



2024 Federal Programs

OFFICE OF EDUCATIONAL SUPPORTS
MICHIGAN DEPARTMENT OF EDUCATION





Federal Programs

**Types of Programs
Guidance and Regulations**



ESSA 1001, Title I, Part A – Improving Basic Programs

Intent and Purpose

Fair, equal and significant opportunity to obtain a high-quality education

Reach, at a minimum, proficiency on State academic assessed achievement standards

Close achievement gaps



ESSA 1301, Title I, Part C – Migratory Children

Assist States in supporting high-quality and comprehensive programs and services for migratory children during the academic year, the summer and or intersession periods

Intent and Purpose

Ensure that migratory children who move among States are not penalized by disparities in curriculum, graduation requirements and challenging academic standards

Ensure that migratory children have the same opportunity to meet State academic standards that all children are expected to meet



ESSA 1301, Title I, Part C – Migratory Children, Continued

Intent and Purpose

Help migratory children to overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability to succeed in school

Help migratory children to benefit from State and local systemic reforms



ESSA 1401, Title I, Part D – Neglected and Delinquent Youth

Intent and Purpose

Improve educational services for children and youth in local and State institutions so that they can have the opportunity to meet challenging State academic standards that all children are expected to meet



ESSA 1401, Title I, Part D – Neglected and Delinquent Youth, Continued

Intent and Purpose

Provide services needed to make a successful transition from institutionalization to further schooling or employment
Prevent at-risk youth from dropping out of school

Provide dropouts, children and youth returning from correctional facilities or institutions with a support system to ensure their continued education



ESSA 2001, Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders

Intent and Purpose

Increase student achievement

Improve the quality and effectiveness of
teachers, principals, and other school leaders

Increase the number of teachers, principals,
and school leaders who are effective in
improving student achievement

Provide low-income and minority students
access to effective teachers, principals, and
other school leaders



ESSA 3115, Title III – English Language Acquisition, Language Enhancement, and Academic Achievement

Intent and Purpose

Help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English

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 State academic standards that all children are expected to meet



ESSA 3115, Title III – Support for Immigrant Students

Intent and Purpose

Designed to provide immigrant students, including foreign exchange students, with high-quality instruction to attain English proficiency and meet challenging State academic standards and assist the transition of immigrant children and youth into American society



ESSA 4104, Title IV, Part A – Student Support and Academic Enrichment Grants

Intent and Purpose

Provide all students with access to a well-rounded education

Improve school conditions for student learning

Improve the use of technology to improve the academic achievement and digital literacy of all students



ESSA 4104, Title V, Part B – Rural Education Achievement Program

Intent and Purpose

Designed for rural LEAs to use Federal resources more effectively to address their unique needs

The formula grant funds (and the fund use flexibility) available under REAP enable these rural LEAs to participate more fully and effectively in many of the ESEA programs and allow them to provide better educational services to their students



Title I, Part A - District and school budgets must meet the following general criteria:

Uniform Grant
Guidance

Allowable, necessary, reasonable and allocable

Demonstrate that the methodology used to allocate funds to each school ensures that the school received all the State and local funds it would receive if it were not receiving Title I funds

LEA must have a written methodology on the distribution of State and local funds without regard to school's Title I status



Title I, Part A - District and school budgets must meet the following general criteria: Continued

Uniform Grant
Guidance

Please note...

No school shall be required to identify costs or services as supplemental; or provide services through a particular instructional method or in a particular instructional setting to demonstrate compliance



Equitable Access

Information applies to ALL grant sources included in the Consolidated Application

Section 427 of the General Education Provisions Act (GEPA) allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age

Based on local circumstances, applicants should determine how these, or other barriers may prevent students, teachers, parents, and other beneficiaries from accessing or participating in the Federally funded programs. A generic, “catch-all” statement about non-discrimination is not sufficient



Federal Regulation Requirements

Supplement, Not Supplant still exists for all Title Programs except for Title I, Part A

Three Presumptions of Supplanting still exists
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Is it required by federal, state or local laws?

Was it provided with non-federal funds last year?

Is the same service being provided to others with a non-federal funding stream?