



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>State/Local</b>	State/Local funds are to be used at the LEA's discretion		No documentation is required
<b>Title I, Part A</b>	Supporting the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet State academic standards and any other factors as determined by the LEA	Extended Learning Time with interventions to reinforce academic standards, tutoring, afterschool programs, additional in-class assistance, small group pull-out when needed to reinforce academic standards, software and other materials and training to support content learning, Family Engagement Coordinator, reading and math inventories, technology to support interventions, Instructional Coaches, PBIS, and professional learning aligned to interventions	Invoices, Job Descriptions, Stipend Agreements, Tutoring Logs, Meeting Agendas & Sign-In Sheets, class schedules showing intervention classes, payroll reports, detailed expenditure reports
<b>Title I, 1003 (a)</b>	Title I Part A 1003 (a) School Improvement funding use must be directly related to instruction and professional learning that supports instruction in order to increase student achievement.	Title I Part A 1003 (a) School Improvement funding may be used to purchase salary and benefits for instructional and graduation coaches, and tutors; teacher stipends for extended learning as in after-school, Saturday and summer school (including transportation); supplemental instructional materials and supplies; technology including computers, laptops, tablets, Smartboards, and software; and, professional learning training for teachers and administrators using evidence based practices focused on the areas of needs improvement as addressed in the SIP or School Improvement Plan.	Title I Part A 1003 (a) School Improvement funding monitoring documentation includes LEA written procedures and expenditure reports; school improvement plans; faculty meetings and professional learning trainings with dated agendas, minutes, sign-in sheets, and training materials; and, emails and correspondence between the LEA and schools, GaDOE, and RESA.
<b>Title I, 1003 (g)</b>	Increase student achievement and school performance significantly by implementing the SBOE approved grant and all assurances with fidelity	Initiatives as defined within the approved grant including increased learning time (ILC) for students (e.g. extended school day, tutoring sessions, intersessions, and before/after, Saturday and summer school programs), PBIS, professional learning communities, professional development for leadership and staff aligned to the approved initiatives and the technology, instructional resources/materials and supplies necessary to implement the initiatives with fidelity, teacher stipends, instructional coaches, family engagement liaison, SIG 1003(g) coordinator	Scope of work supported with consolidated funds, invoices, job descriptions, contracts, stipend agreements, agendas, sign-in sheets, semi-annual/annual certifications, SIG 1003(g) inventory



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>Title I, Part C</b>	To assist states in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.	In class, small group pull-out, intersession, after school and summer school supplemental academic support, in-class tutoring, before/after school, extended day, Saturday or vacation programs, in-home instruction (e.g., the MEP provides family literacy services to the child at home) and summer or intersession programs.	Certificate of Eligibility, Priority for Services (PFS) ID forms and PFS report, Academic Supplemental Services Reports, Tutoring schedules, comparison of achievement data from migrant students to non-migrant students, etc.
<b>Title I, Part D, Subpart 2</b>	Provide a variety of services, including reading, mathematics, language arts, and vocationally oriented programs that include academic classroom instruction if these are supplementary services and materials. LEAs must also provide transition services focus on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the local community.	Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need. Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training. Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are neglected or delinquent. Tutoring and mentoring.	Source data for the Annual Survey of Institutions for Delinquent Children for previous and current year with student list from each facility. Sample curriculum plan grounded on evidence-based research or institution operating a school on-site. Evidence shall include parental involvement correspondence and parent and family engagement policy/plan.
<b>Title II, Part A</b>	Supporting effective instruction for students through professional development for teachers and principals and through the recruitment and retention of effective teachers and principals	PLC book studies or lesson studies, content & pedagogical trainings, instructional coaches, class-size reduction teachers, teacher mentor and principal mentor stipends, teacher leader training, professional development for school leadership team, supplies for specific professional development activities	Invoices, Job Descriptions, Stipend Agreements, Mentoring Logs, Agendas, PPTs, Sign-In Sheets, observation records, products from PLCs, recruitment registration



