

Welcome

New ESEA Federal Programs Directors Technical Assistance Webinar Series

This webinar will be recorded



October 2025 Schedule

- **October 6 (1:00 - 3:00pm)** - ESEA and Federal Grants Management Basics, General Provisions (Equitable Services, Tribal Consultation, etc.), Title V Flexibilities
- **October 13 (1:00 - 3:00pm)** - Title I-A Basics, Title II-A Basics, Title IV-A Basics
- **October 20 (1:00 - 3:00pm)** - School Improvement, Title III-A Basics, Title I-D Basics, Homeless Children and Youth
- **October 27 (1:00 - 3:00pm)** - Foster Care, Title I-C Basics

Elementary and Secondary Education Act (ESEA) Overview and Federal Grants Management

Alaska Department of Education and Early Development

Sarah Emmal, ESEA Program Manager

October 6, 2025



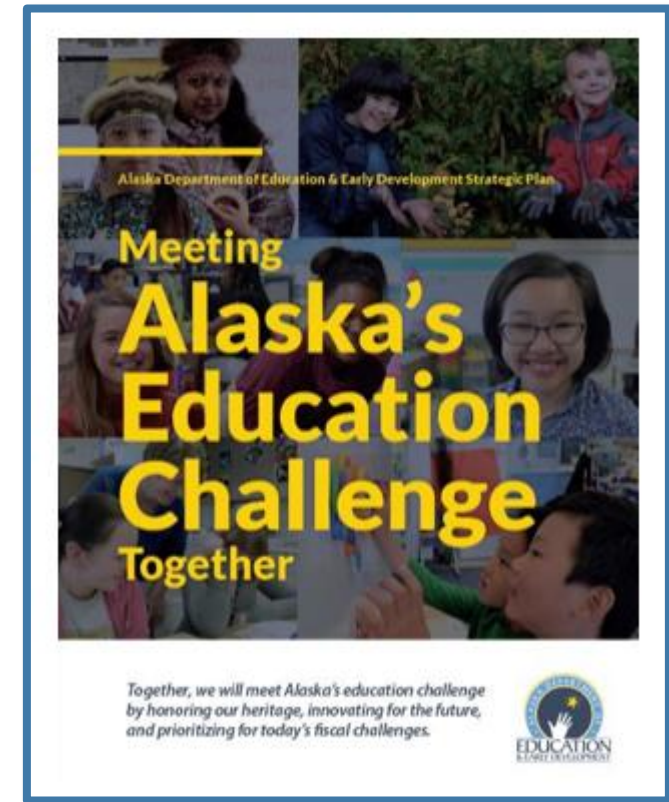
Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

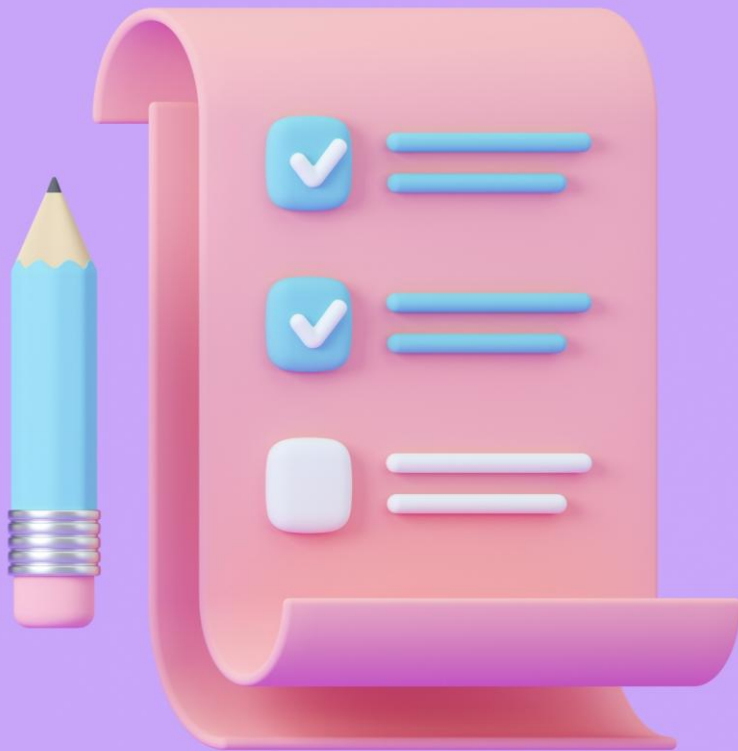
Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

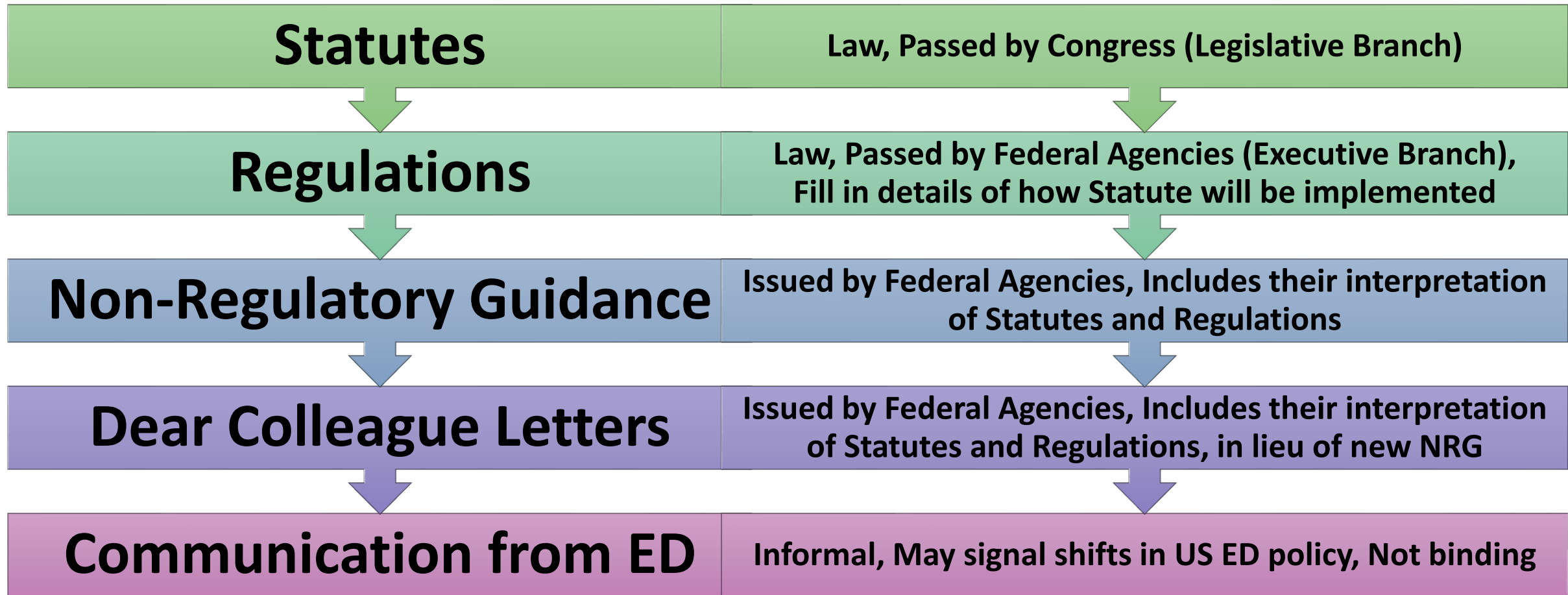


Objectives

- Attendees will have a high-level understanding of:
 - Federal rules structure and hierarchy
 - ESEA statute and applicable regulations
 - The Federal funding process
 - Effective documentation & records retention
 - ESEA Federal programs oversight
 - DEED contacts and support structure
 - The resources available

Federal Rules Structure

Federal Education Rules Hierarchy



How to Read Statutes

- Title, Part, Subpart
 - "Title" + Roman numeral, "Part" + Capital letter, "Subpart" + Number
- Section (subsection) (paragraph) (subparagraph) (clause)
 - Section number – 4 digits (lower case letter) (Number) (Capital letter)
(lower case Roman numeral)

Example: The Title I, Part A required Parent and Family Engagement reservation allowable uses of funds are described in:

1116(a)(3)(D)(i-v)



Test Your Knowledge 1

What is the **section** in the following statute reference?

1112(e)(1)(A)(i)

Answer: 1112

How to Quickly Know Where an ESEA Section Reference Belongs

1000s – Title I

- 1100s – Title I, Part A
- 1200s – Title I, Part B
- 1300s – Title I, Part C
- 1400s – Title I, Part D

2000s – Title II

3000s – Title III

4000s – Title IV

- 4100s – Title IV, Part A
- 4200s – Title IV, Part B

5000s – Title V

6000s – Title VI

7000s – Title VII

8000s – Title VIII



Test Your Knowledge 2

The 1309 points to a
Section in which Title
and Part?

Answer: Title I, Part C

Elementary and Secondary Education Act (ESEA)

as amended by the Every Student Succeeds Act (ESSA)

Abbreviated History of the ESEA



1965

- Signed into law by **President Lyndon B. Johnson**



1968

- Added programs for **migratory children and neglected & delinquent children**



1981

- Reauthorized by the **Education Consolidation and Improvement Act**



2002

- Reauthorized by the **No Child Left Behind Act**



2011

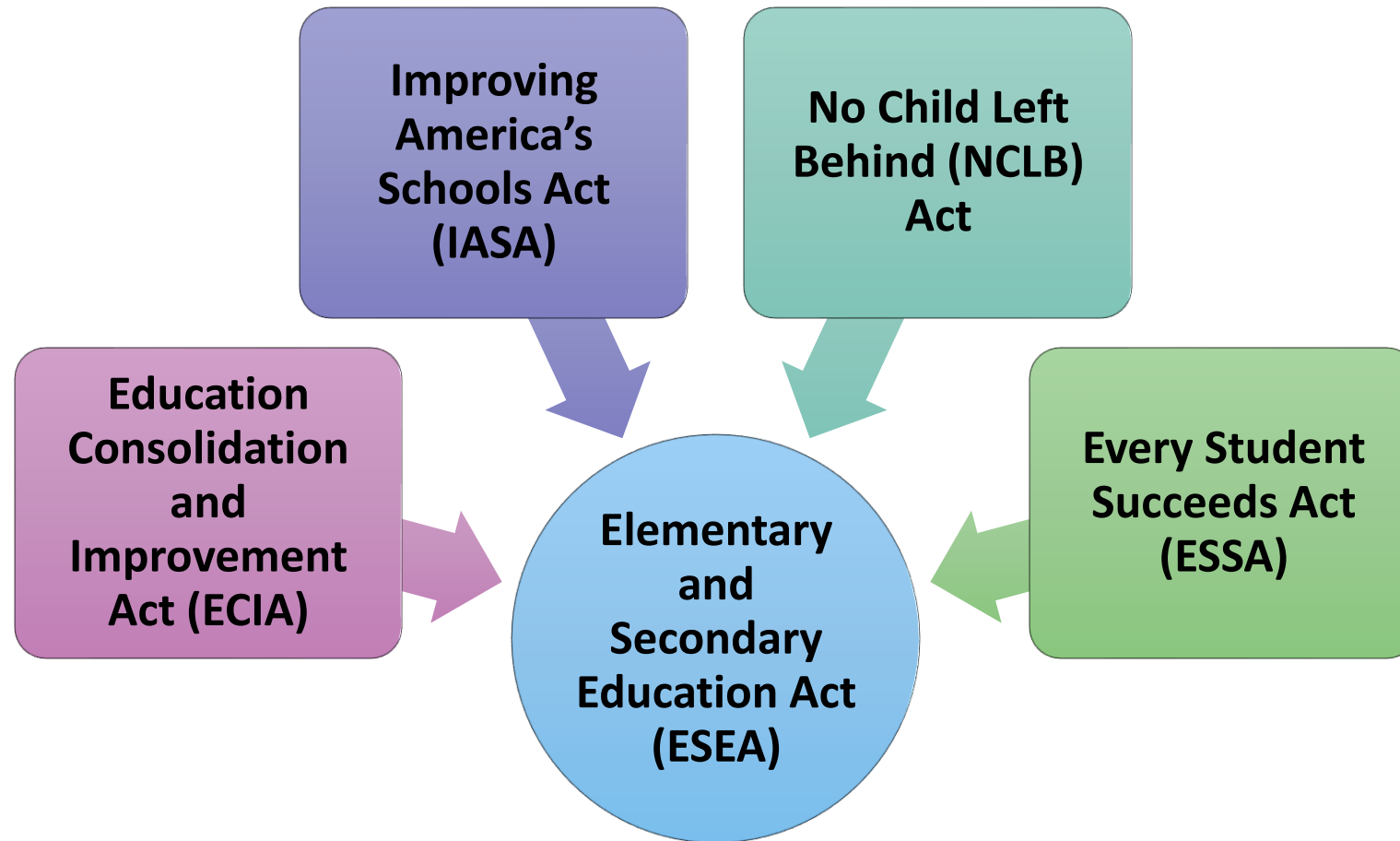
- **ESEA Waivers**

2015

- Reauthorized by the **Every Student Succeeds Act**

Reauthorizations

The Elementary and Secondary Education Act, as amended by _____.



