

National **Charter School** Resource Center

at Safal Partners

CONNECT. Resources to Build Top-Notch Charter Schools.

Master Class 2: Federal Funding Opportunities

April 21, 2015



National Charter School Resource Center

About the NCSRC

- Funded through the U.S. Department of Education
- Makes accessible high-quality resources to support the charter school sector
- Safal Partners is leading the center; partners include National Alliance for Public Charter Schools (NAPCS), Colorado League of Charter Schools, National Association of Charter School Authorizers (NACSA), American Institutes of Research (AIR), and Public Impact

About Safal

Founded in 2010, Safal Partners is a Texas-based mission-driven education consulting firm. Safal works across the education landscape, including the federally-funded Center for Educator Effectiveness, districts (e.g. Houston Independent School District), foundations (e.g. Bill and Melinda Gates Foundation, Houston Endowment), and nonprofits (e.g. Educate Texas, Teach For America Houston).

Please visit: <http://www.charterschoolcenter.org> for news, resources, and information on charter schools

The screenshot shows the homepage of the National Charter School Resource Center. At the top left, the title "National Charter School Resource Center" is displayed in blue and black, with "at Safal Partners" underneath. To the right, there are links for "About", "Contact", and "Events", a search bar with a magnifying glass icon, and a "Subscribe to our Newsletter" button with an envelope icon. Below the header is a navigation menu with items: "Our Work", "Focus Areas", "Resource Library", "Education & Training", "Funding Opportunities", "Events", "News", and "Parents". Underneath the navigation menu are "View" and "Edit Panel" buttons. The main content area features a large video player on the left showing a group of students in a classroom, with the text "MASTER CLASS Master Class Two - Student Discipline – Policy & Practices in Public Charter Schools" overlaid. To the right of the video is a "GET STARTED" sidebar with a dark background and white text, containing six items: "Start a Charter School" (with a house icon), "Understanding Charter Schools" (with a computer icon), "Watch a Webinar" (with a computer icon), "View Authorizer-School Catalog" (with a person and magnifying glass icon), "Read our Latest Newsletter" (with an envelope icon), and "Log In to online Exchanges" (with a padlock icon). Below the video and sidebar is a horizontal carousel of four items: "RESOURCE: Common Core State Standards Resource List", "EVENT: 2014 Colorado Charter Schools Conference", "EVENT: 21st Annual California Charter School Conference", and "RESOURCE: Certain Weighted Lotteries Permitted Under January 2014 Update to CSP Nonregulatory". To the right of this carousel is a "Learning Series" section with a small image of a group of people sitting on the floor in a room.

NCSRC publications as well as up-to-date resources and news from the field

Published Resources

Resource	URL
An Analysis of the Charter School Facility Landscape	http://www.charterschoolcenter.org/resource/analysis-charter-school-facility-landscape-california
Finding Space: Charters in District Facilities	http://www.charterschoolcenter.org/resource/finding-space-charters-district-facilities
Charter Schools and Military Communities: A Toolkit	http://www.charterschoolcenter.org/resource/charter-schools-and-military-communities-toolkit
Legal Guidelines for Educating English Learners in Charter Schools	http://www.charterschoolcenter.org/resource/legal-guidelines-educating-english-learners-charter-schools
Engaging English Learner Families in Charter Schools	http://www.charterschoolcenter.org/resource/engaging-english-learner-families-charter-schools
April 2015: Serving English Language Learners and Families	http://www.charterschoolcenter.org/newsletter/april-2015-serving-english-language-learners-and-families
Charter Schools Serving Military Families	http://www.charterschoolcenter.org/newsletter/december-2014-charter-schools-serving-military-families
October 2014: English Learners in Charter Schools: Key Opportunities for Engagement and Integration	http://www.charterschoolcenter.org/newsletter/october-2014-english-learners-charter-schools-key-opportunities-engagement-and-integratio
Folk Arts Cultural Treasures Charter School (EL case study)	http://www.charterschoolcenter.org/mmcasestudy/folk-arts-cultural-treasures-charter-school-facts
Alma del Mar (EL case study)	http://www.charterschoolcenter.org/mmcasestudy/alma-del-mar
Brooke Roslindale Charter (Special Ed case study)	http://www.charterschoolcenter.org/mmcasestudy/brooke-roslindale-charter

