
FEDERAL PROGRAMS OVERVIEW



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PRESENTERS

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Federal Programs Covered Today

- **Title I** –Improving Academic Achievement of Disadvantaged Students
- **Title III-** Language Instruction for Limited English Proficient and Immigrant Students
- **Title II-** Preparing, Training and Recruiting High Quality Teachers and Principals

Presentation Overview

1. Program Purpose
2. Key Requirements
3. Use of Funds



Elementary and Secondary Education Act (ESEA)

Last Reauthorized in 2001, Title I , Title III, and Title II Programs Focus On Improving Academic Achievement By:

- Providing supplemental Federal funds to meet the educational needs of targeted student groups
- Ensuring access to challenging academic content standards
- Requiring annual assessments
- Setting annual achievement objectives (AMOs & AMAOs)
- Executing accountability requirements
- Ensuring Highly qualified and/or certified teachers
- Improving teacher and principal quality
- Parent empowerment and community engagements

Fiscal Year 2013 Funding

Funds distributed to the 50 States, DC, Puerto Rico, BIE, and the Outlying Areas:

Title I, Part A

– \$13.8 billion

Title III, Part A

– \$648 million

Title II, Part A

– \$2.24 billion (CA received \$254,873,803)

KEY REQUIREMENTS

- **Supplement not Supplant.** Federal funds must supplement, and not supplant, non-Federal funds. Supplement not supplant applies differently in different programs.
- **Necessary and Reasonable.** Federal funds must support activities that are necessary and reasonable to accomplish the federal program's purpose.

Title I - Fast Facts

- Was initiated in 1965 as part of the War on Poverty.
- Serves more than 23 million students nationwide in more than 13,400 LEAs, and 54,000 schools.
- Serves students Pre-K through 12th grade with 59% of funds targeted toward grades K-5.
- Is the single largest pre-college Federal education program with over \$14 billion allocated in recent years.
- Serves approximately 3.6 million English language learners

Purpose of Title I, Part A

Title I, Part A (Title I)

- Focused on improving the academic achievement of low-achieving students in schools **with high concentrations of children from low-income families** and is governed by statutory and regulatory requirements of Title I, Part A of ESEA.
- Provides **Supplemental** Federal funds to ensure all students have fair, equal, and significant opportunities to obtain a high-quality education and reach at minimum proficiency on challenging state academic achievement standards and state academic assessments.

Two Types of Title I Programs

- **Targeted Assistance**
 - Supplemental education services to eligible students with the greatest need.
- **Schoolwide**
 - Comprehensive program designed to upgrade the entire educational program in order to improve achievement of the lowest-achieving students. Eligible for a school with poverty percentage of 40% or more.

Use of Funds for Title I

- Direct targeted services
- Conduct needs assessment
- Extended day activities (before school, after school, summer school)
- Professional development
- Data specialist and coaches
- Supplemental instructional materials
- Implement an early warning system to identify low-achieving students or students at risk of dropping out
- Reorganize class schedules to increase teacher planning time
- Revamp the school's discipline process to improve achievement of low-achieving students
- Hire additional teachers to serve Title I students
- Hire specialist to coach teachers in how to better serve low-achieving students

Word of Caution: The SEA, LEA or school should ensure that such use is consistent with relevant programmatic requirements.

Title III, Part A - Fast Facts

- In 2010-2011 there 4,371,553 student learning English in grades K-12 nationwide.
- About 95% or 4,089,353 student in grades K-12 received Title III services.
- Most commonly spoken languages: Spanish, Vietnamese, Chinese, Arabic, Homng.
- Percentage of students in states range from 1% to 26%
- Approximately 70% of English learners are served under Title I.

Purpose of Title III, Part A

- Provides supplemental financial assistance to States and LEAs or combinations of LEAs to help ensure that limited English proficient (LEP) children, including immigrant children and youth, **attain English language proficiency and meet the same standards that all children are expected to meet.**

Title III – Required Activities

LEAs receiving Title III funds must conduct two required activities:

- Provide a language instruction and educational program, and
- Provide high - quality professional development to classroom teachers, principals, administrators, and other school or community based organizational personnel.

