



Federal Spending Handbook

for the FY26 Consolidated Funding Application

Tennessee Department of Education | February 2025





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Introduction

The purpose of this manual is to help local educational agency (LEA) leaders make the most out of the more than \$750 million Tennessee receives each year from the U.S. Department of Education (ED) under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This money is distributed through individual federal grant programs to the state educational agency (SEA) which releases subgrants funds to local education agencies (LEAs). LEAs should leverage these funds by coordinating grant spending to support activities that drive performance and improve outcomes for all students.

Coordinated spending requires a shift in mindset to examine how resources can be maximized:

It is critical for all leaders at the district level to support this effort, in order to empower all personnel to collaborate in new and effective ways. ... Managing change is difficult, and to be successful, we have to meet the needs of all children, regardless of the ways we choose to fund programs. Far too often, in our silos we have said, "No, we can't do that because...", rather than working together to eliminate the silos. We are [too] comfortable with the inflexibility we have created.¹

Such coordination is permitted by federal law and encouraged by the Tennessee Department of Education (department). This manual provides guidance to LEAs in coordinating funds and recommended alignment of initiatives to the department's strategic plan.

¹ Center for Mental Health in Schools at UCLA, Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools (2012), [Web](#).



Department Strategic Plan and Goals—Best for All

The Tennessee Department of Education's strategic plan, **Best for All**, sets a vision and intention that together as a state, we will set all Tennessee students on a path to success. If we are successful, then Tennessee will increase the number of students who, two years after high-school graduation, are meeting key attainment milestones that we know help build success in life, including:

- persistence in a postsecondary education,
- earning a postsecondary degree or certificate,
- working in a job that provides a high quality of life for themselves and their families, and/or
- enrolling in the military.

In Tennessee K-12 public education, the Best for All strategic plan is the guiding light across the state rooted in three priority areas: Academics, Student Readiness, and Educators.

Academics: All Tennessee students will have access to a high-quality education no matter where they live.

Student Readiness: Tennessee schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Educators: Tennessee will set a new path for the education profession and be the top state in which to become and remain a teacher and a leader for all.

Within these priority areas, the department has developed policies, programs, and practices through five major initiatives to make targeted interventions, create innovative programs, and permit a safe, healthy learning environment for teachers and students.



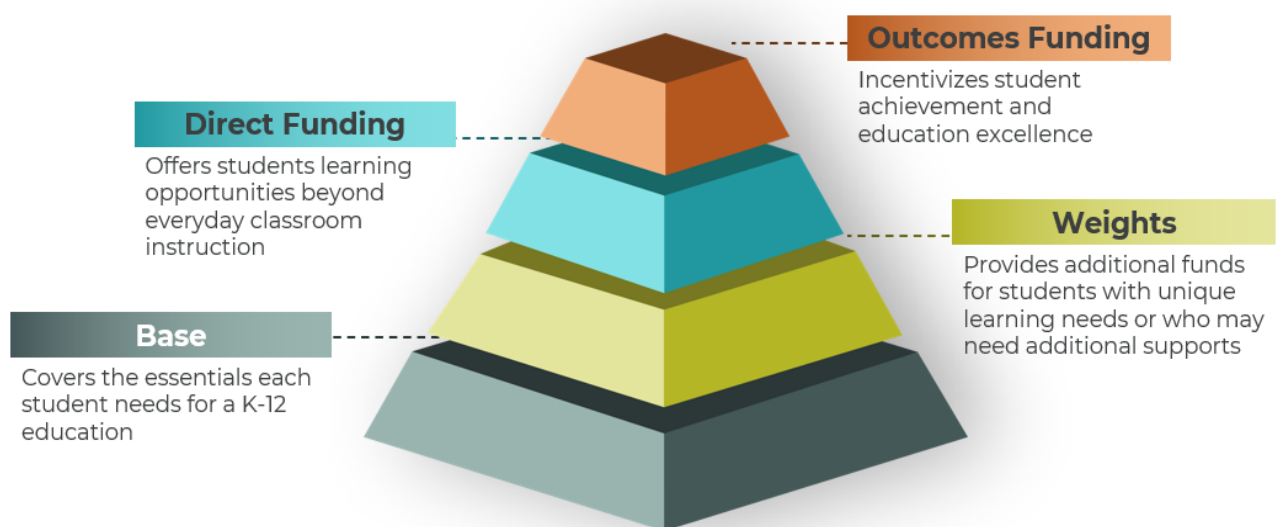
Tennessee Investment in Student Achievement (TISA)

The TISA Act was passed by the Tennessee General Assembly on April 28, 2022 and was signed into law by Governor Bill Lee on May 2, 2022. Through the passage of the TISA Act, Tennessee's K-12 public schools will receive state funds from a student-based funding formula. TISA is designed to empower each student to read proficiently by third grade, prepare each high school graduate to succeed in the postsecondary program or career of the graduate's choice, and provide each student with the resources needed to succeed, regardless of the student's individual circumstances.

What makes TISA different, first is the formula allocates a base amount of funding per student, with additional funding to support individual student needs. Secondly, the weights include factors such as services for students with disabilities or unique learning needs, or added support for students in sparsely populated or low income areas. The student-based formula will provide direct funding to LEAs to provide students learning opportunities beyond everyday classroom instruction. Examples include CTE coursework, post-secondary assessment, and reading programming. Finally, the formula has an outcomes component to support student outcomes.

Framework of a Student-based Formula

Base + **Weights** + **Direct** + **Outcomes**





Overview of Federal Funds

To ensure that Tennessee students are prepared for postsecondary and careers, it is imperative that funds are coordinated to provide maximum support to reach our goals. To this end, there is flexibility for LEAs and schools to *braid* and *blend* funds from multiple sources to align and fund programs efficiently and effectively. This flexibility allows LEAs to move away from funding programs in isolation to a more comprehensive and strategic funding plan.

To maximize this flexibility, it is essential to understand where there are opportunities to braid and blend funds. This guide is intended to provide LEA leaders and planning teams with specific program information and initiatives to demonstrate instances where braiding and blending are appropriate.

There are instances when braiding and blending are situation specific. **The distinction between braiding and blending funds** is whether the individual programs **maintain or lose their program identity**. For example, consider the difference between braiding hair and blending a smoothie. Hair that is braided can be unbraided and organized back into their original sections. Unlike braiding, blended smoothie ingredients cannot be separated into their original forms.

Braiding Funds

Using multiple funding sources in a collaborative manner to support educational initiatives ensures consistency and eliminates duplication of services. **Braiding funds** is a way for LEAs and schools to use multiple federal grants to support various parts of an initiative while **maintaining the award-specific identity**.

For example, assume School A receives Title I funds and is operating a school-wide program. The school wishes to implement an early warning system to identify students with skill deficits. As long as an early warning system is part of its approved school-wide plan based on a comprehensive needs assessment, the school could use Title I funds to pay for the system.²

If the school did not have enough Title I money to pay for the entire cost, the LEA could contribute to Coordinated Early Intervening Services (CEIS) (funds set aside under IDEA to provide early intervening services to non-disabled students with skill deficits) and/or IDEA, Part B funds to support part of the system.³ The LEA could also contribute Title II funds to help the school provide professional development to school staff on how to use the data produced by the system to improve student achievement.⁴

² U.S. Dep't. of Educ., Using ARRA Funds Provided Through Part B of IDEA to Drive School Reform and Improvement (Sept. 9, 2009), [Web](#).

³ U.S. Dep't. of Educ., Using ARRA Funds (Sept. 9, 2009), [Web](#).

⁴ Every Student Succeeds Act (ESSA), 20 U.S.C. § 6613(3)(E)(ii) (2015), [Web](#).

In this scenario, various grants are coordinated to support the implementation of an early warning system. The activities are allowable under each applicable grant, yet these grants continue to maintain their identity and expenditures for each are documented by the LEA or school.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent.

| Braiding Benefits | Braiding Challenges |
|--|--|
| No additional statutory authority required | Each funding stream maintains its identity including eligibility criteria and scope of authorized activities |
| Allows LEAs to leverage funding from multiple sources to complete projects/programs that could otherwise not occur | Supplement, not supplant, requirements for each program still apply |
| Allows LEAs to think strategically and take advantage of more flexible funding streams | Clearly documenting allocability |

Blending Funds

Combining multiple funding sources to support educational initiatives can ensure consistency, eliminate duplication of services, and reduce burden. **Blending funds** allows for more flexibility than braiding funds. In school-wide programs, eligible grants and other resources are combined under a single set of reporting requirements, and the dollars from each individual funding stream **lose the original award-specific identity**.⁵

For example, School B receives Title I, Title II, CEIS, and IDEA funds and is operating a school-wide program. The school wishes to implement an early warning system to identify students with skill deficits. School B elects to consolidate and follows the planning/application process for consolidating federal grant funds to support its school-wide program. School B could use any combination of available funds in the consolidated pool to support the early warning system only if an early warning system is part of its approved school-wide plan, based on a comprehensive needs assessment.

In this scenario, School B consolidates its federal grant funds into a school-wide pool, and those funds lose their original award-specific identity. Since the school-wide plan identifies the need for the initiative, the school can still fund the early warning system, professional development, and other intervening services but does not have to track individual grant expenditures.

⁵ ESSA, 20 U.S.C. § 6314(a)(3)(C).

Federal law authorizes recipients operating school-wide programs to consolidate spending from federal, state, and local funds to support the implementation of the school-wide program only if the school demonstrates that the intent and purpose of the program are met.⁶

| Blending Benefits | Blending Challenges |
|---|--|
| Less federal accountability | Required statutory authority |
| Allows LEAs to focus on outcomes rather than trying to “fit” an expense into a grant. | Requires upfront accounting adjustments to cost centers or program codes |
| More flexible allowable uses of funds | Typically, only at the school level in Title I schoolwide schools |
| Simplifies accounting and recordkeeping | Loses individual program identity |

Transferability

Transferability is a flexibility authority under the Every Student Succeeds Act (ESSA) which allows local educational agencies (LEAs) to transfer up to 100 percent of the funds they receive under Title II, Part A and Title IV, Part A to other programs to better address the needs of their unique student populations and to ensure the capacity of delivering a meaningful program. Transferred funds take on the character of the program they are transferred into. This includes statutory set-asides, ranking and allocating in Title buildings, and carryover.

| LEAs May Transfer All or Some Funds From | LEAs May Transfer Funds Into |
|---|--|
| Title II, Part A, Supporting Effective Instruction | Title I, Part A, Improving Basic Programs Operated by LEAs |
| Title IV, Part A, Student Support and Academic Enrichment | Title I, Part C – Education of Migratory Children |
| | Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk |
| | Title II, Part A, Supporting Effective Instruction |
| | Title III, Part A, English Language Acquisition Language Enhancement, and Academic Achievement |
| | Title IV, Part A, Student Support and Academic Enrichment |
| | Title V, Part B, Subpart 2, RLIS |

⁶ ESSA, 20 U.S.C. § 6314(a)(1).

Five-Step Framework

The *five-step framework* below can help simplify the process of identifying how federal funds can be used to support a comprehensive initiative. This framework can be used for any initiative for which a LEA is considering using federal funds.

Step 1 – Assess the Needs

Assess LEA needs, identify barriers to increase student achievement, and implement activities to address those needs. By utilizing data to conduct a comprehensive needs assessment in ePlan, this step helps the LEA prioritize its needs, set goals and strategies, and identify action steps. It is critical to identify and include all stakeholders who should be involved in the decision-making process (e.g., academic staff, fiscal/grants staff, teachers, parents). The identified needs in this step should drive the identified components and costs of activities in the next step.

Step 2 – Identify Components and Costs of Initiatives

Review and break down each initiative to identify the key components and the costs associated with each. Federal grants may be able to support some costs but not others. By specifying components early in the planning stages, LEAs have a clearer understanding of the possible federal resources available to support the overall activity.

For example, a literacy program for elementary and middle grades could entail purchasing a software program, technology, professional development for teachers in the use of software and technology, instructional supplies, and literacy coaches.

Step 3 – Identify Federal Grants

Determine which federal grants can support the various component costs of each initiative.

Federal grants are intended for specific purposes and can only support certain types of activities and initiatives, depending on the specific requirements of the program. These requirements must be accounted for when determining if a specific federal grant can support a specific cost. For example, federal programs contain:

- **Eligibility requirements:** Most grants have specific eligibility criteria defining the student or school population that can be served by the program. Costs may only support activities benefiting the population(s) identified in the law.
- **Permissible grant activities:** Many grants have a “use of funds” section in the statute; see program examples that outline the types of costs that can, and in some cases must, be paid with grant funds. Some grants, such as Title I, Part A, do not have a specific use of funds section. In this case, activities must be consistent with the purpose and goals of the grant.
- **Spending limits:** Some grants permit certain costs to be charged, but only up to a specified amount or percentage. Costs that exceed the limit are not permitted. For example, there is a 15 percent limit on the amount a LEA can use for Coordinated Early Intervening Services (CEIS) in IDEA.
- **Mandatory set-asides:** Some grants require funds to be spent on specific costs or require a designated percentage of funds to be spent on specific activities.

- **Fiscal rules:** All federal education programs have fiscal rules that impact spending choices such as supplement, not supplant; maintenance of effort; and comparability. It is important to note that a rule with the same name (i.e., supplement, not supplant) may work differently in different programs.

Step 4 – Determine if Costs are Reasonable, Allocable, Necessary, and Documented

Determine if the cost is reasonable, allocable, necessary, and documented and will benefit the federal program relevant to the amount funded.