▶ Reports & White Papers

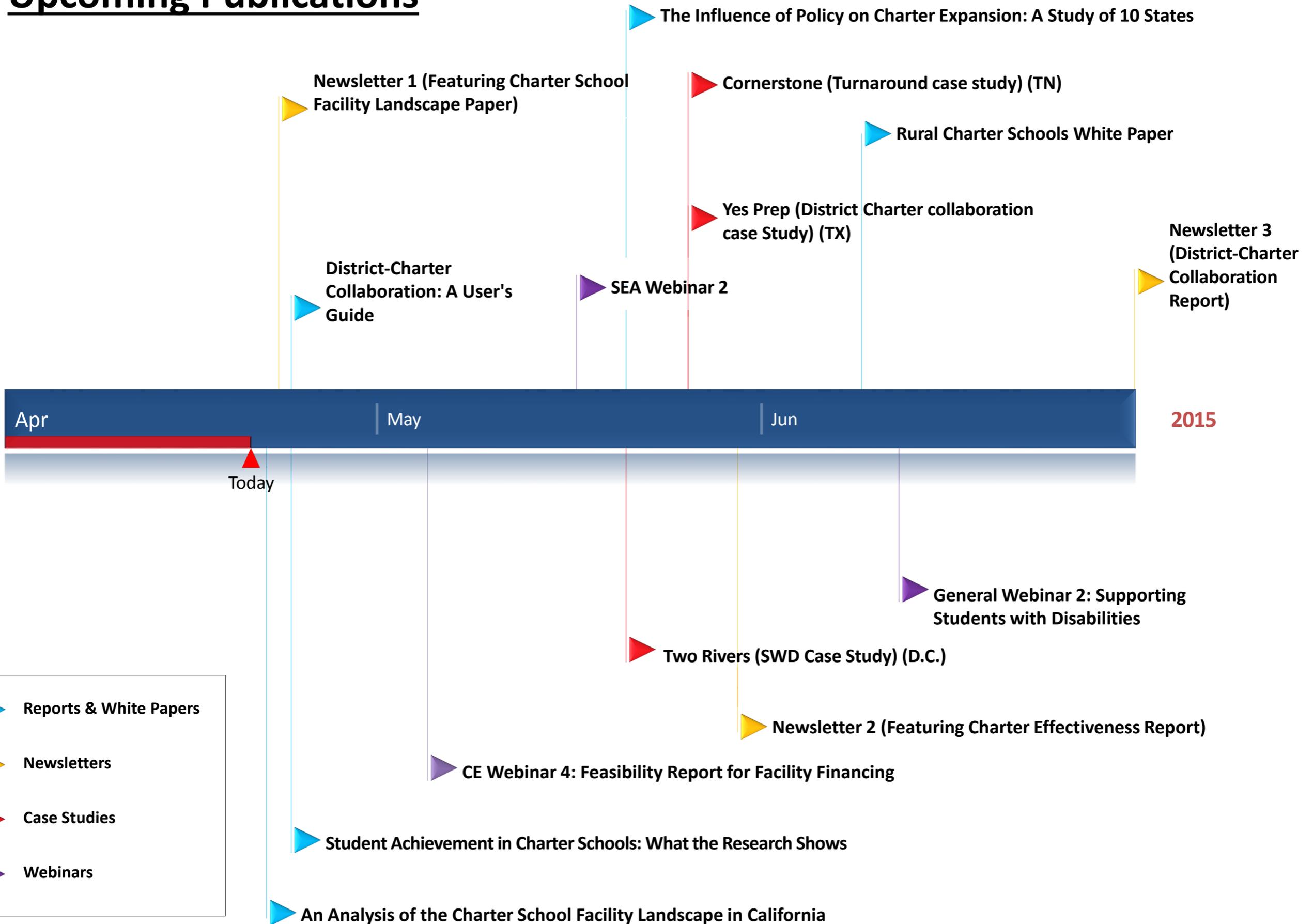
▶ Newsletters

▶ Case Studies

Published Resources (Webinars)

Resource	URL
Serving English Language Learners and Families	http://www.charterschoolcenter.org/webinar/serving-english-language-learners-and-families
Credit Enhancement Webinar Five: Collaboration to Enhance Facility Financing	http://www.charterschoolcenter.org/webinar/credit-enhancement-webinar-five-collaboration-enhance-facility-financing
SEA Webinar Five: Data Management Tools for Risk Based Monitoring	http://www.charterschoolcenter.org/webinar/sea-webinar-five-data-management-tools-risk-based-monitoring
Credit Enhancement Webinar Four: Authorizer Collaboration	http://www.charterschoolcenter.org/webinar/credit-enhancement-webinar-four-authorizer-collaboration
Credit Enhancement Webinar Three: Recent Developments in CSP Guidance	http://www.charterschoolcenter.org/webinar/credit-enhancement-webinar-three-recent-developments-csp-guidance
SEA Webinar Four: Weighted Lotteries	http://www.charterschoolcenter.org/webinar/sea-webinar-four-weighted-lotteries
Credit Enhancement Webinar Two: Evaluating Charter School Performance During the Transition to Common Core	http://www.charterschoolcenter.org/webinar/credit-enhancement-webinar-two-evaluating-charter-school-performance-during-transition-commo
Credit Enhancement Webinar One: Evaluating Charter School Performance	http://www.charterschoolcenter.org/webinar/credit-enhancement-webinar-one-evaluating-charter-school-performance

Upcoming Publications



Funding Page (<http://www.charterschoolcenter.org/grants>)

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FUNDING OPPORTUNITIES

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FUNDING OPPORTUNITIES

Upcoming Funding Opportunities

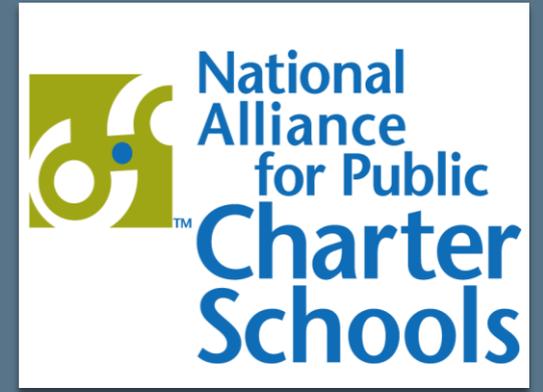
[SUBMIT FUNDING OPP](#) +

Opportunity Type: Eligible Applicants: Keyword: [FILTER](#)

Opportunity	Funder Type	Due Date
Rehabilitation Services Administration (RSA): Rehabilitation Short Term Training Program		April 20, 2015
Migrant Education Program (MEP) Consortium Incentive Grant Program	Federal	April 20, 2015
i3 (Investing in Innovation) Development Grants	Federal	April 29, 2015
Technical Assistance and Dissemination to Improve Services and Results for Children With Disabilities: Model Demonstration Projects to Improve Adolescent Literacy for Students with Disabilities in Middle and High Schools, Grades 6-12	Federal	May 4, 2015
Indian education Formula Grants to Local Educational Agencies	Federal	May 15, 2015
Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools	Federal	May 15, 2015
Charter Schools Program (CSP) Grants to State Educational Agencies	Federal	June 1, 2015
Evaluation of State Education Programs and Policies Grant	Federal	June 10, 2015
Statewide, Longitudinal Data Systems Program	Federal	June 10, 2015
i3 (Investing in Innovation) Grants	Federal	June 30, 2015
Research on Children in Military Families: The Impact of Parental Military Deployment and Reintegration on Child and Family Functioning	Federal	September 7, 2015



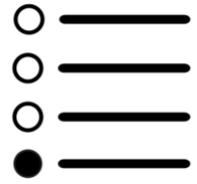
Whiteboard
Advisors



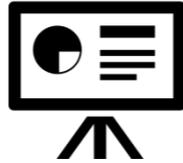
Smart Grant Management: Fiscal Flexibility Today & Tomorrow

April 2015

The Objective



Survey Members



Analyze & Present
Opportunities



Share
Insights



Drive
Action

Smart Funding Series

Whiteboard Advisors and the National Alliance of Public Charter Schools have teamed up to deliver webinars that are designed to help schools in their grant acquisition and management strategies. This webinar will address federal grants, and the available fiscal flexibility. Our goal is to help your schools find more funding and make better use of existing grant funds.

There are no simple answers when it comes to smart grants management. It is a ongoing process and we hope to use these to provide insights, lessons and resources that we all can share.

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Funding Opportunities Recap

Recap | federal funding opportunities

In the first webinar for schools, we reviewed lessons learned from a series of initial interviews with successful charter school grant applicants. We learned that the preparation to apply for a grant – coordinating it with your vision, programs, and work flow – is the hard part.



- Schools of all sizes have won competitive federal grants
- Learn the rules of your federal grants – especially the entitlements – knowing the rules is key to being able to exercise funding flexibility
- Link your grants/development team to the academic/leadership team up front. Go after grants that serve the existing academic program and goals
- Spend grants on salaries. Tracking “time & effort” can be tricky, but it is easier to manage than more complex rules governing other allowable expenses and supplies and equipment.