Note: This is not a complete list of all reauthorizations.

ESSA State Plan

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☐ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

B. Title I, Part C: Education of Migratory Children

1. **Supporting Needs of Migratory Children** (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

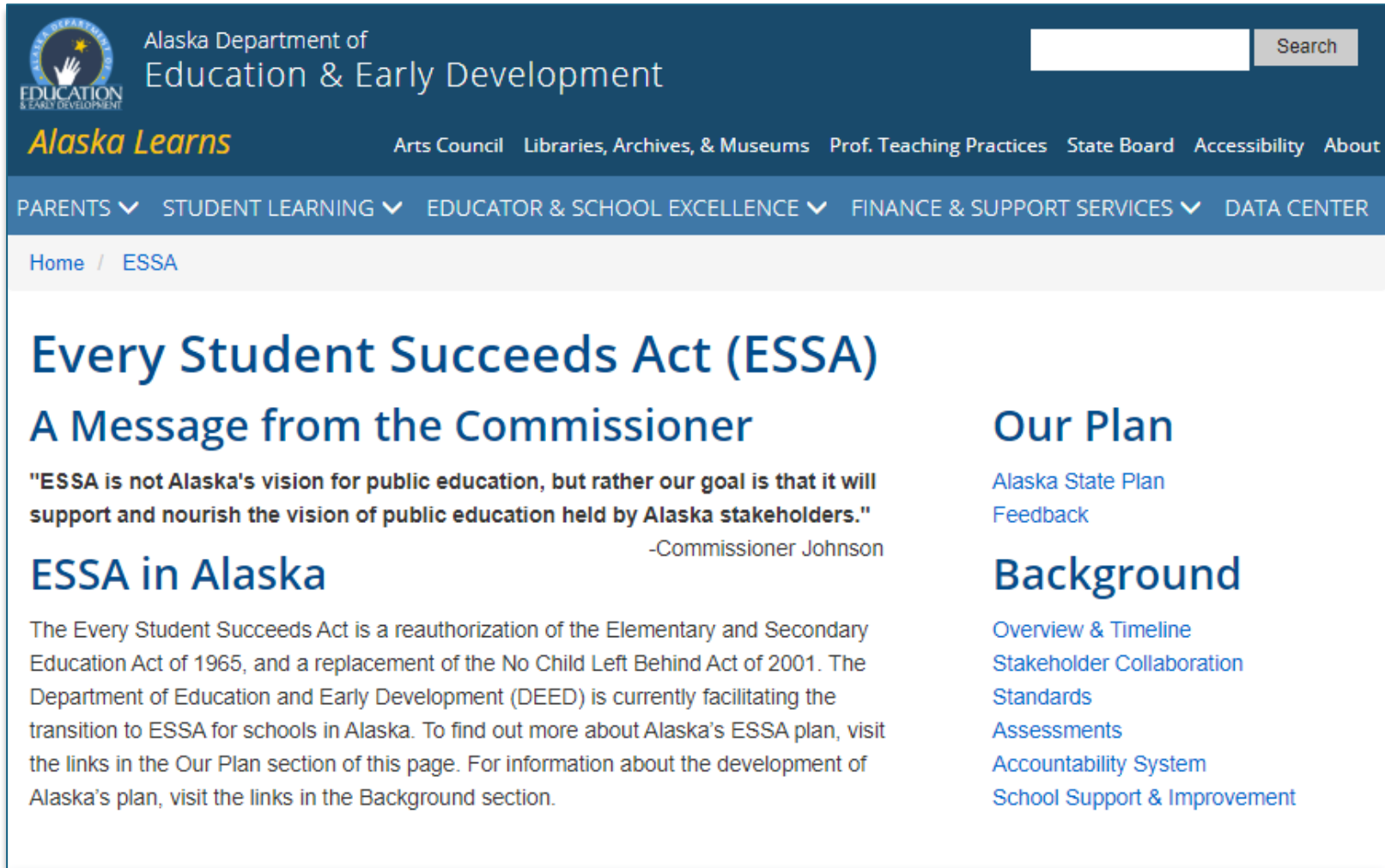
[Click here to enter text.](#)
2. **Promote Coordination of Services** (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

[Click here to enter text.](#)
3. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

[Click here to enter text.](#)

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Alaska's ESSA State Plan



The screenshot shows the homepage of the Alaska Department of Education & Early Development (DEED) website. The header features the DEED logo, the department name, a search bar, and a navigation menu with links to 'Alaska Learns', 'Arts Council', 'Libraries, Archives, & Museums', 'Prof. Teaching Practices', 'State Board', 'Accessibility', and 'About'. Below the header is a secondary navigation bar with dropdown menus for 'PARENTS', 'STUDENT LEARNING', 'EDUCATOR & SCHOOL EXCELLENCE', 'FINANCE & SUPPORT SERVICES', and 'DATA CENTER'. The main content area has a breadcrumb trail 'Home / ESSA' and a large heading 'Every Student Succeeds Act (ESSA)'. Below this is a subheading 'A Message from the Commissioner' followed by a quote: '"ESSA is not Alaska's vision for public education, but rather our goal is that it will support and nourish the vision of public education held by Alaska stakeholders."' attributed to '-Commissioner Johnson'. The section 'ESSA in Alaska' contains a paragraph explaining that ESSA is a reauthorization of the Elementary and Secondary Education Act of 1965 and a replacement of the No Child Left Behind Act of 2001. It mentions that the DEED is facilitating the transition to ESSA for schools in Alaska and provides links to the 'Our Plan' and 'Background' sections. The 'Our Plan' section lists links for 'Alaska State Plan' and 'Feedback'. The 'Background' section lists links for 'Overview & Timeline', 'Stakeholder Collaboration', 'Standards', 'Assessments', 'Accountability System', and 'School Support & Improvement'.

Alaska Department of
Education & Early Development

Alaska Learns Arts Council Libraries, Archives, & Museums Prof. Teaching Practices State Board Accessibility About

PARENTS ▼ STUDENT LEARNING ▼ EDUCATOR & SCHOOL EXCELLENCE ▼ FINANCE & SUPPORT SERVICES ▼ DATA CENTER

Home / ESSA

Every Student Succeeds Act (ESSA)

A Message from the Commissioner

"ESSA is not Alaska's vision for public education, but rather our goal is that it will support and nourish the vision of public education held by Alaska stakeholders."

-Commissioner Johnson

ESSA in Alaska

The Every Student Succeeds Act is a reauthorization of the Elementary and Secondary Education Act of 1965, and a replacement of the No Child Left Behind Act of 2001. The Department of Education and Early Development (DEED) is currently facilitating the transition to ESSA for schools in Alaska. To find out more about Alaska's ESSA plan, visit the links in the Our Plan section of this page. For information about the development of Alaska's plan, visit the links in the Background section.

Our Plan

- [Alaska State Plan](#)
- [Feedback](#)

Background

- [Overview & Timeline](#)
- [Stakeholder Collaboration](#)
- [Standards](#)
- [Assessments](#)
- [Accountability System](#)
- [School Support & Improvement](#)

education.alaska.gov/akessa

ESEA Programs Administered by DEED Within ESEA Consolidated Application

Title I-A

- Improving Basic Programs Operated by LEAs

Title I-C

- Education of Migratory Children

Title I-D, Subpart 1 & 2

- Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

Title II-A

- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III-A

- Language Instruction for English Learners and Immigrant Children

Title IV-A

- Student Support and Academic Enrichment Grants

Title I, Part A

Improving Basic Programs

October 13
Title I-A
Basics

- Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- Provides financial assistance to school districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

DEED Program Managers

Courtney Preziosi



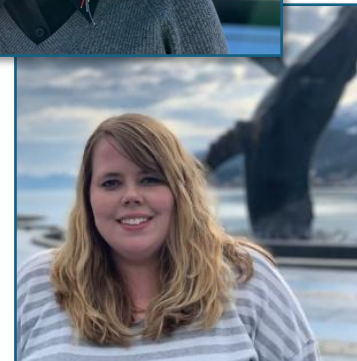
Kelsey Smiley



Eli Barsy



Sarah Emmal



Jessica Paris



Title I, Part C

Education of Migratory Children

October 27
Title I-C
Basics

- Goal is to ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for:
 - responsible citizenship,
 - further learning, and
 - productive employment.
- Funds support high quality education programs for migratory children and help address the unique educational needs of migratory children that are a result of their migratory lifestyle.

DEED Program Manager



Sarah Emmal

Sarah.Emmal@alaska.gov

(907) 465-3826

Title I, Part D, Subpart 1 & 2

Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk

October 20
Title I-D
Basics

- The purpose of the program is to:
 - improve educational services for children and youth in local & State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the challenging State academic standards;
 - provide services to enable these children and youth to transition successfully from institutionalization to further schooling or employment; and
 - prevent at-risk youth from dropping out of school and 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.

DEED Program Manager



Kelsey Smiley

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(907) 465-8679

Title II, Part A

Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

October 13
Title II-A
Basics

- The purpose of the program is to:
 - increase student achievement consistent with the challenging State academic standards;
 - improve the quality and effectiveness of teachers, principals, and other school leaders;
 - increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

DEED Program Manager



Adrienne Schwartz

Adrienne.Schwartz@alaska.gov

(907) 465-8721

Title III, Part A

Language Instruction for English Learners and Immigrant Children

October 20
Title III-A
Basics

- Designed to improve the education of English Learner (EL) children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards.
- Funds are used to provide effective language instruction education programs, provide effective professional development, and conduct parent and family engagement activities.

DEED Program Manager



Eli Barsy

Eli.Barsy@alaska.gov

(907) 465-8141

Title IV, Part A

Student Support and Academic Enrichment Grants

October 13
Title IV-A
Basics

- The purpose of this program is to improve student's academic achievement by increasing the capacity of States, districts, schools, and local communities to:
 - provide all students with access to a well-rounded education;
 - improve school conditions for student learning; and
 - improve the use of technology to improve the academic achievement and digital literacy for all students.

DEED Program Manager



Pat Sidmore

Pat.Sidmore@alaska.gov

(907) 465-2939

ESEA Programs Administered by DEED Outside of ESEA Consolidated Application

Title I

- School Improvement

**October 20
Sch. Imprv.
Basics**



Christy Roe
Christy.Roe@alaska.gov
(907) 269-6767

Title IV-B

- 21st Century Community Learning Centers (competitive)



Jessica Paris
Jessica.Paris@alaska.gov
(907) 465-8716

McKinney-Vento

- Education for Homeless Children and Youth (competitive)

**October 20
MK-V
Basics**



Adrianne Schwartz
Adrianne.Schwartz@alaska.gov
(907) 465-8721

ESEA Programs Administered by US Department of Education



Title V-B

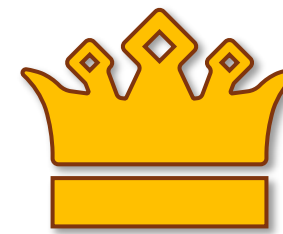
- Rural Education Initiative (SRSA and RLIS)

Title VI

- Indian, Native Hawaiian, and Alaska Native Education

Title VII

- Impact Aid



Title VIII

October 6
Title VIII
Basics

The Title of All Titles

Title VIII: General Provisions

Title VIII (General Provisions) applies to all of ESEA.

Title VIII includes sections regarding (not an exhaustive list):

- Definitions
- Consolidation of Funds for Administration
- **Equitable Services (Private Schools)**
- **Consultation with Indian Tribes and Tribal Organizations**
- Maintenance of Effort (MOE)
- Constitutionally Protected School Prayer
- **Military Recruiter and Institution of Higher Education Access to Student Directory Information Rules**
- Equal Access to Public School Facilities
- Privacy of Assessment Results
- Prohibited Uses of Funds
- **General Assurances**

Check out the
Title VIII
Reference Brief
for more
information!



Let's Interact: In the Chat...

Which programs do you work on?