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>Title III, Part A English Learners</b>	To assist English learners to attain English proficiency and develop high levels of academic achievement by (1) providing effective <i>supplemental</i> English language instruction to select EL students based on need <b>and</b> (2) providing effective EL-focused professional learning for all staff (teachers and school leaders) <b>and</b> (3) providing language-focused outreach programs for EL parents and families.	<ul style="list-style-type: none"> <li>• Extra English language support to select EL students based on need</li> <li>• English language instructional software programs</li> <li>• After- or before-school or summer tutorial language-focused programs</li> <li>• Language-focused training (stand-alone or embedded)</li> <li>• EL-focused book studies in PLCs</li> <li>• EL math specialist</li> <li>• Data analysis to design language programs</li> <li>• Language programs' curriculum mapping/development</li> <li>• Instructional coaching</li> <li>• Literacy classes for non-English-speaking parents</li> <li>• EL parent training meetings on how to support English development of children at home</li> </ul>	Agendas (PL & parent); Attendance rosters for tutorials, with EL students highlighted; Coaching Logs; Data analysis documentation (pictures, charts, spreadsheets, etc.); Invoices with Title IIIA intents/purposes highlighted; Job Descriptions; Observation records; PPTs (PL & parent); Products from PLCs; Sign-In Sheets (PL & parent); Stipend Agreements; Any other relevant documents
<b>Title III, Part A Immigrant Students</b>	Based on an assessment of immigrant students' unique needs, to assist immigrant children and youth (both ELs and nonEL immigrants) attain English proficiency (when applicable) and develop high levels of academic achievement.	<p>Any of the above and/or any of the following:</p> <ul style="list-style-type: none"> <li>• Diversity training for teachers &amp; staff</li> <li>• Recruitment of personnel specifically trained to provide services to immigrant students, such as tutoring for high school immigrant students.</li> <li>• Mentoring and/or academic or career counseling for immigrant students</li> <li>• Programs of introduction to U.S. school system and civics education for immigrant students and their families</li> <li>• Identification, <i>development</i>, and acquisition of curricular materials, educational software, and technologies</li> <li>• Sociocultural adaptation activities for immigrant students and their families</li> <li>• Introduction to and providing community services for immigrant families (can be in coordination with community-based organizations/institutions)</li> <li>• Family literacy, parent <i>and family</i> outreach, and training activities designed to assist parents <i>and families</i> to become active participants in the education of their children;</li> </ul>	<p>Community services flyers, newspaper articles, etc.; Family activity flyers, promotional materials, etc.; Special program flyers, materials, etc.; Attendance rosters for tutorials, with Immigrant students highlighted; Counselor mentoring schedules; Event schedules, community calendars, etc.; Any other relevant documents</p> <p>See also documentation in <i>Title III, Part A English Learners</i> section</p>



