

In state-administered programs, districts submit plans and applications to their state, and the state is responsible for designing the applications that districts use to apply for funds. Depending on the timing and the application process involved, states or districts might need to amend their applications to use federal funds if the cost is not contemplated by the initial application.

Overview of Major Federal Education Programs

The following summaries provide a brief overview of certain federal education programs that may be relevant to CCSS implementation efforts. A state, district or school must take a range of issues into account before using any of these funding sources for a particular cost. These overviews are designed only to help identify potential sources of funding for proposed activities. Because federal funds often have different requirements for how funds can be used at the state, district and, in some cases, school levels, these summaries provide brief information about the permissible uses of funds at each level.

Title I, School Improvement, Section 1003(a)

Purpose: To improve student achievement in Title I schools identified for improvement, corrective action or restructuring to enable those schools to make adequate yearly progress and exit improvement status.

Major uses of funds include salaries, professional development, materials and other costs related to school improvement initiatives.

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| State | State education agencies (SEAs) must reserve 4 percent of their Title I, Part A allocation for school improvement activities. Of this amount, they may retain 5 percent to carry out their responsibilities for school improvement under section 1116 and the statewide system of support under section 1117 . |
| District | Local education agencies (LEAs) may use their funds for school improvement activities consistent with section 1116 in schools identified for improvement, corrective action or restructuring. |
| School | LEAs are not required to allocate funds to schools but may choose to in order to support school-level school improvement activities. |

Section 1003(a) funds are not technically governed by a supplement not supplant provision; however, other rules require Title I funds — including section 1003(a) funds — be used for extra costs. [See Q&A F-4 of the U.S. Department of Education’s Non-Regulatory Guidance on School Improvement Grants.](#)

Title I, School Improvement Grant, Section 1003(g)

Purpose: In conjunction with funds reserved under section 1003(a), to improve student achievement in Title I schools and Title I-eligible schools identified for improvement, corrective action or restructuring to enable those schools to make adequate yearly progress and exit improvement status.

Major uses of funds include costs related to implementing the school turnaround initiatives described in the state and local applications, consistent with the approved budgets.

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| State | SEAs may reserve up to 5 percent of the grant for administration, evaluation and technical assistance expenses. |
| District | LEAs must use funds to implement one of four school intervention models in eligible schools in accordance with the LEA’s application approved by the SEA. |
| School | Funds earmarked for school-level costs must be spent consistently to implement the selected school intervention model in accordance with the LEA’s application approved by the SEA. |

Please note, section 1003(g) funds are not technically governed by a supplement not supplant provision; however, other rules require Title I funds — including section 1003(g) funds — be used for extra costs. [See Q&A F-4 of the U.S. Department of Education’s Non-Regulatory Guidance on School Improvement Grants.](#)

Title I, Part A

Purpose: To ensure that all children have a fair, equal and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I, Part A does not have a specific use of funds section describing the allowable use of Title I, Part A funds. However, Title I does have a **statement of purpose**. Because Part A falls under Title I, funds spent on Part A programs must adhere to the purposes of Title I. Major uses of funds include salaries, professional development activities for Title I staff, instructional materials and supplies, and activities designed to help improve student academic achievement.

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| State | SEAs may reserve up to 1 percent of the Title I, Part A grant for state administration. As a practical matter, most states require the full amount of this set-aside for implementing the oversight responsibilities of the Title I program. |
| District | LEAs may, and in some cases must, reserve funds for specific district-level activities . In particular, LEAs may reserve funds for districtwide initiatives that benefit eligible students and are consistent with the purposes of Title I. |
| School | <p>Schools that receive Title I must operate one of two program models.</p> <ul style="list-style-type: none"> • A school that is eligible to operate a schoolwide program may spend funds on educational costs consistent with the school’s needs identified through a needs assessment and articulated in a schoolwide plan. • Schools that are not eligible to operate a schoolwide program, or that choose not to, must operate a targeted assistance program. Such schools must use Title I funds to target specifically identified students. |

Title I, Part A contains a **supplement not supplant** provision; at the school level, a different test applies to schools with schoolwide programs, which may provide for more flexibility in certain circumstances. For more information about this rule, please see the [U.S. Department of Education’s Non-Regulatory Guidance on Title I Fiscal Issues.](#)

Title II, Part A (Improving Teacher Quality)

Purpose: To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools and to hold LEAs and schools accountable for improvements in student academic achievement.

Major uses of funds include professional development activities, activities to recruit and retain highly qualified teachers, and class size reduction.

