
2027-2028 Federal Funding Guide

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Overview

This document guides how local educational agencies (LEAs) can best use federal funding and explains how various federal funds can be used, either on their own or together, to meet the specific needs of students and staff. Specifically, this guide outlines the funding options available under the Elementary and Secondary Education Act (ESEA), updated by the Every Student Succeeds Act of 2015 (ESSA), and how ESSA funds can support specific projects or initiatives. This information will most benefit schools or systems that have already recognized their needs and want to apply federal funds effectively.

The document also highlights initiative considerations that align with priorities and the statewide academic strategy set by the Louisiana Department of Education (LDOE).

Importantly, no LEA is obligated to use its federal funds for the programs or activities mentioned here. This document simply illustrates how specific programs, strategies, or initiatives can be funded with federal money. For more detailed information on how different federal funds can be utilized, please contact LDOE.grantshelpdesk@la.gov.

The LDOE's Updated Statewide Educational Priorities

Performance increases are the direct result of a **comprehensive statewide academic strategy** that includes key legislation and program initiatives in the following areas:

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

Statewide Teaching and Learning Strategy

The LDOE's strategy addresses meeting the individual needs of all students, including diverse learners.

- Build the capacity of leaders to drive impactful practices
- Effective core instruction utilizing high-quality instructional materials
- Strategic use of instructional time
- Extra time to learn to meet individual needs
- Access to courses and credentials that prepare students
- Quality and timely job-embedded content-focused professional learning

Priority-Aligned Initiative Considerations



Early childhood leading to kindergarten readiness

When we create a strong Early Childhood Care and Education (ECCE) system, working parents at all income levels can enjoy the peace of mind that comes with safe and stable care for their children, which leads to a more constant and productive workforce for Louisiana's economy. Moreover, children who attend high-quality ECCE programs are more likely to meet or exceed grade 3 standards.

Louisiana's vision is that all children enter kindergarten ready for success in school and beyond. To reach this goal, every day, all children, from infants through age 5, need educators and caregivers that

- respond to their emotions with sensitivity and warmth;
- are prepared to guide their behavior and facilitate their attention;
- promote their learning through engaging language and high-quality interactions;
- support their development with high-quality instructional tools; and
- address all children's individual needs.

How Federal Funds May Be Used

- ☐ Funds may be used to contract with [professional learning partners](#) to support ECCE settings.
- ☐ Funds may be used for high-quality instructional materials.
- ☐ Funds may be used for salaries and benefits of early childhood coaches.
- ☐ Funds may be used to support family engagement and at-home learning.



Literacy instruction aligned with the Science of Reading

Literacy is a critical foundational skill for educational and lifelong success.

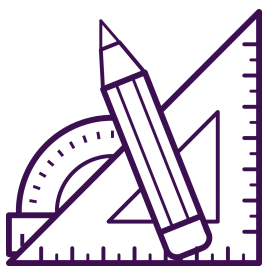
LDOE's ongoing action research and evidence-based best practices led to our state's Louisiana Literacy pillars being the cornerstone of our literacy improvement work.

The LDOE's pillars focus on setting and communicating goals, ensuring appropriate time is allotted for core instruction, providing ongoing support and development of educators, and honoring the key role families play in a child's literacy journey.

- Student literacy outcomes will increase when schools create and monitor literacy goals.
- Literacy outcomes will improve when students are provided high-quality core instruction, together with explicit literacy interventions and extensions based on individual student needs.
- Ongoing professional growth is an essential component of effective teaching and literacy development.
- Families play an essential role in children's literacy development at all ages and stages.

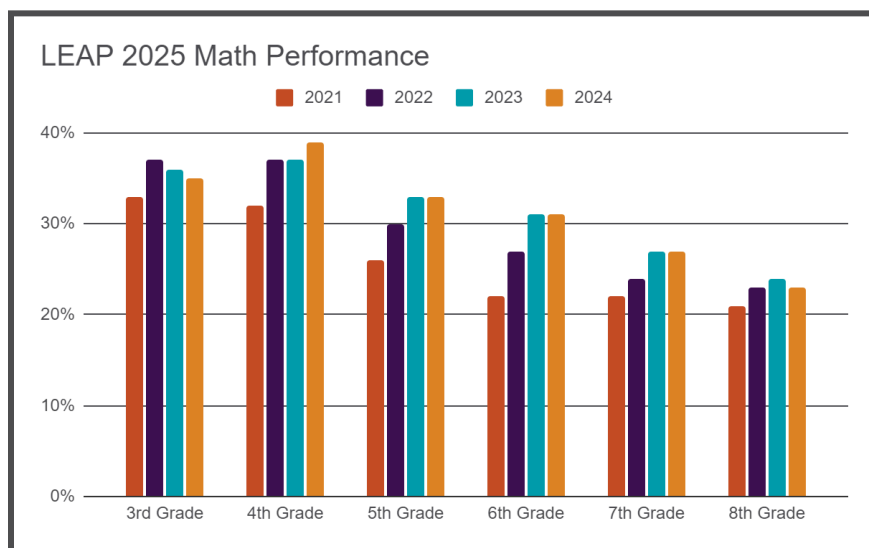
How Federal Funds May Be Used

- ☐ Funds may be used to contract with [professional learning partners](#) for [high-quality professional learning packages](#) (HQPL) to provide initial, ongoing, and implementation support in K-12 ELA curricula.
- ☐ Funds may be used for high-quality instructional materials.
- ☐ Funds may be used for salaries and benefits of literacy coaches.
- ☐ Funds may be used for stipends for literacy mentors.
- ☐ Funds may be used to support [family literacy engagement](#) and support.



Math instruction from foundational to advanced skills

Student understanding of mathematics supports long-term success. Historically, students nation-wide, including Louisiana, perform at lower levels as they progress through the grade levels. The Louisiana math pillars are designed to improve math outcomes.



Work in mathematics aligns with Louisiana’s four math pillars, allowing students to build foundational skills through effective instruction and receive proactive support from trained teachers who are provided time to plan. We must also acknowledge and inform families and caregivers in their efforts to ensure student success.

- Student math outcomes will increase when schools create high-impact structures prioritizing all students’ successful engagement in high-quality, grade-level core math instruction alongside peers.
- Math outcomes will improve when students receive timely, proactive interventions that connect prerequisite learning to upcoming and current grade-level work.
- Ongoing professional learning, quality resources, and proactive planning are essential for effective teaching and accelerating math readiness.
- Families, caregivers, and communities play a vital role in their children’s math development at all ages and stages.

