



Strategic Priority Guide Priority #2—Build A Foundation in Reading and Math

Title I, Part C of the Carl D. Perkins Act (2006) and Every Student Succeeds Act (ESSA) (2015) Federal Grant Programs

Recommended Initiatives and Best Practices	STATE & LOCAL	PERKINS*	ESSA*								
			Title I				Title II		Title III	Title IV	
			A**††	1003(a)**†	C*	D*	A*	B*†	A*	A*	B*†
<b>Recommended Uses of Funds</b>											
High-quality full-day prekindergarten initiatives	X		X	X	X		X	X	X	X	
High-quality full-day prekindergarten partnerships	X		X	X	X		X	X	X	X	
K-Grade 2 reading interventionists and intervention teams	X		X	X	X		X	X		X	
PK-Grade 3 systems alignment	X		X	X	X		X	X		X	
Math blended learning initiatives	X		X	X	X	X	X	X	X	X	
School safety, culture, and climate initiatives	X		X							X	
<b>Other Best Practices</b>											
Buy supplemental instructional materials for at-risk students focused on math and literacy, to include audio, large-print, or braille formats for eligible students	X		X	X	X	X			X	X	X
Early childhood numeracy and literacy activities and related instructional coaching for teachers or relevant training for ALL** staff	X		X	X			X	X	X	X	X
Tiered math and reading interventions for students at-risk of not meeting state achievement goals, to include audio, large print, or braille formats for eligible students	X		X	X	X	X	X	X	X	X	X
Stipends/release time for teacher-mentors for targeted mentoring to improve math and literacy outcomes	X		X	X	X	X	X	X	X	X	
Offer scheduled, uninterrupted, common planning time / PLCs, specific to math and literacy initiatives	X		X	X	X	X	X	X	X	X	X
Relevant training for better serving students with disabilities for ALL** staff.	X		X	X	X		X	X	X	X	X
Offer effective instructional materials to target needs of students with disabilities	X		X	X	X	X			X	X	X
Buy education technology (blended learning) for differentiated instruction, math, and literacy interventions, to include assistive technology for eligible students	X		X	X	X	X			X	X	X
* Specific program requirements must be met for eligible teacher, student and/or parent participation, the instructional focus of funded activities, and supplemental uses of funds. LEAs and school-level activities must be aligned and should be appropriately scaled to meet LEA or campus needs.											
** ALL staff =certified teachers; tutors during school day, before and after school, evenings, and weekends; specialized instruction support staff; principals; other school leaders.											
† Not included in 2018-2019 ESSA Federal Consolidated Application.											
†† Title I, Part A refers to schoolwide programs.											