Title I-A

Title I-C

Title I-D

Title II-A

Title III-A

Title IV-A

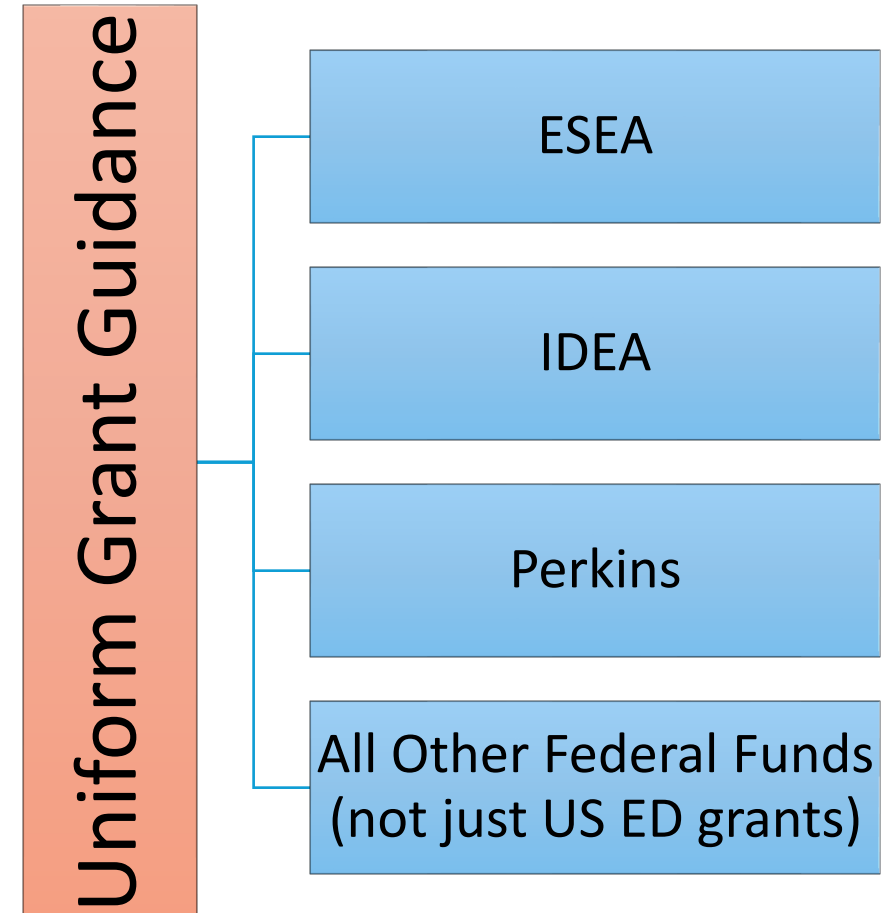
McKinney-Vento

Title VIII (General Provisions)

Federal Regulations

Uniform Grant Guidance

- [2 CFR, Part 200](#)
- Establishes rules that apply to **all** Federal grants
- Includes rules around (not exhaustive list):
 - Fiscal management
 - Internal controls
 - Supplies & Equipment
 - Procurement
 - Cost Principles
 - Direct and Indirect Costs
 - Audit Requirements
- [DEED Federal Grants Management Webpage](#)





Write “**Me!**” in the chat
if...

A DEED Program
Manager has asked
you to justify how a
proposed cost is
**reasonable,
necessary, or
allocable.**

Education Department General Administrative Regulations (EDGAR)

- Title 34 of the CFR, pertains to the U.S. Department of Education (ED) and related Federal entities.
 - [Parts 75-99 of Title 34](#) are collectively known as EDGAR.
- EDGAR contains administrative requirements that apply to federal education funds (discretionary and formula).
- Last updated in 2024. The [publication can be found here](#).
 - Changes went into effect September 30, 2024.



ESEA Program Regulations

(ESEA Programs Administered by DEED)

- Title I Regulations
 - **Title I, Part A**
 - 34 CFR 200.1 – 200.79
 - **Title I, Part C**
 - 34 CFR 200.81 – 200.89
 - **Title I, Part D**
 - 34 CFR 200.90 – 200.99
 - **Title I General Provisions**
 - 34 CFR 200.100 – 200.109
- Title VIII Regulations
 - **General Provisions**
 - 34 CFR 299.1 – 200.17

Federal Funding Overview

Fiscal Years: Federal vs State

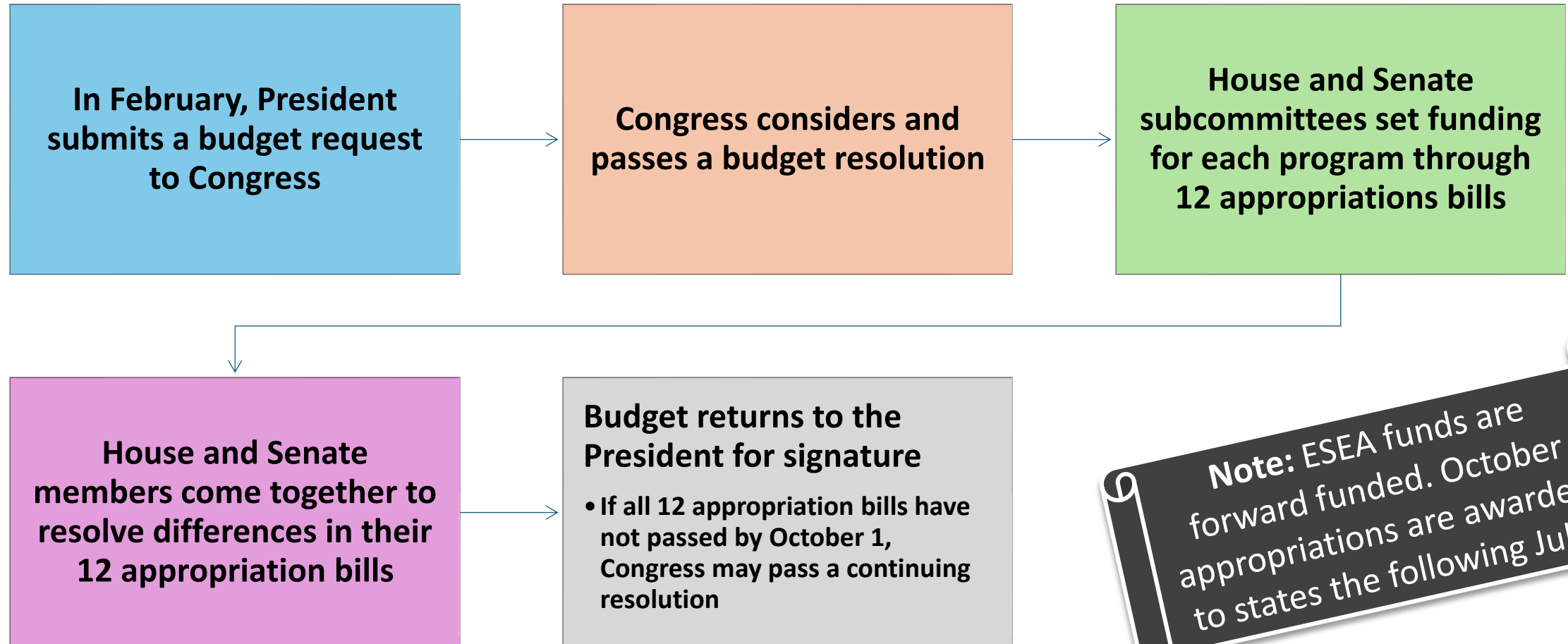
STATE fiscal year
(FY) July 1 - June 30

- State FY 2026:
 - July 1, 2025 - June 30, 2026

FEDERAL fiscal year
(FY): Oct. 1- Sept. 30

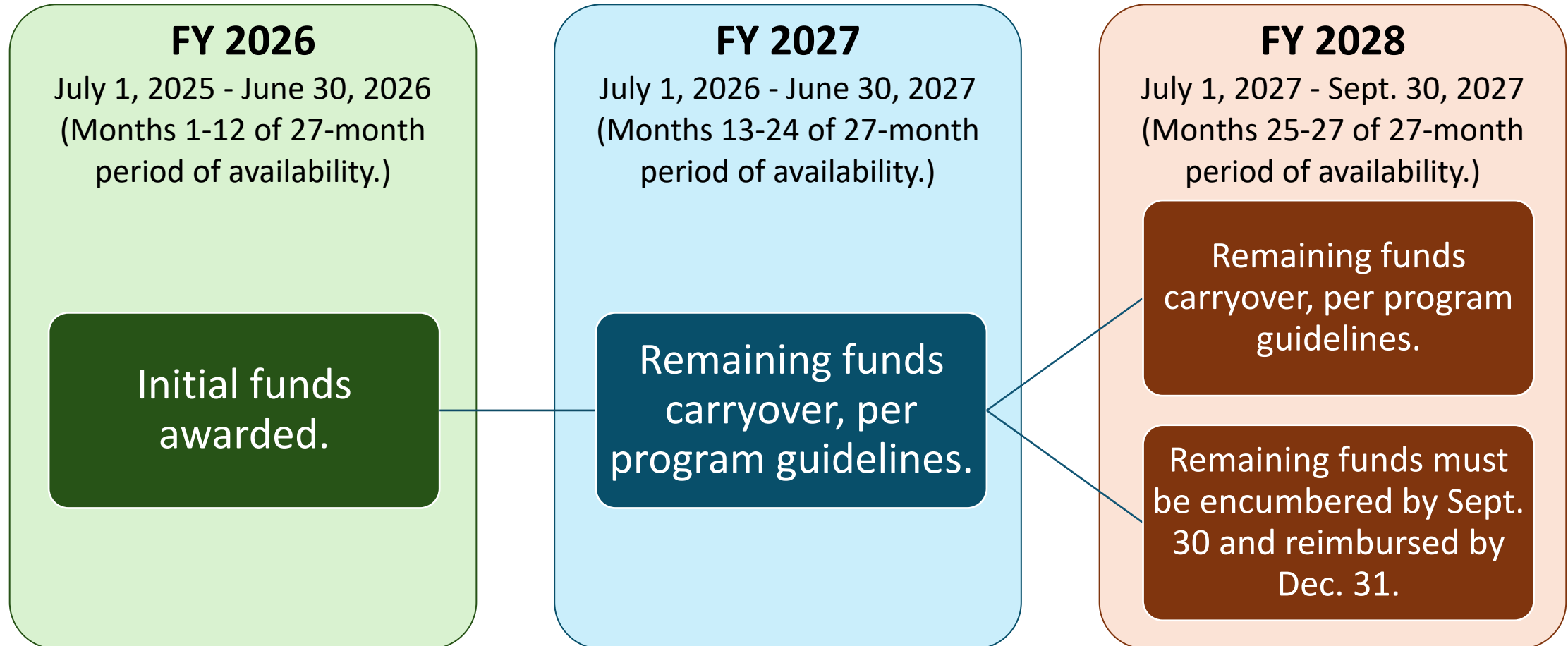
- Federal FY 2026:
 - Oct.1, 2025 – Sept. 30, 2026

Federal Appropriations Process



Availability of ESEA Funds Timeline

Using Alaska State Fiscal Year 2026 funds as an example.



ESEA Carryover Rules

ESEA Consolidated Application

I-A

- **Receive more than \$50,000 in I-A:** Cannot carryover more than 15% of funds from one fiscal year to another. May request a waiver once every three years to carryover in excess of the 15% carryover limitation.
- **Receive less than \$50,000 in I-A:** There is no carryover limitation. Can carryover until funds expire (27 months).

I-C; I-D; II-A; III-A; and IV-A

- There is no carryover limitation.
- Can carryover until funds expire (27 months).

Other ESEA Funds

IV-B

- Can carryover up to 10% of base award.