Recap | federal funding opportunities

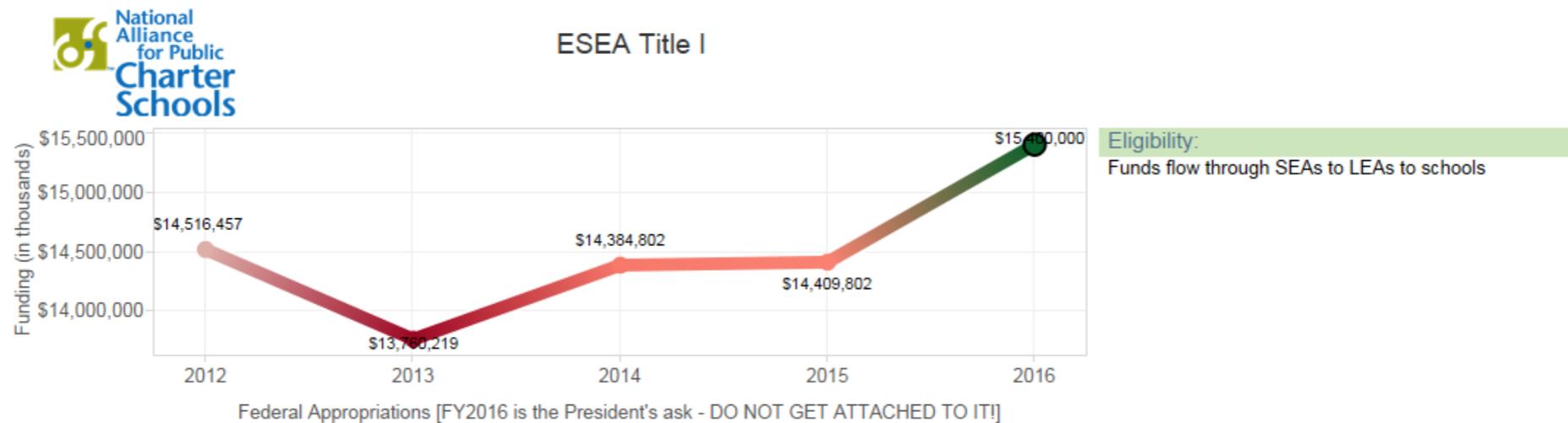
Grants are the easy part – coordinating it with your vision, programs, and work flow is the hard part (continued).



- Review any strategic planning or school improvement plans for the current year and recent years.
- Identify key district personnel who may have creative ideas.
- Identify community partners or other schools who have been successful with similar programs.
- Get buy-in from your Board, Superintendent or other authorized officials for your ideas and approval to apply for the grant.

Recap | federal funding opportunities

In the first webinar for schools we provided resources and an overview of critical funding streams that must be explored. The resource was packaged into an online federal guide that may be accessed here: <http://goo.gl/Ka3Ewl>



Overview	FY2016 Outlook	Change: 2014 to '15
<p>Title I Grants to Local Educational Agencies (LEAs) provide supplemental education funding, especially in high-poverty areas, for local programs that provide extra academic support to help raise the achievement of students at risk of educational failure or, in the case of schoolwide programs, to help all students in high poverty schools meet challenging State academic standards. Title I schools help students reach challenging State standards through one of two models: a "targeted assistance" model that supplements the regular education program for individual children deemed most in need of special assistance, or a "schoolwide" model that allows schools to use Title I funds-in combination with other Federal, State, and local funds-to improve the overall instructional program for all children in a school.</p>	<p>The Obama Administration's ask for a \$1 billion increase may get the attention of Congress which, if anything, would be willing to scrap competitive grants and categorical programs in favor of a larger block grant-like funding item.</p>	<p>0.17%</p>

The Office of Innovation & Improvement (OII) will conduct 11 grant competitions in six program areas: Arts in Education, Charter Schools, Investing in Innovation, Opportunity Scholarship, Ready to Learn Television, and Supporting Effective Educator Development. OII's 2015 grant competitions will make grant awards by September 30, 2015 with one exception, the i3 grant awards will be made by December 31, 2015.

- Applications for New Awards; Arts in Education National Program. It is available now at <https://www.federalregister.gov/articles/2015/02/10/2015-02596/applications-for-new-awards-arts-in-education-national-program>. National Non-profit Arts Education Organizations may apply.
- The CSP Grants Competition for Replication and Expansion. This program is designed to assist non-profit charter management organizations, and other entities that are not for-profit entities, in replicating or expanding high-quality charter schools with demonstrated records of success. Applicants must have experience operating more than one high-quality charter school.(CFDA: 84.282M).
- The CSP SEA Grants, which go to SEAs and allow them to award subgrants to eligible applicants for planning, program design, and initial implementation of new charter schools. The SEA grants also support the dissemination of information about charter schools, including successful charter school practices. (CFDA: 84.282A)
- The three [Investing in Innovation \(i3\)](#) grant competitions — Development, Validation, and Scale-up — support school districts and nonprofits to expand the implementation of, and investment in, innovative practices. Development grants are for new and promising practices that should be studied further; Validation grants verify the effectiveness of programs with moderate levels of evidence; and Scale-up grants support applicants with the strongest evidence and track records of success. (Note: While the rest of OII's 2015 grant competitions will make grant awards by September 30, 2015, the i3 grant awards will be made by December 31, 2015.)
- National nonprofit organizations are eligible for [Supporting Effective Educator Development \(SEED\)](#) grants to increase the number of highly effective teachers and principals. The SEED grants support the development, expansion, and evaluation of pre-service and professional development best-practice models that are demonstrated to improve student achievement or student growth. National Non-profit s may apply.

