

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: The Carl D. Perkins Career and Technical Act of 2006**

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#### **Brief Description of the Program:**

The purpose of this Act is to develop more fully the academic, career and technical skills of secondary students who elect to enroll in career and technical education programs by developing challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions. Perkins promotes the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and post-secondary education for participating Career and Technical Education (CTE) students.

*\*The Perkins Act of 2006 includes a section on local accountability that will require local programs to set specific performance targets on each required indicator and be responsible for meeting those targets. The development and administration of approved student assessments are another provision of the reauthorized Act.*

#### **Required Use of Funds:**

- LEAs that receive funds under this part shall use such funds to improve secondary career and technical education programs. (The Carl D. Perkins Career and Technical Act of 2006, section 135)
- No more than 5% may be used for administrative purposes.
- Perkins funds must supplement, not supplant funds from non-federal sources

#### **Non-Allowable Uses of Funds:**

- Consumable materials required for CTE program maintenance

#### **Useful Web links to Laws, Regulations, and Guidance:**

[http://www.acteonline.org/policy/legislative\\_issues/Perkins.cfm](http://www.acteonline.org/policy/legislative_issues/Perkins.cfm)

<http://www.ed.gov/policy/sectech/leg/perkins/index.html>

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: IDEA B Preschool (Section 619) (IDEA 3- 5)

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#### **Brief Description of the Program:**

The IDEA B Preschool (Section 619) is a federally-funded program targeted to provide special education and related services to children identified with disabilities three to five years of age. Funds are typically used to provide instructional support to children, support child find activities, early childhood special education organizational and management support, materials/supplies, and professional development. Funds may be used to support child find activities to include screenings to identify children that may need further assessment and for multidisciplinary evaluations to determine eligibility for special education services.

#### **Required Use of Funds:**

- IDEA Part B Federal Funds must supplement, not supplant funds from any federal, local, or state funds.
- Funds used need to target children with disabilities three to five years of age.

#### **Non-Allowable Uses of Funds:**

- No medical equipment, including cochlear implants and hearing aids, may be purchased. However, funds may be used to service or maintain said items.

#### **Useful Web links to Laws, Regulations, and Guidance:**

<http://www.doe.k12.de.us/programs/specialed/default.shtml>

<http://idea.ed.gov>

[www.cec.sped.org](http://www.cec.sped.org)

[www.nectac.org](http://www.nectac.org)

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: Section 611, IDEA Part B Funds for Children with Disabilities (IDEA 6- 21 and IDEA 3-5)**

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#### **Brief Description of the Program:**

Section 611, IDEA Part B Federal Funds are passed through to districts based on a formula first required in the reauthorization of IDEA in 1997. Districts receive a base grant calculated using the child count of identified students in 1999. All increases since 1999 have been made based on a combination of census (that is the enrollment of all elementary and secondary students, public and private, within a district) and poverty as defined by free and reduced lunch status. Funds are for the supplemental needs of children with disabilities, ages 3 through 21 into two age groups, 3-5 and 6-21. There are discretionary funds for other educational agencies. Private schools with identified children receive some special education services based on a ratio portion of an LEA's Part B funds as determined and allocated by the state. The LEA shall provide educational services as determined in meaningful consultation with the private schools. There is a required annual Excess Cost calculation, of which the Maintenance of Effort is a part and related to prior year expenditures. LEAs are encouraged to target funds to targets set in the State Performance Plan.

#### **Required Use of Funds:**

- IDEA Early Intervening Service (EIS) funds: Up to 15% of IDEA Part B funds may be used for non-identified students for use with Tier I, Tier II, and Tier III interventions. District may use up to 15% for early intervening services and these funds can be used for students who have not been identified for special education.
- When disproportionality exists among cohorts of children, the district must allocate 15% of IDEA Part B funds for early intervention services for non-identified students.
- Section 611, IDEA Part B Federal Funds must supplement, not supplant funds from any federal, local, or state funds.

#### **Non-Allowable Uses of Funds:**

- No medical equipment, including cochlear implants and hearing aids, may be purchased. However, funds may be used to service or maintain said items.