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<p style="text-align: center;"><b>Title IV, Part A</b> <i>Title IV, Part A Clarification- Each school receiving Title IV, Part A funds from the district is not required to address each of the three core areas (Well-Rounded, Safe and Healthy, and Effective Use of Technology). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area, but the district collectively meets the intent and purpose. For the purpose of the sample Intent and Purpose form, all three areas are addressed in order to provide examples for each one.</i></p>	<p>To provide LEAs with the unique flexibility to impact student achievement, coordinate and strengthen complementary services, develop community-based partnerships and tailor local investments to ensure that all students have equal access to a high-quality education and are college and career ready through providing well-rounded educational opportunities that integrates multiple disciplines, improvement of school climate, culture and student well-being, and to increase the effective use of technology for instruction through professional training and development designed to impact academic success and digital literacy for all students.</p>	<p>Evidence-based and supplementary programming/activities such as:</p> <p><b><u>Well-Rounded (WR)-</u></b></p> <ul style="list-style-type: none"> <li>• foreign language instruction, arts, and music education</li> <li>• college and career counseling</li> <li>• STEM/STEAM, computer science,</li> <li>• AP/IB programs, dual enrollment</li> <li>• American history, civics, economics, geography, government education, and environmental education</li> <li>• material/resources to supplement curriculum programming</li> </ul> <p><b><u>Safe and Healthy students(SH)-</u></b></p> <ul style="list-style-type: none"> <li>• community and parent involvement</li> <li>• school-based mental health services and counseling</li> <li>• supportive school climates</li> <li>• dropout prevention</li> <li>• re-entry programs</li> <li>• healthy, active lifestyle (nutritional and physical education)</li> <li>• prevent bullying and harassment</li> <li>• recognition and prevention of coercion, violence, or abuse</li> <li>• establishing community partnerships</li> </ul> <p><b><u>Effective Use of Technology (ET)-</u></b></p> <ul style="list-style-type: none"> <li>• supporting high-quality technology-based professional development to personalize learning and improve academic achievement (ex- STEM/STEAM PD)</li> <li>• innovating/providing blended learning programs</li> <li>• providing high-quality digital learning opportunities for underserved/rural/remote students</li> <li>• delivering specialized or rigorous academic courses and curricula using technology (ex-digital learning technologies, assistive technology)</li> </ul>	<p>Documentary evidence to support supplementary activities, services and/or programming directly and clearly associated with the stated Intent and Purpose such as: Invoices, contracts, supplementary job descriptions, travel expense reports, initial and continued consultation meeting notices/agenda/sign-in sheets/notes/results with stakeholders and community-based partners, progress monitoring checks and programmatic effectiveness measures demonstrating impact on needs/objectives/intended outcomes supported by described data.</p>



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>Title IV, Part B</b>	Competitive grant providing students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before school and after school or during summer recess) that are designed to reinforce and complement the regular academic program and engage families in their student's education.	Afterschool or before school tutoring, enrichment activities aligned to the approved grant application.	Job descriptions, agendas, PPTs, sign-in sheets, site visit observation records, attendance records, lesson plans, program calendars, daily schedules, staff schedules
<b>Title V, Part B</b>	The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement.	The LEA implements activities authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A and parental involvement activities.	Evidence shall include source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable. The procedures the LEA follows to create and submit the Annual Evaluation reporting use of grant funds.



## Consolidation of Funds Initiative: Intents and Purposes Sample

Programs	Brief Summary of Purpose	SAMPLE Ways to Meet Purpose	Examples of Monitoring Documentation that would Support Intents and Purposes
<b>McKinney-Vento</b>	EHCY aims to remove barriers to full participation in school for children and youth experiencing homelessness.	Supplemental educational services, such as tutoring and other academic enrichment programs; Professional development activities for educators and pupil services personnel working with homeless students; Defraying the excess cost of transportation in order to enable students to attend the school of origin; Services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs; Payment of fees and costs associated with tracking, obtaining, and transferring records of homeless children and youth; Development of coordination between schools and agencies providing services; Other extraordinary or emergency assistance needed to enable homeless students to attend school.	LEA McKinney-Vento written policy; agenda, sign-in sheets, minutes of meetings with transportation dept., agencies, parents, unaccompanied youth and other stakeholders regarding provision and implementation of EHCY services. Local comprehensive needs assessment showing the achievement, attendance and matriculation comparison between students experiencing homelessness and students living in stable homes as well as the unique activities implemented to address any variances.
<p><b>IDEA (611 &amp; 619)</b>  <b>IDEA Intent and Purpose</b>  <b>Clarification:</b> <i>IDEA funds are used to pay the excess costs of providing special education and related services for children with disabilities {34 CFR 300.202(a)(2)}. Children with disabilities in a schoolwide program school must receive services in accordance with a properly developed individualized education program (IEP); and be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA including the provision of a free and appropriate education (FAPE).</i></p>	Fulfill Individualized Education Program (IEP) goals and objectives	Implement family workshops to prepare families of children with disabilities with the transition from preschool to kindergarten and include the families of at risk students. After school and summer school supplemental academic support. Implement a social skills professional development for teachers which will help eligible and identified children with disabilities, and ultimately impact all children. Administer IEPs.	IEP services for students with disabilities, schedule of teacher and students to show implementation of services, FTE segment reports, service provider schedules, expenditure report showing amount allocated does not exceed IDEA formula allowance per school.