Recap | federal funding resources

CFDA



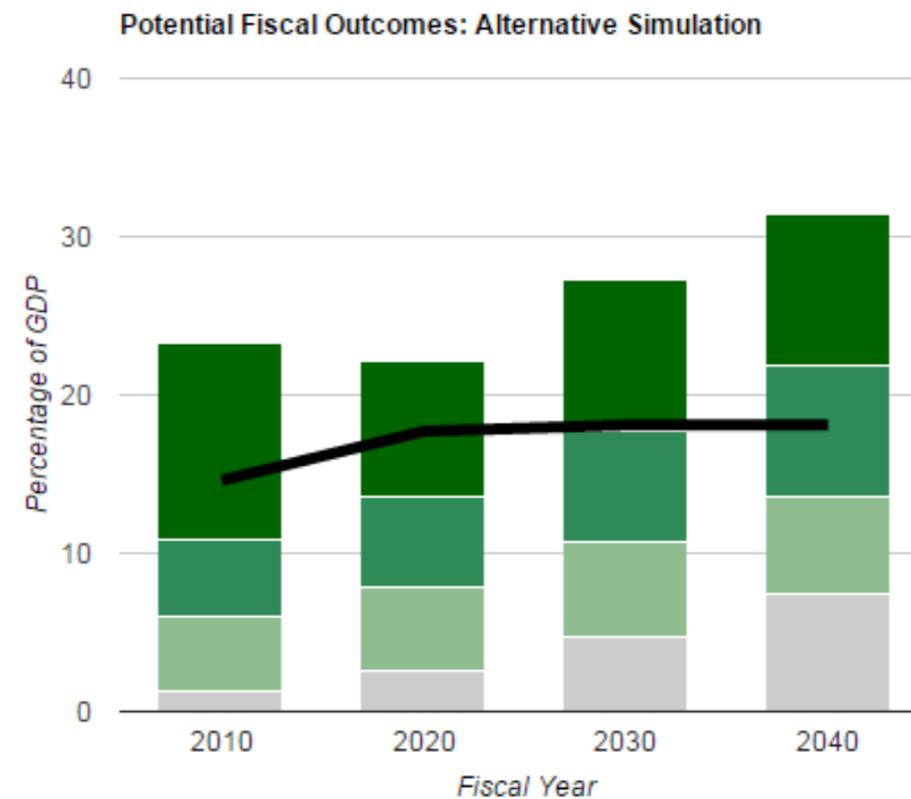
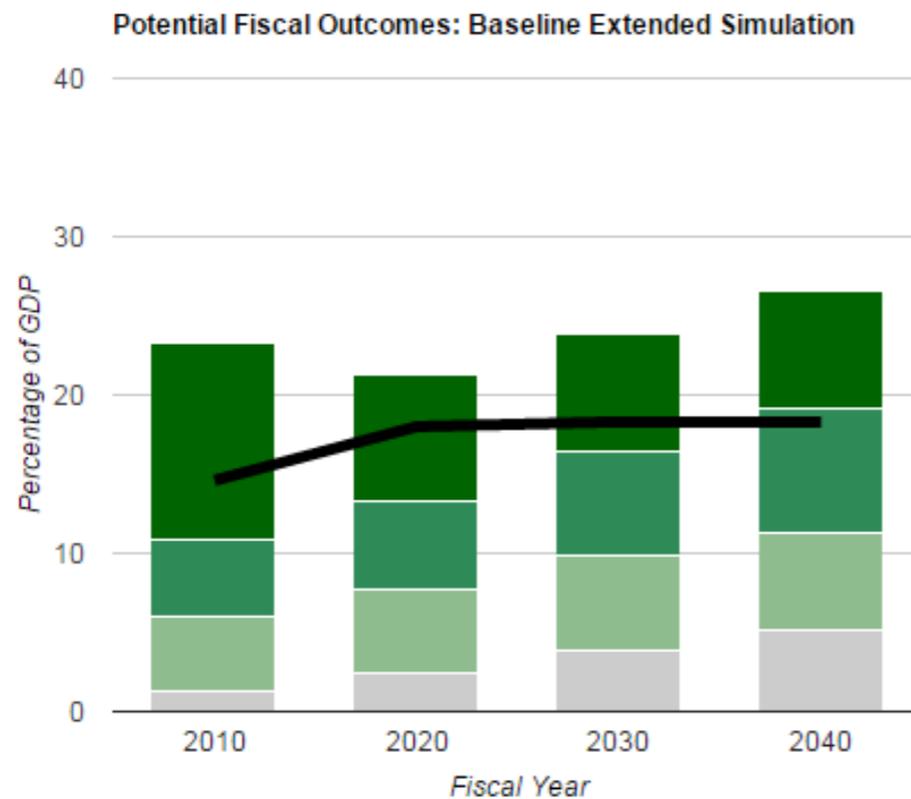
- Become familiar with the Catalog of Domestic Assistance: CFDA.gov & Grants.gov
- Review the CFDA resource on Developing a Grant Proposal:
<https://www.cfda.gov/?static=grants&s=generalinfo&mode=list&tabmode=list>
- “Forecast of Funding Opportunities.” Bookmark <http://www2.ed.gov/fund/grant/find/edlite-forecast.html>
- Read Successful School Grants: Fulfilling the Promise of School Improvement by Deborah Porter, lead grant writer for Trivium Consulting, debportertx@gmail.com
- Contact David DeSchryver, Director, Whiteboard Advisors with questions, concerns, and ideas(!), david@whiteboardadvisors.com

Utilizing Available Flexibility

Fiscal Flexibility: Why?

Big Picture | an unsustainable outlook

The Baseline Extended simulation (left) generally assumes current laws continue into the future, including the discretionary spending limits and other spending reductions established by the Budget Control Act of 2011 (BCA) and revised by subsequent legislation. The Alternative simulation (right) illustrates what happens if historical trends continue. The simulations also illustrate two potential paths for future health care cost growth. In the Baseline Extended simulation, the cost-containment mechanisms enacted in the Patient Protection and Affordable Care Act are assumed to be fully implemented and effective, slowing growth of health care spending over the long term. However, the Medicare Trustees, Congressional Budget Office (CBO), and the Centers for Medicare & Medicaid Services Office of the Actuary (CMS Actuary) have questioned whether certain cost-containment mechanisms can be sustained over the long term. This is reflected in the Alternative simulation in which policies that would restrain spending growth are phased out over time.

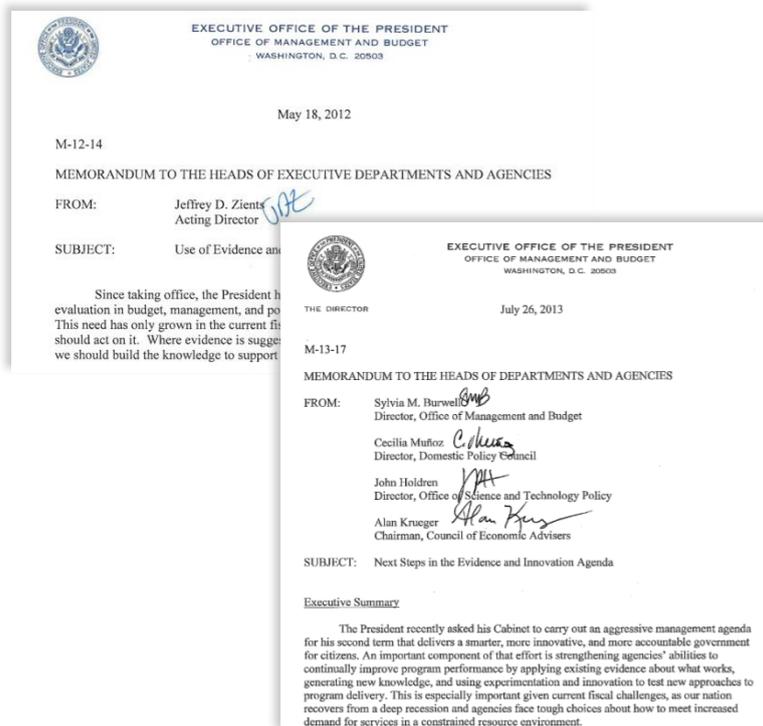


- Net Interest
- Social Security
- Medicare & Medicaid, CHIP, and exchange subsidies
- All other spending
- Revenue

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The Big Picture | toward evidence based funding

Grant competitions and grant management requirements are moving toward evidence based practices.