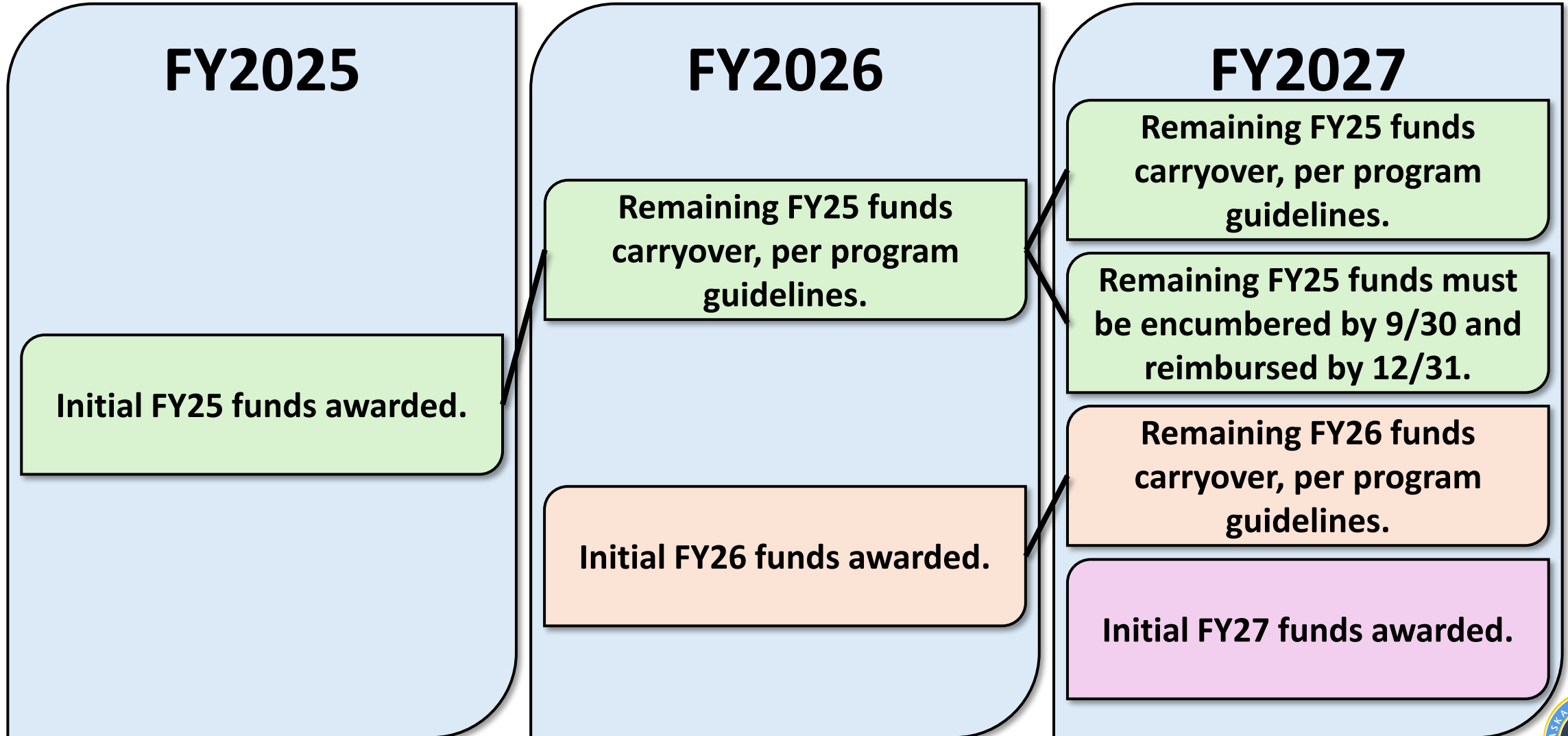
School Improvement

- Cannot carryover funds.

McKinney-Vento

- Can carryover until funds expire (27 months) or until end of grant cycle, whichever occurs first.

Warning: Funds Accumulate and Expire



General Spending Considerations

Check out the
General Cost
Allowability
Reference Brief for
more information!

Conform to UGG
and EDGAR

Necessary

Reasonable

Allocable

Consistent with
state and local
policies and
procedures

Provided
consistent
treatment

Follows generally
accepted
accounting
principles (GAAP)

Adequately
documented

Follow terms and
conditions of the
grant award

Supplemental

Effective Documentation & Records Retention

Effective Documentation Practices

- Ensure relevant documents are being saved **consistently**.
- Store/save documents in a **specific location**.
- **Maintain processes for schools** to submit documentation to the district office.



Records Retention Timeline



- 2 CFR 200.334 Retention Requirements for Records
 - In general, records from a federal grant must be retained for about five years.
 - All records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report.
 - Exceptions are outlined in the regulation.
 - Example: If the district has any pending litigations, claims, or audit findings, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
- School District Model Records Retention and Disposition Schedule
 - Guide created by the State of Alaska Libraries, Archives and Museums.

Electronic Records Retention



- Electronic records must be:
 - **reliably** and **securely** maintained;
 - preserved **without loss of any vital information** for as long as required by law and policy;
 - **accessible and retrievable in a timely manner** throughout their retention period; and
 - **controlled** according to well-defined criteria.
 - Recordkeeping systems must ensure that electronic records are **protected from unauthorized access**.
- The National Archives publishes a list of [preferred formats for electronic records](#).



In the Chat: Documentation

What strategies does your district use to ensure that you are collecting and maintaining the required documents and evidence for the district's ESEA programs?

Oversight of ESEA Federal Programs

Technical Assistance



Trainings and Conferences

Ex: ESEA Consolidated Application Technical Assistance Workshop; Migrant Fall Training; Fall Homeless Liaison Conference; Out-of-School-Time Conference



Written Guidance

Ex: Spending Handbooks; ESEA Supplement, Not Supplant Requirements; Title I-C Recruiter Handbook; EL Student Identification; OCS Data Sharing Guidance



Templates

Ex: Title I-A Schoolwide Plans; Title I-C District Level Guiding Documents Template; Affirmation of Tribal Consultation; English Learner District Procedures Template



Correspondence

Ex: Weekly ESEA Newsletter; phone calls; emails; letters; memos



ESEA Leads

Ex: Coordinate ESEA Monitoring; Coordinate ESEA Consolidated Application; Main ESEA point of contact for district



In the Chat: Technical Assistance

What types of technical assistance do you find most helpful?

What types of technical assistance do you provide your schools and staff?



Reporting

- **Financial Reporting**
- **Programmatic Reporting**
 - ESEA Important Dates
 - Title I-A Important Dates
 - Title I-C Important Dates
 - Title I-D Important Dates
 - Title II-A Important Dates
 - Title III-A Important Dates
 - Education for Homeless Children and Youth Important Dates

ESEA Compliance Monitoring

- By accepting ESEA funds, DEED and school districts agree to carry out the requirements outlined in the statute and regulation.
- DEED conducts ESEA Monitoring of school districts.
- ESEA Monitoring Form: education.alaska.gov/forms

Four goals of ESEA Compliance Monitoring

Ensure ESEA Requirements are Met

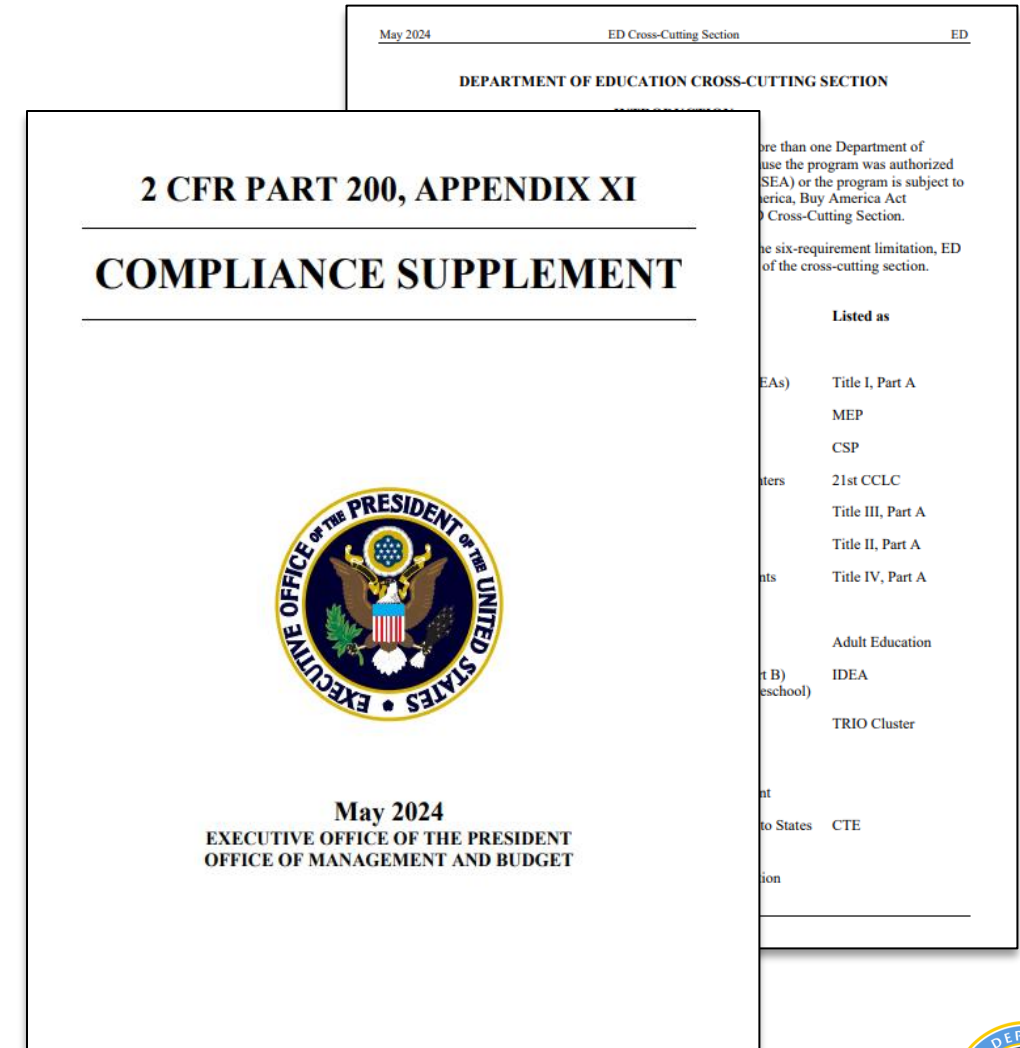
Improve Communication

Differentiate and Customize Support

Gather and Share Effective Practices

Compliance Supplement

- The Single Audit Act requires OMB to prepare a Compliance Supplement.
- “Roadmap” that auditors will use when conducting a single audit.
- fac.gov/compliance/



Enforcement of Requirements

- Mechanisms of enforcement of federal requirements whenever a recipient of federal funds is **failing to comply substantially**, include but are not limited to:
 - Repayment
 - Withholding future payments
 - Special conditions on grant awards
 - High-risk status

DEED Contacts

Program Managers

ESEA Lead

ESEA Leads and Program Managers



Courtney Preziosi

- ESEA/Title I Admin
- ESEA Lead



Sarah Emmal

- ESEA Lead
- Title I-A PM
- Title I-C PM



Kelsey Smiley

- ESEA Lead
- Title I-A PM
- Title I-D
- Private School Ombudsman



Eli Barsy

- ESEA Lead
- Title I-A PM
- Title III-A PM
- English Learner PM



Jessica Paris

- ESEA Lead
- Title I-A PM
- Title IV-B PM
- Foster Care Liaison
- Title V Coord.



Adrianne Schwartz

- ESEA Lead
- Title II-A PM
- Homeless State Coord.



Pat Sidmore

- Title IV-A PM



Christy Roe

- School Improvement PM

ESEA Lead District Assignments

Eli Barsy

- Alaska Gateway
- Bristol Bay
- Chatham
- Craig
- Denali
- Juneau
- Kodiak
- Matanuska-Susitna
- Northwest Arctic
- Pribilof
- Yukon Flats

Sarah Emmal

- Bering Strait
- Dillingham
- Galena
- Kenai
- Mount Edgecumbe
- Sitka
- Southwest Region
- Yupiit

Jessica Paris

- Kake
- Klawock
- Kuspuk
- Nome
- North Slope
- Petersburg
- Saint Mary's
- Wrangell

Courtney Preziosi

- Anchorage
- Haines
- Hoonah
- Ketchikan
- Lower Yukon
- Nenana
- Yukon-Koyukuk

Adrianne Schwartz

- Pelican
- Skagway

Kelsey Smiley

- Aleutians East
- Annette Island
- Chugach
- Copper River
- Cordova
- Delta/Greely
- Fairbanks
- Hydaburg
- Iditarod
- Kashunamiut
- Lake & Peninsula
- Lower Kuskokwim
- Southeast Island
- Unalaska
- Valdez
- Yakutat

District's Assigned Program Manager:

<https://app.smartsheet.com/b/publish?EQBCT=7c67c5f20f7c4c739182e5fd7aca9e58>

Let's interact again!

Raise your hand if this
person is your district's ESEA
Lead....