#### **Useful Web links to Laws, Regulations, and Guidance:**

<http://www.doe.k12.de.us/programs/specialed/default.shtml>

<http://idea.ed.gov>

[www.cec.sped.org](http://www.cec.sped.org)

[www.nasdse.org](http://www.nasdse.org)

[www.fape.org](http://www.fape.org)

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: McKinney Vento Homeless Education**

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#### **Brief Description of the Program:**

Title I must have a set aside for children who are experiencing homelessness, and are in non-Title I schools, to provide services comparable to services provided to homeless children in Title I schools. Sufficient funds must be set aside to provide for the educationally related needs of homeless children who are in Title I and non-Title I schools. Districts must remember that all homeless children are automatically eligible for Title I and may require services not normally provided to Title I students.

#### **Non-Allowable Uses of Funds:**

Transportation to and from the regular school program to a homeless student's place of residence is not allowed. It can be used to pay for transportation to a Saturday school program, where 'struggling' Title I students are encouraged to go. Also, if a homeless student finds permanent housing, the district may elect to pay for the excess cost of transportation (above what it provides for all students) to maintain the student in the school last attended prior to obtaining permanent housing.

#### **Useful Weblinks to Laws, Regulations, and Guidance:**

<http://www.ed.gov/programs/homeless/index.html>

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: Improving the Academic Achievement of the Disadvantaged (Title I, Part A)**

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#### **Brief Description of the Program:**

Title I, Part A of the Elementary and Secondary Education Act of 1965 is a program created and designed to provide compensatory educational support to America's disadvantaged children. Title I funds are allocated to districts and schools based on their levels of poverty. Title I service to children is based solely on academic need. A primary goal of Title I is to raise student achievement in the areas of reading, writing, and mathematics. The services are supplemental to ongoing state and locally funded educational activities. Schools receiving Title I funds are classified as "targeted assistance" or "schoolwide." Targeted assistance schools target funds to identified children in need of supplemental education support. Schoolwide schools must provide supplemental education support to children identified as having academic need, but have flexibility in how they may use Title I funds in the school.

#### **Required Use of Funds:**

- Title I Targeted Assistance schools must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. All funds allocated in Targeted Assistance schools must be spent directly for services for identified students.
- Title I funds must supplement, not supplant funds from non-federal sources.
- 1% of the total LEA allocation must be spent on Parent Involvement (95% of the 1% must be spent at the school level).
- Schools under improvement must spend not less than 10 % of the funds made available to the school for each fiscal year that the school is in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.
- An amount up to 20% of the LEA allocation must be spent for school choice transportation costs (minimum of 5%) and/or supplemental services (minimum of 5%) (Other sources of funding may be used to fulfill this requirement)
- An LEA identified for improvement must set aside 10% of the LEA's allocation for professional development for each year the LEA is identified for improvement.
- LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.
- Not more than 15 percent of the funds allocated to an LEA for any fiscal year may remain available (carryover) for obligation for one additional fiscal year. Waivers are available once every three years.

#### **Non-Allowable Uses of Funds:**

- Title I funds cannot be used to balance academic services between schools in a district (comparability)

#### **Optional Use of Funds:**

- Schools in which poor children make up at least 40 percent of enrollment are eligible to use Title I funds for school-wide programs that serve all children in the school.

#### **Useful Web links to Laws, Regulations, and Guidance:**

Final IDEIA 2004 Regulations (PDF) Federal Register:

<http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-6656.pdf>

<http://www.ed.gov/programs/titleiparta/index.html>

<http://www.ed.gov/nclb/landing.jhtml>

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: Title II, Part A Improving Teacher Quality

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#### **Brief Description of the Program:**

Title II, Part A, provides funds to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. States and school districts are to use Title II, Part A funds to ensure that all students have effective teachers, that is, teachers with subject matter knowledge and teaching skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

The purpose Title II, Part A Teacher Quality is to:

(1) increase student achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom, highly qualified paraprofessionals, and highly qualified principals and assistant principals in schools;

(2) hold local educational agencies and schools accountable for improvement in student academic achievement; and

(3) develop and implement initiatives to promote retention of highly qualified educators such as mentoring, financial incentives, and carrying out educator advancement programs. Title II-Part A supports professional development for teachers of all core academic subject areas, as well as for principals and other administrators to strengthen their leadership of efforts to improve student academic achievement. It also supports the recruiting, hiring, and training of teachers to reduce class-size, “especially in the early grades,” but is no longer restricted to grades K-3.