How Federal Funds May Be Used

- ☐ [Act 260](#) requires all grades 4-8 math teachers to complete an approved professional learning course focusing on instruction on numeracy skills by August 1, 2025. Funds may be used for stipends for teachers to complete this mandatory training and the optional grades K-3 and high school training.
- ☐ Funds may be used to purchase high-quality curricula.
- ☐ Funds may be used to contract with [professional learning partners](#) for [high-quality professional learning packages](#) (HQPL) to provide initial, ongoing, and implementation support in K-12 math curricula.
- ☐ Funds may be used for stipends, salaries, and benefits for individuals who work to increase math teachers' capacity, content knowledge, and effectiveness. Examples include providing staffing positions for content-specific instructional coaches.
- ☐ Funds may be used to enhance Zearn implementation. Examples include providing hard copies of Zearn student notes, tutoring salaries, and school-based coaching.



Opportunities ensuring a **meaningful high school experience**

Students should be provided high school opportunities to increase academic achievement and allow exploration of career opportunities so that they make informed decisions about their paths after graduation.

How Federal Funds May Be Used

- ☐ Funds may be used to contract with a [College Board-approved provider](#) to access Advanced Placement Summer Institute training.
- ☐ Funds may be used to contract with a professional learning partner to teachers on work-based learning coursework, provide targeted support for students in improving performance on national assessments, or contract with a dual enrollment certification program.
- ☐ Funds may be used to provide students with access to high-quality Career and Technical Education programs aligned to regional economic demand.



An effective **teacher for every student**

Outside of the family, the effectiveness of educators is the single most significant component of student learning. Job-embedded structures for collaboration and ongoing coaching are the best ways to improve effectiveness.

The LDOE supports school systems in implementing HQPL structures of Instructional Leadership Teams (ILT) and Teacher Collaboration (TC) through professional learning opportunities, and individualized support via the LDOE's School Improvement Support Specialists.

- Providing high-quality instructional materials in every classroom ensures that all students engage with rigorous, grade-level content that promotes mastery of Louisiana standards.
- Supporting leaders and educators with instructional best practices will enhance teaching and improve student outcomes.
- The Louisiana Educator Advancement and Development System (LEADS) fosters continuous professional growth and development for educators across the state.

How Federal Funds May Be Used

- ☐ Funds may be used to contract with a [professional learning partner](#) to provide coaching in implementing Professional Learning Structures.
- ☐ Funds may be used to support training and ongoing coaching of the Louisiana Educator Advancement and Development System (LEADS).
- ☐ Funds may be used to increase the number of certified educators, including the paraeducator-to-teacher pipeline and certification for special education and English Learners.
- ☐ Funds may be used to support the onboarding of new teachers, as well as stipends for mentors and outside-of-the-school-day training and coaching.
- ☐ Funds may be used for travel expenses and substitute costs to allow school ILT members to attend CIR-required professional learning sessions.



Expand **educational choice** for students and families

School choice can improve education quality through competition and innovation, lead to better educational outcomes for families granted the flexibility to choose schools that best meet their children's needs, and increase parental satisfaction with their child's education.

How Federal Funds May Be Used

- ☐ Funds may be used to contract with specialized vendors to provide professional learning on continuing or proposed innovative programs.
- ☐ Funds may be used to gauge parent interest in new programs.
- ☐ Funds may be used to employ and support district school choice liaisons.
- ☐ Funds may be used for fees associated with specialized/innovative programs.

Additional Available Support

Extra Time to Learn

Federal funding can be used in various ways to support **extra time to learn** for students. For example, Act 771, Accelerate: High Dosage Tutoring, requires all students in grades kindergarten through 5 who failed to achieve mastery on any statewide assessment in reading or math to be eligible for expanded academic support. It requires one of the following:

- Prioritized placement in a class taught by a teacher labeled “Highly Effective.”
- High Dosage Tutoring

Tutoring During School Day ***Accelerate: High Dosage Tutoring***

- \$30 million available for high-dosage tutoring for low performing students in **grades K-5**.
- School systems choose providers for this program and will implement tutoring services **within the school day**.
- Parents and teachers should **reach out directly to their school system** to inquire about participation plans and student eligibility.

Tutoring Outside School Day ***Steve Carter Tutoring Program***

- \$5 million available to **K-12 grade** public school students who are below reading and mathematics proficiency.
- Tutoring sessions must be held **after school hours** in-person or virtually.
- **Families will apply** through a portal and, if approved, will select an approved tutoring provider.

Using Federal Funds to Support **Attendance** in Education



Improving student attendance is essential to academic success and long-term outcomes. Chronic absenteeism can be addressed using a variety of federal education funding sources, each offering flexibility to implement evidence-based strategies. These funds can support early warning systems, family outreach, transportation, after-school programs, and other efforts to keep students engaged and in school. Strategic use of federal dollars allows states and districts to reduce barriers to attendance and support the students most at risk of falling behind.

Federal Funding Sources & Eligible Expenditures for Attendance

- Title I, Part A
 - Attendance liaisons, early warning systems, family outreach, incentives, transportation assistance
- Title IV, Part A (SSAE)
 - School climate initiatives, trauma-informed PD
- Title II, Part A
 - Training on reducing absenteeism, trauma-informed instruction, data use for attendance
- McKinney-Vento Act

- Transportation for homeless students, case management, clothing/supplies for school access
- IDEA (Part B)
 - IEP-related services to support attendance (specialized transportation, counseling)
- 21st Century Community Learning Centers
 - Before/after-school programs, transportation, student engagement initiatives
- Title V, Part B (REAP)
 - Flexible use in rural areas for attendance staff, outreach, and engagement supports

Using Federal Funds to Support **Artificial Intelligence (AI)** in Education

Artificial Intelligence (AI) is rapidly transforming how educators personalize learning, analyze data, and improve operational efficiency. With the right guardrails in place, AI can expand access to high-quality instruction, streamline administrative tasks, and support teachers and students in real time. Several federal education funding streams can be used to responsibly pilot, implement, and scale AI tools that align with evidence-based practices and state priorities. These funds can support professional development, digital infrastructure, content creation, tutoring platforms, and AI-integrated learning tools.