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| State | SEAs may reserve up to 2.5 percent of the Title II, Part A allocation for a variety of state-level activities set out in section 2113(c) , including professional development for teachers and principals in the state, helping LEAs create professional development programs, and supporting activities to ensure that teachers use state standards and assessments to improve instructional practices and academic achievement. Please note: State-level Title II, Part A funds are subject to equitable services requirements for private schools. As a result, each SEA must use a portion of the funds it reserves for state-level activities to provide equitable services to private school teachers, principals and other staff. |
| District | LEAs must conduct a needs assessment to determine the needs of the LEA's teaching force to be able to have all students meet state standards. The LEA must spend Title II, Part A funds, consistent with the results of the needs assessment, on activities set out in section 2123 , including certain kinds of professional development activities to improve instructional practices and academic achievement. |
| School | LEAs are not required to allocate Title II, Part A funds to schools. If an LEA chooses to, the school must spend the funds consistent with section 2113, unless the allocation is used to support a schoolwide program, in which case the funds must be used consistent with the schoolwide plan. |

Title II, Part A contains a supplement not supplant provision at both the **state** and **local** levels.

Title II, Part B (Math and Science Partnerships)

Purpose: To improve the academic achievement of students in the areas of mathematics and science.

Major uses of funds include professional development for math and science teachers, instruction on the use of data and assessments to improve classroom practices, and developing more rigorous math and science curricula, consistent with the partnership's approved application and budget.

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| State | SEAs may reserve a limited amount of funds that are necessary and reasonable for administering the Math and Science Partnership program. |
| Partnership* | Partnerships may spend funds consistent with their approved application on authorized activities in section 2202 . If set out in the approved application or an appropriate amendment, these activities may include developing or redesigning more rigorous mathematics and science curricula as well as professional development activities for math and science teachers. |

*States must fund eligible partnerships made up of a high-needs LEA and an engineering, mathematics or science department of an institution of higher education. The partnership may include other organizations identified by **statute**.

Title II, Part B contains a **supplement not supplant** provision.

Title III, Part A (English Language Acquisition)

Purpose: To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English and meet the same state standards all children are expected to meet.

Major uses of funds include professional development for eligible teachers and supplemental materials for eligible students.

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| State | SEAs may reserve up to 5 percent of the Title III, Part A allocation for a variety of state-level activities set out in section 3111 , including professional development activities and other activities that assist personnel in meeting state and local certification and licensing requirements for teaching limited English proficient children. Please note: State-level Title III, Part A funds are subject to equitable services requirements for private schools. As a result, each SEA must use a portion of the funds it reserves for state-level activities to provide equitable services to private schools. |
| District | LEAs must use district-level funds for the mandatory activities set out in section 3115(c) , including specific kinds of professional development activities to improve language instruction programs. After carrying out the mandatory activities, LEAs may use their funds for the activities set out in section 3115(d) . |
| School | LEAs are not required to allocate Title III, Part A funds to schools. If an LEA chooses to, the school must spend the funds consistent with section 2113, unless the allocation is used to support a schoolwide program, in which case the funds must be used consistent with the schoolwide plan. |

Title III, Part A contains a **supplement not supplant** provision. For more information about this rule, please see the [U.S. Department of Education's Non-Regulatory Guidance on Supplement Not Supplant Provision of Title III of the ESEA](#).

IDEA, Part B (Special Education Grants)

Purpose: To ensure that all children with disabilities have available to them a free 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.

Major uses of funds include salaries, professional development activities for special education staff, child find and evaluation activities, supplemental instructional materials and supplies, and permissible assistive technology.

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| State | Consistent with their state plans, SEAs may spend the funds reserved for state-level activities on a variety of costs set out in section 611(e) . SEAs must carry out the monitoring, enforcement, complaint investigation and mediation activities specified in section 611(e)(2)(B) and then may carry out other authorized activities, including professional development. |
| District | IDEA, Part B does not have a specific use of funds section describing the allowable use of district-level funds. Consistent with their local plans, LEAs must spend their IDEA, Part B funds for the excess cost of providing special education and related services to eligible children. |
| School | LEAs are not required to allocate IDEA, Part B funds to schools. If an LEA chooses to make the allocation, the school must spend the funds consistent with the purpose of Part B, unless the allocation is used to support a schoolwide program, in which case the funds must be used consistent with the schoolwide plan. |

IDEA, Part B contains a **supplement not supplant** provision, although **some state-level funds are exempt**. For more information about this rule, please see [Q&A C-6 in the U.S. Department of Education's Non-Regulatory Guidance on Funds for Part B of the Individuals with Disabilities Education Act Made Available Under the American Recovery and Reinvestment Act of 2009](#).

Race to the Top

Purpose: To encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas.

Major uses of funds include educational costs to implement the initiatives articulated in the approved application and budget.