All proposed expenditures must be:

- **Reasonable:** The proposed goods and services are not excessive in cost and are based on prudent and sound purchasing practices.
- **Necessary:** The goods and services are essential for carrying out the grant program. The need for the goods and services is supported in the needs assessment and district and school plans.
- **Allocable:** The goods and services are specifically for the benefit of the grant and meet the program's intent and objectives.
- **Documented:** The LEA must be able to readily document the reasonableness, necessity and allocability of purchases through an established allowability procedure, needs assessment, standard purchasing processes, or LEA policy.

In practice, this means an LEA should be able to:

- explain how the cost helps fulfill the federal program requirements (i.e., how the cost addresses LEA needs and furthers federal program goals); and
- justify that the amount spent appropriately supports the LEA's prioritized needs, including being able to show the amount paid constitutes a fair market value.

Step 5 – Verify Alignment with District and Program Plans in ePlan

Ensure that the cost is consistent with ePlan and other relevant program plans.

In order to maximize resources, LEAs should review the plans submitted in ePlan via the InformTN platform (district and school-level plans) to ensure alignment and to identify any areas where duplication may exist. LEAs are encouraged to have a single, comprehensive plan for all students in InformTN—rather than multiple program-specific plans that do not correlate.

Use of Federal Funds for Pre-kindergarten (Pre-K)

On April 13, 2022, HB1890 was passed and amended T.C.A. § 49-6-301(a) to include the following in the state's definition of what constitutes an elementary school:

For purposes of federal funding, “elementary schools” are schools serving any combination of prekindergarten through grade six (pre-K–6).⁷

⁷ Tenn. Code Ann. § 49-6-301(a).

This addition to the state's definition of what constitutes an elementary school provides greater flexibility to LEAs when deciding how to spend some federal education program funds. Tennessee LEAs may choose whether or not to serve pre-K students and instructional staff with funds from the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Title V, Part B

It is important to note, however, that while LEAs now have greater flexibility when it comes to federal spending for Pre-K programs, Pre-K students do not generate federal funds. **ESSA allocations are calculated based on data for grades K-12 only.** More information on the use of federal funds for Pre-K, including information on equitable services, can be found [here](#).



District Strategic Plans and School Improvement Plans

It is important that schools, LEAs, and the state develop strong plans for improvement that aim to incrementally move towards achievement of long-term goals. Therefore, all LEAs and schools in Tennessee are required to create an annual comprehensive improvement plan involving a diverse group of stakeholders to drive prioritization of the work and associated funding decisions to improve educational opportunities for all students. During the planning process, stakeholders are challenged to review various data points to identify the current needs of the district or school. Once the needs are identified, the planning team creates aligned goals, strategies, and action steps that align with the prioritized needs. All plans need be reviewed regularly and revised based on students' needs throughout the school year with input from the planning team.

Additionally, ESSA requires that Targeted Assistance and School wide Title I schools' plans contain additional components. Targeted Assistance school plans are required to have six components: 1) well-rounded education, 2) strengthening academics, 3) regular education coordination, 4) professional development, 5) parent and family engagement, and 6) other programs/coordination.

School wide plans must contain five specific components: 1) opportunities for all students, 2) strengthening academics, 3) quality learning, 4) well-rounded education, and 5) at-risk students.

District and School Plans and their associated priorities, strategies, and action steps should drive decisions around how ESSA and IDEA funds will be budgeted and spent. The district and school planning process should inform how funds are spent to get the best return on investment and also ensure that student needs are being addressed through the effective use of federal funds.

Districts and schools are required to develop a robust data-driven comprehensive plan for improvement using the InformTN platform. The [InformTN Technical User Guide](#) may be used to navigate the platform. Along with the LEA plan, districts with priority/comprehensive support and improvement (CSI) schools are required to develop a District Turnaround Plan for the district that focuses on identified priorities for the lowest-performing schools in the district.



Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. ESSA replaced the former federal education law, commonly referenced as No Child Left Behind (NCLB) and reauthorized the Elementary and Secondary Education Act of 1965 (ESEA).

Within ESSA, there are provisions to help ensure more state-level decision-making authority and new flexibilities for programs. Below are a few additional provisions:

- advances equity by upholding critical protections for America's disadvantaged and high-need students
- ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards
- helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators
- sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#)
- maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under NCLB, districts and schools were called to use “scientifically-based research” as the foundation for education programs and interventions. This has been replaced by “evidence-based interventions” under ESSA. This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1: Strong

At least one randomized, well-conducted study showing significant positive student outcomes

Tier 2: Moderate

At least one quasi-experimental (i.e., matched), well-conducted study showing significant positive student outcomes

Tier 3: Promising

At least one correlational, well-conducted study with controls for inputs showing significant positive student outcomes

Tier 4: Demonstrates a Rationale

Practices that have a well-defined logic method or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied School Improvement are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them.⁸ All other programs under Titles I–IV can rely on Tiers 1–4. More information about evidence-based interventions can be found in ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Evidence for ESSA:

- [ESSA Tiers of Evidence Guidance](#)
- [Focus on ESSA Evidence Slides](#)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

⁸ ESSA, 20 U.S.C. § 6303.



● Academics | ● Student Readiness | ● Educators

Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies

What it is

The purpose of the Title I, Part A program is to provide federal dollars to **supplement** educational opportunities for children who live in high-poverty areas and are most at risk of failing to meet the state’s challenging academic achievement standards. Title I, Part A funds are to be used to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.⁹

ED awards Title I grant funds to the department, which subgrants funds to LEAs. LEAs reserve funds for mandatory set-asides and other LEA-level instructional initiatives. The remaining Title I funds must flow to eligible schools through a formula known as “spiraling” in Tennessee.¹⁰ Eligible schools are determined by the LEA and are identified as Title I schools. LEAs determine the amount of funding to be awarded to each Title I school based on poverty percentage. Each Title I school determines the type of Title I program to be implemented with the allocated funds and develops a school-wide plan. Each school must utilize funds to meet the intents and purposes of Title I, Part A as defined by federal rule.

Supplement, Not Supplant

Title I, Part A funds for **LEA- and school-level** spending must only be used to supplement the funds that would—in the absence of Title I, Part A funds—be made available from state and local sources for the education of students participating in Title I programs and not to supplant such funds.

To demonstrate compliance with the Title I, Part A supplement, not supplant provision for **LEA- and school-level** expenditures, LEAs must annually provide the methodology used to allocate state and local funds to each Title I school. This ensures that each Title I school receives all state and local funds it would otherwise receive if it were not a Title I school. For more information on the supplement not supplant provision and requirements of Title I, Part A, see the [Supplement Not Supplant Guidance](#).

⁹ ESSA, 20 U.S.C. § 6301.

¹⁰ Also called “ranking and serving”; See the [Consolidated Funding Application Guide](#) for more information.

What it can fund

At the school level, there are two Title I program models:

- **School-wide program model:** Any school with at least 40 percent poverty, or a state-approved waiver, may operate a Title I school-wide program as long as the school conducts a comprehensive needs assessment and develops a school-wide plan for meeting those needs.¹¹ The school-wide plan and its implementation must be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.¹² The premise behind the school-wide model is that comprehensive improvement strategies—rather than separate, add-on services—are most effective in raising academic achievement for the lowest achieving students in a school. This is best accomplished by a school addressing the root causes of low performance.
 - All students and staff may participate in Title I, Part A funded activities.
 - The school may use Title I, Part A funds to support **any reasonable activity designed to improve the school's educational program** as long as it is consistent with the school's needs and school-wide plan.
 - Depending on its needs, a school-wide program school could use Title I, Part A funds for various activities:
 - 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 and collaboration time
 - improve the school's discipline process
 - hire additional teachers
 - reorganize classes to promote personalized learning
 - implement career academies
 - provide early postsecondary opportunities
 - implement school safety programs
 - address school climate or culture issues
 - parent and family/community engagement¹³
- **Targeted assistance program model:** Any Title I school that does not operate a school-wide program (has less than 40 percent poverty or has opted not to operate a school-wide program) must operate a targeted assistance program unless a state-approved waiver has been approved. In a targeted assistance program, the school uses Title I, Part A funds to provide additional supports only to identified students with skill deficits to help them to meet state standards.
 - Only eligible, identified students may participate in and benefit from Title I, Part A funded activities.
 - students identified as failing, or most at risk of failing, to meet state standards, (based on academic need, not on poverty)

¹¹ U.S. Dep't. of Educ., Designing School-wide Programs. [Web](#).

¹² ESSA, 20 U.S.C. § 6314(b)(3).

¹³ ESSA, 20 U.S.C. § 6318.

- students who participated in Head Start or a Title I-funded preschool program within the past two years
 - migrant, neglected, delinquent, and homeless students
- The school must spend Title I, Part A funds on supplemental activities to improve the academic achievement of eligible, identified students, including:
 - support for core academic subjects, including English language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;
 - positive behavioral supports, attendance incentive programs, parent and family/community engagement, and school climate interventions if needed to improve student achievement; and
 - health, nutrition, and other social services if funds are not reasonably available from other sources and provided the school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers
- **Maximize the school-wide program model:** Title I spending is most flexible at the school level in school-wide program schools. School-wide program schools can use Title I, Part A funds to support activities needed to upgrade the school's educational program as long as the activities are consistent with the school's needs and school-wide plan, including instructional and support services that benefit all students.

Reserved Title I Set Asides

- Set-asides are funds that are reserved at the LEA level. In some cases, LEAs are required to reserve funds for certain activities under Title I, Part A; in other cases, reservations are discretionary.
- Before distributing funds to Title I schools, two set-asides are automatically calculated and deducted from LEA allocations.
 - An automatic set-aside is calculated for **services to private school students** if the district serves private schools.
***Note:** This set-aside amount is auto-populated once the LEA completes the Private Title I Program Details page.*
 - If the LEA's allocation is greater than \$500,000, an automatic set-aside is calculated and reserved for **parent and family engagement activities**. 90% of this set-aside must be allocated directly to Title I schools.
***Note:** All LEAs who receive Title I funds (regardless of the allocation amount) must reduce barriers and provide opportunities for the participation of all parents and family members in Title I parent and family engagement activities, including parent and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.¹⁴*
- LEAs also must reserve funds "off the top" of the Title I allocation when serving **homeless students**.

¹⁴ ESSA, 20 U.S.C. § 6318.

In addition, LEAs may reserve funds to administer Title I programs, including LEA-managed initiatives in Title I schools such as:

- support to Priority, Comprehensive Support and Improvement (CSI), Focus, Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) schools,
- professional development,
- preschool,
- extended day/summer school,
- support for English Learners,
- foster care transportation, and
- administrative costs for public and private school services.

It is important to note that district set-asides must be used only at Title I schools, except in these instances:

- Homeless: LEAs must set aside a reasonable and necessary amount to provide services for homeless children. These funds can be used to provide services to students who attend Title I and non-Title I schools.
- McKinney-Vento: LEAs receiving competitive McKinney-Vento grants are required to reserve an amount from Title I, Part A to supplement services provided to homeless students.

Completing the CFA

For help completing the Consolidated Funding Application for Title I, Part A see the *Title I, Part A* section of the [Consolidated Funding Application Guide](#).

Other Resources

For more information on Title I, Part A see:

- [Non-Regulatory Guidance: Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#)
- [Supplement Not Supplant Guidance](#)



● Academics | ● Student Readiness | ● Educators

Title I, Part A—Neglected—Services to Children in Neglected Facilities

What it is

The purpose of Title I, Part A—Neglected is to ensure neglected students are receiving services to meet the state’s challenging academic standards. LEAs must reserve such funds as necessary to provide services comparable to those provided to children in Title I, Part A programs for children living in local institutions for neglected children. Included in the LEA’s allocation of Title I, Part A monies are funds generated by the number of children residing in institutions for neglected children and youth. The number of children in each facility is submitted by facilities during the mandatory annual count; the count results (from facilities in LEAs and those that are state agencies) are submitted to ED. It is recommended that LEA staff members consult regularly with facility points of contact as they work to determine their needs and best use of funds. While LEAs should collaborate with facilities, the LEA has the authority to make the final determination of how funds will be spent. LEAs shall:

- use resources to help children in neglected facilities meet the state’s challenging student academic standards expected for all children;
- ensure that planning for students served in this part is incorporated into existing school planning; and
- use effective methods and instructional strategies that are based on scientific research that strengthens the core academic program of the facility.

What it can fund

The Title I, Part A—Neglected funds may be used to operate programs similar to the targeted assistance model of service delivery. LEAs may utilize funds to:

- operate before and after-school programs;
- operate summer programs;
- help provide accelerated, high-quality curriculum, including applied learning;
- provide tutoring;
- provide supplemental supports; and
- provide professional development to teachers, principals, and staff regarding meeting the academic needs of students in neglected facilities.

Completing the CFA

For help completing the Consolidated Funding Application for Title I, Part A—Neglected funds, see the *Title I, Part A—Neglected* section of the [Consolidated Funding Application Guide](#).



