that have been identified as Focus Schools must reserve funds to provide professional development activities. This reservation comes from the FLP required set-aside.

In addition, LEAs may reserve funds:

- To administer Title I programs (including public and private school services);
- For district-wide initiatives that are permissible under Title I, Part A; and
- To provide financial incentives and rewards to teachers who serve students in Title I schools identified as Priority, Focus or Title I Alert Schools for the purpose of attracting and retaining qualified and effective teachers.

Each of these reservations is subject to specific caps and/or mandatory set-aside amounts. As discussed in the ***Supplement Not Supplant*** section, LEAs must comply with these caps and set-asides.

## **School-Level Funds**

### **Targeted Assistance**

A targeted assistance school, primarily addressed in Section 1115 of Title I, Part A, is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I schoolwide program. The term targeted assistance signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the state's challenging content and student performance standards--rather than for overall school improvement, as in schoolwide programs. Like schoolwide program schools, the goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging state performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participating children; use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

Priority Schools offering an FLP program must set-aside 10 percent of the school's allocation for professional learning for the FLP program.

## **School-level Funds**

### **Schoolwide Program**

A schoolwide program school must use Title I, Part A funds to address the educational needs identified by the school's needs assessment and articulated in the school's comprehensive plan. All students are eligible to participate in Title I funded services.

Priority Schools offering an FLP program must set-aside 10 percent of the school's allocation for professional learning for the FLP program.

### **Program-Specific Fiscal Requirements**

Title I, Part A contains three important program-specific fiscal rules: (1) supplement not supplant; (2) maintenance of effort; and (3) comparability. More information about these rules is available in U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues, available at: <http://www.ed.gov/programs/titleiparta/fiscalguid.doc>.

### **Supplement not Supplant**

Title I, Part A is governed by a supplement not supplant provision, which is described in more detail in Supplement Not Supplant section. The three presumptions set out in that section applies to:

- Any funds retained at the district level; and
- Any funds spent in targeted assistance or schoolwide schools.

To meet the supplement not supplant requirement in a schoolwide program school, the LEA must ensure the school receives all the state and local funds it would receive were it not a Title I schoolwide program school. In other words, an LEA may not reduce its allocation of state and local funds and resources to a schoolwide program school because the school receives federal funds to operate a schoolwide program. In addition, since the State of Georgia does not consolidate state and local monies with the districts Title I allocation all supplement not supplant rules still apply to a Title I schoolwide school.

An LEA should be able to demonstrate, through its regular procedures for distributing funds and resources, that it distributes state and local funds fairly and equitably to all its schools, including schoolwide program schools, without regard to whether those schools are receiving federal education funds.

### **Maintenance of Effort**

The Title I maintenance of effort provision generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

### **Comparability**

The Title I comparability requirement requires LEAs to use state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.

## **Title I – School Improvement 1003(a)**

### **Purpose**

To improve student achievement in Title I or Title I eligible schools identified as Priority or Focus Schools to enable those schools to make adequate progress towards closing the achievement gap and exit Priority or Focus School status.

### **Eligibility Considerations**

LEAs must use funds to serve the lowest achieving schools that have been identified as Priority, Focus or Title I Alert Schools.

### **Use of Funds**

1003(a) funds are to be utilized in accordance with the information noted in the Use of Funds section of Title I Part A requirements in this manual.

### **Program-Specific Fiscal Requirements**

Section 1003(a) funds are not technically governed by a supplement not supplant provision, however, other rules ensure section 1003(a) funds are used for extra costs. For example, section 1114 requires LEAs to ensure schoolwide program schools receive all of the state and local funds they are entitled to receive without regard to any section 1003(a) funds they may receive. LEAs must also ensure that all of their Title I schools, including targeted assistance schools, are comparable. For more information about these requirements, please see Q&A F-4 of the U.S. Department of Education's Non-Regulatory Guidance on School Improvement Grants:

<http://www2.ed.gov/programs/sif/guidance20100120.doc>

## **Title I – School Improvement 1003(g)**

### **Purpose**

In conjunction with Title I funds for school improvement reserved under section 1003(a) of the ESEA, School Improvement Grants (SIG) under section 1003(g) of the ESEA are used to improve student achievement in Title I schools and Title I eligible schools identified SIG 1003(g).

### **Eligibility Considerations**

LEAs must use funds to serve the persistently lowest achieving schools as identified by the GaDOE in accordance with federal regulations. (These schools are referred to as Tier I, Tier II and Tier III schools.)

### **Use of Funds**

LEAs must use funds to implement one of four school intervention models in eligible schools in accordance with the LEA's application approved by the GaDOE.

### **Program-Specific Fiscal Requirements**

Section 1003(g) funds are not technically governed by a supplement not supplant provision, however, other rules ensure section 1003(g) funds are used for extra costs. For example, section 1114 requires LEAs to ensure schoolwide program schools receive all of the state and local funds they are entitled to receive without regard to any section 1003(g) funds they may receive. LEAs must also ensure that all of their Title I schools, including targeted assistance schools, are comparable. For more information about these requirements, please see Q&A F-4 of the U.S. Department of Education's Non-Regulatory Guidance on School Improvement Grants:

<http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>.

## **Title I, Part C – Migrant Education Program**

### **Purpose**

The purpose of the Migrant Education Program (MEP) in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met. To achieve this purpose, the MEP helps LEAs address the special educational needs of migrant children to better enable them to succeed academically.

The Georgia MEP supports high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. The Georgia MEP also ensures that migratory children not only are provided with appropriate education services (including support services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to state education agencies, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state. The GaDOE allocates funds directly to LEAs with larger eligible participant counts or the MEP Consortium fiscal agent to work with LEAs with smaller eligible participant counts.

### **Eligibility Considerations**

Children are eligible to receive MEP services if they meet the definition of migratory child and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE). In Georgia, the MEP State Coordinator of Identification and Recruitment and the state MEP recruiters provide training to LEA staff on identifying potential participants and completing the COE. The Coordinator of ID&R and the MEP Regional Office Coordinators are responsible for reviewing all COEs and determining program eligibility. This high standard of quality control is maintained by the GaDOE to provide uniform statewide information on eligibility criteria. . Any child, birth through age 21, who meets the statutory definition of migratory child, may be served by the MEP. (Only children ages 3 through 21 may be counted for state funding purposes.)

