

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

Allowable Expenses

Title I, Part A federal funds help disadvantaged students meet state academic content and performance standards. The California Department of Education recommends that local educational agencies (LEAs), County Offices of Education and Charter schools with Title I schools should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure is aligned to meet the challenging State academic content standards [Every Student Succeeds Act (ESSA) Section 1112(a)(3)(B)(i) and ESSA Section 1112(b)];
2. The activity/expenditure meets a need identified in the comprehensive needs assessment for Schoolwide Program (SWP) School [ESSA Section 1114(b)(6)];
3. The activity/expenditure is an evidenced-based educational strategy [ESSA Section 1003(b)(1)(B), ESSA Section 1114(d), and ESSA Section 1115(h)];
4. The activity/expenditure is reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
5. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) [EC 52853(a)(6)-(7) and EC 64001(f)-(g)];
6. The activity/expenditure has been reviewed, approved, and recommended by the Schoolsite council (SSC) to the local governing board [EC 52853(b), EC 52855, and EC 64001(a)];
7. The SPSA has been approved by the local governing board [EC 52855 and EC 64001(g)-(h)]; and
8. The SPSA annually evaluates progress toward accomplishing goals [EC 64001(f)].

If an LEA has not successfully completed all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

ESSA Title II, Part A

Allowable Expenses

Title II-A is responsible for supporting increased student academic achievement by promoting strategies that will positively impact teacher and principal effectiveness. All expenditures must adhere to the following Title II-A priorities:

- Improving the effectiveness of teachers and principals,
- Achieving equitable distribution of effective teachers and principals,
- Supporting targeted professional development based on identified needs.

An area of need commonly identified by districts is to support implementation of their revised Educator Evaluation and Support Systems. Keeping in mind that the end goal of Title II-A expenditures is to support increased student academic achievement through improving teacher and principal effectiveness, districts should consider how to use Title II-A funds to support professional learning for teachers and administrators that results from the evidence collected through these systems.

Title II-A funds can be used to support professional learning that improves both the content knowledge of teachers in core academic areas, and the classroom practices of all teachers, as well as learning that supports principals in becoming outstanding educational leaders. When using Title II-A funds for professional development, districts should ensure that the professional learning for teachers and principals deepens the knowledge of college-and career-ready standards and the instructional practices tied to those standards.

Allowable Activities

Federal funds can support activities related to educator evaluation and support systems. These activities still must meet the allowable use of funds requirements outlined in the USDE Title II-A Non-Regulatory Guidance section E-1 and be based on the LEA's needs assessment. Activities could include:

- Content or instructionally focused professional learning for teachers and administrators to assist them in improving areas of weakness identified by the LEA's educator evaluation system
- Professional learning to assist teachers and administrators in using data, including educator evaluation data, to improve instruction and student achievement
- Monetary incentives associated with earning high educator effectiveness ratings
- Initial and on-going professional development for evaluators on the aligned LEA evaluation system (tools and processes) to ensure fidelity of implementation and

inter-rater reliability. Districts must ensure that observations /evaluations are part of a comprehensive system to improve the quality of teachers.

- Professional learning (to support awareness and implementation) for teachers, paraprofessionals, principals and superintendents on the aligned LEA evaluation system including the tools and processes to be utilized
- Purchase and/or development of data systems for collecting data on educator performance
- Substitute pay for teachers attending professional learning paid for out of Title II, Part A**
- Technology purchased solely for the purposes of recording data from teacher observations

Non-Allowable Activities Based on the USDE Title II-A Non-Regulatory Guidance, these educator evaluation system SEA/LEA activities would not be allowable:

- Activities/meetings related to developing the educator evaluation system
- Activities/meetings regarding dissemination and communication of information about the educator evaluation system
- Purchase and/or development of data systems for collecting data on student performance

ESSA Title III, Part A Immigrant Funding

Allowable Expenses: Examples of the authorized use of Title III funds for immigrant students.

Title III Immigrant funds should be used for distinct purposes for immigrant students and families, as described in 20 United States Code (USC) 6825(e)(1) of federal statute. These purposes must be supplemental to the services that immigrant students are already entitled to through the use of other Federal, State, and local funding sources. For example, an immigrant student who is also an English learner (EL) is entitled to benefit from the same services provided to all other English learners using Title III EL funds.

1. Supplemental language assistance programs for immigrant students
 - Summer programs
 - Extended day school programs
 - Tutorials
 - Supplemental staff salary
2. Family Literacy/Parent Activities for immigrant students' parents
 - Family literacy services
 - Outreach
 - Training activities
3. Professional Development
 - Training for teachers of immigrant students
 - Training for paraprofessionals of immigrant students
4. Mentoring/Academic and Career Counseling for immigrant students
5. Materials/Supplies/Technology for immigrant students
6. Transportation costs for immigrant students
7. Programs of introduction to the U.S. for immigrant students
 - Educational systems
 - Civics education
8. Activities Coordinated with Outside Agencies
 - Activities coordinated with community based organizations, IHEs, private sector or other entities to assist parents of immigrant children and youth

ESSA Title III, Part A English Learner Funding

Allowable Expenses: Examples of the authorized use of Title III funds for English learners (EL).

Title III EL funds should be used to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards, as described in 20 United States Code (USC) 6825(a) of federal statute.

1. Staff working with English learners

- Additional teacher (not core, may be uniquely assigned to English learners)
- Paraprofessional
- Supplemental staff salary, etc.

2. Professional Development

For ESL/bilingual and/or mainstream staff who work with English learners that is:

- Designed to improve the language acquisition and instruction/assessment of English learners
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies
- Based on scientific research in increasing students' English proficiency; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom

3. Curriculum Upgrade

- For extended day or summer language assistance programs for English learners

4. Tutorials for English learners

5. Extended Day or Summer Programs for English learners beyond Title I or other summer school time

6. Community/Family/Parent Programs for Title III parents/families beyond core offering (not translated versions of what is already offered to English Only parents)

- Community participation programs
- Family literacy services/parent outreach
- Training activities

7. Materials/Supplies/Technology for English learners

- Supplemental curricular materials
- Classroom supplies not provided as core
- Educational software for Title III purposes, not provided with other funds

8. Translation Services

- Title III specific translation and interpretation activities (not required Title III document translation)

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

Allowable Expenses:

Providing students with a well-rounded education (e.g., college and career counseling, STEM, arts, civics, IB/AP)

Supporting safe and healthy students (e.g., comprehensive school mental health, drug and violence prevention, health and physical education)

Supporting the effective use of technology (e.g., professional development, blended learning, devices)