#### **Required Use of Funds:**

- All classroom teachers hired with Title II, Part A funds must meet Highly Qualified status at the time of hire.
- LEAs must target funds to schools with the lowest proportion of “highly qualified” teachers, schools that have the largest class size, and schools that are identified for Title I “school improvement.”
- All professional development activities must be aligned to state standards and assessments, be based on a review of “scientifically based research,” and must describe how they are expected to improve student academic achievement. All activities must be based on the results of an assessment of local needs for professional development and hiring.
- LEAs must assure the equitable participation of non-public schools. (Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, Revised October 5, 2006, USDE, p. 47)
- Funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

#### **Useful Web links to Laws, Regulations, and Guidance:**

Title II, Part A, Non-Regulatory Guidance from U.S. Department of Education is available online: <http://www.ed.gov/programs/teacherqual/guidance.doc>

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: Title II, Part D Enhancing Education Through Technology**

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#### **Brief Description of the Program:**

The primary goal of the Ed-Tech program is to improve student academic achievement through the use of technology in schools. In addition, secondary goals of Title IID are designed to:

- assist students in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade. Being technologically literate requires that students demonstrate the ability to responsibly use appropriate technology to communicate, solve problems; and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century (State Technology Directors Association (SETDA), 2003). A plan to collect evidence and to demonstrate how this will be documented must be in place.
- encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods. LEAs must use a researched-based method of measurement (preferably LoTi Levels of Technology Implementation). The LoTi survey is free and reporting is funded through the Delaware Center for Educational Technology. Under the Ed-Tech program, the U.S. Department of Education provides grants to State educational agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I.

#### **Required Use of Funds:**

- LEAs must use at least 25% of funds for high-quality professional development

#### **Non-Allowable Uses of Funds:**

- Consumables, such as paper, cartridges, etc.
- Secretarial support

#### **Useful Web links to Laws, Regulations, and Guidance:**

<http://www.ed.gov/programs/edtech/legislation.html>

## Requirements for Use of Federal and State Funds

### **Consolidated Application Program: Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students**

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#### **Brief Description of the Program:**

- Increase English proficiency of English Language Learners (ELLs) by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content areas.
- Provide high quality professional development to ESL/bilingual teachers, mainstream teachers, principals, and any other school staff or community organizations, that is:
  - designed to improve the instruction and assessment of ELL students;
  - designed to enhance the ability of teachers to understand and use curricula, assessment, and instructional strategies for ELL students;
  - of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

#### **Required Use of Funds:**

- Not more than 2 percent of the funds received can be used for indirect cost.
- Provide high quality instructional programs for ELLs.
- After timely and meaningful consultation with appropriate private school officials, local educational agencies (LEAs) receiving Title III funds must provide educational services to English language learners (ELLs) and educational personnel in private schools that are located in the geographic area served by the LEA.

#### **Useful Web links to Laws, Regulations, and Guidance:**

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

[www.ed.gov/about/offices/list/oela](http://www.ed.gov/about/offices/list/oela)

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: Title IV: Safe and Drug Free Schools

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#### **Brief Description of the Program:**

The Department of Education requires that local school districts comply with the principles of effectiveness required by the **Safe and Drug-free Schools Program**. DOE reviews and monitors programs to ensure that funded programs have:

- Consolidated Review Committee includes health experts in compliance with Health Education Regulation #851.
- Staff development plan that includes alcohol, tobacco, other drug and violence prevention training/curriculum/skill-building in Health Education Standards.
- A needs assessment that includes alcohol, tobacco and drug data, suspensions, expulsions, etc. (available through the University of DE Center for Drug & Alcohol Studies, contact Roberta Gealt (302) 831-3204 or [basha@udel.edu](mailto:basha@udel.edu)).
- Objective data about the drug and violence incidents in the schools and communities to be served (DOE Contact Robin Case at [rcase@doe.k12.de.us](mailto:rcase@doe.k12.de.us)).
- Performance measures aimed at ensuring that schools and communities have a safe, orderly, and drug-free learning environment.
- Grounding in scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use.
- An analysis of the prevalence of “risk factors, protective factors, buffers, assets or other variables” identified through scientifically based research, that exist in the schools and communities in the State.
- Include consultation with and input from parents.
- Be evaluated periodically against locally selected performance measures, and modified over time (based on the evaluation) to refine, improve, and strengthen the program.