Courtney Preziosi

Eli Barsy

Kelsey Smiley

Sarah Emmal

Jessica Paris

Adrienne Schwartz



Resources

10 Tips for New ESEA Federal Programs Directors

Getting Started: 10 Tips for New ESEA Federal Programs Directors

- 1 Subscribe to the **Weekly ESEA Newsletter** by clicking [here](#). The newsletter is the primary method used by the department to provide school districts with programmatic updates and due dates. Past Weekly ESEA Newsletters can be viewed [here](#).
- 2 Determine which **DEED Program Manager** is assigned to the district by reviewing the [district assignments webpage](#). The DEED Program Manager is district's main point of contact at the department regarding ESEA. The DEED Program Manager coordinates the ESEA Consolidated Application and ESEA Monitoring processes.
- 3 Get access to the **Grants Management System**. The district user access administrator is responsible for assigning roles within GMS. GMS is where districts complete the ESEA Consolidated Application and other grant applications. Check out the [GMS Document Library](#) for resources and guidance on GMS.
- 4 Check out the **Important Dates** documents for each of the ESEA Federal Programs ([ESEA, Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, McKinney-Vento](#)). Each document provides the key dates ESEA Federal Programs Directors need to track.
- 5 Explore the **Spending Handbooks** for each of the ESEA Federal Programs ([Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A](#)). The spending handbooks provide guidance on allowable uses of funds.

Alaska Department of Education and Early Development

- 6 Review the department's **ESEA webpages**. Each ESEA Federal Program's webpage provides state and federal guidance and resources to support school districts in carrying out the programs. They can be accessed from the main [ESEA Federal Programs webpage](#).
- 7 Learn the **Supplement, Not Supplant** provisions for each of the ESEA Federal Programs by reviewing the [Supplement, Not Supplant Requirements](#) guidance document. In general, ESEA funds should add to (supplement) and not replace (supplant) state and local funds and sometimes federal funds as well.
- 8 Become familiar with **EDGAR** and **UGG**. The [Education Department General Administrative Requirements \(EDGAR\)](#) are the regulations that govern all federal education funds, and the [Uniform Grant Guidance \(UGG\)](#) regulations govern all federal funds. Starting with reviewing the [Allowable Cost Checklist for Federal Funds](#) handout is recommended.
- 9 Examine the **ESEA Monitoring Form** found on the department's [forms webpage](#). The monitoring form provides each of the areas the department reviews during compliance monitoring. It is best practice to review the form annually to ensure that each requirement is being met and evidence of implementation is being retained.
- 10 Participate in the **Professional Development** opportunities (e.g., trainings, webinars, sharing sessions, workshops) provided by the department. Notices are shared in the Weekly ESEA Newsletter. Attending, or watching the recording of, the New Federal Programs Directors webinar series is recommended.

Alaska Department of Education and Early Development

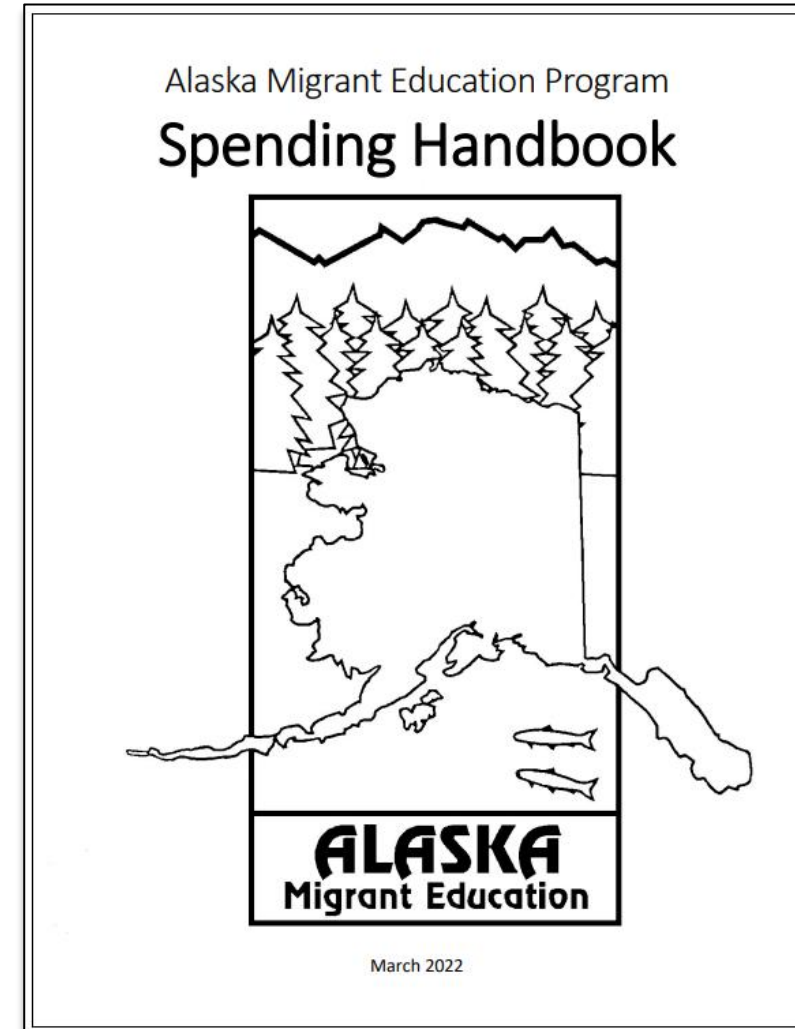
education.alaska.gov/Media/Default/ESEA/10%20Tips%20for%20New%20ESEA%20Federal%20Programs%20Directors.pdf

An Excellent Education for Every Student Every Day



ESEA Spending Handbooks

- [Title I, Part A](#)
- [Title I, Part C](#)
- [Title I, Part D](#)
- [Title II, Part A](#)
- [Title III, Part A](#)
- [Title IV, Part A](#)
- [McKinney-Vento](#)



Statute and Regulations

- ESSA Statute
- Title I-A, I-C, and I-D Regulations
 - 34 CFR Part 200.1 to 200.109
- Education Department General Administrative Regulations (EDGAR)
 - 34 CFR 75-90
- Uniform Grant Guidance
 - 2 CFR Part 200

DEED Resources

- [DEED ESEA Federal Programs Webpage](#)
- [DEED Federal Grants Management Webpage](#)
- [Alaska State ESSA Plan](#)

ESEA Weekly Newsletter

Sent out (almost) every
Wednesday around 8am.
Please read me!



ESEA Federal Programs

WEEKLY NEWSLETTER OF THE
ALASKA DEPARTMENT OF EDUCATION
& EARLY DEVELOPMENT

February 05, 2025

ESEA News & Notes this Week

DEED is hiring!
View job postings [here](#).

Reminder: ESEA Consolidated Application Technical Assistance Workshop – Register by Friday, March 14, 2025
DEED will be hosting the annual ESEA Consolidated Application Technical Assistance Workshop in-person this year. The purpose of the workshop is to provide fiscal and programmatic updates as well as technical assistance related to ESEA federal programs. The workshop will be held Tuesday, April 8th and Wednesday, April 9th at the Anchorage Marriott Downtown. Attached is the initial [draft agenda](#). This agenda is subject to change. Additional information (CEUs, SmartSheet link, etc.) will be forthcoming.

[Registration](#) for the event is now open and will close on Friday, March 14, 2025. Districts are encouraged to send program and fiscal staff that work on ESEA federal programs to the workshop. Shortly have you register, hotel room block information will be emailed to you by Jeanny Smith. Registration is free but all travel and lodging costs will be the responsibility of the school district and will not be reimbursed by DEED.

Family Engagement Coffee Chat: Thursday, February 27th at 3:00pm
Join us for the second Family Engagement Coffee Chat on Thursday, February 27th at 3:00pm! This learning community is for anyone working to improve family-school partnership practices in their school or district. Participants will have an opportunity to dig into problems of practice, share resources, and highlight promising practices. Our focus for February is on exploring [Alaska's family engagement framework](#) and shifting mindsets. This is co-hosted by the Alaska Department of Education & Early Development and the Alaska Family Engagement Center. [Register here](#).



Courtney Preziosi

Title I-A: Improving Basic Programs

No updates at this time.

Courtney Preziosi

Title I-C: Migrant Education Program

Evaluating the Effectiveness of Individual Recruiters
Each district operating a local Migrant Education Program is responsible for annually evaluating the recruitment practices of their individual recruiters ([32 CFR 200.89\(d\)\(2\)](#)). Evaluating/observing recruiters is one part of a larger system of quality controls for proper identification and recruitment of eligible migratory children. Results of the observations should be used to plan professional development and other supports to assist the recruiter in effectively identifying and recruiting migratory children. Refer to the [Sample Recruiter Observation Skills Form](#) on page 168 of the [Records Manager Guide](#) for an example form to evaluate the recruitment practices of individual recruiters.



Sarah Emmal

Important Dates
November 5 – [2023-24 FSI Tool](#) due
November 15 – [Fall Recruitment Report](#) due

Title I-D: Neglected & Delinquent Facilities

Reminder: 2024 Annual Child Count
Each year, States must conduct the Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs (Annual Child Count) for the U.S. Department of Education (ED) to be able to allocate Title I, Part D, funds accordingly.



Kelsey Smiley

Jeanny Smith emailed the count forms and instructions to appropriate districts on Friday, September 20th. The Annual Counts are due November 11, 2024. Please return completed forms to eed.NorData@alaska.gov according to the instructions listed in each document.

Reminder: 2023-2024 Annual Program Evaluations
Each year Title I, Part D programs must complete and submit an annual evaluation of their programs. It is a requirement of Title I, Part D programs to use evaluation data to plan and improve subsequent programming for participating children and youth. The information collected and reported in the Annual Program Evaluations should include only facilities/programs and students that received Title I, Part D funds.

Title II-A: Teacher & Principal Training & Recruiting

No updates at this time.

Adrianne Schwartz

Title III-A & English Learner Education

Updating EL Exit Criteria for Students Taking Alternate ACCESS
DEED is currently in the process of creating Exit Criteria for identified English learners who take the Alternate ACCESS assessment and is seeking stakeholder feedback. Please review [DEED's proposal](#) and provide your feedback in this [Alternate ACCESS Exit Criteria feedback survey](#).



Eli Barsy

Please share with educators and other relevant stakeholders in your district.

ACCESS Materials Ordering Opens Next Week
Test materials ordering for ACCESS for ELLs will become available in [WIDA AMS](#) on Tuesday, October 22 and will remain open until Monday, November 18. Additional information, including instructions, can be found in the [WIDA AMS User Guide](#), [Test Coordinator Manual](#), and the recorded [WIDA Materials Ordering Webinar](#).

Printed 2024 Alternate ACCESS Score Reports Arriving
If your district administered Alternate ACCESS in SY23/24, you should be receiving printed score reports soon (if they have not already arrived). Digital score reports have available in [WIDA AMS](#) since September 20.

New writing sample items for ACCESS Online
New sample items are available for the ACCESS Online Writing test for grades 4-12. The refreshed items better reflect current Writing task structures and expectations. Find online sample items on the [WIDA AMS login page](#) under Public Test Resources or in the DRG INSIGHT application. You can find other resources to prepare students on the [ACCESS Test Practice and Sample Items](#) page.

Please share with test administrators in your district.

Title IV-A: Student Support & Academic Enrichment

No updates at this time.

Pat Sidmore

Title V: Rural Education Achievement Program (REAP)

No updates at this time.

Jessica Paris

Education of Homeless Children & Youth

Reminder: ARP-HCY Fund Deadline
The ARP-HCY fund obligation deadline (9/30/24) has passed and the liquidation deadline is approaching. ARP-HCY funds carried over into your FY2025 Homeless application must be spent during the first quarter as those funds expire at the end of the first quarter. Reimbursement requests must be received by October 31, 2024, and cannot be processed until an application for FY2025 is approved. Reimbursement extensions can be granted until November 30, 2024, but extensions beyond that date will not be allowed. If you have not completed your application, and have questions, please contact Adrianne Schwartz at 907-465-8721 for assistance.



Adrianne Schwartz

School Recognition & Support (School Improvement)

Reminder: Feedback Requested:
School Improvement Stakeholders are requested to complete a brief (6 question) survey to collect feedback on webinar and convening topics as well as support requests. [Complete the survey here](#)

Reminder: Correspondence School Work Sessions
Are you a principal or stakeholder at a correspondence school who has in-part on their experience with the Empowerment Process? If so, please join the School Improvement team to share your thoughts about how the profile, practice, program and community reviews, could be better aligned to meet the needs of Alaska's correspondence schools while maintaining the intention and intensity of the Empowerment Process. If you cannot attend the Work Sessions, you may send feedback to Christy Roe at christy.roe@alaska.gov.



Christy Roe

- **Work Session #4: Practice Review**
 - Date & Time: 10/28 10 AM
 - [Registration link](#)

Data Reporting

Don't receive the weekly newsletter?
Subscribe to the newsletter [here](#).
(public.govdelivery.com/accounts/AKDEED/subscriber/new)



In the Chat: Learning

What is one thing you
learned today that you
did not know before this
presentation?