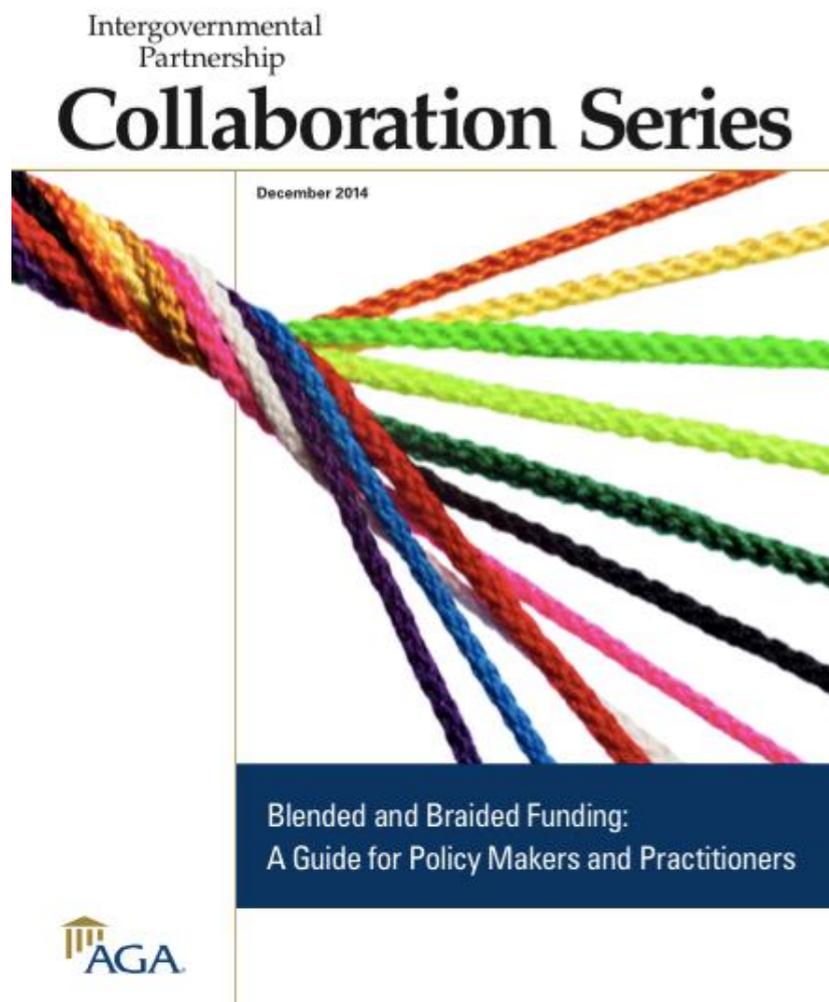


The Office of Management & Budget (OMB) is requesting that agencies issue and monitor based on evidence of effectiveness, while trimming activities that evidence shows are not effective.

"Proposals should expand or improve the use of grant program designs that focus Federal dollars on effective practices while also encouraging innovation in service delivery. These include tiered-evidence grants, Pay for Success initiatives and other pay for performance approaches, Performance Partnerships allowing blended funding, waiver demonstrations, incentive prizes, competitive incentive funds that encourage the use of evidence-based practices in formula grants, or other strategies to make grant programs more evidence focused."

The Big Picture | better coordinating existing funds

Evidence based practice and grant planning inevitably entails the blending and braiding of funding. A new 2014 publication by the Association of Government Accountants (AGA) provides a useful guide.



“In an era of fiscal restraints, when governments are leveraging resources to ‘do more with less,’ this guide is intended to help officials at all levels of government put their resources to optimal use.”

The Big Picture | examples of what is to come

Grant competitions and grant management requirements are moving toward evidence based practices. A recent illustration is the P3 grant of Nov. 2014.



FEDERAL REGISTER

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No. 226 November 24, 2014

Part III

Department of Education

Applications for New Awards; Performance Partnership Pilots; Notice

The purpose of the Performance Partnership Pilots (P3) is to allow ten pilot sites to implement innovative and flexible programming that will drive improvements in educational, employment, and other outcomes for “disconnected youth.”

The pilots will test the hypothesis that, with greater regulatory and funding flexibility, state and local organizations and tribes can collectively overcome barriers to providing comprehensive service pathways that improve outcomes for disconnected youth. The program authorizes applicants to braid and/or blend existing funding streams into one comprehensive program aimed at increasing the outcomes for 14-24 year old individuals

The Big Picture | changes to the Super Circular

Changes to how funds are used requires changes to how the government audits the funding and programming. That, too, is happening.

On December 26, 2013 the federal government's Office of Management and Budget (OMB) released guidance that reforms many of the rules governing federal grant programs, including grants awarded by the U.S. Department of Education.

This reform streamlines the language from eight existing OMB circulars into one consolidated set of guidance in the code of Federal regulations.

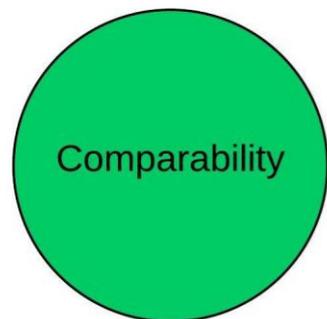


The major policy initiatives driving the change include:

1. Eliminating Duplicative and Conflicting Guidance;
2. Focusing on Performance over Compliance for Accountability;
3. Encouraging Efficient Use of Information Technology and Shared Services;
4. Targeting Audit Requirements on Risk of Waste, Fraud, and Abuse.

The Big Picture | changes to ESEA

The ESEA reauthorization debate now underway in Congress could totally revise how schools manage and use Federal Title I funding. This is important to monitor because it may provide extraordinary flexibility to schools and districts.



Sen. Alexander's and Rep Kline's bill maintain the provision.



Rep. Kine's bill would eliminate it, Alexander would keep it.



