

## Activity #2 – Purpose of ESEA and Allowable Activities

### Directions

Participants will work with others who administer the same ESEA Title. Use the ESEA Statements of Purpose document for the following:

### Part 1 – Discussion

Potential activities under each grant must fulfill the purpose of the law in order to be allowable.

- When you are asked if a particular activity is allowable, what questions would you have based on the purpose of your particular Title?

### Responses from in-person Summer meeting:

Which ESEA Title?	What questions would you have based on the purpose of the Title?
Title I, Part A	how does this cost support the students with the greatest academic needs in a TI school? How do you know?
Title III, Part A	<p>Would this potential/proposed activity do one or more of the following:</p> <p>(1) help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;</p> <p>(2) assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;</p> <p>(3) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;</p> <p>(4) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional</p>

	<p>settings; and/or  (5) promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.</p> <p>Has this activity been funded previously with federal, state, or local funds?</p> <p>Is this activity required by federal, state, or local law?</p>
Other Title - list it below	All titles: how to successfully get LEAs to leverage funds to meet the overarching needs. Often LEAs work backwards and look at what's allowable instead of letting the need drive the interventions.
Title I, Part A	How would these supplies support professional development?
Title I, Part A	Questions related to cost principles? Evidence-Based? SNS? Reason for Identification- School Improvement?

**Part 2 – Small groups:**

Collectively, list five activities you have been asked about (or have wondered about) that ARE necessary to fulfill the purposes of the Title.

Then list five activities you have been asked about (or have wondered about) that are NOT necessary to fulfill the purposes of the Title.



When small groups are finished, reconvene as a whole group. As one group names allowable activities, discuss if that activity could also be allowable under other Titles. Next, as one group names unallowable activities, discuss if that activity could instead be allowable under other Titles.

Responses from in-person Summer meeting:

Which ESEA Title?	Collectively, list five activities you've been asked about (or have wondered about) that ARE necessary to fulfill the purposes of the Title.	Collectively, list five activities you've been asked about (or have wondered about) that are NOT necessary to fulfill the purposes of the Title.
Title I, Part A	Title I, Part A Teacher Tutor Literacy Coach/Reading Strategist Contracted Services - Evidence-Based Video Cameras - Recording Lessons/Professional Development/PLCs	Bouncy House Book Vending Machines Door Prizes/Gift Cards Food T-Shirts
Title I, Part A	1. Academically-related incentives that were identified in the school's needs assessment and part of its schoolwide improvement plan. 2. Light refreshments for family engagement activities that support student achievement.	1. Rental of blow-up/jump house to include at a family engagement activity to incentivize attendance. 2. Our fiscal team declined a reimbursement request for \$150,000 to purchase Mac Book Pros for all students. (We would like clarification on this)
Title I, Part A	Book vending machines	
Other Title - list it below	family engagement activity with exotic animals; snacks at a family engagement event;	Port-a-Pottys for a family engagement activity in a park; paying with TIV for a meal at a french restaurant for the french club;
Title III, Part A	Improving LIEP, revising and updating curriculum and instructional materials, targeted and effective PD, parent/family/community civic education/literacy, teacher coaching	Interpreter for regular school activity, translation devices for regular school activities, food purchases, PDs that are not relevant to EL academic achievement/learning, car purchases
Other Title - list it below	All: do services have to occur at a title eligible location? Lu? Book Vending Machine? Paraprofessional?	Book vending machine? International trip? Meals?

Note to Facilitators – there are no “right or wrong” answers for this exercise. The discussion regarding purpose and allowable activities is the essential component.