Questions?

Contact Information



Sarah Emmal, ESEA Program Manager

sarah.emmal@alaska.gov

(907) 465-3826

General Provisions

Alaska Department of Education and Early Development

Kelsey Smiley, ESEA Private School Ombudsman

October 6, 2025



Agenda

- Overview
- Military Recruiters and IHEs
- Tribal Consultation
- Application Development
- Equitable Services

Overview

What are the General Provisions?

- General Provisions are found within Title VIII of the ESEA and apply to all ESEA programs.
- What is covers
 - Consolidated Administration Pool (CAP)
 - Equitable Services to Private Schools
 - Maintenance of Effort (MOE)
 - School prayer
 - Equal access to public school facilities
 - Prohibited uses of funds
 - Military Recruiters and IHEs
 - Tribal consultation
 - General assurances
 - Lots more!

Military Recruiters and IHEs

Legal/Authoritative Reference

- School districts receiving assistance under the ESEA shall provide, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the school district, unless the parent of such student has submitted an opt-out request.
- School districts must notify parents of secondary school students that they may submit a written request, to the district, that the student's name, address, and telephone listing not be released to military recruiter or an institution of higher education without prior written consent of the parent.
- Upon receiving such request, the district may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent.

ESEA 8528(a)

Suggested Documentation

- Requests from military recruiters and IHEs
- Written processes/procedures for fulfilling requests from military recruiters and IHEs
- Written processes/procedures for receiving and documenting opt-out requests for students
- Policies regarding release of student information
- Opt-out forms
- PowerSchool tracking





Question

How does your district notify parents and students of their right to opt-out?

Resources

- [DEED General Provisions Page](#)
- [Military Recruiters & Institutions of Higher Learning Opt-Out Form](#)
- [Title VIII: General Provisions Reference Brief](#)

Tribal Consultation

Legal/Authoritative Reference

- The district consults with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the district prior to the district's submission of their ESEA Consolidated Application.
- Such consultation is done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to the ESEA Consolidated Application
- The district maintains in the district records written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation has occurred.

ESEA 8538

Districts Required to Consult

- This consultation process is required of any district that received a Federal Title VI grant (subpart 1 of Part A) that exceeds \$40,000 in the previous fiscal year, or a district with an enrollment of Alaska Native or American Indian student population of at least 50 percent.



Appropriate Officials

APPROPRIATE OFFICIALS.—The term “appropriate officials” means—

- (A) tribal officials who are elected; or
- (B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section

Note - Being a tribal citizen alone does not make a person an “appropriate official”

ESEA 8538(C)(2)

Meaningful Consultation

- Meaningful consultation is defined as an opportunity to provide input and feedback to the school district on plans for any covered program. Consultation must be done "in a manner and in such time that provides an opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" (Sec 8538(a)).
 - A school district should consider providing a list of issues or questions on which the school district seeks input, or provide draft plans for this purpose, in advance of the consultation and before it makes a final decision on significant and substantive issues related to the content of the plans.
 - School districts should consider providing written responses to explain how input was considered.

Required Documentation

- Districts must maintain written affirmations signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred.
 - If tribal officials do not provide such affirmation within a reasonable period of time, the district must forward to the SEA documentation that consultation has taken place.



Resources

- [DEED General Provisions Page](#)
- [U.S. Department of Education Dear Colleague Letter - Consultation with Indian Tribes and Tribal Organizations](#)
- [US Dept of Interior Indian Affairs Federally Recognized Tribes search](#)
- [Affirmation of Tribal Consultation template](#)
- [Title VIII: General Provisions Reference Brief](#)

Application Development

Application Development

- “before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.”

8306(a)(7)



Suggested Documentation

- Surveys to the public
- Links on district webpage where the public can view the application
- Flyers/announcements for public meetings
- Agendas/meeting minutes from public meetings
- Feedback from the public provided at meetings
- Notes of how comments were considered



Equitable Services



Question

Does your district have private schools? If so, how many?

Legal/Authoritative References

- **Statute**

- Elementary and Secondary Education Act (ESEA), Title I, Part A, §1117, and §8501, as amended by the Every Student Succeeds Act (ESSA)

- **Guidance**

- Equitable Services Non-Regulatory Guidance - Title I, Part A
- Equitable Services Non-Regulatory Guidance – Title VIII, Part F

Programs Covered

- Private school students, teachers, and families are eligible to receive benefits through equitable services provided under these ESEA programs:
 - Title I, Part A
 - Title I, Part C - Education of Migratory Children;
 - Title II, Part A - Supporting Effective Instruction;
 - Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement;
 - Title IV, Part A - Student Support and Academic Enrichment Grants;
 - Title IV, Part B – 21st Century Community Learning Centers

District Responsibilities

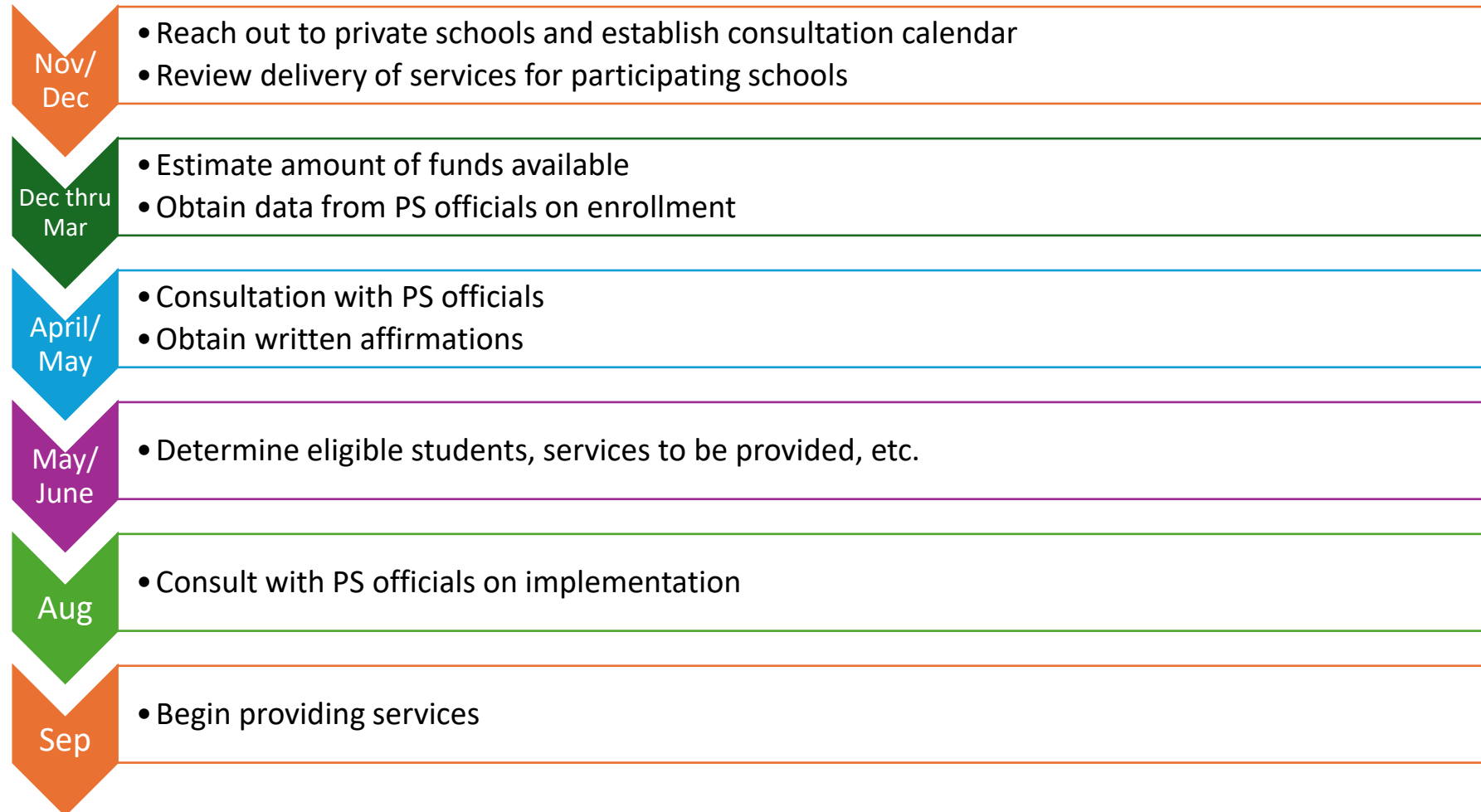
- Outreach to private schools
- Designing and implementing the programs (in consultation with private schools).
- Services must be provided by an employee of the district or third-party contractor.
- Responsible for all aspects of the program.
- No public funds are distributed to private school.
- Control of any equipment, supplies, or materials remain with district.

Private School Responsibilities

- Participate in consultation, with the goal of reaching agreement
- Provide information necessary to determine the proportionate share and eligibility
- Participate in program assessments



Timeline



Consultation



Consultation in General

- Districts must consult with appropriate private school officials
- District is responsible for initiating consultation
- Must occur annually prior to submitting ESEA consolidated application and prior to transferring or REAPing
- Must be timely, meaningful, and ongoing
- Goal of consultation:
 - agreement between the district and appropriate private school officials on how to provide equitable and effective programs for eligible private school children and educators. (ESEA section 8501(c)(1)).

Documentation

- Intent to Participate
- Written affirmations of consultation
- Evidence of “good faith effort”
 - Certified mail slips
 - Phone logs
 - Emails

Title I, Part A

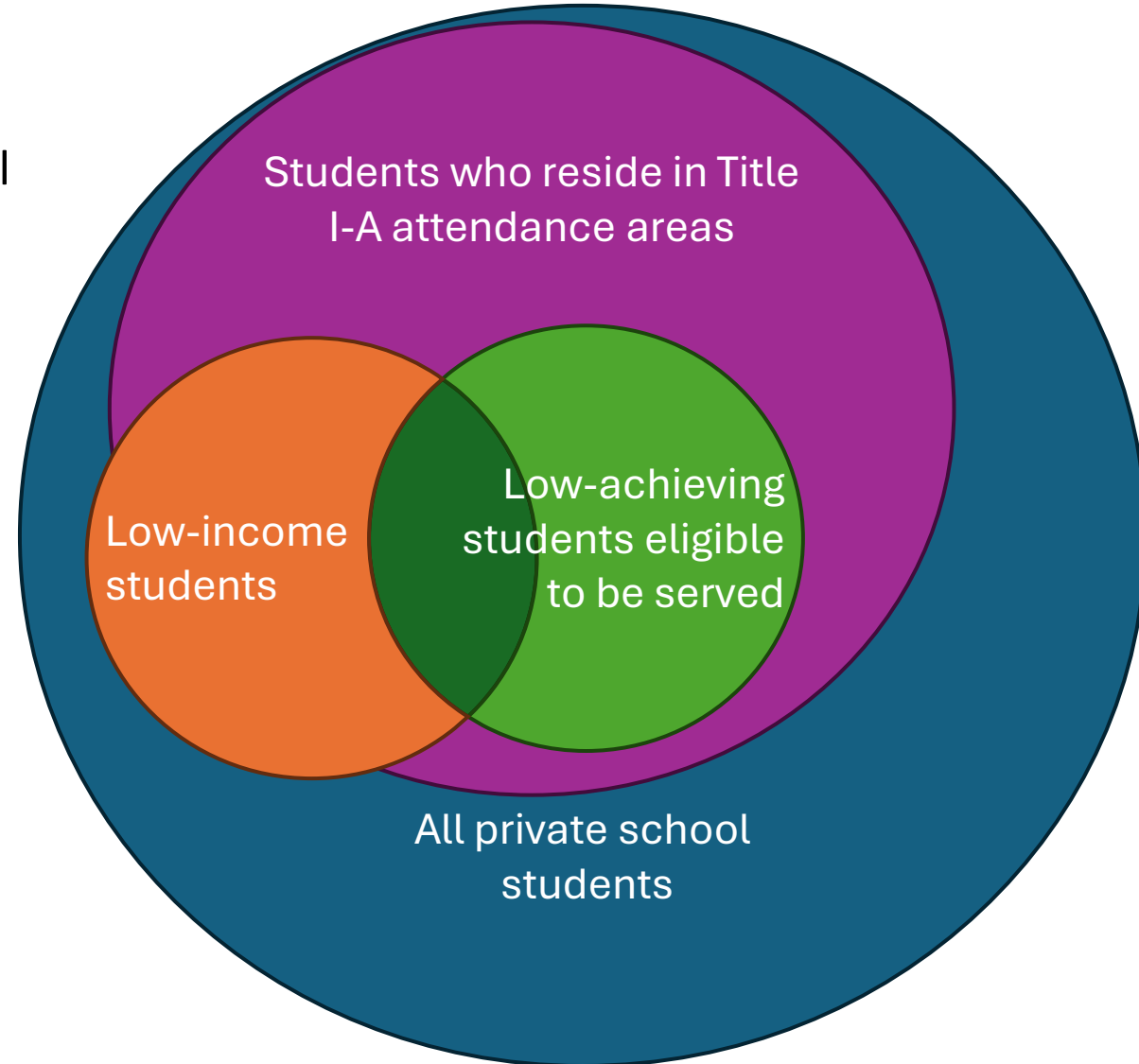


Proportionate Share

- Districts must:
 - Determine total number of children from low-income families residing in each participating public school attendance area who attend public and private schools.
 - Must work with private school to agree upon poverty data to be used
 - Determine overall proportion of these children who attend private schools.
 - Use proportion to determine amount of funds available for equitable services.