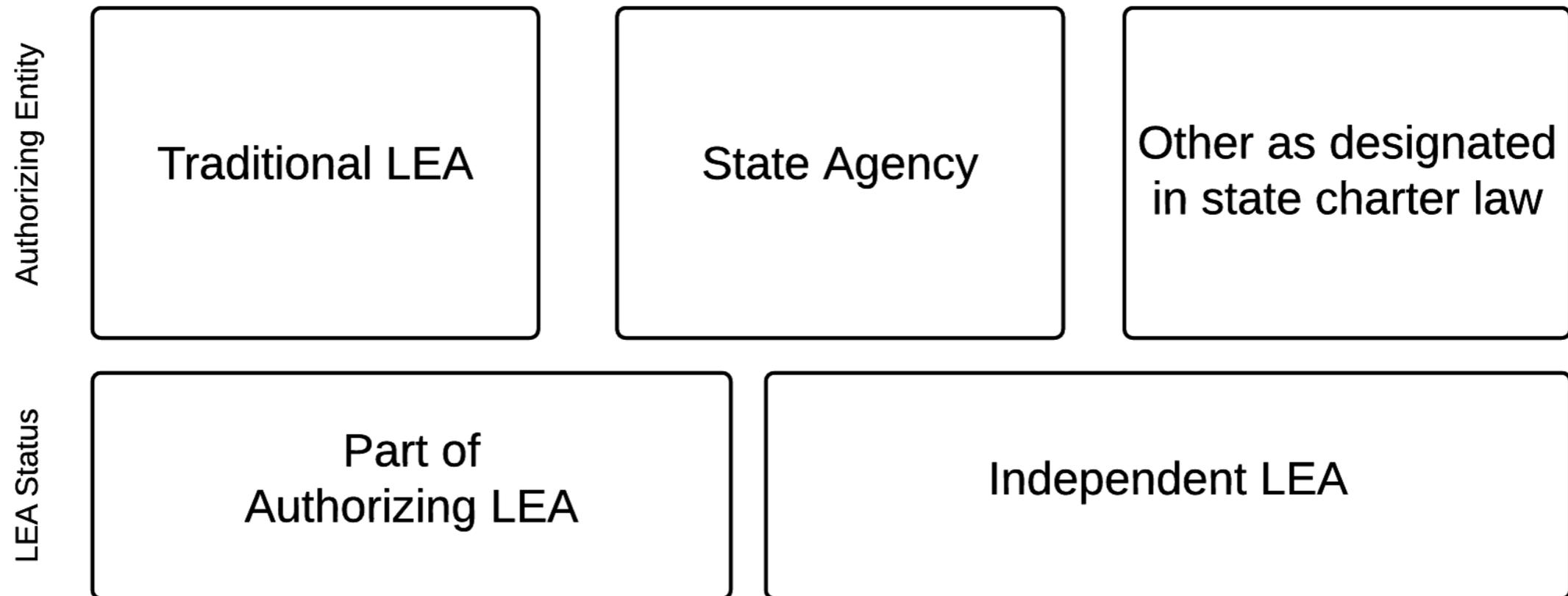
Both effectively remove the 40% threshold. The Senate bill would totally rewrite the provision.



In order to comply with the new Senate ESEA supplement not supplant requirement for Title I, districts would have to demonstrate that "the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under this part." In other words, the method of distributing state and local funds must ensure that the schools get their due of state and local funding. The bill goes on to say that the Secretary does not have the authority to "establish any criterion that specifies, designs, or prescribes the methods or manners by which a district would demonstrate compliance" with the new supplement, not supplant compliance test. It also says that no district would be required to identify individual costs or provide specific services through a particular instructional method or setting in order to demonstrate compliance.

LEA Status

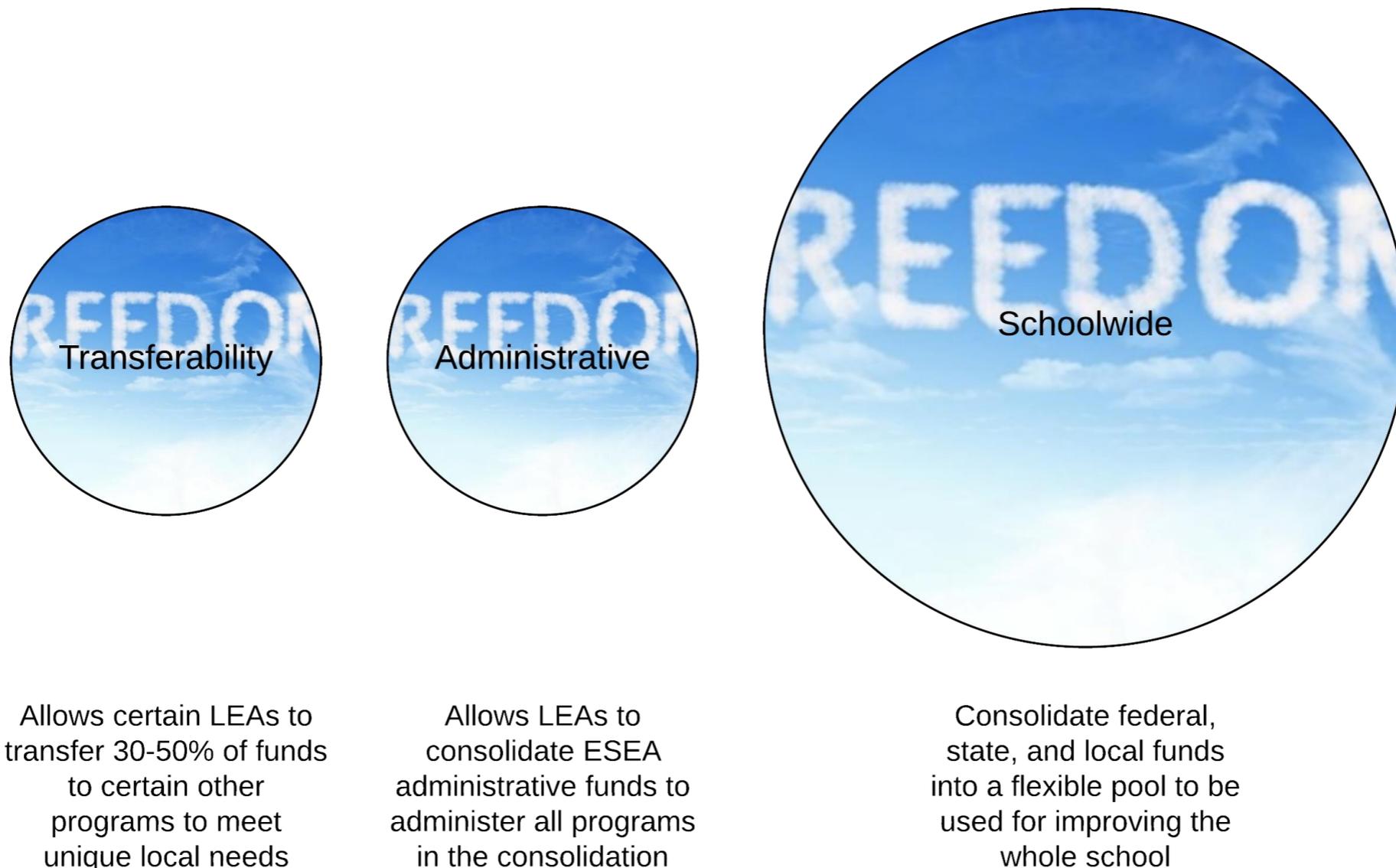
The authority to consolidate and/or exercise the available fiscal flexibility authority will depend on the status of the school or schools as an independent LEA.



