

RTI Initiative Resources Available to Districts

1. **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 /or Tier III interventions.
2. **IDEA:** IDEA funds support professional development and personnel for initiatives such as Positive Behavior Supports (PBS) and Instructional Support Teams (IST), which supports the implementation of RTI. IDEA funds also support a resident teacher to provide professional development and technical assistance to districts/schools in implementing RTI.
3. **Title I School-wide:** Title I funds can be used for almost any program believed to raise the achievement of low performing students. RTI interventions at Tier I, Tier II and/or Tier III are designed to raise the achievement of low performing students and can be supported through these funds.
4. **Title I Targeted Assistance:** Targeted Assistance schools can use Title I funds for Tier II or Tier III strategies when used to supplement the core curriculum
5. **Title II:** Title II funds can be used to recruit, train, and hire Highly Qualified Teachers, who will be able to provide interventions at all Tiers of RTI. Title II funds can also be used to hire professional development providers and coaches, who can support RTI implementation.
6. **Title III and State Funds:** Title III and state funds available for English Language Learners can be used to support students who are English Language Learners in need of Tier II or Tier III interventions.
7. **Title V Innovative Programs:** Innovative Program funds may be used for programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching. Therefore, Title V funds can support RTI interventions at Tier I, Tier II, and /or Tier III.
8. **Extra Time Funds:** Extra time funds are designed to provide additional instructional time for low-income students who fail to make progress toward the state standards as indicated by scores on the DSTP. A waiver approval through the Secretary of Education will allow districts to use extra time funds during the school day for students in need of Tier II or Tier III interventions. Without a waiver, districts can use extra time funds to support students in need of Tier II or Tier III interventions outside the six and one-half hour school day. Extra time funds may be used to purchase supplies and/or materials, but may not be used for curricular development or staff training. They may also be used to provide outside vendor tutoring, providing certain requirements are met.

9. **Curriculum and Professional Development Funds:** These funds can 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. Curriculum and Professional Development Funds can also be used to hire professional development providers and coaches, who can support the RTI implementation.
10. **Student Discipline Program funds:** Student Discipline Program funds, specifically those in the school and district level component, may be used in schools that have established a site-based committee for discipline. Funding may be used to establish extended day, week or year programs, for students with discipline or attendance problems, or at risk of academic failure, that provide for the assessment of penalties for violations of school discipline or attendance policies and for academic acceleration and tutoring, mentoring and counseling services for such students and their families as an integral program component. Therefore, these funds can support interventions for students at Tier I, Tier II, and/or Tier III in the RTI process.
11. **School Improvement Funds:** School improvement funds are to be used to address the root causes of students performing below grade level. Their use should be supported by the analysis of data, which points to the need for specific strategies to address the cause. Funds may be used for professional development to build a school's capacity to provide appropriate strategies/interventions for students based on their achievement level. If this is done within the RTI framework, then the use of School Improvement Funds is appropriate and acceptable.
12. **Reading First:** Schools identified in targeted districts use Reading First funds for five general purposes: to supplement their state and district textbook adoption funds for the purpose of implementing a scientifically based reading researched (SBRR) curriculum, differentiated to provide primary, secondary, and tertiary components and materials; to pay the salaries for full-time literacy coaches who support teachers in the project, to implement valid and reliable assessment systems for guiding decision making, consisting of screening, progress monitoring, and outcome data along with diagnostic measures; to institute additional, intensive professional development that supports instructional changes as determined by analysis of the assessment data, and to provide parent training in reading strategies to assist their children improve their reading achievement. Reading First also funds resident teachers to deliver professional development that supports the RTI process.
13. **Early Intervention Reading:** Early Intervention Reading funds are intended to serve students in kindergarten through third grade identified during their kindergarten and first grade years as being inadequately prepared to succeed in reading or are performing below grade level. Funds are to be used exclusively to provide supplemental services or teaching methods designed to improve the reading abilities of students through the RTI process. Services shall use intensive systematic multi-sensory phonics as the instructional methodology.