Eligibility for Services

- Must reside in participating Title I, Part A public school attendance area
- Determined to be “low-achieving” based on objective selection criteria established by District, in consultation with Private School
- Only targeted students meeting selection criteria are served, except for the following categorically eligible students:
 - homeless children
 - children who in the preceding two years had participated in Head Start, a Title I preschool program, or a Title I, Part C (Migrant Education) program
 - children in a local institution for neglected or delinquent children and youth or attending a community day program for such children
- Low-income is not a criteria for receiving services



Title VIII, Part F



Covered ESEA Programs

- Title I, Part C - Education of Migratory Children;
- Title II, Part A - Supporting Effective Instruction;
- Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement;
- Title IV, Part A - Student Support and Academic Enrichment Grants
- Title IV, Part B – 21st Century Community Learning Centers

Eligibility for Services

- Nonprofit private schools located in the district's service area
- Per-pupil basis
- Student residence not a factor in eligibility
- Restricted eligibility
 - Title I, Part C Migratory Children
 - Title III, Part A English Learners



Documentation for all Title Programs

- Evidence of consultation
- Service/program plans
- Data analyses
- SMART goals
- Evaluations of programs/services for effectiveness
- Process/procedures for ensuring all purchases are secular, neutral, and non-ideological, and for ensuring that all funds remain the control of the district

Resources

- [DEED ESEA Private Schools webpage](#)
- [Equitable Services Non-Regulatory Guidance - Title I, Part A](#)
- [Equitable Services Non-Regulatory Guidance – Title VIII, Part F](#)
- [Title III, Part A Equitable Services Non-Regulatory Guidance](#)
- [Equitable Services Handbook](#)
- [Equitable Services Plan Template](#)
- [Title VIII: General Provisions Reference Brief](#)

Contact Information

Kelsey Smiley, ESEA Private School Ombudsman

kelsey.smiley@alaska.gov

(907) 465-8679

Title V

Flexibility Provisions

REAP-Flex, Transferability, CAP

Alaska Department of Education & Early Development

Jessica Paris, Program Manager

October 6, 2025



Title V: Flexibility

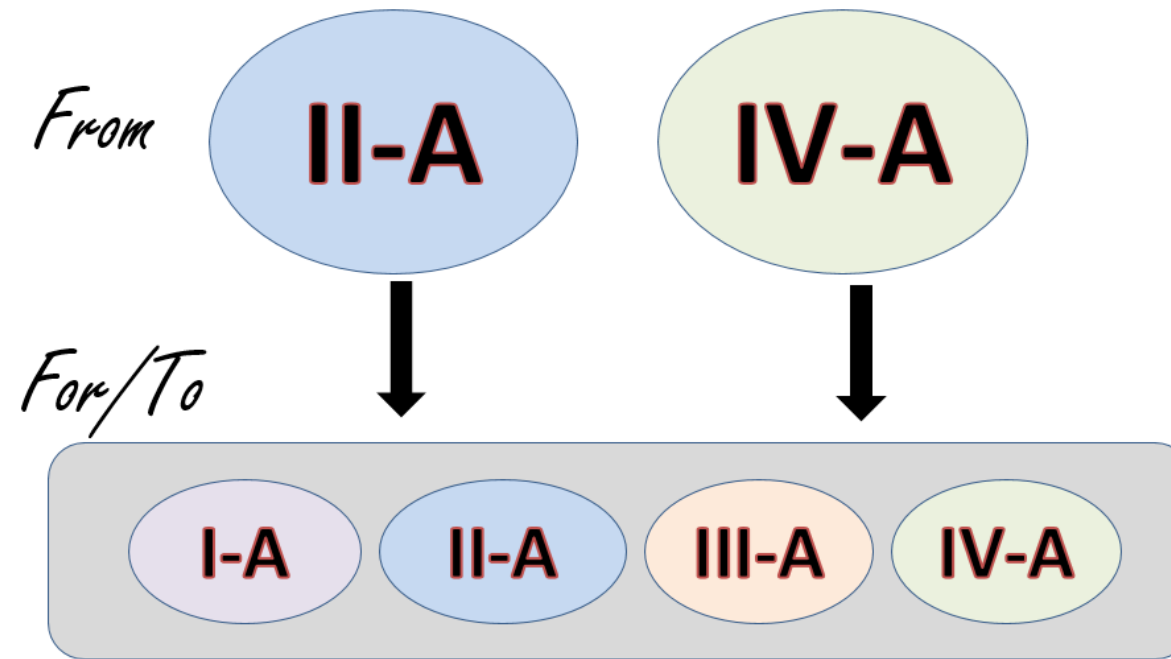
- REAP-Flex
- Transferability



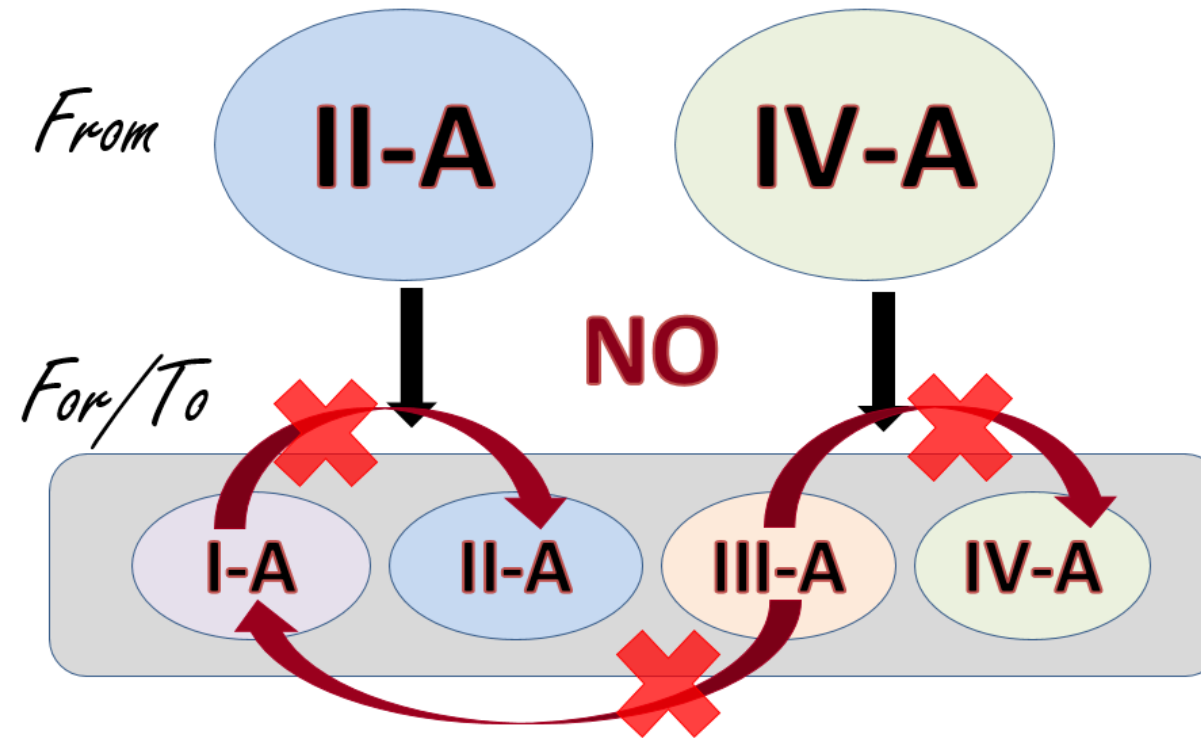
REAP-Flex

- Purpose: Helps small, rural school districts that may receive Title program grant allocations in amounts too small to be effective by allowing alternate uses for funds
- Who: For FY26, all districts are eligible **except** ASD, FNSBSD, JSD, KPBSD, KGBSD, KIBSD, MSBSD, SSD
- What: Use up to 100% of funds from II-A and IV-A for allowable activities under I-A, II-A, III-A, and IV-A
- How: Move funds using fields on bottom half of GMS Allocations page
- *US ED refers to REAP-Flex as AFUA (Alternate Funds Usage Authority)*

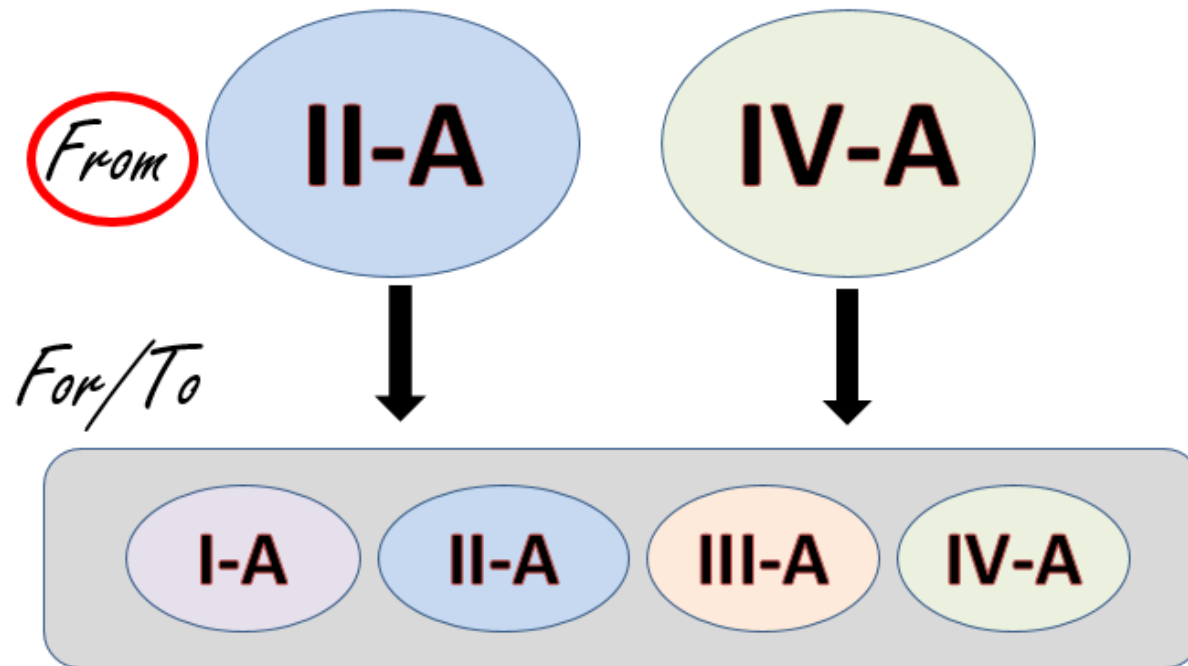
REAP-Flex



REAP-Flex



REAP-Flex



Example of How and Why

A district has two Title I-A schools and wants to provide an afterschool career academy at each school to prepare students for postsecondary work; however, it only has enough I-A funds for 1.5 FTE. The district REAPs II-A funds to I-A because this is not an allowable use of II-A funds. Now they can fund 2.0 FTE.