What Flexibility is Available?

Flexibility | what you can do now!

There are three kinds of fiscal flexibility that all LEAs should know about and use, when at all possible. The most important is the “schoolwide” authority for Title I



Flexibility | what you can do now!



Transfer of Funds:

An LEA (except an LEA identified for improvement or corrective action under Title I) may transfer up to 50 percent of the funds allocated to it by formula under each of the following provisions to its allocation under any of the other provisions:

- Section 2121 (Teacher and Principal Training and Recruitment)
- Section 2412(a)(2)(A) (Enhancing Education Through Technology)
- Section 4112(b)(1) (Safe and Drug-Free Schools and Communities)

An LEA may also transfer up to 50 percent of the funds allocated to it by formula under the provisions noted above to its allocation under Part A of Title I.

However, an LEA may not transfer funds allocated under Part A of Title I to any other program

Flexibility | what you can do now!



Administrative Consolidation:

- With the approval of its SEA, an LEA may also consolidate funds available for program administration under ESEA programs so long as the amount consolidated does not exceed the cap, if any, established in the ESEA for each program.
- An LEA may use consolidated administrative funds to administer the programs included in the consolidation and for uses, at the district and school levels, designed to enhance the effective and coordinated use of funds under those programs.
- The allowable uses include coordination of programs, general administrative, dissemination of information about the programs, technical assistance, training of personnel to ensure proper use of the funding, and more.

Flexibility | what you can do now!



Administrative Consolidation:

The ESEA programs that may be included in the consolidation are:

- Title I, Part A (Basic Programs)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected and Delinquent Children)
- Title I, Part F (Comprehensive School Reform)
- Title II, Part A (Teacher Training and Recruiting)
- Title II, Part A (Principal Training and Recruiting)
- Title II, Part D (Enhancing Education Through Technology)
- Title III (English Language Instruction)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part A (Innovative Programs)

Flexibility | what you can do now!



The schoolwide authority:

A Title I school that has a poverty percentage of 40 percent or more may use Title I, Part A funds, along with State, local, and other Federal funds, to improve the achievement of its lowest-achieving students by upgrading the entire educational program in the school.

- The 40% threshold may be (is likely) waived under the State ESEA waiver. This is almost certainly true if the school is an identified priority or focus school.
- A schoolwide program requires a clear and comprehensive program plan. This is critical!

Flexibility | what you can do now!



What is this consolidated “pool” of funding?

- Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating like they are a single “pool” of funds.
- The school may use funds from this consolidated schoolwide pool to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity.
- A schoolwide school must identify in its schoolwide plan which programs are included in its consolidation and the amount each program contributes to the consolidated schoolwide pool.

Flexibility | what you can do now!



Supplement not supplant applies!

- When Title I, Part A funds are consolidated with State and local funds they lose their identity; thus, it is impossible to know on what specific activities Part A funds are spent.
- However, to meet the supplement not supplant requirement, an LEA must ensure that each school operating a schoolwide program receives all the State and local funds it would otherwise need to operate in the absence of Federal funds, including State and local funds necessary to provide for routine operating expenses such as building maintenance and repairs, landscaping and custodial services.

Flexibility | what you can do now!



Which funds may be consolidated?

- An LEA may consolidate funds from any Federal education program whose funds can be used to carry out activities that support students enrolled in a public elementary or secondary school.

The authority places limitation on the use of:

- Migrant education funding
- Indian education funding
- IDEA funding

Flexibility | Misconceptions & Lack of Awareness

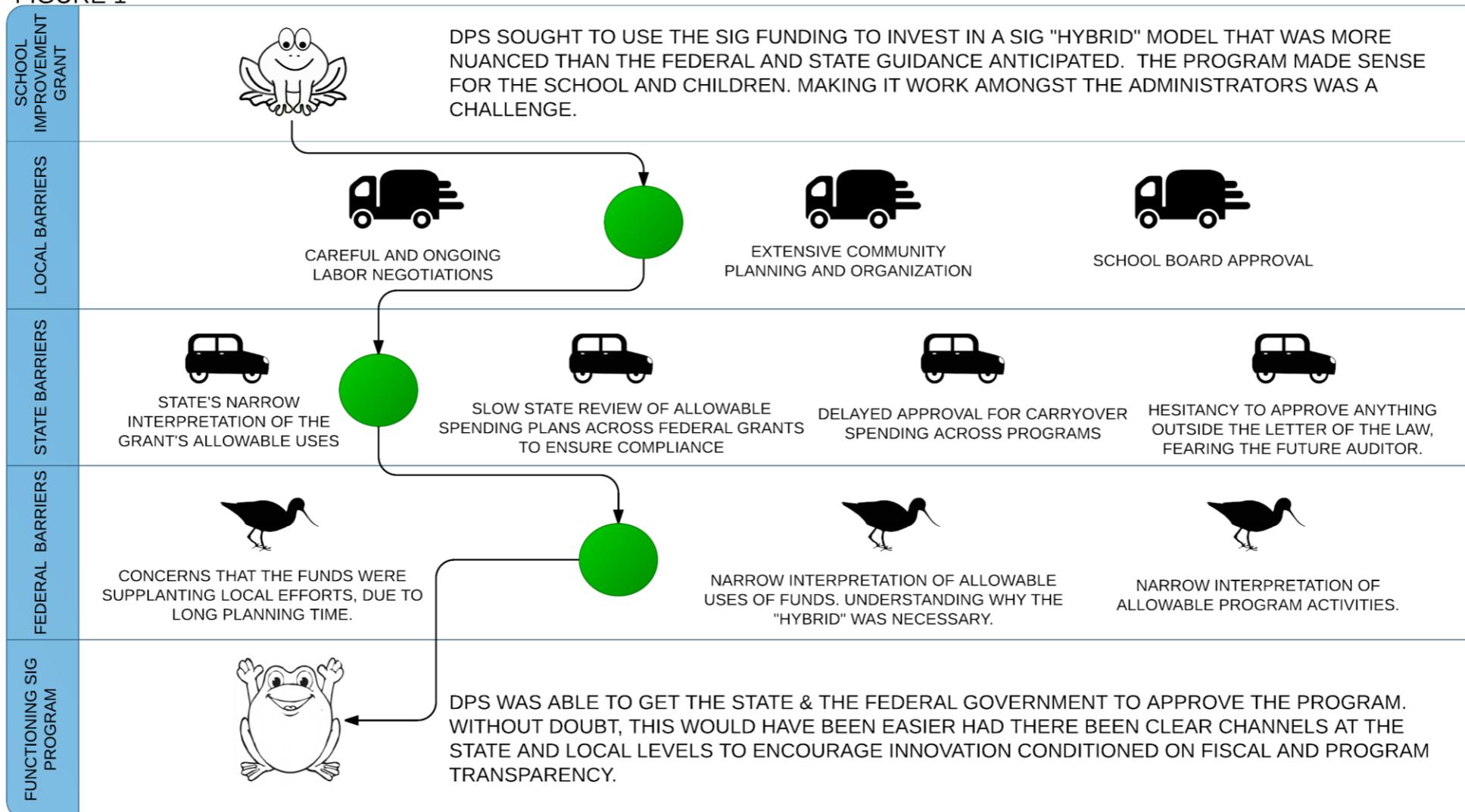
When fully exercised, federal fiscal flexibility can be a powerful tool to support innovative change while also ensuring that the intended beneficiaries of the funding are getting the benefit that lawmakers intended. Sometimes, however, the biggest obstacles are not the rules but the people implementing the rules.