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| State | SEAs must spend funds reserved for state-level activities consistent with the approved scope of work submitted to the U.S. Department of Education. |
| District | LEAs must spend funds for district-level activities consistent with the approved scope of work submitted to the state. |
| School | LEAs may serve schools consistent with the approved scope of work submitted to the state. |

Race to the Top does not contain a supplement not supplant provision.

Complete the Gap Analysis

You will want to identify the degree to which your state's current content standards compare with those in the CCSS, as the findings hold obvious implications for curriculum, instruction, assessments and teacher professional development. This activity is best coordinated at the state level and shared with all districts and schools. Most states in PARCC have completed this analysis using Achieve's Common Core Comparison Tool (CCCTool).² Those states that have not yet done so can access the CCCTool at <http://ccctool.achieve.org>. The CCCTool provides information — by grade level as well as overall — about what it will take for states to move from their current standards-based systems to full implementation of the CCSS. The CCCTool allows a user first to match one or more state standards to a CCSS and then to rate the strength of the match.

First, though, be sure to closely read the standards themselves. Without doing so, you may miss key, but often subtle, features of the CCSS. For example, a close reading of the mathematics standards will show coherence across grades, coherence within grades, and connections between the content standards and practice standards. The CCSS provide a critical opportunity to help students see mathematics as a connected and interdependent discipline. Now, states and districts are prepared to conduct a gap analysis, the results of which will inform where to funnel resources to support student learning.

While analyzing the gap between current and future standards, be sure to also discuss the changing requirements in cognitive demand. Teachers and curriculum and assessment directors need to not just know about changes in topics within the CCSS but also understand the new requirements for student performance. For instance, 4th grade students have traditionally had to recognize and generate equivalent fractions. In the CCSS, 4th grade students must now use visual fraction models. This task requires a deeper level of understanding and should lead teachers to adapt their instruction and frequently test for understanding via formative assessment. Improve students' preparation for the future rigors required in the CCSS by discussing the actual implications within instruction or assessment using Webb's Depth of Knowledge or Bloom's new verbs. Again, the CCCTool also allows states to determine the cognitive demand rating using a three-point rating system.

Even those states that completed a gap analysis before deciding to adopt the CCSS should consider doing so again. After all, a gap analysis for implementation should show which standards are new, which occur sooner and which

occur later, all of which provide critical data to make decisions on resource allocation, instructional materials and professional development. Reviewing the summary findings from the mathematics and English language arts gap analyses in [Arizona](#), [Connecticut](#) and [Oregon](#) may also prove instructive. Finally, you should discuss the following questions:

Discussion Questions

- Which of the concepts and skills required in the CCSS are included in your state's standards?
- How strong is the match between the two sets of standards with regard to topics by grade and the cognitive demand of each topic?
- Which of the concepts and skills required in the CCSS are not included in the state's standards?
- How similar are the CCSS and state standards with respect to the grade levels at which concepts and skills are taught? At what grade levels do state expectations address concepts and skills earlier or later than the CCSS?
- How similar are the CCSS and the state standards with respect to the cognitive demand expectations that are included in specific strands (English language arts) and domains (mathematics)? In what strands and domains are the differences greatest?
- Which concepts and skills required in your state's standards are not included in the CCSS?
- What are the implications for your curricula, materials and professional development strategy?

CASE STORY: WASHINGTON STATE

Recent legislation in Washington state allows the superintendent of public instruction to provisionally adopt the CCSS. In the legislation, the superintendent was asked to submit a report by January 2011 that compares the new CCSS to the state's current standards, identifies the transition timeline, and estimates the cost to both the state and school districts. Taking the time to analyze this gap has informed the rest of the implementation effort in the state. The full report can be found [here](#).

Conclusion

The five building blocks covered in this chapter have set the stage for your CCSS implementation effort. With the right aspiration, the appropriate people on board, an adequate budget and a high-level timeline for implementation, you will be well positioned to manage the transition. Even if you are well into implementation, stepping back and ensuring these conditions are in place will aid your effort. Next, you will want to form a communications plan to ensure that others beyond your strategic implementation team support the aims of your CCSS implementation effort.

ENDNOTES

- 1 Delaware Department of Education (October 2010). *Delaware Education Plan Overview*.
- 2 The CCTool is secure: States enter a user name and password provided by Achieve in each content area. Each state can designate specific staff within the department of education as being responsible for distributing the passwords. Once a state receives its passwords, Achieve will no longer distribute them but will refer all inquiries to the designated "password keeper" in the state. For information on how your state can receive a password or to determine your state's password keeper, go to www.achieve.org/contact_us.