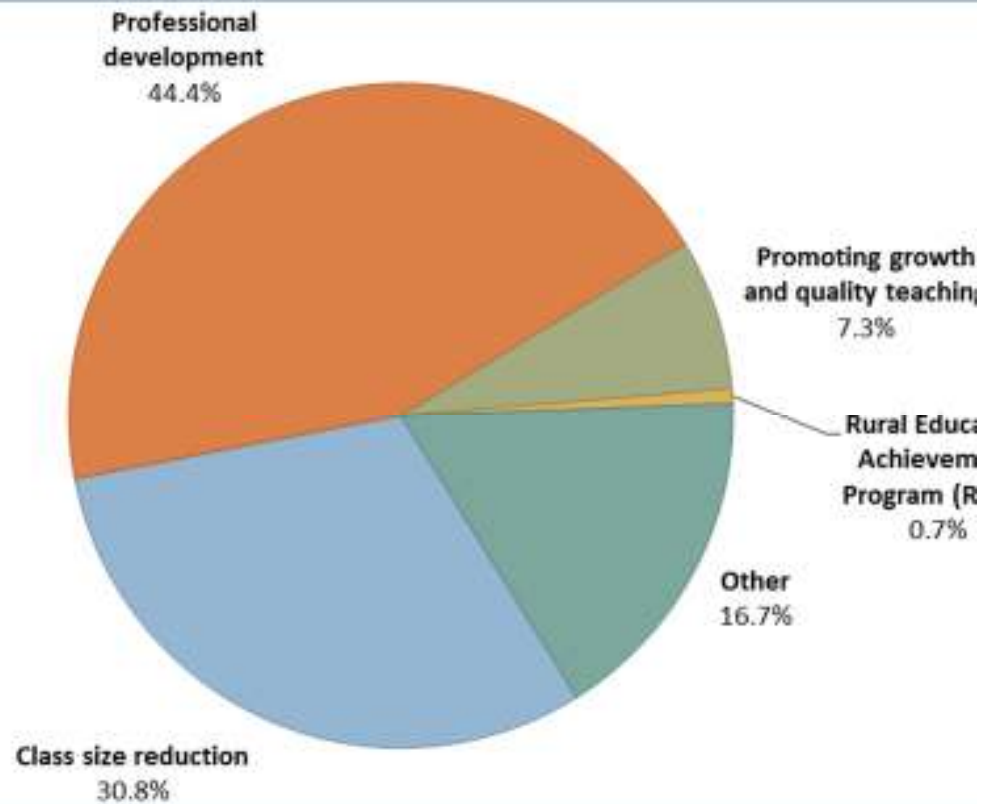
Use of Funds for Title III

- Funds targeted to classroom
- High quality language instruction programs
- High quality professional development

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Title II, Part A - Fast Facts

- In 2002, *ESEA* Title II, Part A (“Improving Teacher Quality State Grants – Subgrants to LEAs”) replaced the Eisenhower Professional Development and the Class-Size Reduction programs.
- In a nationally represented sample of 800 LEAs in 2012-2013, more than 3 million teachers, serving students in grades K-12 nationwide, participated in professional development sessions supported by Title II, Part A funds.



TITLE II, PART A FUNDS ALLOCATED, BY ACTIVITY: 2012-13

The majority of Title II, Part A funds were used for professional development activities for teachers, paraprofessionals, and administrators (44 percent) and to pay for highly qualified teachers to reduce class size (31 percent)

Purpose of Title II, Part A

Title II, Part A (Title II)

- To increase academic achievement by improving teacher and principal quality.
- This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

Types of Title II, Part A Funding

- *State-level activities* (~ 2.5% of total funds)—funds retained by the SEA
- *LEA activities* (~ 95% of total funds)—funds awarded to LEAs on a formula basis
- *State Agency for Higher Education (SAHE) Activities* (~ 2.5% of total funds)—subgrants awarded in state-level competitions to partnerships consisting of a high-need LEA, an IHE division of arts and sciences, and an IHE unit that prepares teachers to provide PD in core content areas to in-service teachers, principals and highly qualified paraprofessionals.

Use of Funds for Title II, Part A

SEA:

- Reforming teacher and principal certification and licensure requirements and expanding access to alternative routes
- Providing support for new teachers
- Recruitment and retention of highly qualified teachers (HQT)
- Providing professional development for teachers and principals (including PD focused on implementing Common Core) and measuring its effectiveness
- Fulfilling the SEA's responsibilities for proper and efficient administration of *Title IIA*
- Developing, or assisting LEAs in developing, merit-based performance systems and strategies that provide differential and bonus pay for teachers in high-need academic subjects and for teachers in high-poverty areas.

LEA:

- Providing instructionally focused PD for teachers and administrators (see SEA).
- Hiring HQT for class size reduction
- Carrying out other allowable activities (recruitment and retention activities, including differential pay; Rural Education Achievement Program; transfers to other programs)

Current Unallowable Uses of Title II, Part A Funds

- Developing curriculum (e.g., curriculum associated with implementing the Common Core standards).
- Providing subject-specific PD in non-core content areas.
- Purchasing evaluation system-related data systems to manage linking student and teacher data.
- Purchasing equipment, such as iPads, for school and district administrators to use in evaluating.
- Paying non-highly qualified teachers or paying highly-qualified teachers hired for any purpose other than class-size reduction.

Word of Caution: The SEA and LEA should ensure that such use is consistent with relevant programmatic requirements.

Title II, Part A in the future

- The future of the program is not clear at this time.
- There are currently several alternative ESEA reauthorization proposals being discussed by both houses of Congress.
- There are some areas of agreement among the proposals: none of them include an equivalent to the current Title II, Part A SAHE program and all of the current proposals include a formula grant focused on educator quality issues.
- The proposals, however do not agree on the allowable and required uses of these formula program funds (see next slide).

Title II, Part A in the Future: Areas of Disagreement

- **Educator evaluation:** Some proposals require States to implement evaluation systems based in part on student growth as a condition of receiving program funds. Others encourage, but do not require, the implementation of evaluation systems as a condition of receiving funds.
- **Highly Qualified Teachers (HQT):** Some of the proposals retain current HQT requirements or modified version of HQT. Other proposals eliminate HQT requirements completely.
- **Class size reduction:** The proposals differ in the extent to which spending on class size reduction would be permitted.
- **Funding formula:** The proposals use very different formulas for determining how formula funds would be distributed. Some proposals maintain a hold harmless; others eliminate it. The proposals also use different weights in the formulas governing the extent to which funds would be distributed on the basis of poverty data.
- **Discretionary grants:** The various reauthorization proposals all include discretionary programs focused on educator quality, in addition to a proposed formula grant. What those discretionary programs do and how many there would be vary from proposal to proposal.

DISCUSSION

THANK YOU



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