● Academics | ● Student Readiness | ● Educators

Title I, § 1003—School Improvement

What it is

The purpose of Title I, school improvement funds is to provide support to LEAs with one or more schools with a Comprehensive Support and Improvement (CSI) designation or with an Additional Targeted Support and Improvement (ATSI) designation. Support is provided through the direct allocation of funds to eligible LEAs or through the provision of supports and services to eligible LEAs by the state educational agency (SEA). SEA-provided supports can also be provided through school support teams, education service agencies, or nonprofit or for-profit external providers with expertise in evidence-based strategies to improve student achievement, instruction, and schools.¹⁵

When awarding Title I, school improvement funds, the SEA must give priority to LEAs that serve high numbers or a high percentage of CSI schools, demonstrate the greatest need for funds, and demonstrate the strongest commitment to using funds to enable the lowest-performing schools to improve student achievement and student outcomes. Additionally, the SEA must ensure that LEAs receiving funds represent the geographic diversity of the state. The purpose of School Improvement Grant (SIG) funds is to support strategies that address the root causes of the identified needs outlined in the school plan to raise student achievement and outcomes rapidly and substantially.

Supplement, Not Supplant

Title I, Part A 1003 funds do not follow the same guidelines for supplement and not supplant as Title I, Part A school level allocations. Title I, Part A 1003 funds for LEA- and school-level spending must only be used to supplement the funds that would—in the absence of Title I, Part A 1003 funds—be made available from state and local sources for the education of students participating in Title I programs and not to supplant such funds.

¹⁵ ESSA, 20 U.S.C. § 6303.

What it can fund

While the goal of Title I § 1003, which aims to raise the academic achievement of the state's lowest-performing Title I schools, remains in place, the intent and purpose of SIG funds is to support strategies that address the root causes of the identified needs outlined in the school plan to raise student achievement and outcomes rapidly and substantially. Activities for school improvement must be based on a school-level needs assessment included in an approved school improvement/turnaround plan and must adhere to strict evidence-based criteria. Tennessee empowers district and school leaders to craft evidence-based solutions tailored to their needs and context to address student achievement. All Title I, A 1003 funded strategies and activities must align with one of the Turnaround Levers of Change outlined in the Tennessee ESSA plan. The key levers in school turnaround are 1) strong leadership, 2) effective instruction, and 3) student support and services. Additionally, funds should support strategies focused on rapid school turnaround, improvement of systems and structures, and directly support student achievement.

The caveat for the use of school improvement funds is that interventions for school improvement must adhere to strict evidence-based criteria.¹⁶ The criteria, delineated in three tiers, must demonstrate a significant effect on improving student outcomes or other relevant outcomes based on one of the following:

- **Tier 1:** Demonstrates strong evidence from at least one well-designed and well-implemented experimental study.
- **Tier 2:** Demonstrates moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- **Tier 3:** Demonstrates promising evidence from at least one well-designed and well-implemented correlational study with statistical controls.

The SEA has determined that all grant interventions must align with one of the three key levers for school improvement: 1) strong leadership, 2) effective instruction, and 3) student support and services.

¹⁶ ESSA, 20 U.S.C. § 6311(d)(1)(B)(ii).



● Academics | ● Student Readiness | ● Educators

Title I, Part C—Education of Migratory Children

What it is

The purpose of Title I, Part C,¹⁷ Migrant Education Program (MEP) is to assist states in supporting high-quality and comprehensive educational programs and services throughout the year that address the unique educational needs of migratory children, including to:

- ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards;
- ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
- help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
- help migratory children benefit from state and local systemic reforms.¹⁸

The goal of MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.¹⁹

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). Any child, birth through age 21, who meets the statutory definition of *migratory child* may be served by the MEP.

Note: Only children ages three through 21 are counted for state funding purposes.

Supplement, Not Supplant

Title I, Part C funds must be used to supplement, and not supplant, any state, local, and other federal funds that would otherwise be used for migrant students, except that migratory children who are eligible to receive services under Title I, Part A may receive those services through funds provided under that part, or through funds under Title I, Part C.²⁰

¹⁷ ESSA, 20 U.S.C. § 6391.

¹⁸ ESSA, 20 U.S.C. § 6391.

¹⁹ U.S. Dep't. of Educ., Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 (2017), [Web](#).

²⁰ ESSA, 20 U.S.C. § 6396 (b)(2).

What it can fund

The department allocates Title I, Part C funds to LEAs to provide **instructional and support services** to migratory students. Identification & Recruitment (ID&R) and data services continue to be managed by a third-party contractor. In FY25, the state MEP contractor will also provide instructional and support services to out of school youth (OSY) and preschool migratory students. **Therefore, LEAs who accept Title I, Part C funding are only responsible for the provision of instructional and support services to identified migratory students in grades K–12.**

All LEAs, regardless of their Title I, Part C funding, must still comply with required reporting and service responsibilities to migratory students (e.g., enrollment, free lunch, equal access to education and extracurricular activities, and services).

Before an LEA chooses to consolidate Title I, Part C funds in its school wide pool, the LEA must consult with parents of migratory children or organizations representing those parents, or both, and meet the identified needs of migratory children that result from the effects of their migratory lifestyle or that are needed to permit migratory children to participate effectively in school. The school must also document that services to address those needs have been provided. LEAs who choose to pool Title I, Part C funds must still provide migratory instructional services to Priority for Service (PFS) migratory students.

Allowable uses of Title I, Part C funds include, but are not limited to:

- administration costs (LEAs may reserve up to 20 percent for administration costs. Title I, Part C may contribute to ESEA Consolidated Administration).
- identification of migratory student needs
- instructional and support services, such as:
 - before or after school tutoring
 - push-in support during regular school day
 - summer school
 - summer camps
 - dropout intervention and reduction activities
 - secondary credit accrual and recovery
 - college and career programs to assist secondary school students with the transition to postsecondary education or employment
- supplemental equipment, materials, and supplies, such as:
 - materials for a migratory student library
 - computer lab or technology equipment for migratory children and youth
 - classroom supplies for supplementary activities, summer school, tutoring programs, etc.
- transportation for migratory children and youth to attend supplementary instruction, tutoring, summer school, summer camp, etc.
- interstate and intrastate coordination
- advocacy
- minimal and vital health services for migratory students without insurance
- family engagement:

- family resource centers or family training sessions/workshops
 - adult education (e.g., parent information sessions, health/well-being classes)
 - providing transportation and lodging for parents to attend migrant conferences/trainings
 - family literacy programs
 - Parent Advisory Committee (PAC) activities
- Migrant Student Records Exchange (MSIX)
- professional development:
 - professional library materials
 - conferences, speakers, on-site and off-site trainings

Completing the CFA

For help completing the Consolidated Funding Application for Title I, Part C funds, see the *Title I, Part C* section of the [Consolidated Funding Application Guide](#).

Other Resources

For more information on Migrant Education, see:

- [MEP Program Guide](#)



● Academics | ● Student Readiness | ● Educators

Title I, Part D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

What it is

The purpose of Title I, Part D is to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that these children have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet, including to:²¹

- provide these children with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- 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 and the involvement of their families and communities.

LEA programs are authorized under subpart 2, which provides formula grants to SEAs to award subgrants to LEAs to support the operation of programs that involve collaboration with locally operated correctional facilities to:²²

- carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- operate programs in local schools for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

Institutions for neglected or delinquent children and youth include:²³

- **Neglected:** a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under state law due to abandonment, neglect, or death of their parents or guardians.

²¹ ESSA, 20 U.S.C. § 6421.

²² ESSA, 20 U.S.C. § 6451.

²³ ESSA, 20 U.S.C. § 6472.

- **Delinquent:** a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Supplement, Not Supplant

Title I, Part D programs must supplement the number of instructional hours students receive from state and local sources and shall be considered in compliance with the supplement, not supplant requirements in regard to the subject areas in which instruction is given during those hours.²⁴

What it can fund

Subpart 1

The goal of Title I, Part D Subpart 1 is to ensure children and youth identified by the SEA as failing, or most at-risk of failing, meet the state's challenging academic standards. Projects may use Subpart 1 funds to:

- pay the necessary and reasonable costs that provide supplemental instructional services, including reading, mathematics, language arts, and career and technical education-oriented programs;
- hire and train additional teachers, aides, educational counselors, and other staff members to provide additional instruction in the areas of greatest need;
- 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 equipment to assist students' transitions (e.g., purchasing scanners to scan individualized education program (IEP) documents); and
- implement parent and family engagement programs and activities.

Additionally, the SEA is required to reserve not less than 15 percent or more than 30 percent of the amount it receives for transition services. Transition services focus on helping children and youth who are neglected or delinquent to re-enter school successfully or to find employment after they leave the institution and return to the local community.

Subpart 2

Title I, Part D Subpart 2 funds may use the funds to operate programs that involve collaboration with locally operated facilities with which the LEA has established formal agreements in order to:

- carry out high quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment;
- operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities;
- coordinate health and social services for children and youth if there is a likelihood that providing such services will help these children complete their education;
- operate special programs that meet the unique needs of such children, including vocational and technical education, special education, career counseling, and curriculum-based entrepreneurship education;

²⁴ ESSA, 20 U.S.C. § 6321.

- facilitate programs that assist such youth in securing student loans or grants for postsecondary education;
- operate programs that provide mentoring and peer mediation; and
- provide professional development to ensure staff are equipped with the knowledge, skills, and tools to educate and support children and youth in delinquent institutions.

Completing the CFA

For help completing the Consolidated Funding Application for Title I, Part D, see the *Title I, Part D* section of the [Consolidated Funding Application Guide](#).



● **Academics** | ● **Student Readiness** | ● **Educators**

Title II, Part A—Supporting Effective Instruction

Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

What it is

The purpose of Title II, Part A is to provide grants to SEAs and subgrants to LEAs to:

- increase student achievement consistent with challenging state academic standards;
- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II, Part A places a major emphasis on teacher quality as an integral factor in improving student achievement. The purpose of Title II, Part A is to improve teacher and leader quality with a focus on preparing, training, and recruiting high-quality teachers and principals.

Supplement, Not Supplant

Funds made available under Title II shall be used to supplement and not supplant state and local funds that would otherwise be used for activities authorized under Title II.

Title II funds must only supplement state and local mandates. For example, if state law mandates a certain number of hours of professional development on a particular topic, Title II could support additional training on that topic. LEAs can coordinate Title II with Title I, Part A funds without facing a supplanting issue as long as the activities are allowable under the applicable programs. For example, a new educational intervention program could be split-funded: Title I funds could fund the instructional supplies, and Title II could fund the training for teachers on how to implement with fidelity. Title II funds can be used across all schools, regardless of their Title I status.

What it can fund

Title II, Part A eligible expenditures should be determined based on needs identified by LEA and stakeholders. LEAs must engage in meaningful consultation with a broad range of stakeholders,²⁵ and

²⁵ ESSA, 20 U.S.C. §§ 6611(d)(3), 6612(b)(2-3).

private schools,²⁶ and must have a process in place to use data to continually update and improve activities supported under this part.

Title II, Part A offers LEAs the flexibility to design and implement a wide variety of activities that can help meet the individual needs of educators based on educator practice and student development. Professional development opportunities may support the development of all school personnel including teachers, paraprofessionals, principals, and other school leaders and may be individualized to effectively support new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes including the following:

- **High Quality Professional Development:** High-quality, personalized, evidence-based professional development for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning. Activities may include training teachers, paraprofessionals, principals, or other school leaders to:
 - effectively integrate technology into curricula and instruction;
 - use data to improve student achievement (ensuring individual student privacy under FERPA);
 - effectively engage parents, families, and community partners and coordinate services between school and community;
 - help all students develop the skills essential for development readiness and academic success;
 - develop policy with school, local educational agency, community, or State leaders; and
 - participate in opportunities for experiential development through observation.
- **Effective Teaching of English Language Learners:** The development of programs and activities that increase the ability of teachers to effectively teach English language learners.
- **Effective Teaching of Children with Disabilities:** The development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities.
- **Increased Knowledge/Ability to Teach Early Childhood:** The development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children (up to age eight) are progressing.
- **Effective Instruction of Science, Technology, Engineering, and Math (STEM):** The development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.
- **Implementation of Formative Assessments:** The training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.
- **Supporting Students Affected by Trauma and/or Mental Illness:** The provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness.

²⁶ ESSA, 20 U.S.C. § 7881.

- **Identification and Support of Gifted Students:** The provision of training to identify students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.
- **Instructional Services Provided by Libraries:** Professional development intended to improve the instructional services provided by effective school library programs.
- **Career Readiness Education:** Training teachers, principals, or other school leaders on strategies to integrate rigorous academic content and provide effective career/technical education and work-based development to help prepare students for post-secondary education and the workforce.
- **Recruitment, Placement, and Retention of Effective Educators:** The development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging state academic standards, to improve within-LEA equity in the distribution of teachers. Allowable activities for LEAs include:
 - attracting the most effective educators to LEAs and the schools that need them;
 - developing a systematic, coordinated approach to provide new and sustained leadership opportunities with additional compensation, recognition, and job-embedded professional development for teachers and administrators to advance excellent teaching and development;
 - using evaluation data in development, compensation, and employment decisions;
 - providing expert help in screening candidates and enabling early hiring;
 - offering differential and incentive pay for teachers, principals, or other school leaders in high need academic subject areas and specialty areas, which may include performance-based pay systems;
 - offering teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and
 - offering new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student development and achievement, and increase the retention of effective teachers, principals, or other school leaders.
- **Class-size Reduction (CSR) Teachers:** The use of Title II, Part A funds to reduce class size in grades K-3 to a level that is evidence-based, to improve student achievement through the recruiting and hiring of additional effective teachers. More information about the requirements around class size reduction (CSR) teachers can be found [here](#).

Completing the CFA

For help completing the Consolidated Funding Application for Title II, Part A, see the *Title II, Part A* section of the [Consolidated Funding Application Guide](#).