## **Use of Funds**

In general, LEAs that receive MEP funds may use the funds to meet the needs of identified migrant children and youth by providing the following:

- Instructional services (e.g., activities for preschool-age children; supplemental instruction in elementary and secondary schools, such as tutoring before and after school; English lessons for Out of School Youth – eligible participants between the ages of 16-21 and not enrolled in school);
- Support services (e.g., acting as an advocate of migrant children, providing access to health and social service providers; providing migrant families with necessary school supplies);
- Professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children);
- Parent Advisory Councils and other parental involvement activities for migrant families.
- Identification and recruitment of migrant students and youth; and
- Coordination activities with other agencies, both within the state and with other states nationwide, including the transfer of student records.

## **Program-Specific Fiscal Requirements**

- LEAs receiving a federal subgrant from the GaDOE must use funds to implement the strategies that will lead to the measurable program outcomes specified in the Georgia MEP *Service Delivery Plan* (SDP). In addition, each LEA is required to “...give priority to migratory children who are failing, or most at-risk of failing, to meet the State’s challenging State content standards and State student performance standards, and whose education has been interrupted during the regular school year.” (Title I, Part C, ESEA §1304(d); 20 USC 6394(d).)

## **Title I, Part D – Programs for Neglected or Delinquent Children**

### **Purpose**

Under Title I, Part D, GaDOE provides grants to State Agencies (SA) and LEAs:

1. to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth;
2. to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. to prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

### **Eligibility Considerations**

Title I, Part D of the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001 consists of two Subparts. Subpart 1 is the State Agency (SA) neglected and delinquent (N&D) grant program; Subpart 2 is the local educational agency (LEA) N&D grant program. Both Subparts are formula grants based upon the number of students residing in institutions for N&D children.

### **Use of Funds**

The programs support supplemental assistance in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.

SAs must submit an annual application for funds to provide supplemental educational services. SAs shall use funds received under Title I, Part D, Subpart 1 only for programs and projects that:

- Are consistent with the state plan under section 1414(a).
- Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.

- Provide for children and youth identified by SAs as failing, or most at-risk of failing, to meet Georgia's challenging academic content and student academic achievement standards.
- Supplement and improve the quality of educational services provided to these children and youth.
- Pay the necessary and reasonable costs associated with providing a variety of services, including reading, mathematics, language arts, and vocationally oriented programs that include academic classroom instruction so long as these are supplementary services and materials. For example, funds may be used to:
  - Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need;
  - Train teachers, aides, and other staff members who are actively involved in providing Title I services;
  - Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training;
  - Hire transition coordinators or buy new equipment to assist students' transitions (e.g., purchasing scanners to scan individualized education program [IEP] documents); and
  - Acquire equipment to be used to help the children and youth the SA serves to meet challenging state academic content and student academic achievement standards, and to cover the costs of meeting the evaluation requirements of ESEA for such programs.

Funds provided to LEAs under Title I, Part D, Subpart 2 may be used, as appropriate, for:

- Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

- Dropout prevention programs which serve at-risk children and youth, including pregnant and teen parents, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- The coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- Programs providing mentoring and peer mediation.

### **Program-Specific Fiscal Requirements**

Title I, Part D, Subpart 1 and 2 are governed by a supplement not supplant provision, which is described in more detail in Supplement Not Supplant section. Title I, Part D, Subpart 1 and 2 are also governed by the maintenance of effort provision, which generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

## **Title II, Part A – Teacher Quality**

### **Purpose**

To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and to hold LEAs and schools accountable for improvements in student academic achievement.

### **Eligibility Considerations**

LEAs should generally target Title II, Part A funds or services to schools that:

- Have the lowest proportion of highly qualified teachers;
- Have the largest average class size; or
- Are identified for school improvement under Title I, Part A.

### **Use of Funds**

LEAs are required to conduct a needs assessment to determine the needs of the LEA's teaching force in order to be able to have all students meet state standards. The needs assessment should take into account:

- The activities the LEA must conduct in order to give teachers the means to provide all students with the opportunity to meet state standards; and
- The activities the LEA must conduct in order to give principals the instructional leadership skills to help teachers provide all students with the opportunity to meet state standards.

The LEA must spend its Title II, Part A funds consistent with the results of the needs assessment.

Considering the results of the needs assessment and the above listed priorities, LEAs must spend Title II, Part A funds on the following activities:

- Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances);

- Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include: (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities; and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification;
- Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
  - Content knowledge – Providing training in one or more of the core academic subjects that the teachers teach; and
  - Classroom practices – Providing training to improve teaching practices and student academic achievement through (i) effective instructional strategies, methods, and skills, and (ii) the use of state standards in preparing students for the state assessments;
- Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
  - Involve collaborative groups of teachers and administrators;
  - Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;
  - Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
  - Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and
  - Provide training on how to use data and assessments to improve classroom practice and student learning;

- Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success;
- Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs;
- Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders;
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternate routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades;
- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation; and
- Carrying out programs and activities related to exemplary teachers.

### **Program-Specific Fiscal Requirements**

Title II, Part A is governed by a supplement not supplant provision, which is described in more detail in Supplement Not Supplant section.

Title II, Part A is also governed by maintenance of effort provision, which generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

## Title III – Language Instruction for Limited English Proficient and Immigrant Students

### Purpose

- To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same state standards as all children are expected to meet.
- To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same state standards as all children are expected to meet.
- To develop high-quality language instruction educational programs designed to assist SEAs, LEAs, and schools in teaching limited English proficient children and serving immigrant children and youth.
- To assist SEAs and LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all- English instruction settings.
- To assist SEAs, LEAs, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children.
- To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children.
- To streamline language instruction educational programs into a program carried out through formula grants to SEAs and LEAs to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting state standards.

