
MAXIMIZING FLEXIBILITY IN THE ADMINISTRATION OF FEDERAL GRANTS



March 18, 2013

SELECTED FEDERAL PROGRAMS

- Individuals with Disabilities Education Act (IDEA): Supplemental Federal funds to ensure all children with disabilities have a free appropriate public education, in the least restrictive environment, with access to the general curriculum- to improve results and outcomes for all children with disabilities.
- Title I, Part A (Title I): Supplemental Federal funds to ensure Title I students have fair, equal, and significant opportunities to obtain a high-quality education and improve their achievement.
- Title II, Part A (Title II): Increases academic achievement by improving teacher and principal quality.

SELECTED FEDERAL PROGRAMS

SELECTED FOR ILLUSTRATIVE PURPOSES

- IDEA, Title I, and Title II: distinct Federal programs with specific purposes.
- Program flexibilities contribute to opportunity for partnership with SEAs, LEAs, and schools.
- These flexibilities generally apply regardless of whether or not an SEA has received ESEA flexibility.

IDEA, TITLE I, TITLE II, AND NON-FEDERAL FUNDS IN SCHOOLWIDE PROGRAMS

A schoolwide school:

- Represents a primary means to maximize flexibility in using Federal funds.
- Serves as a vehicle to whole-school reform.
- Allows for easier leveraging of non-Federal and Federal funds to work together to improve educational performance of the entire school.
- Addresses student needs through a schoolwide plan based on a comprehensive needs assessment.

A WORD OF CAUTION...

The examples in this presentation illustrate ways that Title I, Title II and IDEA funds may be used by SEAs and LEAs to support key areas of reform in a schoolwide program.

Because they are merely examples, however, they do not take into account the specific context in which these funds would be used at the State or local levels.

Thus, an SEA or LEA should ensure that such use is consistent with relevant programmatic requirements.

AREAS OF REFORM

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- College- and Career-Ready (CCR) Standards and Assessments
- State-Developed Differentiated Recognition, Accountability, and Support
- Effective Instruction and Leadership
- Positive School Climate

COLLEGE- AND CAREER- READY STANDARDS AND ASSESSMENTS

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SEAs may:

- Develop standards and assessments for all students (Title I/Consolidated ESEA State administrative funds).
- Develop appropriate accommodations for children with disabilities and valid and reliable alternate assessments to assess the performance of children with disabilities (IDEA).
- Support capacity building activities and improve the delivery of services by LEAs to ensure access to CCR standards for children with disabilities in order to accelerate and improve outcomes (IDEA).

COLLEGE- AND CAREER-READY STANDARDS AND ASSESSMENTS

SEAs may:

- Provide professional development to implement CCR standards and assessments (ESEA Section 6111 – State assessment funds).
- Provide professional development to support all teachers and leaders in learning core content and new instructional strategies to implement CCR standards (Title II).

COLLEGE- AND CAREER-READY STANDARDS AND ASSESSMENTS

LEAs may:

- Support all teachers and leaders in learning core content and new instructional strategies to implement CCR standards (Title II).
- Prepare low-achieving students to participate successfully in advanced coursework aligned with CCR standards (Title I).
- Provide intensive summer programs to low-achieving high school students to prepare them to take advanced classes (Title I).

**STATE-DEVELOPED
DIFFERENTIATED
RECOGNITION,
ACCOUNTABILITY, AND
SUPPORT**

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

SEAs may:

- Provide technical assistance to low-performing schools and LEAs (Title I).
- Provide technical assistance to personnel, and direct services to children with disabilities, in schools and LEAs identified for improvement based solely on the low performance of students with disabilities, including relevant focus schools (IDEA).
- Use the school improvement reservation from for their State system of support and establish eligibility criteria to determine the schools that receive this support and the amount of funds (Title I).