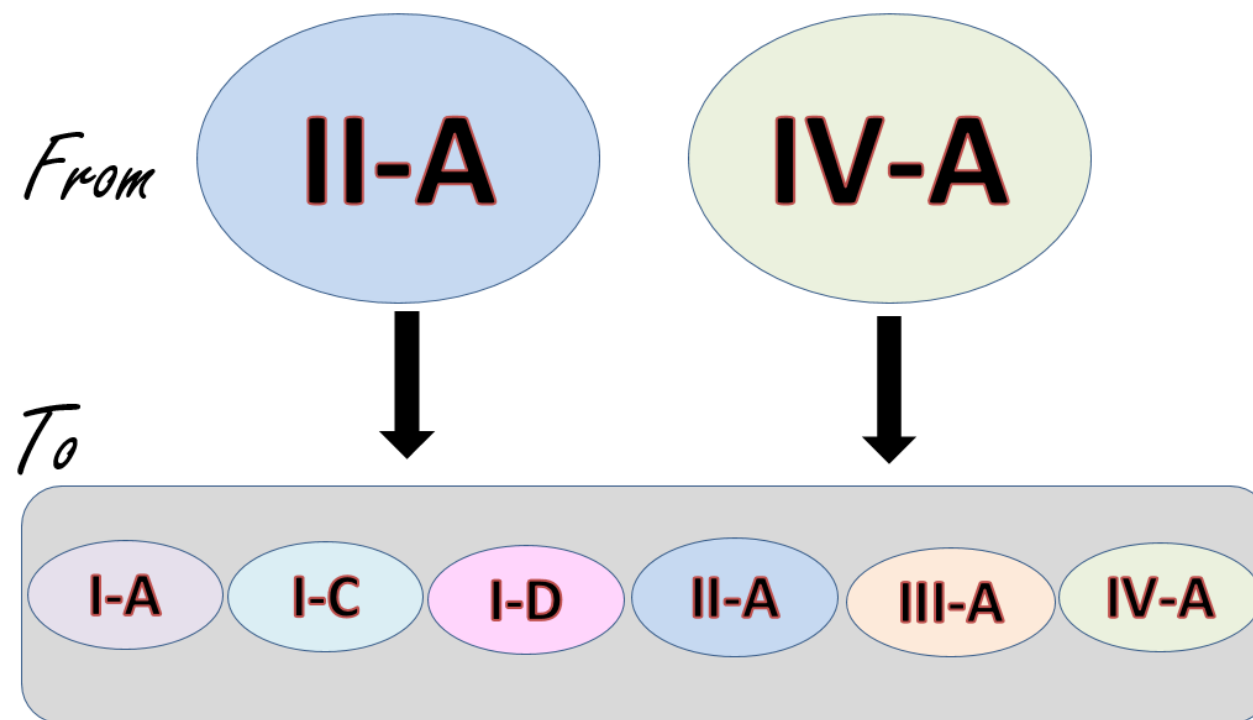
	(1) I-A CFDA: 84.010	(2) I-A CFDA: 84.011	(3) I-A CFDA: 84.012	(4) I-A CFDA: 84.387	(5) I-A CFDA: 84.385	(6) I-A CFDA:	(7) CAP CFDA:	Total
From I-A							0.00	0.00
From I-C		0.00					0.00	0.00
From I-D			0.00					0.00
From S-A	34,224.00	0.00	0.00	(\$34,224.00)	0.00	0.00	0.00	0.00
From II-A					0.00		0.00	0.00
From IV-A	10,000.00	0.00	0.00	0.00	0.00	(\$10,000.00)	0.00	0.00
From CAP							0.00	0.00
Total	\$121,119.47	\$128,306.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$249,425.47

Title I-A
Ranking and Serving
Building Eligibility
Private School Allocations
Set Asides
Public School Allocations - PPA
Accept/Waive Indirect Cost
Budget
Budget Overview
Budget Revision Plus/Minus
Program Details
Related Documents
Title I-C
Accept/Waive Indirect Cost
Private School Allocations
Budget
Budget Overview
Budget Revision Plus/Minus
Program Details
Related Documents
Assurances
Assurances
Related Documents
Substantially Approved Dates

Transferability

- Purpose: Allows district to target federal funds to federal Title programs that most effectively address their unique needs
- Who: All districts
- What: Transfer 100% of funds from II-A and IV-A to I-A, I-C, I-D, II-A, III-A, and IV-A (entire Consolidated Application)
- If: District already receives an allocation in the receiving Title
- How: Move funds using fields on bottom half of GMS Allocations page

Transferability



Clarifications on REAPing and Transferring

- District must consult with stakeholders regarding fund movement **prior** to doing so
- District must consult with private schools **prior** to moving funds
- DEED/GMS assumes REAPing if eligible for both
- Funds moved into Title I-A also automatically show as available for school allocations on the PPA page of GMS
- District is able to use both CAP (Consolidated Admin Pool) **and** REAP or Transferability flexibilities concurrently, if desired
- District must allocate **all** funds it moves into Title I-A or III-A, or an error will result.

Allowable Uses of Funds I-A

- Pre-K, summer, and extended day programs
- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- Stipends for staff to plan for or participate in Title I activities outside contract hours
- PD aligned to a Schoolwide Program plan or directly related to the needs of participating Title I students
- Stipends and/or substitutes for staff
- Reasonable supplies and materials for PD
- Field trips aligned with academic content
- Computer aided instructional software for Title I programs
- Parent liaison or coordinator
- Educational consultants
- Preparation for and awareness of opportunities for postsecondary education and the workforce.
- Diagnostic and progress monitoring materials for Title I programs
- Educational consultants
- Recruitment and retention of effective teachers, particularly in high-need subjects
- Career and technical education programs to prepare students for postsecondary education and the workforce

Allowable Uses of Local Title II-A Funds

And I-A ★
And IV-A ★

- Evaluation and Support Systems
- Recruiting, Hiring, and Retaining Effective Teachers; Implementing Supports for Principals and Other School Leaders ★
- Recruiting from Other Fields
- Class Size Reduction ★
- Personalized Professional Development ★★
- Increasing Teacher Effectiveness for Students with Disabilities and English Learners ★★
- Supporting Early Education ★
- Supporting Effective Use of Assessments ★
- Supporting Awareness and Treatment of Trauma and Mental Illness, and School Conditions for Student Learning ★★
- Supporting Gifted and Talented Students ★
- School Library Programs
- Preventing and Recognizing Child Sexual Abuse ★★
- Supporting Science, Technology, Engineering, and Mathematics (STEM) ★★
- Feedback Mechanisms to Improve School Working Conditions
- Supporting Postsecondary and Workforce Readiness ★★
- Other Activities that meet the Title II-A purposes and are evidence-based

Allowable Uses of Local Title IV-A Funds

And I-A ★
And II-A ★



Priority I: Well-Rounded Education

- Foreign language instruction ★
- Career guidance and counseling ★
- Science, technology, engineering, & Mathematics, including computer science (STEM) ★
- Music & the arts ★
- Volunteerism & community involvement ★
- Accelerated learning programs ★
- Environmental education ★
- Social and Emotional Learning ★
- Programs & Activities that integrate multiple disciplines ★
- Other programs that support Well-Rounded Education experiences ★



Priority II: Safe & Healthy Students

- Drug & Violence Prevention ★
- Physical Activity ★
- School-Based Health/Mental Health ★ ★
- Trauma Engaged Classroom Management ★ ★
- School Dropout Prevention ★ ★
- Chronic disease management
- Relationship-Building Skills ★ ★
- Preventing use of alcohol, tobacco, smokeless tobacco, electronic cigarettes, vaping ★
- Preventing Bullying & Harassment ★ ★
- Suicide/Dating Violence/Child Abuse Prevention ★ ★
- Reducing Use of Exclusionary Discipline Practices ★ ★



Priority III: Effective Use of Technology

- Provide Personalized Learning ★
- Implement Blended Learning Strategies ★
- Advance Digital Literacy ★
- Educator PD in Use of Technology ★ ★
- Delivery of Rigorous Academic Courses Via Technology ★
- Advance School/Districtwide Approaches to Inform Instruction/Teacher Collaboration ★
- Purchase Devices, Equipment, Software ★
(Special Rule Applies – 15% technology purchase cap)

Why Use REAP-Flex or Transferability?

- Boost funds in the Title in which they are most needed
- Simplify the GMS application and reimbursement process by reducing number of grant “pots”
- Simplify time and effort timesheet tracking for staff
- Reduce number of Title programs that will be monitored (though will check for consultation)
- SNS rules for Title I-A schools are simpler than for Titles II-A and IV-A
- Often districts in which all schools are served as Title I-A are spending all their II-A or IV-A funding on items allowable in I-A
- The parameters of IV-A funding are very broad; if you moved all your II-A funds to IV-A it is likely you would still be able to do everything you wanted to do in II-A and more.
- Typically, more than half of eligible Alaska districts REAP from at least one Title program each year
- Typically, two or three large Alaska districts transfer funds each year

Quick Check

Can you:

- REAP from I-A to II-A?

No

- REAP from I-C to I-A?

No

- REAP from IV-A to I-C?

No, but
you can Transfer

- REAP from II-A to IV-A?

Yes

	(1) CFDA:84.010	I-A (2) CFDA:84.011	I-C (3) CFDA:84.013	I-D (4) CFDA:84.013	II-A (5) CFDA:84.367	III-A (6) CFDA:84.365	IV-A (7) CFDA:	CAP CFDA:	Total
From I-A	0.00						0.00		0.00
From I-C		0.00					0.00		0.00
From I-D			0.00						0.00
From II-A	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
From III-A						0.00	0.00		0.00
From IV-A	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
From CAP								0.00	0.00
Total	\$15,520,339.01	\$2,111,022.00	\$216,527.00	\$3,354,213.00	\$418,777.00	\$15,520,339.01	\$0.00		\$37,141,217.00

Additional Clarifications on REAPing

- Technically, districts are **using** funds received under II-A or IV-A **for** activities authorized under another program
- It will appear the funds have “become” funds in the new Title, but statutorily they have not
- REAPed funds do not take on the new Title’s mandatory spending requirements
- Unspent REAPed funds “return” to II-A or IV-A as carryover in next fiscal year



Additional Clarifications on Transferring

- In order for a Title to receive transferred funds, a district must already receive an allocation under that Title
- Transferred funds “become” funds in the new Title
- After consulting with participating private schools regarding transferring Title II-A and IV-A funds, districts may still transfer all funds, even if that is not what is desired by private schools. Private school shares will be based upon the total Title allocation amount **after** funds have been transferred
- Funds are subject to the new Title’s restrictions, conditions, and obligations
 - \$ to I-A may raise the required family engagement set-aside amount
 - \$ to I-A subject to the 15% cap on carryover, so may forfeit unspent funds
 - \$ to IV-A creating allocation of over \$30,000 triggers Needs Assessment
- In GMS, unspent transferred funds return to II-A or IV-A as carryover in next fiscal year; however, the district **must** re-transfer the carryover funds to the same Title as the previous year



Consolidated Administration Pool (CAP)

- Purpose: Allows district to consolidate funds from multiple Title programs to specifically cover the costs of administering the programs.
- Who: All districts
- What: Move a reasonable % of funds from I-A, I-C, II-A, III-A, and IV-A (not I-D) to the CAP to create an additional administrative-costs-only budget
- How: Move funds using fields on bottom half of GMS Allocations page
- Why: Simplify tracking administrative expenses and “Time and Effort” (e.g. timesheet coding). Typically, one quarter of Alaska districts use the CAP

CAP Example



	(1) I-A CFDA:84.010	(2) I-C CFDA:84.011	(3) I-D CFDA:84.013	(4) II-A CFDA:84.367	(5) III-A CFDA:84.365	(6) IV-A CFDA:	(7) CAP CFDA:	Total
From I-A	(\$526,223.89)						526,223.89	0.00
From I-C		\$329,205.67					329,205.67	0.00
From I-D			0.00					0.00
From II-A	0.00	0.00	0.00	(\$168,391.64)	0.00	0.00	168,391.64	0.00
From III-A					(\$9,808.82)		9,808.82	0.00
From IV-A	0.00	0.00	0.00	1,000,000.00	0.00	\$1,018,751.17	18,751.17	0.00
From CAP							0.00	0.00
Total	\$16,323,656.66	\$6,891,950.32	\$269,644.35	\$5,539,080.39	\$620,949.98	\$1,195,467.77	\$1,052,381.19	\$31,993,130.66

Notes:

- Administrative expenses for III-A and IV-A are limited to 2% of award. I-D is 0%.
- For any Title that contributes to the CAP, cannot budget any additional administrative costs in that Title's budget
- District must allocate all funds in the CAP or error will result



Related Documents
Title IV-A
Accept/Waive Indirect Cost
Private School Allocations
Budget
Budget Overview
Budget Revision Plus/Minus
Program Details
Related Documents
Consolidated Admin Pool
Accept/Waive Indirect Cost
Budget
Budget Overview
Budget Revision Plus/Minus
Related Documents
Assurances
Assurances
Related Documents

Other Title V Provisions

- SRSA: Small, Rural School Achievement Grant
- RLIS: Rural and Low-Income School Grant
 - US ED, not DEED, administers both of these programs for Alaska
 - DEED provides
 - Eligibility information to US ED
 - A [webpage](#) of resources for Alaska districts
 - Tips and reminders to our districts
 - Check [Master Eligibility Sheet](#)

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