- To hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring:
  - Demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
  - Achievement of annual content goals for limited English proficient children, including immigrant children and youth.
- To provide SEAs and LEAs with the flexibility to implement language instruction educational programs based on scientifically-based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

### **Eligibility Considerations**

Title III, Part A funds must be used to benefit limited English proficient students as defined by state and local rules.

### **Purpose of Funds**

Eligible entities must use Title III, Part A funds to carry out activities that use approaches and methodologies based on scientifically-based research on teaching limited English proficient children and immigrant children for the following purposes:

- Developing and implementing new language instruction educational programs and academic content instructional programs for limited English proficient students in early childhood, elementary and secondary programs;
- Expanding or enhancing existing language instruction educational programs and academic content instruction programs;
- Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic content instruction for limited English proficient students; and
- Implementing districtwide programs designed to restructure, reform, and upgrade all programs, activities, and operations related to the education of limited English proficient students.

Considering the above purposes, eligible entities must spend funds on the following activities:

- To increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects; and
- To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is:
  - Designed to improve the instruction and assessment of limited English proficient children;
  - Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
  - Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
  - Of sufficient intensity and duration (which must not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this must not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and the relevant LEAs.

Subject to the mandatory activities described above, eligible entities may use funds to perform the following activities:

- Upgrading program objectives and effective instruction strategies;
- Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;

- Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction;
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English proficiency and academic achievement of limited English proficient children;
- Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
  - To improve the English language skills of limited English proficient children; and
  - To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
- Improving the instruction of limited English proficient children by providing for:
  - The acquisition or development of educational technology or instructional materials;
  - Access to, and participation in, electronic networks for materials, training, and communication; and
  - Incorporation of the above two resources into curricula and programs; and
- Carrying out other activities that are consistent with the purposes of Title III, Part A.

### **Program-Specific Fiscal Requirements**

Title III, Part A is governed by a supplement not supplant provision, described in the Supplement not Supplant section. Title III, Part A has a more restrictive supplement not supplant provision that prohibits eligible entities from using Title III, Part A funds to supplement other *federal*, state and local funds. For example, a supplanting violation would be presumed if an eligible entity used Title III, Part A funds to pay for a cost that was supported with another federal funding source in the prior year.

Recently, the US ED has released special guidance on the Title III, Part A supplement not supplant provision: <http://www2.ed.gov/programs/sfgp/supplefinalattach2.pdf>. LEAs should be familiar with this guidance since the US ED's interpretation of supplanting under Title III, Part A is more restrictive than in other programs.

Title III, Part A is also governed by maintenance of effort provision, which generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

## **Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

### **Purpose**

To provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

### **Eligibility Considerations**

Eligible entities must use Title IV, Part B funds to serve students consistent with their approved applications. Eligible entities must primarily target students who attend schools eligible for Title I schoolwide programs and their families.

### **Use of Funds**

All programs or activities charged to Title IV, Part B funds must:

- Be based upon an assessment of objective data regarding the need for before- and after-school programs (including during summer recess periods) and activities in the schools and communities;

- Be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- If appropriate, be based upon scientifically-based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

Considering the above requirements, eligible entities may use Title IV, Part B funds to carry out a broad array of before- and after-school activities (including during summer recess periods) that advance student academic achievement, including:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

## **Program-Specific Fiscal Requirements**

Title IV, Part B is governed by a supplement not supplant provision, described in the Supplement not Supplant section.. Title IV, Part B has a more restrictive supplement not supplant provision that prohibits LEAs from using Title IV, Part B funds to supplement other federal, state and local funds. In other words, a supplanting violation would be presumed if an LEA used Title IV, Part B funds to pay for a cost that was supported with another federal funding source in the prior year.

## **Title VI, Part B – Rural Education Achievement Program**

### **Purpose**

To address the unique needs of rural LEAs that frequently:

- Lack the personnel and resources needed to compete efficiently for federal competitive grants; and
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purpose.

### **Eligibility Considerations**

Not applicable.

### **Use of Funds**

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
- Educational technology, including software and hardware, as described in Title II, Part D.
- Parental involvement activities.
- Activities authorized under the Safe and Drug-Free Schools program under Title IV, Part A.
- Activities authorized under Title I, Part A.
- Activities authorized under Title III.

- An LEA that fails to meet the state’s definition of requiring schools to remain or be removed off the Priority, Focus or Alert Schools lists after three years may continue to receive REAP-RLIS funds, but only if the LEA agrees to use the funds to carry out the requirements of Section 1116 of the Elementary and Secondary Education Act (ESEA). This provision has been waived by Georgia’s ESEA Flexibility Waiver. Georgia’s ESEA Flexibility Waiver allows LEAs that receive RLIS or SRSA funds to use those funds for any authorized purpose regardless of the LEA’s schools’ Priority, Focus, and /or Alert status. LEAs are encouraged to use these funds for needs identified under Georgia’s differentiated recognition, accountability, and support system, including supporting Priority and Focus Schools

### **Program-Specific Fiscal Requirements**

Title VI, Part B is governed by a supplement not supplant provision, which is generally described in Supplement Not Supplant section. Title VI, Part B has a more restrictive supplement not supplant provision that prohibits LEAs from using Title VI, Part B funds to supplement other federal, state and local funds. In other words, a supplanting violation would be presumed if an LEA used Title VI, Part B funds to pay for a cost that was supported with another federal funding source in the prior year. Title VI, Part B is also governed by the maintenance of effort provision, which generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

## **Title X, Part C– McKinney-Vento: Education for Homeless Children and Youth**

### **Purpose**

To assist homeless children and youth in enrolling without barriers, attending, and succeeding in school. Educational services must align to State standards and curricula that reflect scientifically-based research as the foundation for programs and strategies to ensure academic success.

### **Eligibility Considerations**

McKinney-Vento, Title X, Part C funds must be used for identified students experiencing homelessness as defined by the federal law.