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

LEAs may:

- Consolidate funds in a schoolwide school to turn around low-performing schools (IDEA, Title I, and Title II), **or**
- If funds are not consolidated, encourage a schoolwide program to use Title I funds on comprehensive reforms designed to improve the school, consistent with its needs as identified in the schoolwide plan, rather than just on specific services for individual low-achieving students (e.g., pull-out programs).

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

LEAs may:

- Focus funds where the needs are greatest by:
 - Reserving funds for LEA support to low-performing schools (Title I).
 - Allocating more funds per low-income student to schools with higher poverty rates (Title I).
 - After allocating to schools above 75 percent poverty, deciding whether to allocate funds to elementary, middle, or high schools (Title I).

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

LEAs may:

- Provide incentives and rewards to attract qualified and effective teachers to low-performing schools (Title I and Title II).
- Provide educators with professional development, and materials and supplies, to implement the schoolwide plan (IDEA, Title I, and Title II).

EFFECTIVE INSTRUCTION AND LEADERSHIP

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SEAs may:

- Train evaluators (Title II).
- Develop, or help LEAs develop, performance-based compensation systems that provide differential and bonus pay in high-need schools (Title II).
- Provide professional development:
 - To teachers and related services providers of students with disabilities (IDEA).
 - To assist teachers in using educator evaluation data to improve instruction (Title II).
 - On how teacher effectiveness will be measured (Title II).

EFFECTIVE INSTRUCTION AND LEADERSHIP

LEAs may:

- Provide professional development to teachers as part of carrying out the schoolwide plan (Title I).
- Develop and implement coordinated, early intervening services (CEIS) for non-identified students in need of additional academic or behavioral support, including professional development (IDEA).
- Recruit and retain effective and highly-qualified teachers using differential pay (Title II).
- Provide monetary incentives associated with earning high educator effectiveness ratings (Title II).

SCHOOL CLIMATE

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SEAs may:

- Use State-level activity funds for a State-wide initiative to assist districts in providing positive behavioral supports (IDEA).

SCHOOL CLIMATE

LEAs may:

- Permit a schoolwide program to implement activities to improve school climate, provided that climate-focused interventions are part of the schoolwide plan (Title I).
- Implement behavioral evaluations and interventions for non-identified students who need additional academic and behavioral support (IDEA).

SELECTED REQUIREMENTS TO KEEP IN MIND

- Funds may not be used for activities for non-Title I students except when there is a specific authorization in the law (Title I). All students in a schoolwide program school are Title I students.
- Federal funds must supplement, and not supplant, non-Federal funds. Supplement not supplant applies differently in different programs; within Title I, it applies differently in a schoolwide vs. a targeted assistance school (IDEA, Title I, and Title II).
- Federal funds must support activities that are necessary and reasonable to accomplish the federal program's purpose (IDEA, Title I, and Title II).

Title II funds may not be used to:

- Develop curriculum associated with implementing CCR standards.
- Provide subject-specific professional development in non-core areas.
- Raise educator awareness about a State-mandated evaluation system.
- Purchase evaluation system-related data systems to manage linking student and teacher data.
- Purchasing equipment, such as iPads, for school and district administrators to use in evaluating.
- Pay non-highly qualified teachers.

SCHOOLWIDE PROGRAM EXAMPLE

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Depending on its needs, a schoolwide program school could:

1. Spend Title I funds to:

- Upgrade the curriculum for the entire school
- Implement an early warning system
- Extend the school day or school year
- Reorganize class schedules to increase teacher planning time
- Revamp the school's discipline process
- Hire additional teachers
- Reorganize classes to promote personalized learning
- Implement career academies
- Implement school safety programs

SCHOOLWIDE PROGRAM EXAMPLE (CONT.)

2. Spend Title II funds to:

- Train evaluators as part of a teacher and leader evaluation system
- Provide incentives to attract highly qualified and effective teachers to a low-performing school

3. Spend IDEA funds to:

- Provide professional development on CCR instructional strategies to teachers and related services providers of students with disabilities
- Implement positive behavioral interventions and supports schoolwide

DISCUSSION