Other Resources

For additional information on Title II, see:

- [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#)
- [Optional Title II Activity Evaluation Form](#)
- [Title II, Part A Overview and Allowable Use of Funds](#)



● Academics | ● Student Readiness | ● Educators

Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act

What it is

The purpose of the Title III, Part A program is to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic standards. The program provides enhanced instructional opportunities for immigrant children and youth.

Title III, Part A purposes are to:²⁷

- help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English;
- assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that those children can meet the same challenging state academic standards that all children are expected to meet;
- assist in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including immigrant children;
- assist teachers (including pre-K teachers), principals, other school leaders, SEAs, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings; and
- promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.

Supplement, Not Supplant

Title III, Part A funds must be used to supplement the level of other federal, state, and local public funds that, in the absence of Title III funds, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such federal, state, and local public funds.²⁸

The LEA must ensure that any services provided with Title III, Part A funds are supplemental and could not be used to meet a requirement of any other federal programs, including Title I, Part A. For example, Title I requires schools and LEAs to communicate with parents in the language they can understand. As such, Title III funds could not be used for this communication; however, Title III funds could be used for supplemental

²⁷ ESSA, 20 U.S.C. § 6812.

²⁸ ESSA, 20 U.S.C. § 6825.

communication specific to ESL information and family engagement. Title III funds can be used across all schools, regardless of their Title I status. See the [Title III Supplement Not Supplant Guidance](#) for more information.

What it can fund

Title III, Part A funds must be used to improve the education of English learners by assisting the students in learning English and meeting the challenging state academic standards.²⁹

Note: *Only active ELs (Ls and Ws) and Immigrant (I) students may be served under Title III. Students who have exited ESL services (T1, T2, T3, and T4) may not be served under Title III. T1-T4 students may only continue to be served under Title III if they are also Immigrant (I).*³⁰

All LEAs, regardless of their Title III, Part A funding, must still comply with required reporting and service responsibilities to English Learners (language instruction educational programs, professional development to all teachers of ELs, assessment requirements).

Required subgrantee activities include:³¹

1. providing **effective language instruction educational programs (LIEPs)** that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.
2. providing **effective professional development** to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - Designed to improve the instruction and assessment of ELs;
 - Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.
3. providing and implementing **other effective activities and strategies** that enhance or supplement language instruction educational programs for ELs, which ***must*** include:
 - **parent, family, and community engagement activities;** and
 - ***may*** include strategies that serve to coordinate and align related programs.

Other authorized subgrantee activities include:³²

- upgrading program objectives and effective instructional strategies;
- improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
- providing tutorials and academic or career and technical education;

²⁹ ESSA, 20 U.S.C. § 6825.

³⁰ ESSA, 20 U.S.C. § 6824(d).

³¹ ESSA, 20 U.S.C. § 6825(c).

³² ESSA, 20 U.S.C. § 6825(d).

- providing intensified instruction, which may include materials in a language that the student can understand;
- developing effective preschool, elementary, or secondary language instruction educational programs that are coordinated with other relevant programs and services;
- improving the English language proficiency and academic achievement of ELs;
- providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families:
 - to improve English language skills and
 - to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children; and
- improving the instruction of ELs, which may include ELs with a disability, 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 these resources into curricula and programs funded by Title III.

For more information on the allowable use of Title III funds, see the [Title III, Part A Allowability Guide](#).

Completing the CFA

For help completing the Consolidated Funding Application for Title III, Part A funds, see the *Title III, Part A* section of the [Consolidated Funding Application Guide](#).

Other Resources

For more information on Title III, see:

- [Federal Funding for Translation and Interpretation Services](#)
- [Non-Regulatory Guidance: English Learners and Title III](#)
- [Title III, Part A Allowability Guide](#)
- [Title III, Part A Supplement Not Supplant Guidance](#)



● Academics | ● Student Readiness | ● Educators

Title IV, Part A—Student Support and Academic Enrichment Grants

What it is

The purpose of Title IV, Part A, Student Support and Academic Enrichment Grants (SSAE), is to provide funds to improve students' academic achievement by increasing the capacity of SEAs, LEAs, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning (i.e., safe and healthy students), and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students (i.e., effective use of technology).

LEAs receiving \$30,000 or more in SSAE funds must:

- conduct a comprehensive needs assessment once every three years and
- meet the minimum spending requirements in each of the three focus areas:
 - at least 20 percent of funds to support well-rounded educational opportunities,
 - at least 20 percent of funds to support safe and healthy students, and
 - a portion of funds to support the effective use of technology (with no more than 15 percent for technology infrastructure).

LEAs receiving less than \$30,000 in SSAE funds must support at least one of the three focus areas, but no minimum amounts are required.

LEAs must prioritize the distribution of funds to schools based on one or more factors:

- schools with the greatest need, as determined by the LEA;
- schools with the highest numbers of low-income students;
- schools identified as Priority or Focus; and/or
- schools identified as persistently dangerous.

Supplement, Not Supplant

Title IV, Part A funds must be used by the LEA to supplement and not supplant state and local funds that would otherwise be used for activities authorized under Title IV, Part A. Title IV, Part A funds can be used across all schools, regardless of their Title I status.

What it can fund

Title IV, Part A, SSAE funds can be used to support a wide variety of activities that align to the three focus areas. Some examples of allowable uses of funds are:

- Well-round educational opportunities
 - Science, technology, engineering, and mathematics (STEM) programs
 - Music and arts programs
 - Foreign language instruction
 - Accelerated learning programs
 - Dual credit or dual enrollment programs
 - College and career counseling
 - Social and Emotional Learning (SEL)
 - Health and physical education programs
- Safe and healthy students
 - Bullying prevention programs
 - Dropout prevention programs
 - Restorative justice programs
 - Suicide prevention programs
 - Drug and violence prevention programs
 - Trauma-informed classroom management
 - Schoolwide positive behavioral interventions and supports
 - School-based mental health services
- Effective use of technology
 - Professional development directly related to improving the use of educational technology
 - Personalized learning
 - Blended learning strategies
 - Develop and deliver specialized or rigorous academic courses through the use of technology
 - Support for professional learning for STEM, including computer science
 - Discover, adapt, and share high-quality resources

Note: A special rule in the Title IV program states that no more than 15 percent of funds within the effective use of technology focus area may be used “for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A).” To clarify, **LEAs may not spend more than 15 percent of funding in this focus area on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.**³³

Completing the CFA

For help completing the Consolidated Funding Application for Title IV, Part A funds, see the *Title IV, Part A* section of the [Consolidated Funding Application Guide](#).

³³ ESSA, 20 U.S.C. § 7119(b).

Other Resources

For additional information on Title IV, Part A, see:

- [Non-Regulatory Guidance: Student Support and Academic Enrichment Grants](#)
- [Optional Title IV Activity Evaluation form.docx](#)
- [Title IV, Part A Questions and Answers](#)



● Academics | ● Student Readiness | ● Educators

Title IV, Part B—Nita M. Lowey 21st Century Community Learning Centers

What it is

The purpose of the Title IV, Part B program is to support the establishment or expansion of activities in community learning centers that provide academic enrichment opportunities, including tutorial services, particularly to students who attend low-performing schools.³⁴ Community learning centers provide services during non-school hours or periods when school is not in session to help students meet the challenging state academic standards and by providing a broad array of enrichment activities that reinforce and complement the regular academic programs. Families are also offered opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Title IV, Part B funds may only be awarded to eligible entities that propose to serve students who primarily attend schools eligible for Title I school-wide programs or that serve a high percentage of students from low-income families. In awarding subgrants, an SEA must give priority to applications proposing to target services to students (and their families) who primarily attend schools that:³⁵

- implement comprehensive support and improvement activities, targeted support and improvement activities, or other schools determined by the LEA to need intervention and support to improve student academic achievement and other outcomes; and
- enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

Supplement, Not Supplant

Title IV, Part B funds must be used by subgrantees to increase the level of state, local, and other nonfederal funds that would, in the absence of these funds, be made available for programs and activities authorized by Title IV, Part B, and in no case supplant other state, local or other nonfederal funds.

What it can fund

Title IV, Part B funds may be used to carry out a broad array of local activities that advance student academic achievement and support student success.³⁶ Such activities and programs may include:

³⁴ ESSA, 20 U.S.C. § 7171(a).

³⁵ ESSA, 20 U.S.C. § 7174(i).

³⁶ ESSA, 20 U.S.C. § 7175.

- academic enrichment
- well-rounded education activities, including credit recovery or attainment
- literacy education
- healthy and active lifestyle
- services for individuals with disabilities
- activities for English learners
- cultural programs
- telecommunications and technology education
- expanded library service hours
- parenting skills and family literacy
- assistance to students who have been truant, suspended, or expelled
- drug and violence prevention and counseling
- science, technology, engineering, and mathematics (STEM), including computer science
- career competencies and career readiness

Examples of how the funding can be used are listed below:

- salaries and benefits of program staff
- transportation of students to and from the program
- instructional supplies and materials
- professional development for key program staff

Maximize funds with the following tips:

- Utilize the USDA Afterschool Snack program to provide healthy snacks for students each day instead of using program funds.
- Connect with national and local service organizations to recruit volunteer tutors for the program. All volunteers must be properly vetted and trained before being cleared to work with students.
- Collaborate with existing educational programs like Family Resource Centers and Coordinated School Health programs to provide professional development or other services.
- Work with community partners to supplement program services. For example, community partners may help sponsor field trips for student participants or provide enrichment programs.

Other Resources

- [Education Department General Administrative Regulations](#)
- [Uniform Grants Guidance](#)



● Academics | ● Student Readiness | ● Educators

Title V, Part B—Rural Education Initiative

Small Rural School Achievement (SRSA) and Rural and Low-Income Schools (RLIS)

What it is

Title V, Part B, or the Rural Education Achievement Program (REAP), addresses the unique needs of rural school LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.³⁷

REAP is comprised of two formula grant programs:

1. Small, Rural School Achievement (SRSA)
 - The SRSA program provides funds to very small, rural LEAs.
 - The U.S. Department of Education (ED) awards these grants directly to eligible LEAs.
 - SRSA-eligible LEAs also qualify for the Alternative Fund Use Authority that provides additional flexibility in how they can expend federal education funds.³⁸
2. Rural and Low-Income Schools (RLIS)
 - The RLIS program targets rural LEAs that serve large numbers of low-income students.
 - ED makes allocations to the department, who in turn makes sub-grants to eligible LEAs.

Note: LEAs who qualify for both a SRSA and a RLIS grant must choose one program to participate in.

Supplement, Not Supplant

Title V, Part B funds must be used to supplement and not supplant other federal, state, or local education funds. Title V funds can be used across all schools, regardless of their Title I status.

What it can fund

Title V funds for both RLIS and SRSA programs can be used to conduct activities under various ESSA programs. For this reason, it is one of the most flexible funding streams.

Recipients may use funds to conduct activities authorized under the following provisions:³⁹

³⁷ ESSA, 20 U.S.C. § 7341(a).

³⁸ ESSA, 20 U.S.C. § 7345(a).

³⁹ ESSA, 20 U.S.C. § 7345.

- Title I, Part A – Improving Basic Programs Operated by LEAs
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment Grants
- Parent and family engagement activities

Title V Transferability

An LEA may transfer up to 100 percent of Title II, Part A and Title IV, Part A program funds to Title V, Part B.⁴⁰

Note: Consultation with private schools is **required** if such a transfer affects students or educational personnel from private schools.⁴¹

Completing the CFA

For help completing the Consolidated Funding Application see the *Title V, Part B* section of the [Consolidated Funding Application Guide](#).

Other Resources

- [U.S. Department of Education RLIS Information](#)
- [U.S. Department of Education SRSA Information](#)

⁴⁰ ESSA, 20 U.S.C. § 7305(b).

⁴¹ ESSA, 20 U.S.C. § 7881.



● Academics | ● Student Readiness | ● Educators

Title IX, Part A—Education for Homeless Children and Youth

What it is

The Education for Homeless Children and Youth (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youth and ensure educational rights and protections for these children and youth. The Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by ESSA took effect on Oct. 1, 2016.⁴²

Under the McKinney-Vento Act, SEAs must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and related services that they need to enable them to meet the same challenging state academic standards to which all students are held.⁴³

All LEAs, regardless of whether they receive a McKinney-Vento subgrant, must comply with required identification, reporting, and service responsibilities to homeless children and youth (e.g., enrollment, transportation, free lunch, equal access to education and extracurricular activities, services).

LEAs engage in coordination and collaboration with other departments, local organizations, and agencies to provide comprehensive services to homeless children and youth and their families. LEAs also offer expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.

Supplement, Not Supplant

Title IX, Part A Homeless set-aside funds must be used by the LEA to supplement and not supplant other federal, state, and local funds that would otherwise be used for activities authorized under Title IX, Part A of ESSA (McKinney-Vento). Title IX, Part A Homeless set-aside funds can be used across all schools, regardless of their Title I status as they are designed to support all homeless students

⁴² U.S. Dep't. of Educ., Supporting the Success of Homeless Children and Youth (July 27, 2016), [Web](#).

⁴³ U.S. Dep't. of Educ., Education for Homeless Children and Youths Program Non-Regulatory Guidance (July 27, 2016), [Web](#).