## Use of Funds

LEAs must use McKinney-Vento, Title X, Part C funds to assist homeless children and youth in enrolling, attending, and succeeding in school. In particular, the funds should support the following activities:

- Tutoring, supplemental instruction, and other educational services that help homeless children and youth at all grade levels reach the same challenging State content and State student performance standards to which all children are held responsible;
- Expedited evaluations of eligible students to measure their strengths and needs. These evaluations should be done promptly in order to avoid a gap in the provision of necessary services to those children and youth. Evaluations may also determine a homeless child or youth's eligibility for other programs and services, including educational programs for gifted and talented students, special education and related services for children with disabilities, English language acquisition, vocational education, school lunch, and appropriate programs or services under ESEA;
- Programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Act, and the special needs such children and youth have as a result of their homelessness;
- Referrals of eligible students to medical, dental, mental, and other health services;
- Paying the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable students to attend schools selected under section 722(g)(3) of the McKinney-Vento Act;
- Developmentally appropriate early childhood education programs for homeless children of preschool age that are not provided through other federal, state, or local funds;
- Services and assistance to attract, engage, and retain homeless children and youth, and unaccompanied youth, in public school programs and services provided to non-homeless children and youth;
- Before- and after-school programs, mentoring, and summer programs for homeless children and youth. Qualified personnel may provide homework assistance, tutoring, and supervision of other educational instruction in carrying out these activities;

- Paying fees and costs associated with tracking, obtaining, and transferring records necessary for the enrollment of students in school. The records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of students needed to determine eligibility for other programs and services;
- Education and training programs for parents of homeless children and youth regarding the rights their children have as homeless individuals and regarding the educational and other resources available to their children;
- Programs coordinating services provided by schools and other agencies to eligible students in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act should be included in this effort;
- Pupil services programs providing violence prevention counseling and referrals to such counseling;
- Programs addressing the particular needs of eligible students that may arise from domestic violence;
- Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services;
- Providing school supplies to eligible students at shelters, temporary housing facilities, and other locations as appropriate;
- Providing extraordinary or emergency services to eligible students as necessary to enroll and retain such children and youth in school; and
- For more information, visit the U.S. Department of Education's Web site regarding Title VII-B of the McKinney- Vento Homeless Assistance Act, Non-Regulatory Guidance at: <http://www.ed.gov/programs/homeless/guidance.doc>.

### **Program-Specific Fiscal Requirements**

- An LEA in a participating state subgrant must provide services to each homeless child and youth that are comparable to services offered to other students in the school.
- Legislation requires an LEA that does not provide transportation to non-homeless students to provide or arrange transportation services, to homeless students at the request of a parent or guardian to and from the school of origin.

- To the maximum extent practicable, an LEA must provide McKinney-Vento services through programs that integrate homeless and non-homeless children and youth. The services must be designed to expand or improve services provided as part of a school's regular academic program, but must not replace services provided under the regular academic program.
- LEAs may provide subgrant services (allowable costs) through programs on school grounds or at other facilities. If services are provided on school grounds, the schools may use McKinney-Vento funds to provide the same services to other children and youth who are determined by the LEA to be at-risk of failing in, or dropping out of, school. These specific services (allowable costs) to at-risk students as part of a supplemental collaborative initiative can be a prorated amount based on the homeless student rate of the LEA. A homeless rate comparison report is created through the Student Information System (SIS).
- LEAs and schools must not provide services in settings within a school that segregate homeless children and youth from other children and youth, except as necessary for short periods of time for health and safety emergencies, or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youth.
- Homeless children are entitled to participate in the regular after-school program provided by the school, and schools must address all barriers to their full participation in these programs. If no after-school programs are provided by the school or the programs provided do not meet the needs of homeless children, McKinney-Vento funds may be used for after-school services for homeless children, and for non-homeless children who are at-risk of failing in, or dropping out of, school.
- Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

# Individuals with Disabilities Education Act (IDEA): Special Education

## Purpose

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
- To ensure that the rights of children with disabilities and parents of such children are protected.
- To assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities ages 3 through 21.
- To assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families.
- To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.
- To assess, and ensure the effectiveness of, efforts to educate children with disabilities.

## Eligibility Considerations

IDEA, Part B funds may be used only to provide special education and related services to students who have been identified as children with disabilities in accordance with IDEA, Part B requirements.

## Use of Funds

LEAs may use IDEA, Part B funds to pay for the excess cost of providing special education and related services to children with disabilities.

IDEA, Part B does not specifically delineate allowable costs that may be charged to the program. Thus, LEAs have flexibility to spend funds to address their unique needs and program designs. LEAs must ensure, however, that all costs are consistent with the purposes of IDEA, Part B.

## **Program-Specific Fiscal Requirements**

IDEA, Part B contains three important program-specific fiscal rules: (1) supplement not supplant; (2) maintenance of effort; and (3) excess cost.

### ***Supplement not Supplant***

While IDEA, Part B contains a supplement not supplant provision, the US ED has advised the presumptions described in the Supplement not Supplant section may not apply to IDEA, Part B funds. If an LEA maintains maintenance of effort (MOE) it will satisfy the supplement not supplant requirements of the IDEA. For more information please see Q&A C-6 of the U.S. Department of Education's Non-Regulatory Guidance on IDEA ARRA funds, available at: <http://www2.ed.gov/policy/gen/leg/recovery/guidance/idea-b.pdf>.

### ***Maintenance of Effort***

LEAs must maintain a consistent level of funding for the education of children with disabilities from year-to-year. In other words, an LEA may not reduce the amount of local funds spent on the education of children with disabilities below the amount that was spent in the prior year.

Please note: reductions may be permissible if they are due to: (1) the departure of special education or related services personnel; (2) a decrease in the enrollment of children with disabilities; (3) the termination of the LEA's obligation to provide an exceptionally costly special education program because a child has left the LEA, aged out of the program, or no longer needs the program; or (4) the termination of costly expenditures for long-term purchases (such as the acquisition of equipment or the construction of school facilities).

An additional reduction, known as the 50 percent reduction to the local MOE, is also available under certain circumstances for LEAs that meet specific criteria.

### ***Excess Costs***

The goal of IDEA, Part B funding is to pay for the extra cost associated with educating children with disabilities. Thus, LEAs are required to determine the average cost to educate any child in an elementary or secondary setting and must pay for those same baseline costs with state, local or other federal funds. IDEA, Part B funds may only be spent on costs over and above this baseline.