Achieving maximum flexibility requires a keen awareness of the common obstacles, an eagerness to barter with the gatekeepers of the program funding, and plenty of political acumen.



FISCAL FLEXIBILITY: NAVIGATING THE OBSTACLES

FIGURE 1



The discussion starter document uses the SIG example. Why SIG?

Because Title I schoolwide and SIG can be used for all of the same activities.

Flexibility | what you can do now!

To facilitate your understanding of the issues, we have created a file locker-room for you to access. The following pages provide a high level overview of the key document below. The files contained include:

Date	Name	Author
3/1/06	"Designing Schoolwide Programs: Non-Regulatory Guidance," (ED: March 2006)	USED
2/1/08	"Title I Fiscal Issues: Non-Regulatory Guidance," (ED: February 2008)	USED
6/1/10	"Fiscal Flexibility in Times of Budget Shortfalls," (Brustein & Manasevit: 2010)	Bruman Group
11/3/11	ESEA Flexibility: FAQ (ED: October 3, 2011) question B17 "Why might an LEA need a waiver of the poverty threshold to operate a schoolwide program in particular schools? "	USED
1/1/13	"Flexibility in Using Federal Funds to Meet Local Needs," (ED: January 2013).	USED
6/1/13	"How Can School Districts Maximize ESEA Flexibility?" (KY Dept. of Education: June 2013)	KY DoE
7/1/13	"The Money You Don't Know You Have for School Turnaround," (Federal Education Group: July 2013).	Fed Ed Group
7/1/13	"State Leadership on Federal Funds Flexibility," (CCSSO: 2013)	CCSSO
11/1/13	"Maximizing Federal Education Funds for Student Achievement," (CCSSO: November 2013).	CCSSO
2/5/14	"Dear Colleague: Leveraging ESEA and IDEA Funds for Digital Teaching and Learning," (ED: February 5, 2014)	USED
3/1/14	"Summary of the Office of Management and Budget's Uniform Guidance for Federal Grants and its Impact on Federal Education Programs," (CCSSO: March 2014).	CCSSO/Fed Ed Group

To access the files please visit: <http://goo.gl/WvtwFi>

“FLEXIBILITY IN USING FEDERAL FUNDS TO MEET LOCAL NEEDS” (USED: January 2013).

This document provides a brief overview of:

- LEA transferability authorities
- Flexibility for rural districts
- Consolidation of administrative funds to build state and local capacity
- Consolidating federal, state, and local education funds to promote comprehensive reforms at the schoolwide level

Key Points

The most powerful authority in the ESEA, for LEAs, is schoolwide.

Is this being used to its full extent and is this a part of school improvement strategies as encouraged in the ESEA waiver agreements?

Useful Resources

The Money You Don't Know You Have for School Turnaround: Maximizing the Title I Schoolwide Model (Federal Education Group: July 2013).

This document provides an approachable narrative that addresses:

- Find the money: Exploring Title I
- Make a smart choice: Delivering Title I services as a tool for turnaround
- Put your money where your mouth is: The schoolwide model
- Use the right test: Spending in a schoolwide program
- Sweat the details: The supplemental funds test
- The schoolwide model in practice: Supplemental funds examples
- Things to keep in mind: Title I Schoolwide Program

Key Points

“Few schools, however, take full advantage of schoolwide’s program design options – often because of misunderstandings of a federal requirement known as the “supplement not supplant” rule. This limits the opportunity to use Title I as a resource to support school turnaround efforts.”

Useful Resources

"Dear Colleague: Leveraging ESEA and IDEA Funds for Digital Teaching and Learning," (ED: February 5, 2014).

This document provides a review of the ways districts can use existing flexibility. It addresses how:

- Districts may use Title II-A funds to hire coaches or help grantees tailor professional learning to the needs of individual educators.
- States and districts may use Title II-A funds to help district staff create or participate in personalized digital learning opportunities
- States and districts may use Title II-A funds to help educators better discover, use, and share content that is aligned with CCR standards.
- States may use IDEA Part B set-aside funds to support the use of technology to help reduce paperwork and digitize the Individualized Education Program (IEP)
- Districts may use Title III-A funds for online professional development activities, virtual communities of practice for ELL.
- Districts may use Title I-A funds to acquire devices (tablets, laptops, etc.) in addition to curriculum and professional development as part of a comprehensive plan in a Title I schoolwide program school.

Key Points

“Educational technology advances quickly. Many of the terms we use today to describe technology-enhanced learning did not exist when laws such as the Elementary and Secondary Education Act of 1965, as amended (ESEA) and the Individuals with Disabilities Education Act (IDEA) were written. However, that does not mean that federal programs can’t be used to support thoughtful implementation of educational technology to support schools and teachers in improving educational outcomes, consistent with program requirements.”

Useful Resources

"How Can School Districts Maximize ESEA Flexibility?" (KY Dept. of Education: June 2013).

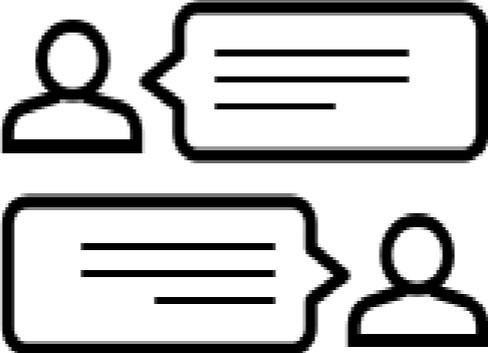
This document provides a review of the ways districts can use existing flexibility. It clearly identified existing authorities for the actions, for example:

- Section 1113(a)(3)-(4), Rank Order Requirements
- Section 1114(a)(1), Schoolwide Poverty Threshold
- 1116(b), Focus and Priority School programming
- 6123(b)(1),(d), Transferability of Funds
- 6213(b), Rural Schools

Key Points

Kentucky provides a great synopsis of existing flexibility under the ESEA. The agency also makes it clear that this requires LEA's to do some considerable planning and resource mapping. In addition, "any activity funded by this project must meet the intent and purpose of all corresponding program requirements."

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