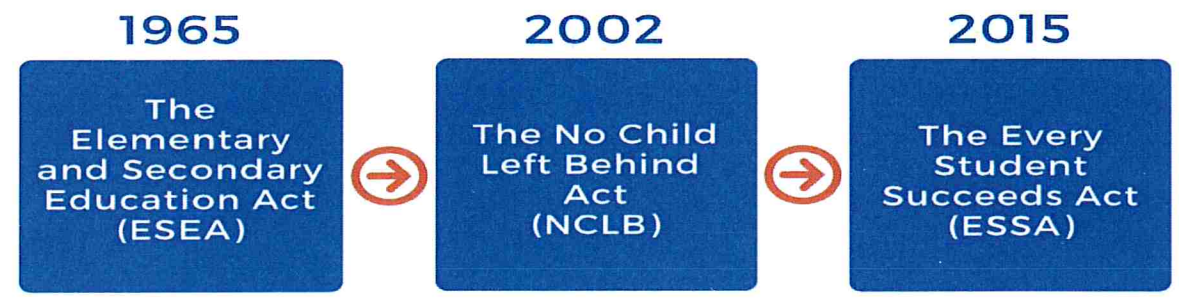




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**Federal Education Acts and Grant Funding**

The **Every Student Succeeds Act (ESSA)** is a new federal education law (replacing No Child Left Behind) that provides states with a great deal of flexibility in a number of key areas, including academic standards, accountability, support for school improvement, student and educator support, and use of federal education funds. Under ESSA, each state creates an education plan for its schools within a framework provided by the federal government. The main purpose of ESSA is to make sure public schools provide a quality education for all kids. It gives states a central role in how schools account for student achievement. Federal funding is available to support all initiatives beginning with ESEA and continuing with NCLB and ESSA. Summaries of these funds are listed below.



**Consolidated Resource Plan Funding**

**Title I Part A** of the federal Elementary and Secondary Education Act provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The priorities of Title I are to:

1. Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels;
2. Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks;
3. Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and,
4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

The purpose of ESSA is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.” For principals, Title I funding brings both needed resources and new requirements to provide the personnel, instruction, and interventions to help close achievement gaps.

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**Title II Part A** of the federal Elementary and Secondary Education Act provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II requires districts to “meaningfully consult” with teachers, principals, paraprofessionals, charter school leaders, parents etc., when developing an application for the use of Title II funds for state approval.

**Title III Part A** of the federal Elementary and Secondary Education Act provides funds to help English learners, including immigrant children and youth, succeed in school by assisting them in becoming fluent in English and meeting challenging state academic content and student academic achievement standards. The priorities of Title III are to:

1. Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
2. Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Title III also continues to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. While accountability for the progress of English learners has been folded into Title I, along with all other student subgroups, Title III still remains the dedicated formula funding to states to improve the education of English learners and immigrant youth to learn English and meet challenging state academic standards and to implement effective language instruction programs.

**Title IV Part A** of the federal Elementary and Secondary Education Act provides districts with funds to build capacity and ensure that all students have access to a high quality educational experience. The priorities of Title IV are to:

1. Support well-rounded educational opportunities;



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2. Support safe and healthy students; and
3. Support effective use of technology

Title IV is comprised of two large block grant programs as well as discretionary grant and assistance programs meant to support the comprehensive needs of students in a variety of settings, strengthen family engagement, and bring America's schools into the 21st century.

### **Individuals with Disabilities Act Grant Funding**

The education of children with disabilities is a top national priority. Our nation's special education law, the **Individuals with Disabilities Education Act (IDEA)**, sets high standards for their achievement and guides how special help and services are made available in schools to address their individual needs. Since the enactment of the original legislation in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA.

There are several formula grant programs authorized by the Individuals with Disabilities Education Act (IDEA). These formula grants are awarded to states annually to support early-intervention services for infants and toddlers with disabilities and their families, preschool children ages three through five, and special education for children and youth with disabilities

**IDEA Part B** The Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment. The priorities of IDEA are to:

1. Ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. Ensure that the rights of children with disabilities and their parents are protected;
3. Assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
4. Assess and ensure the effectiveness of efforts to education children with disabilities.

**IDEA Part B Preschool** The Individuals with Disabilities Education Act (IDEA) guarantees a free, appropriate public education for students with disabilities. Section 619 of Part B of IDEA provides formula grants to states to support the educational needs of children with disabilities between the ages of 3 and 5 years. Eligible preschool-age children receive special education services in accordance with an Individualized Education Plan (IEP).



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**Carl D Perkins Grant Funding**

The Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included the Vocational Act of 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II) in 1990, the Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

**Perkins Grant** The purpose of the Carl D. Perkins grant is to assist school districts and public two-year colleges in improving secondary and postsecondary-level career and technical education programs. As set forth in Perkins, the main priority is to close the achievement gap for special populations on the Perkins core indicators of performance.

**South Kingstown Public Schools Summary of Grant Funding**

Below is a summary of actual and budgeted funding received by South Kingstown Public Schools. Please note that there will be a grant amendment for FY 2022/23 federal grants pending approval by the Rhode Island Department of Education.

Description	FY 2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-2021 Actual	2021-22 Budgeted	2022-23 Budgeted
<b>Federal Grants</b>						
CRP-Title I Allocation	\$399,518	\$402,840	\$382,310	457,775	\$464,169	\$405,145
CRP-Title IIA Allocation	\$137,747	\$116,703	\$46,575	94,147	\$162,832	\$294,246
CRP-Title III Allocation	\$4,862	\$5,427	\$930	1,746	\$6,035	\$4,841
CRP-Title IV Allocation	\$0	\$37,095	\$5,625	7,345	\$75,552	\$125,183
CRP-IDEA B Allocation	\$877,743	\$847,731	\$801,866	1,052,479	\$1,446,146	\$1,127,201
CRP-IDEA B Preschool Allocation	\$23,130	\$25,415	\$25,170	24,507	\$25,794	\$26,457
Perkins	\$0	\$0	\$0	60,507	\$62,648	\$61,068