## Individuals With Disabilities Education Act (IDEA): Early Intervening

### **Purpose**

LEAs may, and in certain circumstances must, set aside up to 15 percent of their IDEA, Part C funds to provide early interventions to eligible students before they are identified as having a disability.

### **Eligibility Considerations**

LEAs may use IDEA, Part C funds reserved for coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

### **Use of Funds**

An LEA may carry out activities that include:

- Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

LEAs may use IDEA, Part C funds reserved for coordinated, early intervening services to supplement activities carried out under the Elementary and Secondary Education Act (ESEA). IDEA, Part C funds cannot replace ESEA funds made available for such activities.

### **Program-Specific Fiscal Requirements**

Please see the program-specific guidance on IDEA, Part C from the Office of Special Education Programs (IDEA Legacy) for more information about the fiscal requirements that apply to the IDEA, Part C program. Please note reserving funds for early intervening services can have an effect on an LEA's maintenance of effort calculations.

## Race To The Top

### **Purpose**

The Race to the Top (RT3) fund is a \$4 billion grant opportunity provided to states and local school systems as a part of the American Recovery and Reinvestment Act of 2009 (ARRA). Its goal is to support new approaches for improving education. Funds were made available in the form of competitive grants. Based upon their application, Georgia and its twenty-six partner districts were awarded a combined four year grant for \$400 million. The grant is scheduled to end in FY14. Its purpose is to encourage and reward states that are creating conditions for education innovation and reform in four primary areas:

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most;
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and
- Turning around our lowest-achieving schools.

Georgia's twenty-six partner school districts include: *Atlanta, Ben Hill, Bibb, Burke, Carrollton, Chatham, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Spalding, Treutlen, Valdosta and White.*

There are other Georgia school districts participating in different RT3 projects such as: Innovation Fund grant competition and Resource Reallocation project.

### **Eligibility Considerations**

The partner LEAs must use funds for the specific projects defined by their approved scope of work (SOW).

## **Use of Funds**

LEAs must implement their approved scope of work (SOW).

### **Program-Specific Fiscal Requirements**

The applicable compliance requirements include the following: OMB Circular A-133, Part 3 (Activities allowed or unallowed); OMB Circular A-144, Part 4 (Cross-cutting section. Included requirements for all federal grant programs); OMB Circular A-87 (Basic guidelines for necessary, reasonable, allocable); Education Department General Administrative Regulations (EDGAR); Supplanting (RT3 funds are not intended to replace state/local support, but rather to fund the SOW).

There are applicable reporting requirements for LEAs using ARRA funds. They must comply with the following: 1511 - Infrastructure Certification and 1512 - Required Quarterly Reporting of Expenditures. In 1511, an infrastructure investment is financial support for a physical asset or structure needed for the operation of a larger enterprise. Therefore, infrastructure investments include support for tangible assets or structures such as roads, public buildings (including schools), mass transit systems, water and sewage systems, communications and utility systems and other assets or structures that provide a reliable flow of products and services essential to the defense and economic security of the United States, the smooth functioning of government at all levels, and society as a whole. In 1512, LEAs are required to report expenditures using the protocol specified by the Georgia Department of Education (GADOE) Finance and Business Operations.

# Examples of Integrating Federal Program Funds and Services

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The following are examples that illustrate ways in which Title I, Part A funds and other federal fund sources may be used by LEAs to support a single project/activity in a Title I program. Each activity includes a synopsis of the purpose of each funding source and well as the components of the activity that may be funded. These are merely examples; however, they do not take into account the specific context in which these funds could be used at the local level. Note that the sources of funds listed in the examples do not imply that other sources are not permissible in the proper context. It is also important to note that this is not consolidation of funds, but a method to ensure that the LEA's Comprehensive LEA Improvement plan (CLIP) is ensuring that district activities are being coordinated between federal programs to ensure the best use of funds for the district.

## Example 1

**Activity:** Use of video, online training technology for professional learning opportunities for teachers, student instruction, and communication tool for parent engagement.

**Possible Components of Activity:** Licenses, Equipment, Support materials and supplies, Professional Learning books, facilitator

### **Title I, Part A – Improving the Academic Achievement of the Disadvantaged**

*Purpose of Funding:* Title I, Part A funds must be used to improve teaching and learning for disadvantaged students. It is dedicated to turning around the lowest performing schools using new programs and technologies.

*ESEA and OMB A-87 Requirement:* ESEA requires that LEAs spend an amount not less than five percent of their Title I, Part A funds on professional development activities to ensure that teachers and paraprofessionals meet the Title I highly qualified requirements and encourages LEAs to use technology. The ESEA Flexibility Waiver also requires that 10 percent of the district's allocation must be set-aside if the district is in District Effectiveness due to being identified as such.

ESEA requires that budgeted items be supported by the Comprehensive LEA Improvement Plan, the Schoolwide or Targeted Assistance Plan, the Parental Involvement Plan, and or the Flexible Learning Program Plan. In addition, all Title I funds must be supplemental.

**Components of activity that supports the purpose of Title I, Part A:**

- Expands access to high-quality, on-going and flexible professional learning;
- Capability of connecting teachers around student data, curriculum and resources;
- Increases access to quality course offerings for students;
- Extends the school day with after-school, weekend and summer accessibility to instructional resources;
- Opportunities for personalized learning paths, either through acceleration or remediation; and
- Offers an accessible online parent portal to provide resources and to address important questions and concerns.

