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# FEDERAL PROGRAMS

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LEA Allowable Uses of Funds

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ALABAMA DEPARTMENT OF EDUCATION

## **Title I Part, A Allowable Uses of Funds**

### **Title I, Part A of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)**

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Instructional coaches to provide high-quality, school-based professional development. • Increased learning time.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce. Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

<sup>1</sup> Under ESSA, SEAs have the discretion to waive the forty percent poverty threshold if the SEA believes it will best serve student needs. ESSA, Section 1114(a)(1)(B). <sup>1</sup> ESSA, Section 1114(b).

## Title II, Part A LEA Allowable Uses of Funds

LEAs must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities, and have the highest percentage of children counted under section 1124(c)<sup>1</sup> (these are primarily low-income children)<sup>2</sup>

- **Evaluation and Support Systems**

LEAs may use Title II funds to develop or improve evaluation and support systems for teachers, principals, or other school leaders that are (1) based in part on student achievement, (2) include multiple measures of performance, and (3) provide clear, timely, and useful feedback.<sup>3</sup>

- **Recruiting, Hiring, and Retaining Effective Teachers; Implementing Supports for Principals and Other School Leaders**

LEAs may use Title II funds to develop and implement initiatives to recruit, hire, and retain effective teachers to improve the equitable distribution of teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet state standards.<sup>4</sup> LEAs may also use Title II funds to implement supports for principals and other school leaders.

- **Recruiting from Other Fields** LEAs may use Title II funds to recruit qualified individuals from other fields to become teachers, principals, or other school leaders. Qualified individuals from other fields include mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals or other school leaders.<sup>5</sup>

- **Class Size Reduction**

LEAs may use Title II funds to reduce class size to a level that is evidence-based, to the extent the SEA (in consultation with LEAs) determines such evidence is reasonably available.<sup>6</sup> According to ED guidance, LEAs may consider reducing class size as one strategy to attract and retain effective educators in high-need schools.<sup>7</sup>

- **Personalized Professional Development**

LEAs may use Title II funds to provide high-quality, personalized professional development<sup>8</sup> for teachers, instructional leadership teams, principals, or other school leaders.<sup>9</sup> The professional development must be evidence-based, to the extent the SEA (in consultation with LEAs) determines such evidence is reasonably available. The professional development must also focus on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to:

1. Effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy),
2. Use data to improve student achievement and understand how to ensure individual student privacy is protected,
3. Effectively engage parents, families, and community partners, and coordinate services between school and community,
4. Help all students develop the skills essential for learning readiness and academic success,
5. Develop policy with school, LEA, community, or state leaders, and
6. Participate in opportunities for experiential learning through observation.<sup>10</sup>

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<sup>1</sup> ESSA, Section 2102(b)(2)(C).

<sup>2</sup> ESSA, Section 1124(c) is located in Title I of ESSA, and describes the children that should be counted.

<sup>3</sup> ESSA, Section 2103(b)(3)(A).

<sup>4</sup> ESSA, Section 2103(b)(3)(B).

<sup>5</sup> ESSA, Section 2103(b)(3)(C).

<sup>6</sup> ESSA, Section 2013(b)(3)(D).

<sup>7</sup> *ED 2016 Title II, Part A Guidance*, p. 24.

<sup>8</sup> ED's guidance describes ESSA's definition of "professional development" in the following way:

Section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

*ED 2016 Title II, Part A Guidance*, p. 11. For the full definition of professional development, please see ESSA, Section 8101(42).

<sup>9</sup> ESSA, Section 2103(b)(3)(E).

<sup>10</sup> ESSA, Section 2103(b)(3)(E)(i)-(vi).