Federal Funding Sources & Eligibility Expenditures for AI

Title I, Part A (Title I Schools Only and Alignment to Schoolwide Plans Required)

- AI-powered early warning systems for at-risk students
- Adaptive learning platforms for targeted intervention
- AI tools that support high-quality instruction in high-need schools

Title II, Part A

- Professional development for teachers and leaders on using AI responsibly
- Training on instructional strategies that incorporate AI tools
- Leadership coaching on using AI to analyze student progress

Title IV, Part A (SSAE)

- Cybersecurity protections for student data privacy
- School safety applications using AI (e.g., threat detection software)

IDEA (Part B)

- AI-assisted accommodations for students with disabilities (e.g., speech-to-text, translation tools)
- Assistive technologies that integrate AI to improve accessibility

Perkins V (CTE)

- AI-focused career pathways and curriculum development
- Equipment and software to support AI-related workforce training
- Teacher training for AI-aligned career and technical education

21st Century Community Learning Centers (AI activities must align to approved program plan)

- After-school enrichment using AI-enhanced programs
- Online learning tools with adaptive, AI-driven support
- Robotics, coding, and AI-themed clubs

State Flexibilities (e.g., DSS, State Activities Set-Asides)

- Competitive grant programs for AI innovation
- Cross-district initiatives to implement or evaluate AI strategies
- Research and evaluation of AI tools' impact on student outcomes

General Spending Considerations

All costs charged to U.S. Department of Education (ED) grants must be **necessary** and **reasonable**, considering the amount of money being spent and the needs of the program¹. This requirement originates from a set of federal regulations known as the Uniform Grant Guidance (UGG)², which applies to all federal grants, including ED grants.

The UGG affects ED grant spending in a number of ways.

- Lists costs that may never be paid for with federal funds. For example, federal funds can never pay for alcohol and typically cannot pay for lobbying.
- Lists general criteria all costs supported with federal funds must satisfy. For example, federal funds can only pay for costs that are allocable to the relevant grant.
- Sets additional requirements for certain costs supported with federal funds. For example, LEAs that use federal funds for employee salaries and benefits must keep records documenting how much time the employees spend on grant activities.
- Sets rules for how LEAs procure goods and services with federal funds, how they track items paid for with federal funds, and what records they must keep about their grant spending.

Activities supported by ED funds must be consistent with the LEA's application for funds approved by the LDOE.

Some ESSA programs require LEAs to spend on activities that are supported by evidence, are demonstrated to be effective, or that are consistent with a formal needs assessment. Even when this is not required, ED grant spending has the most impact when LEAs spend federal funds on effective activities designed to meet program goals. To do this, LEAs are encouraged to

- carefully consider the needs of students, educators, and other relevant stakeholders;
- determine which activities are most likely to effectively address those needs; and
- prioritize those activities when deciding what costs to support with ESSA funds (unless those activities are being paid for by other funding sources).

¹ CFR 200.403(a).

² The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available [here](#). Federal guidance and other resources about the UGG are available [here](#).

Title I

Federal

Formula

CFDA#: 84.010A

Purpose

The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and close educational achievement gaps. Title I, Part A, supports schools in implementing either a schoolwide program or a targeted assistance program. The Title I program model a school operates impacts the student population the program serves and determines how a school may use its Title I allocation.

A schoolwide program permits a school to use funds from Title I, Part A and other federal programs to upgrade the entire education program in an effort to improve the achievement of the lowest achieving students. This contrasts with a targeted assistance program, in which Title I, Part A funds are used only for programs that provide services to eligible children identified as failing, or being most at-risk of failing to meet the [State's challenging academic standards](#).

Award Determination

Allocations are computed by USDE based on the US Census Poverty data and distributed to Louisiana's 69 geographical school districts. Education Finance then calculates an equating factor for all other LEAs in the state and distributes funds to those LEAs that are not included in the census data. In addition, 1 percent is set aside for administrative costs and 7 percent for school improvement. This funding is available for 27 months from the date of award.

Requirements

A school's Title I, Part A status is officially determined using economically disadvantaged data in the [Consolidated Federal Grant Application](#). A school may become eligible to operate a schoolwide program if 40% or more of the students residing in the attendance area or enrolled at the school are from families that meet defined poverty criteria. Additionally, ESSA requires a school operating a schoolwide model to:

- Conduct a comprehensive needs assessment to determine how students are performing academically and what factors contributed to poor performance;
- Develop a schoolwide plan that identifies specific goals and describes the evidence-based strategies the school will use to meet the needs identified through the needs assessment and to close achievement gaps ([Schoolwide Plan Guidance](#)); and
- Conduct an annual evaluation of the schoolwide plan, revising the plan when necessary.

Targeted assistance program schools are either ineligible for a schoolwide program or have chosen not to operate a schoolwide program. A school may be served as a Targeted Assistance program if the student enrollment is at least 35% low-income, or equal to or greater than the LEA low-income percentage. Schools may only serve students identified in greatest need of services. Students must be selected for services based on multiple, educationally related, objective criteria established by the school system.

Prior to allocating Title I funds to schools, the school system must have a Title I-neutral allocation methodology for distributing State and local funds to all schools unless the LEA meets one of the following criteria:

- Has one school per grade span,
- Is a single site LEA, and/or
- Has all Title I schools in the LEA or grade span.

In a schoolwide program, school systems must ensure that activities and/or resources are identified in the comprehensive needs assessment and included in the schoolwide plan. Conversely, in a targeted assistance program, the school system must use funds to help eligible students meet [challenging State academic standards](#). For all costs charged to a Title I program, whether targeted assistance or schoolwide, the school system must ensure expenditures are:

- allowable under Title I, Part A, meets the intent and purposes of the program,
- reasonable or a prudent use of funds,
- necessary to carry out the intent and purpose of the Title I, Part A program, and
- allocable, can be assigned or charged to one or more activities or items (cost objects) on the basis of benefits received or other such equitable or logical association.

Allowable Costs

Title I allowable costs must be based on student and/or school needs and may include, but are not limited to the following:

- High-quality curriculum, professional development, assessments and interventions
- AP/Dual Enrollment/IB assessment and course-related fees for ED students
- Middle and High School Academic Counseling
- Early Childhood Education
- PBIS/Discipline
- STEM
- Supplement School Redesign Activities for Title I CIR/UIR schools

Title I 1003A Direct Student Services (DSS)

Direct Student Services (DSS) is a federal flexibility provision under the Every Student Succeeds Act (ESSA), Section 1003A, that allows states and LEAs to deliver academic supports directly to students, particularly those who are underserved, in low-performing schools, or at risk of falling behind. The goal of DSS is to expand access to high-quality educational options and close achievement gaps by empowering families with meaningful choices and ensuring students receive the supports they need to succeed.

Under DSS, participating LEAs may use funds to provide personalized educational supports and academic interventions that directly benefit students, especially those from historically marginalized populations in alignment with LDOE's education priorities.