**Title II, Part A – Teacher Quality**

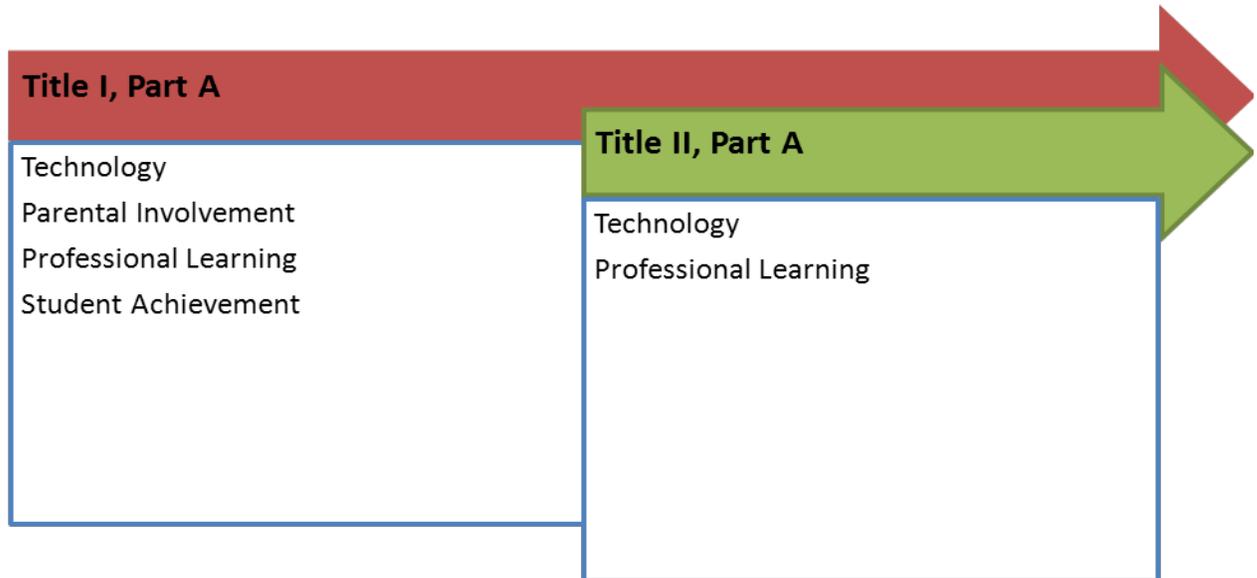
*Purpose of Funding:* To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and to hold LEAs and schools accountable for improvements in student academic achievement.

**Components of activity that supports the purpose of Title II, Part A:**

- Providing professional development activities retain highly qualified teachers, principals, and specialists in core academic areas;
- Tools to track teachers' progress toward meeting licensure requirements and to measure the impact on student learning;
- Providing professional development activities that improve the knowledge of teachers and principals through collaborative groups, address the needs of students, and for involvement of parents in their child's education; and
- Facilitate professional learning communities.

## Example 1

### Possible Integration of Funds for Audio Video Training Technology



## Example 2

**Activity:** Extended learning opportunities for students either during the school day, after school or during the summer.

**Possible Components of Activity:** The following components of the activity will depend on type services being provided. Examples include: tutors, materials and supplies, technology (computers, printers, etc.), software and/or licenses, instructional materials and supplies.

### **Title I Part A – Improving the Academic Achievement of the Disadvantaged**

*Purpose of Funding:* To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

*ESEA Flexibility Waiver requirements:* Flexible Learning Program (FLP) is an alternative supplemental academic intervention that is required for Priority and Focus Schools. Title I Alert Schools may implement an alternative supplemental academic intervention FLP plan if the

district chooses to do so. FLP allows districts greater flexibility in designing an extended learning program tailored to serve students requiring additional academic interventions. ESEA also requires that budgeted items be supported by the Comprehensive LEA Improvement Plan (CLIP), the schoolwide or targeted assistance plan, the parental involvement Plan, and or the Flexible Learning Program (FLP) plan. In addition, all Title I expenditures must be supplemental.

**Components of activity that supports the purpose of Title I, Part A, including funds for Flexible Learning Programs:**

- Utilizes data to determine the needs of students and thus provides enriched learning opportunities for students by enhancing rather than duplicating the regular classroom instruction;
- Opportunities for personalized learning paths, either through acceleration or remediation; and
- Design a FLP plan to address the needs of the identified schools and students based on disaggregated school level data to provide academic intervention to improve eligible Title I student achievement.

**Title I, Part A 1003 (a) School Improvement**

*Purpose:* To improve student achievement in Title I or Title I eligible schools identified as Priority or Focus Schools to enable those schools to make adequate progress towards closing the achievement gap and exit Priority or Focus School status.

**Components of activity that supports the purpose of Title I, Part A, including funds for Flexible Learning Programs:**

- Utilizes data to determine the needs of students and thus provides enriched learning opportunities for students by enhancing rather than duplicating the regular classroom instruction; and
- Opportunities for personalized learning paths, either through acceleration or remediation.

## **Title I, Part A 1003 (g) School Improvement**

*Purpose:* In conjunction with Title I funds for school improvement reserved under section 1003(a) of the ESEA, School Improvement Grants (SIG) under section 1003(g) of the ESEA are used to improve student achievement in Title I schools and Title I eligible schools identified as Priority or Focus Schools to enable those schools to make adequate progress towards closing the achievement gap and exit Priority or Focus School status.

### **Components of activity that supports the purpose of Title I, Part A, including funds for Flexible Learning Programs:**

- Utilizes data to determine the needs of students and thus provides enriched learning opportunities for students by enhancing rather than duplicating the regular classroom instruction; and
- Opportunities for personalized learning paths, either through acceleration or remediation.

## **Race to the Top**

*Purpose:* To support new approaches to school improvement. The funds are made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas:

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most;
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and
- Turning around our lowest-achieving schools.

### **Components of activity that supports the purpose of Race to the Top:**

- Increasing learning time for all students and increasing the amount of intervention time for student subgroups that need additional remediation.