What it can fund

LEAs must use **McKinney-Vento funds** to assist homeless children and youth in enrolling, attending, and succeeding in school. Allowable use of funds include:⁴⁴

- tutoring, supplemental instruction, and other educational services that help homeless children and youth reach the same challenging state academic standards the state establishes for other children and youth;
- expedited evaluations of eligible students to measure their strengths and needs
 - evaluations for other programs and services, including educational programs for gifted and talented students; special education and related services for children with disabilities under Part B of the IDEA; special education or related aids and services for qualified students with disabilities under Section 504; early intervention services for eligible infants and toddlers with disabilities under Part C of the IDEA; programs for English learners; career and technical education; meals through the National School Lunch Program and School Breakfast Program; and other appropriate programs or services under ESEA;
- professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youth, the rights of such children and youth under the McKinney-Vento Act, and the specific educational needs of runaway and homeless youth;
- referrals of eligible students to medical, dental, mental, and other health services;
- assistance to defray the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable students to remain in their schools of origin;
- developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through other federal, state, or local funds;
- services and assistance to attract, engage, and retain homeless children and youth, particularly homeless children and youth who are not enrolled in school, in public school programs and services provided to non-homeless children and youth;
- before- and after-school, mentoring, and summer programs for homeless children and youth in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities;
- payment of fees and costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school.
 - **Note:** *The records may include birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs and services.*
- education and training for parents and guardians of homeless children and youth about the rights of, and resources available to, such children and youth, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youth in the education of such children or youth;
- coordination between schools and agencies providing services to homeless children and youth in order to expand and enhance such services;
 - **Note:** *Coordination with programs funded under the Runaway and Homeless Youth Act must be included in this effort.*

⁴⁴ U.S. Dep't. of Educ., Education for Homeless Children and Youths Program Non-Regulatory Guidance (July 27, 2016), [Web](#).

- specialized instructional support services, including violence prevention counseling, and referrals for such services;
- programs addressing the particular needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems;
- providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services;
- providing school supplies, including those to be distributed at shelters, temporary housing facilities, or other appropriate locations; and
- providing extraordinary or emergency services needed to enable homeless children and youth to attend school and participate fully in school activities.

Allowable uses of **Title I, Part A Homeless Set-Aside Funds** include:

- all allowable uses listed in the McKinney-Vento funds section above
- tutoring, mentoring, supplemental instruction, and enriched educational services that are linked to the achievement of academic standards;
- academic services offered outside the normal school day, during the summer, and/or holiday breaks;
- clothing for daily dress, school uniforms, and PE requirements;
- personal hygiene items;
- food;
- transportation to and from the school of origin;
- transportation to and from academic activities outside of the scheduled school day;
- school supplies, such as backpacks, calculators, etc.;
- course fees;
- counseling services or referrals;
- fees for IB, AP, GED, and SAT/ACT exams;
- the provision of referral services for dental, mental health, medical, and other services (e.g., eyeglasses, hearing aids, physical examinations);
- related professional development and training materials for staff;
- education and training to the parents of homeless children and youth about rights of and resources available to children and youth in transition;
- salaries and benefits of personnel serving students and families in transition (e.g., LEA homeless liaisons);
- fees and costs associated with tracking, obtaining, and transferring records necessary for school enrollment (e.g., birth certificates, immunization records, academic records, evaluations for special programs or services, guardianship, or legal records).

LEAs can maximize funds with the following tips:

- Collaborate with PTAs, PTSOs, family engagement, and parent events at the school level.
 - Coordinate with other programs and schools within the LEA to avoid duplication of services and to maximize services (e.g., tutoring, mentoring, hosting parent events, field trips).
- Note:** *McKinney-Vento and Title I, Part A set aside funds can only be used to support families experiencing homelessness; parent events should be planned accordingly.*
- Collaborate with shelters and government agencies such as DHS, HUD, police departments, and public libraries.

- Partner with community-based non-profits, faith-based organizations, food banks, and businesses for donations (e.g., food, clothing, services, haircuts, event tickets, books and other supplies, hygiene items).
- Partner with postsecondary institutions (e.g., social work, counseling, education programs) to provide services.
- Provide access to technology and/or devices for students to assist them with homework and/or remediation.
- Provide additional textbooks for students to take with them after the school day to assist with homework.
- Use approved private vehicle contractors, public transportation vouchers, etc. as available and appropriate.
- Provide training of key staff at least annually while they attend other workshops or conferences; design online training and materials for staff to reference and reuse as needed.

Other Resources

- [Serving Students Experiencing Homelessness under Title I, Part A](#)
- [McKinney-Vento Non-Regulatory Guidance](#)
- [National Center for Homeless Education \(NCHE\)](#)
- [McKinney-Vento Toolkit](#)
- [LEA McKinney-Vento Homeless Program Need Assessment Template](#)



Individuals with Disabilities Education Act (IDEA)

In 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA) and most recently amended IDEA through the Every Student Succeeds Act (ESSA) in December 2015. Congress states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.⁴⁵

IDEA is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the country and ensures that special education and related services are provided to those children. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age two, with disabilities and their families receive early intervention services under IDEA, Part C. Children and youth ages three through 21 receive special education and related services under IDEA, Part B.

⁴⁵ Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400(c)(1).



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IDEA, Part B, Section 611—Individuals with Disabilities Education Act

What it is

The purpose of the IDEA, Part B, Section 611 program is to provide supplemental federal funds to pay for the excess cost of providing a free appropriate public education (FAPE) to children ages 3 to 21 who have been identified with disabilities in accordance with IDEA, Part B, Section 611 requirements.

In limited cases, IDEA-funded services can benefit non-disabled students. For example:

- LEAs may reserve funds to provide coordinated early intervening services (CEIS) to students with skill deficits that have not yet been identified for special education.⁴⁶
- LEAs having the designation of significant disproportionality must reserve funds to provide Comprehensive Coordinated Early Intervention Services (CCEIS) to students both identified with skills deficits and students not identified with skills deficits.⁴⁷
- LEAs may use funds for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the student's individualized education program (IEP), even if one or more non-disabled children benefit from these services.⁴⁸
- LEA-funded staff can provide limited services to non-disabled students as long as the benefit is *incidental*. For example, an LEA might be able to include non-disabled students in a class being led by an IDEA-funded teacher for students with disabilities if the teacher does not have to perform any extra activities for the non-disabled students. For an example of how that might work, please reference the letter from ED's Office of Special Education Programs.⁴⁹

What it can fund

The IDEA, Part B funds must be used to support the extra cost of providing special education and related services to students with disabilities.⁵⁰ Assuming an LEA meets IDEA excess cost requirements, it may use IDEA, Part B funds to administer a range of activities that support students with disabilities including:

- special education teachers and administrators;
- related service providers (e.g., speech therapists, psychologists);
- materials and supplies for use with children with disabilities;

⁴⁶ 34 C.F.R. § 300.226; See the [IDEA, CEIS program overview](#) for specific information.

⁴⁷ See the [IDEA, CCEIS program overview](#) for specific information.

⁴⁸ 34 C.F.R. § 300.208(a)(1).

⁴⁹ U.S. Dep't. of Educ., Letter to Wisconsin Department of Public Instruction (March 7, 2013). [Web](#).

⁵⁰ IDEA, Appendix A to Part 300—Excess Costs Calculation (2006).

- professional development for personnel who work with students with disabilities (including regular education teachers that teach students with disabilities); and
- specialized equipment or devices to assist students with disabilities.

LEAs may also coordinate IDEA, Part B funds with other funding sources to support students with disabilities participating in larger whole school initiatives.⁵¹ Some related examples include:

- learning environments supportive of all learners in an inclusive setting based on universal design for learning strategies;
- school climate or positive behavior intervention and support strategies;
- programs to promote the social and emotional development of young children;
- programs to support the transition of students with disabilities from high school to college or career; and
- merging separate special education data systems into existing elementary, secondary, postsecondary and workforce systems.

LEAs may reserve up to 15 percent of their IDEA, Part B funds (Section 611 or 619) to provide CEIS to students with skill deficits who have not been identified with a disability to **take advantage of early intervention opportunities**.

Note: *LEAs may coordinate IDEA with other funding sources to support students with disabilities as part of an LEA's overall improvement effort. For example, IDEA can be used with other funding sources to deliver interventions to students with skill deficits.*

Completing the CFA

For help completing the Consolidated Funding Application see the *IDEA* sections of the [Consolidated Funding Application Guide](#).

⁵¹ U.S. Dep't. of Educ., Using ARRA Funds Provided Through Part B of IDEA to Drive School Reform and Improvement (Sept. 9, 2009), [Web](#).



● Academics | ● Student Readiness | ● Educators

IDEA, CEIS—Coordinated Early Intervening Services (CEIS)

What it is

LEAs may use up to 15 percent of their IDEA, Part B funds to develop and implement coordinated early intervening services (CEIS) for students who are not currently identified as needing special education or related services.⁵²

CEIS is a set of coordinated services for students in kindergarten through grade 12 (with a particular emphasis on students in K–3) 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.⁵³

What it can fund

CEIS funds may only be used to provide interventions for students who need academic or behavioral support to succeed in the general education environment. Allowable expenses include:

- professional development for teachers and other school staff to enable personnel to deliver scientifically based academic and behavioral interventions;
- direct interventions, such as educational and behavioral evaluations, services, and supports; and
- services aligned with activities funded under ESSA.

CEIS funds may not be used to provide interventions for students who are currently identified as needing special education and related services.

If an LEA chooses to use CEIS funds for services to children who need academic and behavioral support, it must ensure that CEIS funds are used for one or more of the following three purposes:

- To provide professional development solely to educators who are responsible for students who need additional academic and behavioral support to succeed in a general education environment.
- To provide direct interventions, such as the services of a reading teacher or behavior specialist, or materials and supplies directly related to those services or interventions. For example, CEIS funds may be used to provide behavioral interventions to non-disabled students who receive a certain number of

⁵² IDEA, 20 U.S.C. §1413(f), section 613(f).

⁵³ 34 C.F.R. § 300.226(a); IDEA, 20 U.S.C. §1413(f), section 613 (f).

office referrals or to provide instructional interventions to students who have not reached grade-level proficiency on statewide assessments.

- To provide services aligned with activities funded under the ESSA, such as Title I or Title III activities.

Completing the CFA

For help completing the Consolidated Funding Application see the *IDEA* sections of the [Consolidated Funding Application Guide](#).



● Academics | ● Student Readiness | ● Educators

IDEA, CCEIS—Comprehensive Coordinated Early Intervening Services (CCEIS)

What it is

LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals of students with disabilities are required to reserve an amount that is equal to 15 percent of the entire IDEA Part B allocation (Section 611 and 619) for the development and provision of Comprehensive Coordinated Early Intervening Services (CCEIS) for:⁵⁴

- children 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 (ages three–21); and
- children with disabilities (ages three–21).

Note: CCEIS activities cannot be limited to only children with disabilities. A portion of funds must be transferred out to the general-purpose budget (utilizing account code 99100-590 to be used for students without disabilities).

In addition, LEAs must also:

- address the factors contributing to the significant disproportionality;⁵⁵
- address a policy, practice, or procedure identified by the LEA as contributing to the significant disproportionality, including any policy, practice or procedure that results in a failure to identify, or the inappropriate identification of, a racial or ethnic group(s);⁵⁶
- specify all areas the funds will target (e.g., grade-levels, schools, interventions, behavior, professional development); and
- track and report on students who receive services.

CCEIS activities must:

- address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups; and
- focus on academic and behavioral instructional services and professional development.

⁵⁴ 34 C.F.R. § 300.646.

⁵⁵ 34 C.F.R. § 300.646 (d)(1)(ii).

⁵⁶ 81 Fed. Reg. 92,378 (Dec. 19, 2016).

What it can fund

These funds must be used to identify and address the factors contributing to the significant disproportionality in the district for the identified category. ED has identified the following as possible factors:

- lack of access to scientifically based instruction
- economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings
- inappropriate use of disciplinary removals
- lack of access to appropriate diagnostic screenings
- differences in academic achievement levels
- policies, practices, or procedures that contribute to significant disproportionality

Activities that may be funded under Part B by LEAs include:

- providing professional development and educational and behavioral evaluations, services, and supports ⁵⁷

In addition, these LEAs must also:

- address the factors contributing to the significant disproportionality; and
- address a policy, practice, or procedure identified by the LEA as contributing to the significant disproportionality.⁵⁸

Maintenance of effort (MOE) obligations at the local level

The LEA must determine what effect lowering the amount of funds available for services from Part B funds will have on providing a free appropriate public education to special education students. If in decreasing the amount of funds available for services necessitates that the LEA increases state/local funding by 15 percent, this will automatically increase MOE expenditures for that school year. In addition, a LEA that is identified with significant disproportionality is not eligible for the district MOE adjustment that would otherwise be available under 34 C.F.R. § 300.205.⁵⁹

Completing the CFA

For help completing the Consolidated Funding Application see the *IDEA* sections of the [Consolidated Funding Application Guide](#).

⁵⁷ 34 C.F.R. § 300.646 (d)(1)(i).

⁵⁸ 34 C.F.R. § 300.646 (d)(1)(iii); The Center for IDEA Fisc. Rep. (CIFR), Quick Reference Guide on CEIS (Feb. 2018), [Web](#).

⁵⁹ CIFR, Quick Reference Guide on IDEA Local Educational Agency Maintenance of Effort (Dec. 2015), [Web](#).



● Academics | ● Student Readiness | ● Educators

IDEA, Part B, Section 619—Individuals with Disabilities Education Act

What it is

The purpose of IDEA, Part B, Section 619 is to provide supplemental funding to LEAs in order to provide eligible, identified special education children (ages three–five) with instructional and related services. IDEA, Part B, Section 619 funds are intended to be used in combination with IDEA, Part B, Section 611 funds to cover excess costs associated with serving children with disabilities, ages three through five.