For the 2026-2027 school year, Louisiana will administer DSS as a competitive grant opportunity through the Super App to support local innovation aligned with state priorities.

Title I Part C, Migrant Education Program (MEP)

Federal

Formula

CFDA#: 84.011A

Purpose

The Louisiana MEP supports high quality education and comprehensive educational programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. The Louisiana MEP also ensures that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to state education agencies, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

Award Determination

The Louisiana MEP manages its program through sub-grants to local school districts. Sub-grants are determined by formula based on a district's count of eligible migratory children, ages 3 through 21, the needs of the migrant students, and the availability of funds from other Federal, State, and local programs. Total count of all eligible migratory students residing in a district during the applicable Title I, Part C performance period (9/1-8/31) is used to determine allocation amount.

Requirements

Children are eligible to receive MEP services if they meet the definition of "migratory child" and if the basis of their eligibility is properly recorded on an approved certificate of eligibility (COE).

Allowable Costs

Districts that receive MEP funds must ensure that all services provided comply with the State's MEP Service Delivery Plan (SDP). Service outlined in the SDP include:

- Instructional services (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)
- Support services (e.g., acting as an advocate of migrant children, providing access to health and social service providers; providing migrant families with necessary supplies)
- Programs and services to meet unmet needs of preschool migratory children and migratory children who have dropped out of school
- Family literacy services in programs that serve a substantial number of migratory children whose parents do not have a high school diploma (or its recognized equivalent), who have low levels of literacy, or who are limited English proficient
- Programs to facilitate the transition of secondary school students to post-secondary education or employment;
- Integration of information technology into educational and related programs.

The MEP is governed by a supplement not supplant provision. Supplanting is presumed when:

1. An LEA uses MEP funds to provide services the LEA is required to make available under other federal, state or local laws.
2. An LEA uses MEP funds to provide services the LEA provided with state or local funds in the prior year.

3. An LEA uses MEP to provide the same services to MEP students that the LEA provides with state or local funds to nonparticipating students.

It is also governed by maintenance of effort provision that generally prohibits LEAs from substantially reducing the level of state and local funding they spend on free public education from year-to-year.

Title II

Federal

Formula

CFDA#: 84.367A

Purpose

The purpose of Title II, Part A is to increase student academic achievement through improving teacher and principal quality; increasing the number of effective teachers in the classroom and effective principals and assistant principals in schools; and hold local educational agencies and schools accountable for improvements in student academic achievement.

Award Determination

The SEA distributes funds to LEAs based on the following formula: 20 percent of the funds must be distributed to LEAs based on the total population ages 5 through 17, and 80 percent of the funds must be distributed to LEAs based on children ages 5 through 17 who are from families with incomes below the federal poverty line.

Requirements

Under Title II, Part A school systems are required to:

- Meaningfully consult with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A;
- Seek advice from these stakeholders regarding how best to improve the Title II, Part A activities;
- Coordinate the activities with other related strategies, programs or activities in the school system; and
- Provide for the equitable participation of private school teachers and other educational personnel in private schools and engage in timely and meaningful consultation with private school officials during the design and development of their Title II, Part A programs.

Title II funds should directly support the quality and effectiveness of teachers, principals and other school leaders through multiple pathways to teaching and learning, teacher induction and mentorship, meaningful evaluation and support, strong teacher leadership, and transformational school leadership. Funds can also be used to develop and implement initiatives to assist in recruiting and retaining effective teachers, and to provide low-income and minority students greater access to effective teachers and principals.

Allowable Costs

Title II allowable costs are based on student and workforce needs and may include, but are not limited to:

- High quality professional development, including training on virtual, distance or blended learning
- Mentor, teacher and content leader stipends and training
- Merit-based incentives for teachers that meet and/or exceed student growth and student achievement targets
- Recruitment and retentions efforts for hard-to-staff schools, subject areas e.g. STEM and/or schools in rural areas

Title III

Federal

Formula

CFDA#: 84.365A

Purpose

Title III is to improve the education of English learners (ELs) by assisting students in learning English and meeting the challenging state academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching ELs and immigrant students.

Award Determination

Allocations are calculated on a per student count and based on the number of ELs in each school district as reported in the latest October count. Grant Award Notifications issued to LEAs with an allocation below the \$10,000 threshold must be members of a consortium.

Requirements

Under Section 3114(b) of the ESEA as amended by the Every Student Succeeds Act (ESSA), a state educational agency (SEA) shall not award a Title III subgrant to a local educational agency (LEA) if the amount is less than \$10,000. LEAs that do not meet the \$10,000 threshold may form a consortium to qualify for these funds. LEAs that are interested in forming a consortium must agree and commit to the following. LEAs must designate a member of the group to serve as the fiscal agent. See the [Title III Consortium Handbook](#) for more information.

Allowable Costs

The three required activities under Title III are:

1. To increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
 - a. English language proficiency; and
 - b. student academic achievement.
2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs) principals and other school leaders, administrators, and other school or community-based organizational personnel; and
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which (A) shall include parent, family, and community engagement activities; and (B) may include strategies that serve to coordinate and align related programs.

Districts may use the funds to achieve any of the purposes described above by undertaking one of more of the following activities:

1. Upgrading program objectives and effective instructional strategies;
2. Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
3. Providing tutorials and academic or career and technical education; and intensified instruction to English learners;
4. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the ELP and academic achievement of English learners;

6. Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families;
7. Improving the instruction of English learners, which may include English learners with a disability;
8. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education;
9. Direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart³; and
10. LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration cost

See the [Title III Allowable Uses document](#) for additional recommendations.

³ 20 U.S.C. §6825(b)

Title III - Immigrant

Federal

Formula

CFDA#: 84.365A

Purpose

The Title III Immigrant Set-Aside grant is designed to support school districts that have experienced a significant increase in immigrant students over the past two years. This program provides enhanced instructional and supplemental support opportunities for immigrant students and their families.

Award Determination

The 15% set-aside for Title III is allocated based on an increase in the number of immigrant students in LEAs over a two-year period.

Requirements

The term "eligible immigrant student" is defined as an individual student who (a) is aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) has not been attending any one or more schools in the United States for more than three full school years⁴.

To determine if a district is eligible for funds, immigrant counts from the previous two years are averaged. If the current year count is 10 or more above the average and the increase is at least 5%, the district is eligible to receive immigrant influx funds. The amount of the allocation is based upon the difference between the average and the current year count rather than on total current year count.