**Title IV B - 21st Century Community Learning Centers**

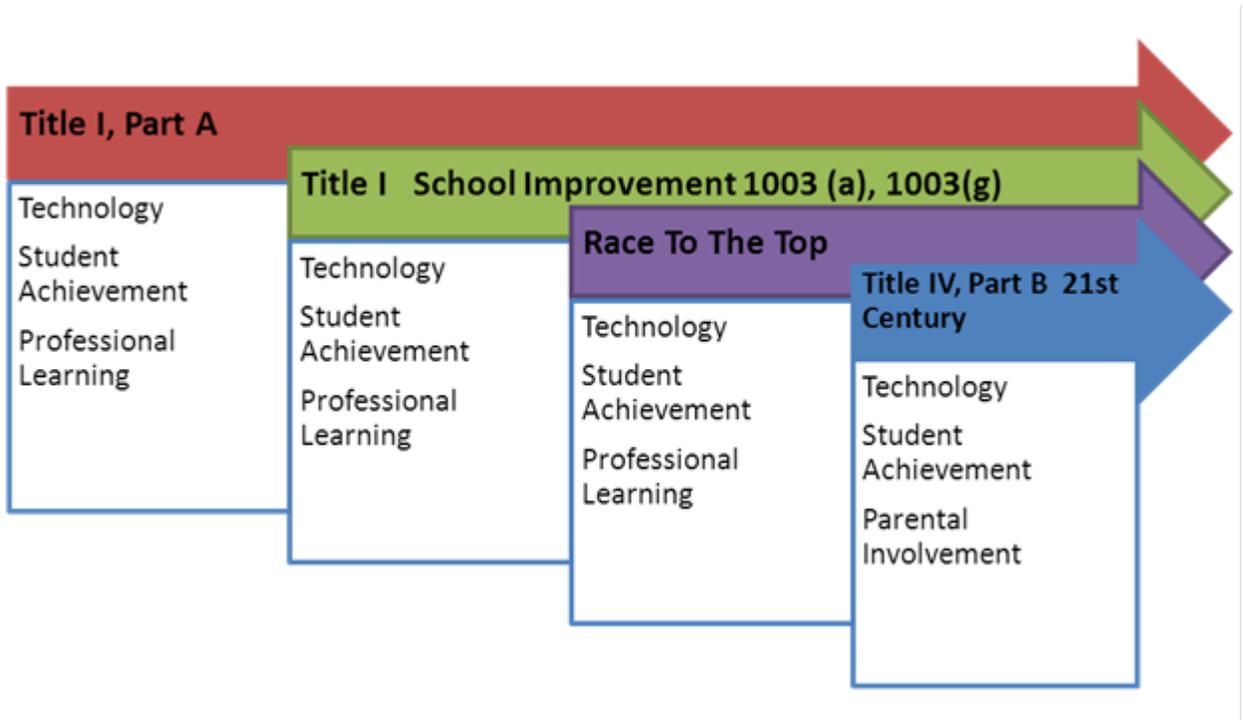
**Purpose:** To provide opportunities for communities to establish or expand activities in community learning centers that provide academic enrichment, offer student additional services, program and activities, as well as offer families opportunities for literacy and related educational development.

**Components of activity that supports the purpose of Title IV, Part B:**

- Provides enriched learning opportunities for students by enhancing rather than duplicating the regular classroom instruction;
- Opportunities for personalized learning paths, either through acceleration or remediation; and
- Provides opportunities for family literacy and related educational development.

**Example 2**

**Possible Integration of Funds for Extended Learning Opportunities**



### Example 3

**Activity:** Parent Resource Center and Parent Training.

**Possible Components of Activity:** Parent Engagement Coordinator, materials and supplies for communication to parents, books, materials and supplies for training, babysitting, translators, contracted services for parent training, refreshments for training.

#### **Title I Part A – Improving the Academic Achievement of the Disadvantaged**

*Purpose of Funding:* Title I, Part A funds must be used to improve teaching and learning for disadvantaged students. It is dedicated to turning around the lowest performing schools using new programs and technologies.

*ESEA Requirement:* LEAs receives funds to implement programs, activities, and procedures for the involvement of parents in programs to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. A district with a Title I allocation greater than \$500,000 must reserve at least one percent of its allocation to support parental involvement activities. ESEA also requires that budgeted items be supported by the Comprehensive LEA Improvement Plan (CLIP), the schoolwide or targeted assistance plan, the parental involvement plan, and or the Flexible Learning Program (FLP) plan. In addition, all Title I expenditures must be supplemental.

#### **Components of activity that supports the purpose of Title I, Part A:**

- Provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- Provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- Educates teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- Coordinates and integrates parent involvement programs and activities with Head Start, Even Start, and Home Instruction Program for preschool youngsters, the Parents as Teachers Program and public preschool programs and other programs to the extent feasible and appropriate;
- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable in a language parents can understand; and
- Provides support for parental involvement activities as parents may request.

### **Title I, Part C – Migrant**

*Purpose:* To ensure that Migrant children fully benefit from the same free public education provided to other children by addressing the special educational needs of migrant children to better enable migrant children to succeed academically.

*ESEA Requirement:* Title I supports parental involvement by enlisting individual parents to help their children do well in school. In order to receive Migrant funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents.

#### **Components of activity that supports the purpose of Title I, Part C:**

- Involves migrant parents in planning the program to ensure that the school effectively identifies and addresses the children's special educational needs.
- Provides the same parental involvement as is required for programs and projects under ESEA section 1118 in a format and language understandable to parents.
- Develops partnerships and build ongoing dialogues to improve student achievement.

