



RYAN MIDDLE SCHOOL TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA, December 2015

2024-2025



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Contact Information

School Information

Name of School: RYAN MIDDLE SCHOOL Name of Principal: Heather Stewart

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District Information

Name of District: Fairbanks North Star Borough School District Name of Superintendent: Dr. Luke Meinert

Address (Street, City, State, Zip): 520 5th Avenue Fairbanks, AK 99701

Phone: 907-452-2000 Fax: 907-452-3172 Email: luke.meinert@k12northstar.org

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
48%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/15/2024	

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Dr. Luke Meinert

Signature: 

Date: 05/31/24

Name of Principal: Heather Stewart

Signature: 

Date: 5/28/24

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
 - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
 - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
 - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: (required)	<ul style="list-style-type: none"> Heather Stewart 	Principal
Teachers: (required)	<ul style="list-style-type: none"> Brandon Lewsader Tim Ludwig Ruth O'Malley 	Teacher Teacher Teacher
Paraprofessionals: (required)		
Parents & Community: (required)	<ul style="list-style-type: none"> Rene Heflin 	Parent
School Staff (required)	<ul style="list-style-type: none"> Holly Smith 	After School Program Coordinator
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)		
*Title Programs:		
*CTE:		
*Head Start:		
Specialized Instructional Support: (as appropriate)	<ul style="list-style-type: none"> Kelly Scanlon 	Instructional Coach
Tribes & Tribal Organizations: (as applicable)		
Students: (if plan relates to secondary school)	<ul style="list-style-type: none"> Noah Heflin 	Student
Other: (as needed)		

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the schoolwide plan.

We utilized data from our MAP, iReady and AK STAR assessments to identify our needs for our Title 1 Needs Assessment. We also looked at what interventions we already have in place, how they are working and what adjustments we need to make for next year. With our stakeholders: staff, students and families we developed our goals and plan for the coming year.

C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
08/30/23	Open House Parent Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/15/23	Title 1 Principal's Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/16/23	Parent Involvement Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/10/23	Title 1 Principal's Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10/11/23	Leadership Team (Title 1 Team) Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10/13/23	Family Night - Literacy Fair	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/16/23	Title 1 Tech Assistance Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
12/12/23	Title 1 Principal's Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
12/14/24	Parent Involvement Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
02/02/24	Fun in the Sun	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
02/09/24	Title 1 Principal's Meeting (ESEA Conference)	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
02/28/24	Leadership Team (Title 1 Team) Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
05/02/24	Title 1 Planning Meeting- Needs Assessment	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

We communicate through weekly family and staff newsletters, Parent Engagement Activities (Open House, Family Nights, Parent Teacher Conferences, Bring Your Parent to School Days and on our Website). There is a standing Title 1 section on my weekly newsletter to families and staff are kept up to date by the leadership team and during faculty meetings and professional development days.

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Ryan Middle School is a 6-8 middle school in the heart of Fairbanks. Ryan's is a diverse community; racially, 67% of students have ethnicities and races other than Caucasian and Ryan has the largest population of Alaska Native Students of all the other middle schools. Ryan staff is committed to meeting the needs of this diverse student population.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Ryan staff collected and analyzed data from multiple sources for our students and identified areas of need. This information was shared as a part of our family newsletters and goals were established to address the needs of our students. Teachers regularly met during PLC to discuss the results of formative and summative assessments given to students, prepared lessons to address skill gaps and plan for enrichment activities. Teachers communicated with students and their guardians about the progress of each student. Two times a year parent teacher conferences are held to discuss student progress. Family newsletters share information on how to support students based on social, emotional and academic needs.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	MAP data shows that 60% of our students are performing below grade level
	Mathematics instruction for all students	High	MAP data shows that roughly 65% of our students tested below proficient in math.
	Science instruction for all students	Med	Classroom formative data: Reading difficulties among students is having a negative impact on content material acquisition. Students struggled being able to comprehend grade level content vocabulary and read informational text.
	Other content area instruction for all students		
	Support for students with disabilities	Med	Based on 23-24 MAP test data, 87% below proficient in reading and 90% below proficient in math. Students received