Example

20-21 LEA Immigrant Count	21-22 Immigrant Count	Average	22-23 Immigrant Count (10/1)	Difference
52	59	56	75	19

Note: In this example, the amount of funding is calculated by multiplying 19 by the per pupil amount.

Allowable Costs

Title III Immigrant Student Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as other students. LEAs may choose from activities authorized by Title III

- Family literacy, parent/family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

⁴ (20 U.S.C. § 7011[5].)

- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs are directly attributable to such additional basic instruction services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
- Activities, coordinated with community-based organizations, institutions of higher education, and families of immigrant children and youth by offering comprehensive community services; and
- Other activities that are consistent with the purpose of the program. See the [Title III Immigrant Funds Guidance](#) for additional information.

Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart; LEAs are authorized to assess the portion of indirect costs to the subgrant that is not reserved for direct administrative costs (capped at 2%).

Title IV

Federal

Formula

CFDA#: 84.424A

Purpose

The purpose of Title IV, Part A is to improve student academic achievement by increasing the capacity of LEAs and schools to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Award Determination

SEAs award SSAE subgrants to LEAs by formula in proportion to the LEAs' prior year Title I, Part A allocations. Every LEA receives a minimum allocation of \$10,000, provided there is adequate funding to do so.

Title IV Program Content Areas

The following chart provides information on the activities that school systems may conduct under the three content areas of the Title IV program. Generally, LEAs may use funds for a wide variety of activities within each content area. The examples provided below are not an exhaustive list of strategies, but rather, describe a range of practices that are illustrative of the possibilities under the law.

Content area	Description of the program area
Well-rounded Educational Opportunities	Reflects courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched or enhanced curriculum and educational experience.
Safe and Healthy Students	Refers to a school environment that fosters a safe and supportive environment for learning, student physical and mental health, with the purpose of providing all students access to safe and healthy educational experience.
Effective Use of Technology	Means to increase academic achievement, by promoting digital literacy of all students and providing professional development to the educators that teach and support them.

Requirements

An LEA that receives an allocation of \$30,000 or above in Title IV funds must conduct a comprehensive needs assessment. Albeit if funds are transferred to another Title program, LEAs are required to complete a needs assessment and provide justification to support transferring of funds. Based on the results of the assessment, at a minimum, the LEA must use funds to focus on the three program content areas:

- At least 20 percent of funds for activities to support well-rounded educational opportunities,
- At least 20 percent of funds for activities to support safe and healthy students, and

- A portion of funds for activities to support effective use of technology (15% restriction on technology infrastructure).

Within each of these areas, LEAs have broad flexibility to use the Title IV program funds for a variety of activities to improve student outcomes and address the opportunity gaps identified through the needs assessment.

Allowable Costs

Title IV program costs must be based on the results of a comprehensive needs assessment. Allowable activities under each of the three program areas may include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment. Examples of allowable costs, by program area, are included in the chart below.

Program area	Examples of allowable costs
Well-rounded Educational Opportunities	• AP/Dual Enrollment/ IB assessment and course-related fees for low-income students • High quality courses in STEM, including computer science • Music and Arts Programming
Safe and Healthy Students	• Social and Emotional Learning/ Trauma Support/ Mental Health Awareness • Promote the involvement of parents
Effective Use of Technology	• Professional development to effectively implement virtual learning • Infrastructure, devices and internet connectivity

Title IV Set Aside

Federal

Competitive

CFDA#: 84.424

Purpose

The purpose of Title IV set aside is to support struggling schools, identified as Urgent Intervention Required for Discipline (UIR-D) due to excessive exclusionary discipline, in providing students a positive, inclusive, and culturally responsive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success.

Award Determination

To be eligible for this grant, the receiving school had to be identified as UIR-Discipline and selected a nationally-recognized, evidence-based strategy with a proven track record of success when used in schools and systems serving similar student populations.

Requirements

An LEA that receives up to \$10,000 in Title IV set aside to support UIR-D schools must identify a nationally-recognized, evidence-based strategy with a proven track record of success when used in schools and systems serving similar student populations.

Allowable Costs

Allowable Title IV set aside cost can support evidence-based strategies which have been submitted in Super App and were funded by LDOE.

Title V (REAP)

Federal

Formula

CFDA#: 84.358B

Purpose

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

The SRSA program provides eligible local educational agencies (LEAs) with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs. (See “REAP-Flex” discussion in Parts II-A and II-B of this guidance.) It also authorizes formula grant awards directly to these LEAs to support a wide range of local activities that support student achievement. (See SRSA grant program discussion in Parts II-A, II-C, and II-D.)

The RLIS program authorizes formula grant awards to State educational agencies (SEAs), which in turn make subgrants to eligible LEAs either competitively or by formula. LEAs may use RLIS funds to support a broad array of local activities to support student achievement. (See RLIS program discussion in Part III.)

An LEA that is eligible to participate in the SRSA program may not receive funding under the RLIS program. (See item III-A-2 in this guidance).

Requirements

SRSA

1. Have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 per square mile; and
2. Serve only schools that have an NCES school locale code of 41, 42, or 43 assigned by the US Department of Education’s National Center for Education Statistics (NCES) or be located in an area of the State defined as rural by a governmental agency of the State. (In instances in which a State agency defines the area in which an LEA is located as rural, the U.S. Department of Education must agree to the rural designation before the LEA may participate in either REAP-Flex or the SRSA grant program.)

RLIS

1. 20% or more of the children aged 5 to 17 served by the LEA are from families with low incomes below the poverty line, based on data from the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE), : and
2. All schools served by the LEA have a school locale code of 33, 41, 42, or 43 assigned by NCES.
3. The LEA is not eligible to participate in the SRSA program.

Allowable Costs

All allowable expenditures under Title I, Part A, Title II, Title III, and Title IV are allowed under REAP.

Title IX (Homeless)

Federal

Formula

CFDA#: 84.196A

Purpose

The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by Every Student Succeeds Act (ESSA) to provide competitive subgrants to LEAs to expand support services to children experiencing homelessness; to create greater awareness and sensitivity of district and school staff about ways to identify students who may be experiencing homelessness; and to provide additional services to these children to increase their chances for academic success. LEAs may apply for these federal funds to provide activities for, and services to, students experiencing homelessness, including preschool-aged homeless children, that enable such children and youth to enroll in, attend and succeed in school.

Award Determination

Allocation recommendations are based on the total number of students identified as homeless by each subrecipient and reported by the LEAs in the LDOE's electronic database based on prior year October counts. Allocation amounts may vary depending on the amount of the overall award, number of subgrantees and student count. There will be a per student award plus a base allocation amount.