#### **Required Use of Funds:**

- Funds must be used to implement programs that are designed to prevent or reduce violence and illegal drug use.
- LEAs may use no more than 2% of their allocation to carry out the administrative responsibilities associated with implementation of these programs. (Section 4114 (a) (2) of the Safe and Drug Free Schools and Communities Act {SDFSCA})
- Funds may only be used to supplement the level of State, local, and other non-Federal funds, and not to replace funds that would have been available to conduct activities if SDFSCA funds had not been available.

#### **Optional Use of Funds:**

- LEAs may use up to 20% of SDFS funds for school security-related activities, but this cap may be doubled to 40% for funds used to hire and train school security personnel.

#### **Non-Allowable Uses of Funds:**

- Funds may not be used for construction (except minor remodeling needed to accomplish SDFSCA purposes), medical services, and drug treatment and rehabilitation. Pupil services, or referral to treatment for students who are victims of, or witnesses to, crimes or who illegally use drugs, are allowed.

#### **Useful Web links to Laws, Regulations, and Guidance:**

[http://www.dsgonline.com/mpg2.5/classroom\\_curricula\\_prevention.htm](http://www.dsgonline.com/mpg2.5/classroom_curricula_prevention.htm)

<http://www.modelprograms.samhsa.gov/>

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: Curriculum and Professional Development

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Districts shall submit applications to the Department of Education detailing the district's plan for the utilization of these funds. The Department of Education shall review and approve plans and allocate an amount not to exceed \$331.00 per certified employee, based on a district's personnel complement for the last school year. Grants are to be used for developing and implementing curriculum based on the content standards established by the Curriculum Frameworks Commission, as approved by the State Board of Education or for other professional development activities, including, but not limited to: Discipline, Special Education/Inclusion Collaboration/Consensus Building, Conflict Resolution, Shared Decision Making, local school board member training, and Educational Technology. Districts are encouraged to collaborate as a means of maximizing resources, as well as focusing district activities on consistent principles. Grants may be utilized for training, planning, in-service programs and contractual services. The Department of Education is authorized to transfer 50 percent of the estimated district grant amount by July 30 of the fiscal year. The remaining 50 percent shall be transferred within 30 days of the final approval of the district application for funding.

In the application, districts shall detail the proposed utilization of funds as well as the incorporation of the following criteria:

(a) Integration of the proposal with existing resources and programs such as the Comprehensive Discipline Act, Delaware Principals Academy, Delaware Teachers Center, Drug Free Schools, Title I and II, Special Education and local funds dedicated to Standards and Assessment.

(b) Inclusion of local staff in planning of the grant proposal, with representation from all involved in student learning, including all professional employees by category. The plan(s) should focus on overall improved student performance, with a built in level of accountability to determine effectiveness.

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: State ELL funding

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#### **Brief Description of the Program:**

- Increase English proficiency of English Language Learners (ELLs) by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content areas.

#### **Useful Web links to Laws, Regulations, and Guidance:**

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

## Requirements for Use of Federal and State Funds

### Consolidated Application Program: IRMC/Program for Children with Disabilities

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#### **Brief Description of the Program:**

The IRMC/Program for Children with Disabilities is a state-funded, block grant program targeted to provide special education and related services to children identified with disabilities three years of age identified as Developmentally Delayed and children three and four years of age identified as Preschool Speech Delayed. Funds are typically used to provide instructional support to children, support child find activities, early childhood special education organizational and management support, materials/supplies, and professional development. Funds may be used to support child find activities to include screenings to identify children that may need further assessment and for multidisciplinary evaluations to determine eligibility for special education services. Programs are strongly encouraged to integrate their request for IRMC/PCD funds along with their IDEA Part B Preschool funding request.

## Requirements for Use of Federal and State Funds

**Consolidated Application Program: Student Success Block Grant**

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