The IDEA, Part B, Section 619 program for eligible special education children ages three through five was developed to ensure the provision of a free appropriate public education in the least restrictive environment. The program's emphasis is on special education and related services, which are designed to provide for the children's unique needs and prepare them for further education. It also ensures that the rights of children with disabilities and their parents are protected and that LEA programs are assessed to ensure the quality and effectiveness of services.

In limited cases, IDEA-funded services can benefit non-disabled students. For example:

- LEAs may use funds for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the child's individualized education program (IEP), even if one or more non-disabled children benefit from these services.⁶⁰
- LEA-funded staff can provide limited services to non-disabled children as long as the benefit is *incidental*. For example, an LEA might be able to include non-disabled children in a class being led by an IDEA-funded teacher for children with disabilities if the teacher does not have to perform any extra activities for the non-disabled children and the non-disabled children are present to support the IEP needs of the children with disabilities.⁶¹

What it can fund

IDEA, Part B, Section 619 funds can provide any services that are supplemental in nature to those provided by SEAs or LEAs through state or locally funded programs, to eligible children (ages three–five) identified under one of the federal disability categories (excludes Tennessee's gifted and functionally delayed categories).

Note: *The IDEA, Part B, Section 619 funds must be used to support the extra cost of providing special*

⁶⁰ 34 C.F.R. § 300.208(a)(1).

⁶¹ U.S. Dep't. of Educ., Letter to Wisconsin Department of Public Instruction (March 7, 2013). [Web](#).

education and related services to students with disabilities. All services must be determined through the IEP process for public school students or a services plan for private school students. Assuming an LEA meets IDEA excess cost requirements, it may use IDEA, Part B funds to administer a range of activities that support children ages three through five with disabilities, including:

- *special education teachers and educational assistants;*
- *related service providers (e.g., speech therapists, occupational therapists, psychologists);*
- *appropriate supplies and materials designed to increase achievement and outcomes while increasing access to the general curriculum;*
- *expanding the availability and range of inclusive placement options;*
- *professional development for personnel who work with students with disabilities (including regular education teachers that teach students with disabilities); and*
- *specialized equipment or devices to assist students with disabilities.*

LEAs may also coordinate IDEA, Part B, Section 619 funds with other funding sources to support children ages three through five with disabilities participating in larger whole school initiatives. Some related examples include:

- learning environments supportive of all learners in an inclusive setting based on universal design for learning strategies;
- school climate or positive behavior intervention and support strategies; and
- activities designed to increase meaningful involvement of families in the educational process by improving cooperation and communication between schools and the parents of children with disabilities.

Completing the CFA

For help completing the Consolidated Funding Application see the *IDEA* sections of the [Consolidated Funding Application Guide](#).



● Academics | ● Student Readiness | ● Educators

Carl D. Perkins Career and Technical Education (CTE)

What it is

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. The Act amends the Carl D. Perkins Career and Technical Education (Perkins IV) Act of 2006 and reauthorizes Perkins for six years.

Perkins funds provide supplemental resources to support the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. ED awards CTE funds to the department, who serves as the flow-through agency for funds to LEAs.

A career and technical education program of study is defined as a sequence of at least three courses that:

- provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education or careers in current or emerging professions;
- provides technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree; and
- includes competency-based applied learning that contributes to academic knowledge and relevant skills.⁶²

LEAs must carry out certain required activities including:

- strengthening the academic and career and technical education skills of students participating in CTE programs;
- linking CTE at the secondary and postsecondary levels;
- providing students with strong experience in, and understanding of, all aspects of an industry;
- developing, improving, or expanding the use of technology in CTE;
- providing professional development;
- developing and implementing evaluations of Perkins-funded CTE programs, including an assessment of how the needs of special populations are met;
- initiating, improving, expanding, and modernizing quality CTE programs;
- providing services and activities that are of sufficient size, scope, and quality to be effective; and

⁶² Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 20 U.S.C. § 2302.

- preparing special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency.⁶³

What it can fund

In general, LEAs may use Perkins funds to improve career and technical education programs.⁶⁴ While not defined in the statute, “improve” means to modernize, revise, expand, innovate, grow, or upgrade. Perkins funds must be spent consistent with the LEA’s annual local application submitted to the department. The local application must, among other things, describe the action steps the LEA will carry out to meet its agreed-upon local levels of performance.⁶⁵ LEAs must use the comprehensive local needs assessment to inform the goals of the annual local application.

Perkins funds must be used in the following ways annually:

- provide career exploration and career development activities;
- provide professional development;
- provide the skills necessary to pursue careers in high-skill, high-wage, and/or in-demand sectors or occupations;
- support integration of academic skills into the CTE programs of study;
- purchase equipment necessary for learners to engage and train with industry standard tools, equipment, and other industry-specific materials;
- support planning and implementation of elements that result in increasing student achievement on core indicators of performance; and
- develop and implement evaluations of the activities carried out with the use of funds.

⁶³ Perkins V, 20 U.S.C. § 2355.

⁶⁴ Perkins V, 20 U.S.C. § 2355.

⁶⁵ Perkins V, 20 U.S.C. § 2354.



● Academics | ● Student Readiness | ● Educators

Equitable Services to Private Schools

What it is

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires LEAs to provide for the equitable participation of private school students, teachers and, in some cases, parents and other education personnel in some of the major programs.

ESSA programs that require equitable services include:

- Title I, Part A (Improving Basic Programs Operated by Local Education Agencies)
- Title I, Part C (Education of Migratory Children)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (Nita M. Lowey 21st Century Community Learning Centers)

LEAs are required to:

- engage in timely and meaningful consultation with private school officials;
- provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers;
- assess and address the needs of private school students and teachers;
- provide benefits and services that meet the needs of private school students and teachers; and
- spend an equal amount of funds per student to provide services.

What it can fund

Equitable services funds can be spent on a variety of purposes depending on the program from which they are generated. Educational services or other benefits, including materials and equipment, shall be secular, neutral and nonideological.⁶⁶

Under ESSA, equitable services must include the provision services and benefits, **not funds**, designed and implemented by the LEA in consultation with private school officials, to meet the needs of teachers and private school students. LEAs cannot provide federal funds directly to private schools; rather, LEAs provide services, materials, and equipment to private school students, families, and teachers.

⁶⁶ ESSA, 20 U.S.C. § 7881(a)(2).

Title I, Part A: Improving Basic Programs Operated by LEAs

Examples of allowable activities may include:

- instruction outside the regular classroom;
- extended learning time (before and after school and in the summer);
- family literacy programs;
- early childhood education programs;
- counseling;
- home tutoring;
- instruction using take-home computers;
- computer-assisted instruction; and
- a combination of services listed above.

Title I, Part C: Migrant Education Program

Examples of allowable activities may include:

- instructional services during the day;
- extended day services;
- migratory family engagement;
- computer-assisted instruction;
- tutoring;
- professional development;
- counseling; and
- support services.

Title II, Part A: Supporting Effective Instruction State Grants

Professional development activities may include:

- improving the knowledge of teachers, principals, and other educational personnel in effective instructional teaching strategies, methods, and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards;
- training in effectively integrating technology into curricula and instruction;
- training on how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students;
- training on methods to improve student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education;
- leadership development and management training to improve the quality of principals and superintendents; and
- training in the use of data and assessments to improve instruction and student activities.

Title III, Part A: Language Instruction for EL and Immigrant Students

Examples of Title III services an LEA may provide to private school English Learners (ELs), their teachers, and other educational personnel include:

- administration of English language proficiency (ELP) assessments for identification and/or for the purpose of evaluating the effectiveness of services (e.g., test booklets, teacher training, stipends to teachers to administer assessments);
- participation in LEA-sponsored professional development (PD), or PD organized specifically to meet the needs of the private school teachers;
- tutoring for students before, during, or after school hours;
- participation of private school ELs in summer school;
- participation of students in a weekend program; and
- purchase of supplemental instructional materials and supplies.

Note: *Title III services to private school students and teachers must be supplementary to what the private school would have provided to ELs in the absence of the Title III services.*⁶⁷

Title IV, Part A: Student Support & Academic Enrichment

Allowable programming includes activities that support:

- well-rounded educational opportunities,
- safe and healthy students, and
- the effective use of technology.

Title IV, Part B: 21st Century Community Learning Centers (21st CCLC)

- Sub-grantees must provide the opportunity for private school students to participate in 21st CCLC after-school activities implemented at the public school or offer comparable 21st CCLC activities in private schools.

Additionally, the Individuals with Disabilities Education Act (IDEA) and the Carl D. Perkins Career and Technical Education Act (CTE) have equitable services provisions specific to the separate programs.

Completing the CFA

For help completing the Consolidated Funding Application see the *Private Schools* section of the [Consolidated Funding Application Guide](#).

Other Resources

For more information about equitable services, navigate to ePlan > TDOE Resources > Equitable Services to Non-Public Schools (CTE/ESSA/IDEA):

- [Non-Regulatory Guidance: Providing Equitable Services to Eligible Private School Children, Teachers, and Families.](#)
- [ESSA Equitable Services Toolkit \(2024\)](#)
- [IDEA Equitable Services Toolkit \(2024\)](#)

⁶⁷ ESSA, 20 U.S.C. § 3115(g).



Funding Quick Guides

Examples of Approved Grant and Subgrant Spending

LEAs receive federal, state, and local resources intended for the provision of a basic education and supplemental supports where appropriate. This section provides clarity on how to leverage federal dollars to utilize multiple funding streams for comprehensive strategies.

The charts on the following pages illustrate how federal, state, and local funds can be used to support the sample comprehensive initiatives detailed in this section. These quick guides contain examples and are not an exhaustive list. In many cases, it is possible to support an activity with more than one federal funding source.

Note: *It is presumed that both the LEA- and school-level activities will be implemented in Title I schools operating school-wide programs.*

Provide Instructional Coaches, Specialists, and Other Supports for Teachers

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|--------------|-------------------|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A–N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | ● | Instructional coaches to assist teachers in improving instruction | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | |
| | | ● | Teacher mentoring programs | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| | | ● | Induction programs for new teachers | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| | | ● | School staff to improve school climate and promote a positive working environment for educators | ✓ | | | | ✓ | | | | | | | | | | |
| School Level | | | | | | | | | | | | | | | | | | |
| ● | | ● | Stipends and/or release time (including substitute pay) to permit effective teachers to support other teachers to improve instruction | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | School-based instructional coaches | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | School-based content experts to mentor and support other teachers | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| | | ● | School staff to improve school climate and promote a positive working environment for educators | ✓ | | | | ✓ | | | | | | | | | | |
| ● | | ● | Adding time to the day or redesigning the school schedule to provide teachers with collaborative planning opportunities | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | |

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| ● | | ● | Induction programs for new teachers | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| ● | | ● | Professional development for teachers in content knowledge and classroom strategies | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | ● | Professional development activities involving collaborative groups of teachers and administrators | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | ● | ● | Professional development activities that provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with skill deficits | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| ● | | ● | Training on how to use data and assessments to improve classroom practice and student learning | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| | | ● | Teacher advancement initiatives that promote professional growth and leadership of teachers | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| ● | | ● | Instructional coaches to assist teachers in delivering improved instruction for students with disabilities | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | ● | Induction programs for new teachers teaching students with disabilities | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |

Improve Effective Instruction for Literacy and Numeracy

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
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| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | ● | Purchasing instructional materials for students (allowable LEA set-aside) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| ● | ● | ● | Supporting data analysis including but not limited to the disaggregation of data for students, student sub-groups, teacher effectiveness, program effectiveness, curriculum and interventions, family engagement, non-cognitive targets (i.e., attendance and discipline) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | ● | Implementing teacher mentoring and coaching | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | ● | Implementing professional development activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ |
| ● | | ● | Implementing induction programs for new teachers | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | ● | Providing financial incentives and awards to attract and retain effective teachers for CSI and Focus schools, or hard-to-staff areas | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | |

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| ● | | ● | Providing financial incentives to attract and retain effective school leaders in priority/CSI schools | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | |
| ● | | ● | Implementing principal academies to improve the instructional leadership skills of principals | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | | | |
| School Level | | | | | | | | | | | | | | | | | | |
| ● | | ● | Purchasing effective instructional materials, including intervention materials for students with skill deficits | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| ● | | ● | Implementing induction/on-boarding programs for new teachers | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | ✓ |
| ● | | ● | Implementing teacher mentoring and coaching | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ |
| ● | | ● | Providing professional development on effective instructional practices for teachers and principals (including stipends to teachers for participating in and/or developing professional development, and release time) | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ |

Improve Effective Instruction for Literacy and Numeracy

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| ● | ● | ● | Providing professional development on effective classroom management, behavior, and whole child. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | ● | Providing stipends and release time for mentor teachers | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ |
| ● | | ● | Implementing teacher leader programs | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | ● | Providing extra pay, or other programs, for exemplary teachers | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | ● | Providing financial incentives and awards to attract and retain effective teachers for priority/CSI and Focus schools, or hard-to-staff areas | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | |
| ● | | ● | Purchasing effective instructional materials to meet the needs of economically disadvantaged students | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| ● | | ● | Purchasing effective instructional materials to meet the needs of students with disabilities | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | |
| ● | | ● | Purchasing assistive technology to help students with disabilities access effective instruction | ✓ | | | | | | ✓ | | ✓ | | ✓ | | | | |