## Title IV B - 21st Century Community Learning Centers

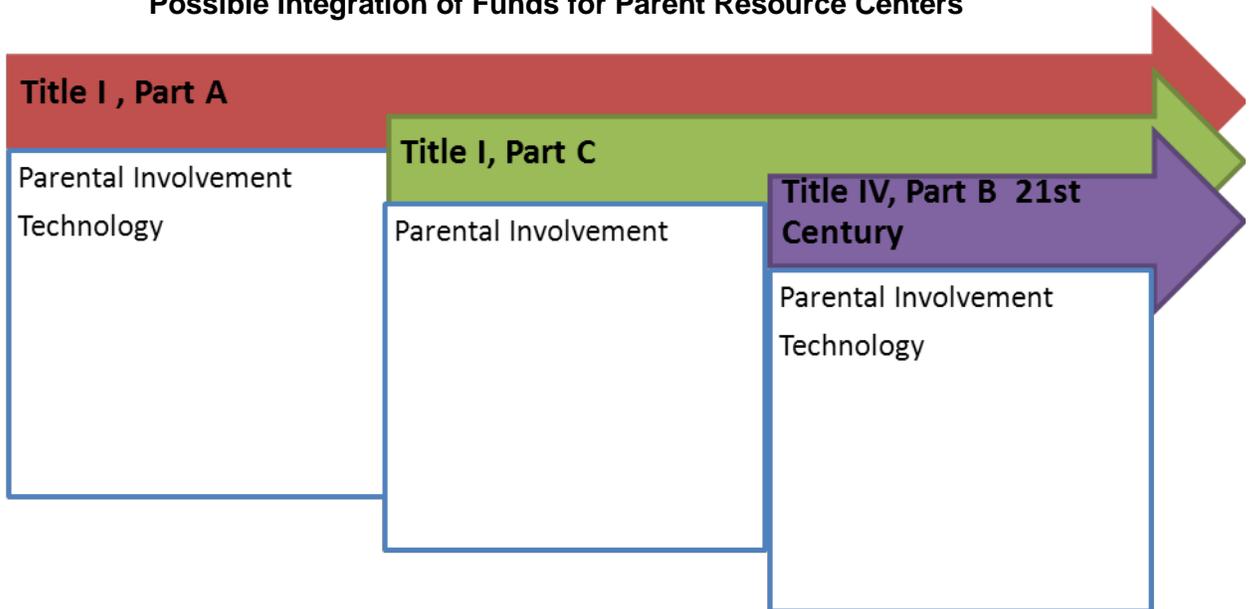
**Purpose:** To provide opportunities for communities to establish or expand activities in community learning centers that provide academic enrichment, offer student additional services, program and activities, as well as offer families opportunities for literacy and related educational development.

### Components of activity that supports the purpose of Title IV, Part A:

- Provides opportunities for family literacy and related educational development.

### Example 3

#### Possible Integration of Funds for Parent Resource Centers



#### Example 4

**Activity:** Professional development opportunities to improve the recruitment and hiring of highly qualified teachers and paraprofessionals in the area of reading. Provide on-going professional learning opportunities to ensure that all reading teachers are using effective instructional strategies in the area of reading.

**Possible Components of Activity:** Funding of reading coursework, stipends, registration, travel, recruitment supplies, collaborative professional learning, contracted services for instructors, academic coaches, class-size reduction teachers, materials and supplies.

#### **Title I Part A – Improving the Academic Achievement of the Disadvantaged**

*Purpose of Funding:* Title I, Part A funds must be used to improve teaching and learning for disadvantaged students. It is dedicated to turning around the lowest performing schools using research based effective teaching strategies. *ESEA and OMB A-87 Requirement:* ESEA requires that LEAs spend an amount not less than five percent of their Title I, part A funds on professional development activities to ensure that teachers and paraprofessionals meet the Title I highly qualified requirements. Title I, Part A section 1119(c) requires LEAs receiving a Title I allocation to ensure that all paraprofessionals hired after the date of the enactment of the law and working in Title I programs have specified qualifications.

ESEA requires that budgeted items be supported by the Comprehensive LEA Improvement Plan (CLIP) , the schoolwide or targeted assistance plan, the parental involvement plan, and or the Flexible Learning Program (FLP) plan. In addition, all Title I expenditures must be supplemental.

#### **Components of activity that supports the purpose of Title I, Part A:**

- Contracted services to provide professional learning to teachers and paraprofessionals in the area of effective reading strategies;
- Professional development activities that improve the knowledge of the instructional staff through collaborative groups and addressing the needs of students in the area of reading;

- Professional learning community activities for the instructional staff focused on the effective reading strategies;
- Supplies to support the professional learning opportunities;
- Stipends for appropriate instructional staff; and
- Academic Coach to provide demonstration lessons and professional learning opportunities for teachers and paraprofessionals.

## **Title II, Part A – Teacher Quality**

*Purpose of Funding:* To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and to hold LEAs and schools accountable for improvements in student academic achievement.

### **Components of activity that supports the purpose of Title II, Part A:**

- Professional development activities ensure that appropriate teachers are highly qualified in the area of reading;
- Professional development activities that improve the knowledge of teachers and school level administrative staff through collaborative groups and addressing the needs of students in the area of reading;
- Mentoring of exemplary teachers and leaders;
- Recruitment and hiring of highly qualified teachers; and
- Academic Coach to provide demonstration lessons and professional learning opportunities for teachers and paraprofessionals.

## Example 4

### Possible Integration of Funds for Highly Qualified Reading Teachers



## Example 5

**Activity:** Transition programs for preschool children transitioning into kindergarten programs. The transition program activities will be in coordination with preschool programs, such as Head Start, IDEA programs, Child Care, state-funded preschool programs and other preschool programs.

**Possible Components of Activity:** Summer program for identified students, parent workshops, parent resource packets, transition coordinator, pre-enrollment open house for preschool parents and students.

### Title I Part A – Improving the Academic Achievement of the Disadvantaged

*Purpose of Funding:* Title I, Part A funds must be used to improve teaching and learning for disadvantaged students. It is dedicated to turning around the lowest performing schools using research based effective teaching strategies.

A schoolwide program school must assist preschool children in the transition from early learning programs, such as Title I preschool programs, Head Start, IDEA programs, child care, state-funded preschool programs, and other preschool programs, to elementary school programs and must include in its comprehensive schoolwide plan a description of how it will assist preschool children in this transition (ESEA section 1114(b)(1)(G); 34 C.F.R. § 200.28(e)).

**Components of activity that supports the purpose of Title I, Part A:**

- Parent workshops to prepare parents for the transition from preschool to kindergarten;
- Open house opportunity for preschool students and parents;
- Summer classes for identified students;
- Family packets of information to include transition ideas for parents and students; and
- Transition Coordinator to assist will transition activities throughout the school year and summer.

**Individuals with Disabilities (IDEA) Special Education**

- *Purpose of Funding:* To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

**Components of activity that supports the purpose of Individuals with Disabilities (IDEA):**

- Parent workshops to prepare parents of children with disabilities with the transition from preschool to kindergarten;
- Open house opportunity for preschool students and parents;
- Summer classes for identified students;
- Family packets of information to include transition ideas for parents and students; and
- Transition Coordinator to assist will transition activities throughout the school year and summer.

**Example 5**

## Possible Integration of Funds for Preschool Transition Program