Requirements

Any LEA in the state of Louisiana is eligible to apply for funding. Individual school campuses may not apply for funding, though an individual campus may be served through an LEA's program. Homeless shelters may not apply for funding, but they may receive services from a McKinney-Vento grant.

The LDOE McKinney-Vento Program uses the U.S. Department of Education's Non-Regulatory Guidance to administer this grant. The complete manual is found at

<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>.

This competitive grant is awarded based on the quality and comprehensiveness of the applicants' program plans. The LEA must determine the specific needs of students identified as homeless within the LEA and develop a plan to address the specific needs. The plan should focus on addressing student achievement and performance outcomes, school\LEA support outcomes, and collaboration outcomes.

Applicants are encouraged to use McKinney-Vento funding while braiding other funds when appropriate, to address the specific needs of students experiencing homelessness, and to provide a variety of supplemental comprehensive services to support students experiencing homelessness. More specifically, Louisiana mandates that every LEA set aside a minimum of \$100 per homeless student using Title 1 Part A funds. The Title 1 Part A funds including set-asides and other funds can be used to provide comparable services to students experiencing homelessness. The McKinney Vento Subgrant award is an additional source of funding to aid homeless children and youth based on the needs assessment.

Allowable Costs

A local educational agency may use funds awarded under this section for activities that carry out the purpose of this part, including the following:

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.

2. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.] or similar State or local programs, programs in career and technical education, and school nutrition programs).
 3. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths.
 4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
 5. The provision of assistance to defray the excess cost of transportation for students under section 11432(g)(4)(A) of this title, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 11432(g)(3) of this title.
 6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
 7. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non homeless children and youths.
 8. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
 9. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
 10. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.
 11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 11432(g)(5) of this title.
 12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
 13. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.
 14. The adaptation of space and purchase of supplies for any non-school facilities made available under subsection (a)(2) to provide services under this subsection.
 15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
 16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.
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Neglected, Delinquent and At Risk Youth

Federal

Formula

CFDA#: 84.013A

Purpose

The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Goals are to provide high quality education programs that prepare children and youth for secondary school completion, employment, or further education; facilitate transition; operate programs in local schools for children and youth returning from facilities.

Award Determination

Eligible LEAs are districts with Title I poverty data reflecting a rate of low-income children ages 5 to 17 equal to or greater than 20%, and all LEA schools must have federal locale codes of 6, 7, or 8. The formula is based upon student count using average daily attendance (ADA) weighted for LEAs with a poverty rate of students ages 5 to 17 equal to or greater than 40%. Each LEA must submit a plan and budget to the Department of Education for approval before their allocation can be expended.

Requirements

The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youths. To be eligible for state N and D funds, juvenile institutions must provide 20 hours a week of instruction from non federal funds; adult correctional institutions must provide 15 hours.

The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.

Subpart 1 (State Agencies) funds can be used to support eligible programs run by State agencies, such as the State Education Agency itself, the State department of corrections, or the State department of child welfare, among others. Programs that function through Subpart 1 funding are referred to as State agency programs.

- Children and youth are eligible to be counted in annual counts under Subpart 1 if:
- aged 21 or younger
- enrolled in eligible State-operated institutions or community day programs
- enrolled in a regular program of instruction for a specific number of hours
- Subpart 2 (LEAs) funds can be used to support eligible programs run by local education agencies, such as school districts. Programs that function through Subpart 2 funding are known as local agency programs.

Children and youth who are to be counted in annual counts under Subpart 2 if:

- aged 5–17
- residing in eligible locally operated institutions for at least 1 day during a selected 30-day timeframe.

Allowable Costs

These funds can be use to provide funding for the following services and programs:

Subpart 1

- Support Supplemental instruction in core academic subjects
 - Tutoring, Counseling, and Transitional Services Subpart 2
 - Transition Services
 - Dropout Prevention
 - Coordination of Health Social Services
 - Mentoring and Peer Mediation
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Carl Perkins

(Strengthening Career and Technical Education for the 21st Century Act)

Federal

Formula

CFDA#: 84.048A

Purpose

Congress reauthorized funding for Career and Technical Education (CTE) in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Students, parents, industry/business, and the community benefit from the formula grant's goal of increasing access to quality CTE programs of study. Louisiana's Jump Start Pathways utilize the grant's funds to enhance, broaden, and expand opportunities for students to explore postsecondary education and post-high school workforce plans, including assessing work-based learning leading to Industry-Based credentials (IBCs).

Award Determination

Thirty percent shall be allocated to LEAs in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district. Seventy percent shall be allocated to LEAs in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district served by the LEA and are from families below the poverty level. The State shall adjust data to make the allocations to include LEAs without geographical boundaries such as charter schools. A LEA may enter into a consortium with other LEAs to meet the minimum allocation requirement of \$15,000.

Requirements

Recipients of Carl Perkins must show that the school system is supporting the following activities through Perkins funding or any other funding available to the school system:

- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including middle grades, in making informed plans and decisions about future education, career opportunities and programs of study.
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations/professions.
- Support integration of academic skills into CTE programs and programs of study to support meeting challenging standards.
- Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement.
- Develop and implement evaluations of CTE activities including comprehensive needs assessment.

Program-Specific Fiscal Requirements

- Per the Louisiana Perkins State plan, beginning in fiscal year 2021-2022, Perkins funds will only be utilized for Perkins Eligible CTE Programs of Study included in the regionally identified clusters.
- Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment. The school system must complete a Comprehensive Needs Assessment (CLNA) no less than every two years. The Regional Assessment cannot substitute for the CLNA.
- Funds made available to eligible recipients under Perkins shall be used to support career and technical education Perkins eligible Programs of Study that are of sufficient size, scope, and quality to be effective and that are included in the three regionally approved clusters or approved fourth cluster.

Supplement not Supplant

Three presumptions of supplanting:

- Required to be made available under other federal, state, or local laws
- Provided with non-federal funds in prior year
- Provided services to eligible students using Perkins funds

These presumptions are rebuttable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available and the same services were provided to ineligible students using non-federal funds.

Eligibility

The United States Department of Education has published a Notice of Interpretation regarding the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), reminding grantees and subgrantees of their obligations to verify the eligibility of participants for federal benefits in CTE programs under the Carl D. Perkins Career and Technical Act (Perkins V) and adult education programs under Title II of the Adult Education and Family literacy Act (AEFLA) and Work Force Innovation and Opportunity Act (WIOA). Subgrantees should take all appropriate actions to align such programs with the purposes of PRWORA by enhancing eligibility verification systems to the maximum extent possible to ensure taxpayer-funded benefits exclude any ineligible alien who entered the United States illegally or is otherwise unlawfully present in the United States.

