

Flexibility of Funds for Schoolwide Programs

(Source: USDE September 13, 2013 letter)

COLIEGE and CAREER READY STANDARDS and ASSESSMENTS		
Title I-A	Title II-A	IDEA
<ul style="list-style-type: none"> ● Prepare low-achieving students to participate successfully in advanced coursework aligned with CCR standards ● Provide intensive summer programs to low-achieving high school students to prepare them to take advanced classes 	<ul style="list-style-type: none"> ● Provide professional development to support all teachers and leaders in learning core content and new instructional strategies to implement CCR standards 	<ul style="list-style-type: none"> ● Provide professional learning opportunities for teachers and administrators around implementation of the Kentucky Core Academic Standards (KCAS) for students with <ul style="list-style-type: none"> ✎ Individual Education Programs (IEPs), by: Designing appropriate specially designed instruction <ul style="list-style-type: none"> ✎ Developing Present Levels of Academic and Functional Performance, IEP goals, and accommodations
STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, and SUPPORT		
<ul style="list-style-type: none"> ● Consolidate funds in a schoolwide school to turn around low-performing schools ● Provide incentives and rewards to attract qualified and effective teachers to Focus and Priority schools ● Provide educators with professional development, and materials and supplies, to implement a schoolwide plan ● Encourage a schoolwide school, if funds are not consolidated, to use Title I funds on comprehensive reforms designed to improve the overall school, consistent with its needs as identified in the schoolwide plan, rather than just on specific services for individual low-achieving students (e.g., pull-out programs) ● Use funds in a schoolwide Priority School to support and sustain SIG initiatives. ● Focus funds where the needs are greatest by: <ul style="list-style-type: none"> ❖ Reserving funds for LEA support to low-performing schools ❖ Allocating more funds per low-income student to schools with higher poverty rates ❖ After allocating to schools above 75 percent poverty, deciding whether to allocate funds to elementary, middle, or high schools 	<ul style="list-style-type: none"> ● Consolidate funds in a schoolwide school to turn around low-performing schools ● Provide incentives and rewards to attract qualified and effective teachers to low-performing schools ● Provide educators with professional development, and materials and supplies, to implement a schoolwide plan 	<ul style="list-style-type: none"> ● Consolidate funds in a schoolwide school to turn around low-performing schools
EFFECTIVE INSTRUCTION and LEADERSHIP		
<ul style="list-style-type: none"> ● Provide professional development to teachers on a variety of topics related to the improvement of the instructional program as part of carrying out a schoolwide plan. This could include PD on the use of school climate interventions, as mentioned in the cell below. 	<ul style="list-style-type: none"> ● Provide professional development to teachers as part of carrying out a schoolwide plan ● Recruit and retain effective and highly qualified teachers using differential pay ● Provide monetary incentives associated with earning high educator effectiveness ratings 	<ul style="list-style-type: none"> ● Develop and implement coordinated, early intervening services (CEIS) for non-identified students in need of additional academic or behavioral support, including professional development
SCHOOL CLIMATE		
<ul style="list-style-type: none"> ● Permit a schoolwide program to implement activities to improve school climate, provided that climate-focused interventions are part of the schoolwide plan 		<ul style="list-style-type: none"> ● Implement behavioral evaluations and interventions for non-identified students who need additional academic and behavioral support