Improve Effective Instruction for Literacy and Numeracy

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| ● | ● | ● | Planning and implementing new learning environments supportive of all learners, including students with disabilities, within an inclusive setting (depending on how this is implemented, IDEA might only be able to pay for part of the cost of this activity) | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |
| ● | | ● | Implementing teacher mentoring and coaching relevant to meeting the needs of students with disabilities | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | |
| ● | | ● | Offering professional development relevant to meeting the needs of students with disabilities | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | |

Upgrading the Existing Curriculum

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|------|----------|-------------------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | | | CEIS/CCEIS (15%)* |
| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | | Convening a committee of stakeholders to identify key issues to be addressed with existing curriculum in order to assess curriculum updates necessary to improve student outcomes | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing student materials to implement the upgraded curriculum | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing teacher pacing and sequencing guides for grade- and subject-level objectives to support the upgraded curriculum | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing grade- and subject-level assessments to measure student progress with the upgraded curriculum | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing teacher training materials aligned with the upgraded curriculum | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing sample lesson plans and assessment materials for the upgraded curriculum | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | | | |

Upgrading the Existing Curriculum

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|------|----------|
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| ● | | ● | Providing professional development on effective instructional practices for teachers and principals (including stipends to teachers for participating in professional development and release time) | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | |
| ● | | | Purchasing textbooks to support the upgraded curriculum | ✓ | | | | | | | | | | | | | |
| ● | | | Purchasing supplemental materials to support the upgraded curriculum | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |
| ● | ● | | Holding parent and community meetings to inform and collaborate with stakeholders | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |

Redesign, Maximize, or Extend School Day, Week, or Year

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
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| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | | Offering stipends for teachers participating in after-school or summer programs to improve instruction | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |
| ● | | | Offering stipends for after-school and summer program site administrators | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| ● | ● | | Supporting school counselors for student and family outreach and other activities to assist students with summer credit recovery for graduation | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | | | | |
| ● | | | Providing transportation for students attending after-school or summer programs to improve instruction | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| ● | | | Purchasing instructional supplies and materials to implement after-school or summer programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| ● | | | Purchasing instructional software and equipment to implement after-school or summer programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |

Redesign, Maximize, or Extend School Day, Week, or Year

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| School Level | | | | | | | | | | | | | | | | | |
| ● | | ● | Reconfiguring the schedule and school day to maximize instructional time | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | |
| ● | | | Providing stipends for teachers participating in after-school programs to improve instruction | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| ● | | | Providing stipends for an after-school program site administrator | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| ● | | | Offering transportation for students attending an after-school program to improve instruction | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| ● | | | Purchasing instructional supplies and materials to implement after-school programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| ● | | | Purchasing equipment to implement after-school programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | |
| | ● | | Providing professional development on strategies to redesign classes to support personalized learning | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |
| | | ● | Providing enrichment activities to students participating in after-school or summer programs | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |

Advanced Coursework Options for Students

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|--------------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|------|----------|-------------------|
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| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | ● | Developing or providing professional development for school-level staff on how to prepare low-achieving students to participate in advanced coursework | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | ● | | Holding parental involvement activities for parents regarding the importance of advanced coursework | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | |
| ● | | | Developing supplemental curricular materials to assist low-performing students to participate and succeed in advanced coursework | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| School Level | | | | | | | | | | | | | | | | | | |

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| ● | | | Developing coursework to prepare students with skill deficits so they can effectively participate in advanced courses (including courses/coursework during the school day, instructional materials, additional school time through tutoring to improve literacy and study skills, intensive summer school, etc.) | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | | Hiring instructional specialists that can assist a school in establishing and implementing advanced coursework portfolios as a method to improve student achievement for all students | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | Offering professional development activities for teachers teaching advanced coursework | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ |
| ● | ● | | Hosting parental involvement activities to better inform families about how and why rigorous coursework is important to college and career-readiness | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ |

Advanced Coursework Options for Students

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A–N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| ● | | | Implementing mentoring and support activities to encourage students to participate in advanced coursework (i.e., EPSO Week, College App Week, College Signing Day, TN FAFSA Frenzy, College Planning Night, and TCAT Week) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ |
| ● | | ● | Conducting data analysis to determine which students might need additional help in order to access and succeed in advanced coursework | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ |
| ● | | | Offering early postsecondary opportunities/advanced STEM curricular materials, including strengthening materials so that a more diverse student population will engage in advanced coursework | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ |
| ● | | | Offering early postsecondary exam fee assistance (IB/AP/CIE) for low-income students in limited cases where the cost of the test is the | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | | | | ✓ |

Advanced Coursework Options for Students

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| | | | responsibility of the student’s parents and not the school or LEA | | | | | | | | | | | | | | | |
| ● | | ● | Holding professional development activities for teachers, and in some cases other building staff, on: <ul style="list-style-type: none">Preparing students for advanced courseworkTeaching advanced coursework Supporting students with skill deficits enrolled in advanced coursework | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | | ● | Holding professional development activities for general education teachers to ensure students with disabilities and English language learners have access to and can succeed in advanced coursework opportunities | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | |
| ● | | | Developing school-wide curricular modifications to ensure advanced coursework is accessible for students with special needs and English language learners | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | ✓ | | | | |

Response to Instruction and Intervention (RTI2)

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. <i>*Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program.</i> | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | | | Hiring LEA RTI ² coordinator to coordinate the LEA program, review overall progress of schools, and lead the development of the LEA RTI ² implementation plan | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| ● | | | Implementing an LEA-level early warning data system software and materials to improve the academic achievement of students achieving below grade level | ✓ | | | | | | | | | | | | | | |
| ● | | ● | Hiring academic coaches to provide embedded professional development to teachers about RTI ² implementation and to assist with student intervention plans and data analysis | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | | Hiring academic interventionists to work with students to improve the academic achievement of students with skill deficits | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | | | |

Response to Instruction and Intervention (RTI2)

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|--------------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A–N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| ● | | ● | Hiring academic interventionists to work with teachers to improve the academic achievement of students with skill deficits | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | Providing professional development, including job-embedded supports, for interventionists or existing teachers for effective RTI ² implementation (Tiers 2 & 3) | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | Purchasing a universal screener for all schools in the LEA | ✓ | | | | | | | | | | | | | | |
| School Level | | | | | | | | | | | | | | | | | | |
| ● | | | Implementing school-level early warning data system software and materials to improve the academic achievement of students achieving below grade level | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | ● | Purchasing teacher materials and supplies | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| ● | | | Purchasing student materials and supplies | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |

Response to Instruction and Intervention (RTI2)

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A–N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| ● | | | Purchasing progress monitoring tools for use with individual students or entire class | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | |
| ● | | | Hiring academic interventionists to work with students to improve the academic achievement of students with skill deficits | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | | |
| ● | | ● | Offering professional development, including job-embedded supports, for interventionists or existing teachers for effective RTI ² implementation (Tiers 2 & 3) | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | |
| ● | | | Conducting the analysis of progress monitoring data to improve services for students | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | |

Positive Behavioral Interventions and Support (PBIS)

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | IDEA | | | VPK* | Perkins* |
|--------------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | | |
| LEA Level | | | | | | | | | | | | | | | | | |
| | ● | | Hiring an LEA PBIS coordinator to lead the LEA program and the development of the LEA implementation plan | ✓ | | | | | | ✓ | | ✓ | | | | | |
| | ● | ● | Offering professional development for teachers and administrators in order to implement PBIS (including contracting with experts in PBIS) | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | |
| | ● | ● | Providing stipends to teachers who attend training, outside of regular hours | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |
| School Level | | | | | | | | | | | | | | | | | |
| | ● | | Planning and implementing new PBIS system for all students | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | ✓ | | |
| | ● | ● | Offering professional development for teachers and administrators in order to implement PBIS (including contracting with experts in PBIS) | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | |
| | ● | ● | Offering stipends to teachers who attend training, particularly during the summer | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |
| | ● | | Hiring specialists or compensating existing staff to provide PBIS | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | | |

Positive Behavioral Interventions and Support (PBIS)

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | | |
| | ● | | Purchasing informational items such as posters and pamphlets to inform students and parents of PBIS | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | |
| | ● | | Hosting parent and community involvement trainings and activities to support PBIS | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | | | | |

| Pre-Kindergarten Programs (three-five years old, not in kindergarten) | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|--------------------------|------|------|
| | Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs. Pre-Kindergarten programs are not limited to Voluntary Pre-K (VPK), but also include Title I, Early Childhood Special Education, and Preschool Development Grant (PDG) | | | | | | | | | | | | | | | | | | |
| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. <i>*Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program.</i> | State /Local | ESSA | | | | | | | | | IDEA | | | State Entitlement Grants | VPK* | PDG* |
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | | |
| LEA Level | | | | | | | | | | | | | | | | | | | |
| ● | | | Hiring an LEA pre-K Coordinator to lead the LEA program | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| ● | | ● | Hiring teachers and educational assistants who work directly with pre-K students | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| ● | ● | ● | Offering professional development, including job-embedded supports for teachers, stipends for attending training, and payment of tuition/fees related to adding appropriate early childhood endorsements | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| ● | | | Purchasing instructional supplies, materials, software, and equipment for the pre-K program | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| ● | ● | | Providing enrichment activities to students participating in pre-K programs | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| ● | ● | | Providing transportation of students participating in the pre-K program | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |

| Pre-Kindergarten Programs (three-five years old, not in kindergarten) | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|--------------------------|------|------|
| | Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs. Pre-Kindergarten programs are not limited to Voluntary Pre-K (VPK), but also include Title I, Early Childhood Special Education, and Preschool Development Grant (PDG) | | | | | | | | | | | | | | | | | | |
| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. <i>*Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program.</i> | State /Local | ESSA | | | | | | | | | IDEA | | | State Entitlement Grants | VPK* | PDG* |
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | Ceis/CCEIS (15%)* | | | |
| ● | ● | | Increasing inclusive opportunities for children with disabilities age 3-5 | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| ● | ● | | Supporting children with disabilities in existing early childhood general education programs (outside of VPK) | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | |
| School Level | | | | | | | | | | | | | | | | | | | |
| ● | ● | ● | Offering professional development, including job-embedded supports for teachers | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| ● | | | Purchasing instructional supplies and materials that support the state-approved curricula for pre-K programs | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| ● | | | Purchasing instructional software and equipment that supports the state-approved curricula for the pre-K program | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| ● | | | Purchasing developmentally appropriate indoor and outdoor equipment for pre-K students | ✓ | | | | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ |

| Pre-Kindergarten Programs (three-five years old, not in kindergarten) | | | | | | | | | | | | | | | | | | | |
|---|-------------------|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|--------------------------|------|------|
| | | | Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs. Pre-Kindergarten programs are not limited to Voluntary Pre-K (VPK), but also include Title I, Early Childhood Special Education, and Preschool Development Grant (PDG) | | | | | | | | | | | | | | | | |
| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. <i>*Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program.</i> | State /Local | ESSA | | | | | | | | | IDEA | | | State Entitlement Grants | VPK* | PDG* |
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | | |
| ● | ● | | Providing enrichment activities to students participating in pre-K programs | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ● | | | Instructional coaches to assist teachers in delivering improved instruction for students with or without disabilities | ✓ | | | | | | | | | | | | ✓ | ✓ | | |
| ● | | | Providing extra pay, or other programs, for exemplary teachers | ✓ | | | | | | | | | | | | | | | |
| ● | | | Purchasing assistive technology to help students with disabilities access effective instruction | ✓ | | | | | | | | | | | | ✓ | ✓ | | |
| ● | | | Developing teacher pacing and sequencing guides for grade- and subject-level objectives to support the upgraded curriculum | ✓ | | | | | | | | | | | | ✓ | ✓ | | |
| ● | | | Providing stipends for staff (after contract hours) participating in Pre-K after-school programs | ✓ | | | | | | | | | | | | | ✓ | ✓ | |
| ● | | | Providing stipends to teachers and assistant teachers who attend training, outside of regular hours | ✓ | | | | | | | | | | | | | ✓ | ✓ | |

| Pre-Kindergarten Programs (three-five years old, not in kindergarten) | | | | | | | | | | | | | | | | | | |
|--|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|--------------------------|-------------|------|
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| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | Part B 619* | |
| ● | | | Purchasing an approved pre-K universal reading screener for all schools in the LEA serving pre-k children | ✓ | | | | | | | | | | | | | ✓ | ✓ |
| ● | | | Purchasing a storage unit to house materials and equipment used in the pre-K program | ✓ | | | | | | | | | | | | | | |
| ● | | | Purchasing snacks and/or food for pre-K children | ✓ | | | | | | | | | | | | | ✓ | |
| ● | | | Purchasing snacks and/or food for trainings, CPAC meetings, etc. | ✓ | | | | | | | | | | | | | | |
| ● | | | Purchasing snacks and/or food for parent engagement opportunities | ✓ | | | | | | | | | | | | | ✓ | ✓ |
| ● | | | Purchasing rewards and incentives for Pre-K children (not to exceed \$100 per classroom) | ✓ | | | | | | | | | | | | | ✓ | ✓ |
| ● | | | Field trips fees for children and chaperones enrolled in the pre-K program | ✓ | | | | | | | | | | | | | ✓ | ✓ |