Individuals with Disabilities Education Act (IDEA) 611 Programs

Federal

Formula

CFDA#: 84.027A

Purpose

IDEA, Part B, 611 IDEA ensures that all children with disabilities ages 3 through 21 are provided a free appropriate public education including special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. This includes, but is not limited to, protecting the rights of children with disabilities and their families, access to professionals to support students with disabilities, related service providers, materials and supplies, professional development for educators who support students with disabilities, and specialized equipment or devices to assist students with disabilities.

Award Determination

Allocations are computed on the 12/01/1998 LANSER (SER) 3-21 child count and a population/poverty allocation with 85% distributed according to total student population and 15% distributed according to the number of children living in poverty.

Requirements

Eligibility Considerations and Use of Funds

IDEA, Part B funds may be used only to benefit services to students who have been identified as “children with disabilities” in accordance with IDEA, Part B federal requirements.

LEAs may use funds to pay for the excess cost of providing special education and related services to children with disabilities. IDEA, Part B, does not specifically delineate allowable costs that may be charged to the program. Thus, LEAs have flexibility to spend funds to address their unique needs and program designs. LEAs must ensure, however, that all costs are consistent with the purposes of IDEA, Part B.

An LEA may use up to 15% of IDEA, Part B funds for any fiscal year to develop and implement [coordinated early intervening services](#) for students who are not currently identified as needing special education or related services. These funds can be used for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who need additional academic and behavioral support to succeed in a general education environment.

LEAs may use IDEA, Part B funds reserved for early intervening services to supplement activities carried out under the Elementary and Secondary Education Act (ESEA). IDEA, Part B funds cannot replace ESEA funds made available for such activities.

Proportionate Share

Additionally, to meet the requirements of IDEA, every year each LEA must expend a [proportionate share](#) of federal IDEA funds on equitable services for parentally placed private school children with disabilities. Each LEA must, after timely and meaningful consultation with representatives of parentally placed private school children with disabilities, determine the number of parentally placed private school children with disabilities attending private schools located in the LEA. The formula for determining the proportionate share of the LEA's subgrant is based on the total number of eligible (not on the number served) parentally placed children with disabilities aged 3 through 21 attending private schools located in the district in relation to the total number of eligible public and private school children with disabilities aged 3 through 21 in the LEA's jurisdiction.

Excess Costs

IDEA, Part B funds may only be used to pay excess costs of providing special education and related services to children with disabilities. Excess costs are those costs that are in excess of the average annual per-student expenditure in an LEA during the preceding school year for an elementary or secondary school student, as may be appropriate. LEAs must spend at least the minimum average amount for the education of its children with disabilities before Part B funds are used.

Program-Specific Fiscal Requirements

IDEA, Part B contains three important program-specific fiscal rules: (1) supplement not supplant; (2) maintenance of effort; and (3) excess cost.

Supplement not Supplant

IDEA, Part B funds must supplement existing state, local and other federally funded initiatives for students with disabilities. IDEA, Part B funds cannot be used to substitute funds that would have otherwise been used for the initiative. The traditional three presumptions of supplanting do not apply since supplement not supplant is achieved if the LEA is meeting its annual MOE.

Individuals with Disabilities Education Act, Part B, 619 (Preschool) Programs

Federal

Formula

CFDA#: 84.173

Purpose

IDEA, Part B, 619 provides funding to support children with disabilities aged 3 through 5, inclusive and to 2-year-old children with disabilities who will turn 3 during the school year so they can be provided a free appropriate public education, including special education and related services designed to meet their unique needs and prepare them for further education.

Award Determination

Allocations are computed on the 12/01/1998 LANSER (SER) 3-21 child count and a population/poverty allocation with 85% distributed according to total student population and 15% distributed according to the number of children living in poverty.

Requirements

Eligibility Considerations and Use of Funds

IDEA, Part B, 619 funds may be used only to provide services to students, ages 3 to 5, who have been identified as “children with disabilities” in accordance with IDEA, Part B 619 federal requirements. LEAs may use funds to pay for the excess cost of providing special education and related services to children with disabilities. IDEA, Part B, 619 does not specifically delineate allowable costs that may be charged to the program.

Proportionate Share

LEAs also must expend a [proportionate share](#) of their subgrant under section 619 of IDEA for parentally placed children with disabilities aged 3 through 5 who are enrolled by their parents in private schools that meet the definition of “elementary school” in the final Part B regulations. “Elementary school” is defined as a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under state law. This amount is calculated relative to the number of eligible parentally placed private school children ages 3 through 5 with disabilities compared to the total number of eligible children with disabilities in its jurisdiction aged 3 through 5.

Program-Specific Fiscal Requirements

LEAs have flexibility to spend funds to address their unique needs and program designs. LEAs must ensure, however, that all costs are consistent with the purposes of IDEA, Part B, 619.

Supplement not Supplant

IDEA, Part B, 619 funds must supplement existing state, local and other federally funded initiatives. IDEA, Part B, 619 funds cannot be used to substitute funds that would have otherwise been used for the initiative. If an LEA maintains effort, it will satisfy the supplement not supplant requirements of the IDEA.

Individuals with Disabilities Education Act (IDEA 611) Set Aside

Federal

Competitive

CFDA#: 84.027A

Purpose

The purpose of IDEA 611 set aside is to support struggling schools, identified as CIR or UIR-Academics, in implementing high-quality professional development to teachers of students with disabilities.

Award Determination

To be eligible for this grant, the receiving school had to be identified as CIR or UIR-Academics and identified high-quality curriculum-focused ELA, math, or science professional development and select specialized support professional development within Super App.

Requirements

Key Activities for School Districts

LEAs that receive IDEA 611 set aside must use these funds to support CIR and UIR-Academics schools in ensuring teachers of students with disabilities receive the same high-quality ELA, math, or science curriculum-focused professional development as other teachers and/or specialized support professional development or English Learner professional development. High-quality ELA, math, and science professional learning partners and specialized support professional learning partners can be found in the Professional Learning Partner Guide.

Allowable Costs

Allowable IDEA 611 set aside costs can support high-quality ELA, math, or science curriculum-focused professional development from a vendor in LDOE's Professional Learning Partner Guide, Specialized Support professional development from a vendor in LDOE's Professional Learning Partner Guide, or costs for stipends or subs for teachers attending the professional learning.