- **Increasing Teacher Effectiveness for Students with Disabilities and English Learners**  
LEAs may use Title II to develop programs and activities that increase teachers' ability to effectively teach children with disabilities and English learners, which may include the use of multi-tiered systems of support and positive behavioral intervention and supports.<sup>11</sup>
- **Supporting Early Education**  
LEAs may use Title II funds to provide programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing.<sup>12</sup>
- **Supporting Effective Use of Assessments**  
LEAs may use Title II funds to provide training, technical assistance, and capacity-building 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, as appropriate.<sup>13</sup>
- **Supporting Awareness and Treatment of Trauma and Mental Illness, and School Conditions for Student Learning**  
LEAs may use Title II funds to carry out in-service training for school personnel in The techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness.
- **Supporting Gifted and Talented Students**  
LEAs may use Title II funds to provide training to support the identification of 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, such as:

  1. Early entrance to kindergarten,
  2. Enrichment, acceleration, and curriculum compacting activities (techniques relating to differentiated instruction), and
  3. Dual or concurrent enrollment programs in secondary school and postsecondary education.<sup>14</sup>
- **School Library Programs**  
LEAs may use Title II funds to support the instructional services provided by effective school library programs.<sup>15</sup>
- **Preventing and Recognizing Child Sexual Abuse**  
LEAs may use Title II funds to provide training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.<sup>16</sup>
- **Supporting Science, Technology, Engineering, and Mathematics (STEM)**  
LEAs may use Title II funds to develop and provide 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, and mathematics subjects, including computer science.<sup>17</sup>
- **Feedback Mechanisms to Improve School Working Conditions**  
LEAs may use Title II funds to develop feedback mechanisms to improve school working conditions. This can include periodically and publicly reporting feedback on educator support and working conditions.<sup>18</sup>
- **Supporting Postsecondary and Workforce Readiness**  
LEAs may spend Title II funds to provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.<sup>19</sup>

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<sup>11</sup> ESSA, Section 2103(b)(3)(F).

<sup>12</sup> ESSA, Section 2103(b)(3)(G)(i).

<sup>13</sup> ESSA, Section 2103(b)(3)(H).

<sup>14</sup> ESSA, Section 2103(b)(3)(J).

<sup>15</sup> ESSA, Section 2103(b)(3)(K).

<sup>16</sup> ESSA, Section 2103(b)(3)(L).

<sup>17</sup> ESSA, Section 2103(b)(3)(M).

<sup>18</sup> ESSA, Section 2103(b)(3)(N).

<sup>19</sup> ESSA, Section 2103(b)(3)(O).

- **Other Activities**

LEAs may also spend Title II funds on other activities that meet Title II purposes (see “Purpose of the Title II Program” above) and are evidence-based to the extent the SEA (in consultation with LEAs) determines that such evidence is reasonably available.<sup>20</sup>

### **Title III, Part A Funds Allowable Uses of Funds**

- 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.
- 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:
  1. Designed to improve the instruction and assessment of ELs,
  2. Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs,
  3. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers, and
  4. 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.
  5. 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.
- 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 to ELs tutorials and academic or career and technical education, and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators,
- Developing and implementing effective preschool, elementary school, or secondary school 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 the English language skills of ELs, 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,
- 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,
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education, and
- Carrying out other activities that are consistent with the purposes of Title III subgrants

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<sup>20</sup> ESSA, Section 2103(b)(3)(P).

ED 2016 *Non-regulatory Guidance for Title, II Part A* ESSA, Section 2102(b)(2)(D).ESSA, Section 2103(b)(3)(A). <sup>20</sup> ESSA, Section 2103(b)(3)(B). ESSA, Section 2103(b)(3)(B)(i).

## **Title V-B, Rural and Low Income Allowable Uses**

- Teacher Recruitment and retention
- Teacher professional development
- Educational technology to support integration into the classroom
- Parental involvement activities
- Activities authorized under other titles:
- Activities authorized under Title I
- Activities authorized under Title II
- Activities authorized under Title III
- Activities authorized under Title IV, Part A (Student Support of Academic Enrichment Grants)
- Activities to support safe schools
- Administrative costs