Dropout Prevention and Postsecondary Support

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|--------------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
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| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | ● | ● | Offering professional development to support teachers in addressing the needs of at-risk students | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| ● | ● | ● | Developing and implementing data systems to identify students at risk of dropping out | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Implementing summer school programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | |
| ● | ● | | Hiring a postsecondary and career coach | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | ✓ |
| School Level | | | | | | | | | | | | | | | | | | |
| | ● | | Implementing school climate interventions, including interventions such as: attendance incentive programs, student support systems that connect small groups of students with adults and service learning and peer tutoring | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |
| ● | ● | | Improving student transitions through summer programs | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| ● | ● | | Improving student transitions through ninth grade academies | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ |

Dropout Prevention and Postsecondary Support

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
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| ● | ● | | Implementing school-based instructional improvement strategies such as credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction, and acceleration of basic reading and mathematics skills | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| ● | ● | | Offering extended school day, week, or year programs to support students at risk of dropping out | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | ✓ |
| ● | | | Implementing summer school programs | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | |
| ● | ● | | Developing school-level early warning systems to identify students at risk of dropping out | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | |
| ● | ● | ● | Offering professional development activities for teachers relevant to drop-out prevention and other early intervention strategies for students with skill deficits | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| ● | ● | | Providing academic interventions for at-risk students with disabilities | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| ● | ● | | Implementing positive behavioral supports and other school climate initiatives to address the needs of students with disabilities | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | |

Dropout Prevention and Postsecondary Support

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| ● | ● | | Offering secondary transition services for students with disabilities | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | |
| ● | ● | | Providing academic and behavioral supports for children not identified for special education but who need additional academic and behavioral support to succeed in a general education environment if done as part of the coordinated early intervening services (CEIS) set-aside | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | |

Chronic Absenteeism

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|--------------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | ● | | Hiring a lead nurse supervisor | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Funding for school-based health center for the LEA | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Providing social work/family support services | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Providing volunteer/mentor training | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Implementing evidence-based discipline/behavior/climate programming | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Implementing behavioral health services | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Providing or expanding nursing services to address chronic health issues impacting attendance | ✓ | | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Establishing alternatives to exclusionary discipline | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Purchasing materials and equipment to support students with chronic health conditions | ✓ | | | | | | | | | | | | | | |
| School Level | | | | | | | | | | | | | | | | | | |
| ● | ● | | Hiring a full-time nurse | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | |

Chronic Absenteeism

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* | |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|-------------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | | Part B 619* |
| ● | ● | | Moving from part-time to full-time nurse | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Purchasing materials and equipment to support students with chronic health conditions | ✓ | | | | | | | | | | | | | | | |
| ● | ● | | Providing social work/family support services | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | | | |
| ● | ● | | Creating volunteer/mentor training (attendance buddies) | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Providing clothing/school uniform, other basic necessities | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | | | | |
| ● | ● | | Providing universal school breakfast | ✓ | | | | ✓ | | | | | | | | | | | |
| ● | ● | | Implementing evidence-based discipline/behavior/climate programming | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | ✓ | | | | |
| ● | ● | | Establishing school-based health services/clinics, including behavioral health | ✓ | ✓ | | | | | | ✓ | | ✓ | | | | | | |
| ● | ● | | Establishing alternatives to exclusionary discipline (restorative practices, PBIS, Saturday school) | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | | | |

Healthy & Safe Schools

Note: Where Title I funds are marked, the use of funds is only allowable in Title I schools operating school-wide programs.

| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. *Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program. | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| LEA Level | | | | | | | | | | | | | | | | | | |
| ● | ● | | Hiring a health educator | ✓ | ✓ | | | | | | ✓ | | ✓ | | | | | |
| | ● | | Providing culinary training for school nutrition staff to improve school food quality and nutritional value | ✓ | | | | | | | ✓ | | ✓ | | | | | |
| | ● | | Funding to support summer feeding | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| | ● | | Funding to support after-school snack delivery models | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| | ● | | Funding for parent engagement to promote health and wellness | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | |
| | ● | | Providing professional development for staff to include health and wellness | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | | | | | |
| | ● | | Funding for farm-to-school programs, including school gardens, farm field trips, taste testing, food safety training, and agriculture in the classroom | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| | ● | | Offering safety-related training for employees, including de-escalation/anger management strategies | ✓ | | | | ✓ | | | ✓ | | ✓ | | ✓ | | | |
| | ● | ● | Providing stipends and release time for related professional development | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | | |

Healthy & Safe Schools

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| ACADEMICS | STUDENT READINESS | EDUCATORS | ACTIVITIES Activities must align with LEA and school needs assessment and plans. <i>*Funding must meet the specific program requirements for eligible school, teacher, and/or student activities. Reference the appendices for program overviews and supplement, not supplant requirements applicable to each program.</i> | State /Local | ESSA | | | | | | | | | IDEA | | | VPK* | Perkins* |
|--------------|-------------------|-----------|--|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | CEIS/CCEIS (15%)* | | |
| | ● | | Implementing multi-tiered systems of support (MTSS) that encompasses research-based universal prevention, targeted interventions, and intensive interventions based on student need | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | | | | |
| | ● | | Funding to review and revise existing LEA-level policies to promote effective school discipline and positive behavior. | ✓ | | | | | | ✓ | | ✓ | | ✓ | | | | |
| School Level | | | | | | | | | | | | | | | | | | |
| | ● | | Hiring a full-time nurse | ✓ | | | | | | ✓ | | ✓ | ✓ | | | | | |
| ● | ● | | Hiring a physical education teacher | ✓ | | | | | | ✓ | | ✓ | ✓ | | | | | |
| | ● | | Moving from part-time to full-time nurse | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | | | | | |
| ● | ● | | Moving from part-time to full-time PE teacher | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | | | | | |
| ● | ● | | Hiring a health teacher | ✓ | | | | | | ✓ | | ✓ | ✓ | | | | | |
| ● | ● | | Supplementing health education materials | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | | | | | |
| | ● | | Implementing before and after-school physical activity programming | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | | | | |
| | ● | | Providing enhancements to breakfast models | ✓ | | | | | | ✓ | | ✓ | ✓ | | | | | |
| | ● | | Conducting security reviews/audits | ✓ | | | | | | ✓ | | ✓ | | | | | | |

Healthy & Safe Schools

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|-----------|-------------------|-----------|---|--------------|------------|------------------|--------------------|------------|-------------|---------------|--------------|--------------|-------------|--------------|-------------|-------------------|------|----------|-------------|
| | | | | | Title I, A | Title I, A-N & D | Title I, 1003 (a)* | Title I, C | Title II, A | Title III, A* | Title IV, A* | Title IV, B* | Title V, B* | Title IX, A* | Part B 611* | Ceis/CCEIS (15%)* | | | Part B 619* |
| | ● | ● | Offering safety-related training for employees, including de-escalation/anger management strategies | ✓ | | | | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | |
| | ● | ● | Providing stipends and release time for relevant professional development for all staff. | ✓ | | | | | ✓ | | ✓ | | ✓ | | | | | | |
| | ● | | Implementing multi-tiered systems of support (MTSS) that encompass research-based universal prevention, targeted interventions, and intensive interventions based on student need | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | | | | | |
| | ● | | Providing behavioral health services and other improvements to student access to mental health services | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | ● | | Hosting family engagement and support activities | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |

Appendix A: Federal Grant Implementation Examples

| Initiatives | Examples |
|---------------------------------|---|
| Braiding | |
| Summer School Programing | <p>State/Local Funds State/locals funds can replace any federal funds</p> <p>Learning Camp Funds Provide daily programming as outlined in the state framework</p> <p>Title I, Part A Funds Provide supplemental enrichment programming to ensure well-round education opportunities</p> <p>Title I, Part C Funds Provide supplemental summer program services to migrant students who are in the local area during harvest season beyond state framework</p> <p>Title III, Part A Funds Provide language instructors to assist eligible students with English acquisition in summer programming</p> <p>Title IV, Part B (21st Century Community Learning Centers) Funds 21st CCLC program must make certain it is supplemental to any LEA program</p> <p>IDEA Funds Provide additional assistance to students with disabilities</p> |
| Professional Development | <p>Title I, Part A Funds Provide professional learning on intervention strategies (e.g., hire consultants, send educators to training, purchase materials) to ensure the effective implementation of interventions Provide professional learning opportunities on the use of data to inform curriculum and instruction and to set goals for student growth</p> <p>Title I, Part C Funds Provide school staff with professional learning focused on understanding the migratory lifestyle and instruction</p> <p>Title II, Part A Funds <i>Provide professional learning to support teachers, principals, and other school leaders to improve the quality and effectiveness of school staff and increase student achievement</i></p> <p>Title III, Part A Funds Provide supplemental professional learning to classroom teachers regarding the English Language Proficiency Standards and EL instruction strategies to improve the effectiveness of core instruction for ELs. It can also fund the same professional learning to interventionists to improve the effectiveness.</p> <p>Title IV, Part A SSAE Funds Provide professional learning to LEA staff around well-rounded, safe and healthy, and technology</p> |

| Initiatives | Examples |
|--|--|
| High Quality Instructional Materials (HQIM) | <p>Title I, Part A Funds Funds can be used for supplemental HQIM for classroom use.</p> <p>Title III, Part A Funds Funds can be used for supplemental HQIM for English Learners classroom use.</p> <p>Title IV, Part A Funds Funds can be used under safe and healthy or well-rounded for supplemental HQIM for classroom use.</p> |
| Social Emotional Learning (SEL) | <p>Title I, Part A Funds Use of funds to provide professional development for SEL, pay for counselor and/or expert mental health professional salary and benefits or through a contract</p> <p>Title II, Part A Funds Use of funds to provide professional development for SEL</p> <p>Title III, Part A Funds Supplement use of funds to conduct parent workshop to assist EL families with acclimation to their communities to diminish stress</p> <p>Title IV, Part A Funds Use funds to purchase SEL curriculum and provide training for all staff on its use, as well as training on how to integrate SEL into all areas of academic instruction Use funds to provide additional staff hours for guidance counselors or to contract with expert external partners to work with students one-on-one (e.g., Tier 3)</p> |
| Advanced Learning Opportunities | <p>Title I, Part A Funds Funds can be used post-secondary classes and/or certifications and Advanced Placement courses and tests.</p> <p>Title IV, Part A Funds Funds can be used as supplemental for post-secondary classes and/or certifications and Advanced Placement courses and tests.</p> |
| Pre-K | <p>Title I, Part A Funds Funds can be used to for a building level, district level, or community level preschool, including: • Preschool teacher • Paraeducator • Supplemental curriculum/materials/technology • Professional development • Parent/Family engagement activities • Program administration • Data analysis</p> <p>Title II, Part A Funds Funds can be used for professional development for early education.</p> <p>Title III, Part A Funds Activities to engage families in the language instruction program for English learners, including annual recommendations for improvement and activities to assist with transitioning from preschool to elementary.</p> <p>Title IV, Part A Funds Funds can be used to provide after school and summer enrichment activities to students participating in preschool programs.</p> |

| Initiatives | Examples |
|---------------------------------------|--|
| Tutoring Programs | <p>Title I, Part A Funds Funds can be used for before or after school depending on the need of each school and/or LEA level with Title I schools.</p> <p>Title I, Part C Funds Funds can be used for supplemental tutoring for migratory students.</p> <p>Title III, Part A Funds Funds can be used for supplemental tutoring for ELs for intensified EL instruction.</p> |
| Response to Intervention (RTI) | <p><u>Tier 1: Class-wide group instruction in their general education setting</u></p> <p>State/Local Funds Funds (e.g., teacher of record, textbooks)</p> <p><u>Tier 2: Targeted or remedial intervention</u></p> <p>Title I, Part A Funds Funding an educational assistant, interventionist, or supplemental educational materials</p> <p>Title I, Part C Funds Provide supplemental instruction support and resources (Tier 2 and 3) that address the identified need of the migrant students and is in addition to or provides enhanced learning to the services for which migrant students would be eligible and entitled to receive from other state and local resources</p> <p>Title II, Part A Funds Supplemental professional development for school-level staff</p> <p>Title IV, Part A Funds Under well-rounded, supplemental educational materials along with additional staff for RTI</p> <p><u>Tier 3: Intensive individual interventions</u></p> <p>Title I, Part A Funds Funding an educational assistant, interventionist, or supplemental educational materials</p> <p>Title II, Part A Funds Supplemental professional development for school-level staff</p> <p>Title IV, Part A Funds Under well-rounded, supplemental educational materials along with additional staff for RTI</p> <p>IDEA Funds (CEIS or Child Find) Funding an educational assistant, interventionist, or supplemental educational materials</p> |
| Blending | |
| School-Wide Consolidation | <p>Funds are placed into a single pool to increase flexibility and lose their identity (blending of funds). Funds must be used to meet the intents and purposes of grant programs included in the consolidation</p> |

| Initiatives | Examples |
|-----------------------------|---|
| | Some federal statutory and regulatory requirements can be eased at the school level. |
| Transferability | Transferred funds take on the character of the program they are transferred into. This includes statutory set-asides, ranking and allocating in Title buildings, and carryover. |
| Flexibility | |
| Serving High Schools | An LEA may prioritize high schools with 50% or more poverty. High schools with 75% or more poverty are still given priority, but high schools between 50% and 74% are given priority over all other schools. |
| Rank and Serve | “Rank and Serve” is the process used to determine which schools should be served with Title I-A funds. The intent of the law is to concentrate the funds in schools with the highest percentages of children from families experiencing poverty and to provide sufficient funds to make a difference in the academic performance of these students. After schools with 75% poverty or above are served, LEAs may determine whether to rank the remaining schools into grade span groupings or the district as a whole. |

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