Individuals with Disabilities Education Act, Part B, 619 (Preschool) Set Aside

Federal Competitive

CFDA#: 84.173

Purpose

The purpose of IDEA 619 set aside is to support community networks in implementing high-quality professional development to teachers of students with disabilities for children ages 3 through 5.

Award Determination

To be eligible for this grant, the receiving community network had to identify Specialized Support professional development within Super App.

Requirements

Key Activities for School Districts

Community networks that receive IDEA 619 set aside must use these funds to support teachers of students ages 3 through 5 with disabilities in receiving specialized support professional development. Specialized support professional learning partners can be found in the Professional Learning Partner Guide.

Allowable Costs

Allowable IDEA 619 set aside costs can support specialized support professional development for teachers of students ages 3 through 5 with disabilities from a vendor in LDOE's Professional Learning Partner Guide.

Coordinated Early Intervening Services (CEIS)

Federal

Formula

Purpose

CEIS is a funding flexibility under IDEA. It targets students who are not currently identified for special education or related services, but need additional academic and behavior support to succeed in a general education environment.

Requirements

Mandatory CEIS: School systems [identified as significantly disproportionate](#) must set aside exactly 15% of their IDEA Part B funding for mandatory CEIS. The LDOE calculates significant disproportionality, based on race or ethnicity, with respect to:

- Identification of children as children with disabilities, including identification as children with particular impairments
- Placement of children with disabilities in particular educational settings; and
- Discipline of children with disabilities, including suspensions and expulsions

Mandatory CEIS is for students ages 3 through grade 12 (with a particular emphasis on students through grade 3) who are not currently identified as needing special education or related services, but need additional academic and behavior support to succeed in a general education environment.

When done well, CEIS can reduce disproportionality over time by creating equitable outcomes for all students with disabilities and those students who simply need additional academic and behavior support to succeed.

Voluntary CEIS: School systems may also volunteer to set aside up to 15% of their IDEA Part B funds for CEIS activities. This happens when a school systems has not been flagged as significantly disproportionate, but has identified a need to target funds at academic or behavior interventions for students in grades kindergarten through 12 who are not currently identified as needing special education or related services.

Allowable and Unallowable Costs

For detailed guidance on allowable and unallowable activities, please click [here](#).

Below are examples of common allowable CEIS activities

- Implementing Tier II or Tier III interventions as part of MTSS or RTI frameworks
- Evidence-based social/emotional curriculum and strategies used for behavior intervention
- Educational/behavioral evaluations, services and supports
- Professional development for teachers and other school staff on academic and behavior interventions
- Salaries and fringe benefits for school system employees (e.g. general education teachers, mentors, interventionists) who provide academic and behavioral interventions

Below are common unallowable CEIS activities

- MTSS, RTI, or similar frameworks at the Tier I or universal level
- Universal screenings costs for an entire class or school
- Preschool services/activities (for voluntary CEIS)
- Services for students already identified as needing special education and related services
- Bus, van or other student transportation costs

- Core curriculum or instruction
 - Evaluation for special education eligibility determinations
-

Comprehensive Literacy State Development 3.0

Federal Competitive

CFDA#: 84.371

[FAQ - CLSD 2024 Grant Application](#)

Purpose

The purpose of the Comprehensive Literacy State Development Grant (CLSD) grant is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special emphasis on state's highest-risk children, children from low income families, as well as children with disabilities and English learners.

Award Determination

To be eligible for this grant, potential subgrantees had to submit an [application](#) as part of a competitive award through the [RFA process](#). A review panel used the provided [rubric](#) to score applications and awarded 26 subgrants from a total of 96 applications.

Requirements

Key Activities for School Districts

- The state must ensure that (a) 15 percent of the subgranted funds serve children from birth through age five; (b) 40 percent of the subgranted funds serve students in kindergarten through grade five; and (c) 40 percent of the subgranted funds serve students in middle and high school, including an equitable distribution of funds between middle and high schools.
- Subgrantees must use funds under this program to supplement, and not supplant, any non-Federal funds that would be used to advance literacy skills for children from birth through grade 12. Subgrantees must also provide a written assurance to cooperate with a national evaluation of the CLSD program.
- Subgrantee schools/sites form a Site-Based Literacy Leadership Team that meets at least once a month.
- Subgrantees create and update annually a Local Literacy Plan.
- Subgrantees will work monthly with a CLSD team member to implement the following evidence-based signature innovations.
 - Innovation 1 is required by all subgrantees and requires a Literacy Mentor to prioritize support to teachers that have 3 years or less of experience.
 - Innovation 2 is to improve core instruction for all students.
 - Innovation 3 provides for evidence-based literacy interventions for students who are determined to be at risk based on a literacy screener or the ELA LEAP assessment.
- Subgrantees successfully implement Signature Innovations 1 and 2 in the first year and Signature Innovation 3 in year two.
- All principals, literacy mentors, and CLSD coordinators shall attend the mandated CLSD Communities of Practice.

Allowable Costs

- Initiatives to enhance the language and literacy development of children, Signature Innovations (secure needed staff or stakeholders, provide stipends or incentives, and obtain necessary materials and supplies), and ongoing job embedded professional development for staff

- Teacher stipends and substitute pay, travel expenses to attend meetings, and instructional materials to support initiatives - Prior approval from CLSD Director is required.
 - Literacy Mentors' salary and benefits
 - Building the capacity of leaders at the school and district level around the innovation, as well as literacy evidence-based-practices, in order to create sustainable literacy practices across the school system.
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Redesign 1003a

Federal

Competitive

CFDA#: 84.010

Purpose

The purpose of the Redesign 1003a grant is to award competitive grants to local education agencies (LEAs) to implement high-quality evidence based school improvement interventions at schools with CIR or UIR-Academics labels.

Award Determination

To be eligible for this grant, the receiving school had to be identified as CIR or UIR-Academics, met the requirements of an approved and funded CIR/UIR-A plan as identified by the [2027-2028 Strategic Planning and Budgeting Workbook](#), and made eligible funding requests of high-quality school improvement interventions within Super App.

Requirements

The requirements of an approved and funded CIR or UIR-Academics plan can be found within the [2027-2028 Strategic Planning and Budgeting Workbook](#).

Allowable Costs

Allowable uses of Redesign 1003 at CIR or UIR-Academics schools can be found within the [2027-2028 Strategic Planning and Budgeting Workbook](#) and/or on the individual Super App Approval and Funding Summary documents provided to school systems each April.