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			support through the development of their IEP's and students who struggled and did not have an IEP were referred to the SST meeting and accommodation plans and/or testing were implemented.
	Support for migrant students	Med	Based on 23-24 MAP test data, 72% below proficient in reading and 50% below proficient in math.
	Economically disadvantaged or low achieving students	Med	Based on 23-24 MAP data, 91% below proficient in Reading & 78% below proficient in math.
English Language Proficiency (ELP) Assessment (ACCESS 2.0)	Support for EL students to attain proficiency in English	Med	WIDA assessment results will be available in the fall for review.
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism		
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med	<p>Ryan struggles to engage students/families that experience trauma and other destabilizing situations:</p> <ul style="list-style-type: none"> • Per the Early Warning System 65% of Ryan students are either High (223) or Medium (75) Risk • 33 experiencing homelessness • 9 currently in foster care and an additional 14 students who have been in foster care within the past two years. • On a daily basis a large number of students seek counseling services from a school counselor, Social Services Manager, Prevention Intervention Specialist, administrator and/or teachers • Students often seek the nurse out for food throughout the day b/c they have limited resources at home
Curriculum	Core curriculum aligned vertically and with state standards		
Instruction	Effective instructional strategies and tiered interventions		
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Data focused PLC Meetings Professional development focused on use of data (district early out data days)
Supportive Learning Environment	Safe, orderly learning environment	Med	<ul style="list-style-type: none"> • Decrease aggressive behaviors • Digital/social media etiquette and cyber safety for students

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			<ul style="list-style-type: none"> Professional Development to implement discipline philosophy and processes for Ryan MS
Family Engagement	Family & community engagement	High	<ul style="list-style-type: none"> Re-establish consistent family engagement Family engagement strategies inclusive of 6th grade considerations and academic expectations
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Professional development for literacy across the content areas Middle School literacy strategies
	PD to support individual teacher skills	Med	Embedded Professional development Non-evaluative teacher support to implement evidence-based strategies - Implementation by Instructional coach
	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals		
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

	Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
1.	Literacy	San Diego quick assessment and MAP scores. Instructional Coaching Logs	Improve MAP Scores: 70% of students will meet their growth targets 80% of Instructional coach logs involve classroom instruction support	MAP data 3x year. Instructional Coaching logs
2.	Math	MAP data indicates that 70% of our students are below grade level.	Improve MAP Scores: 60% of students will meet their growth targets 80% of Instructional coach logs involve classroom instruction support	MAP Data iReady Assessment Data AK STAR Date
3.	Social Emotional	Discipline referrals for students related to aggressive behaviors. There were 123 discipline incidents during 2023-2024. High percentage of students/families experiencing trauma and academic barriers: Early Warning System shows 49% of students are at High (223) & 16% are at Medium Risk (75). Students experiencing homelessness (33) Students in Foster Care (23) The number of students seeking/benefitting from support from school counselors, SSMs, Prevention Intervention Specialist, administrators and teachers. Frequency of students requiring food throughout the day b/c they have limited resources at home.	Reduce discipline and office referrals to no more than 100 discipline incidents as compared to 23-24 of 123 discipline incidents. Classroom teachers' participation and successful completion of Book Study on Trauma Informed Practices or individualized professional development completion 100% of students seeking SEL support will connect with a specialist to address immediate needs. Food resources stocked for immediate nutritional needs	Discipline logs and student referrals Observed changes in discipline strategies School Climate Survey Contact records and logs of SEL Specialists: Counselors, SSM, Prevention Intervention Specialist, administrators, teachers, nurse Food resources maintained.

Schoolwide Plan Strategies

A. Describe the strategies that the school will be implementing to address the identified school needs.

Family Engagement

October- Literacy Fair & Drive In Movie night

November- Family Chili Cook-Off with a focus on Math, Science, and Literacy; winter fun and safety and gear giveaway

February- Fun in the Sun Literacy, Math and Social Emotional

Interventions

Connections 90 minute block to facilitate Walk To Read/Walk To Math others do connections (master schedule/bell schedule). Foundations of Reading class/Math Lab (pending board approval after course pilot during 2023-2024).

Literacy:

Teachers will utilize MAP Data to develop Student Learning Objectives (SLO's) and track data utilizing common assessments, formative assessments and MAP data to ensure that all students are making educational progress.

"Walk to Read" program during Advisory. Students will be grouped by Lexile level and teachers will implement targeted instruction based on the groups Lexile level and needs.

Utilize Lexia- online program to improve vocabulary development across academic subjects

Professional Development:

Checklist for instructional tours: Set clear performance expectations

Classroom Management (Fundamental 5- book study for credit)

Trauma Informed Practices (Book study)

Literacy training by our Instructional Coach - staff meetings

Staff attending the following conferences will be expected to share information with the rest of the staff during staff meetings:

AMLE Conference (Nov 1-4, 2024)

National ESEA Conference (Feb 19-21, 2025)

All staff will participate in professional learning during staff meetings provided by SSM, counselors and other trained staff on topics: Teachers Guide to Trauma, Mind-Up Curriculum and Second Step Program.

Social Emotional:

Required school folder for all students (check-in and check-out every day with advisory teacher)

Jump Start- onboarding incoming 6th grade students to Ryan MS. Students will come before school starts to meet staff, participate in team building activities and orient to middle school.

Train students in Peer Mediation, Sources of Strength (SOS), and Teens Against Nicotine Use (TANU)

An emotional support dog will be available at least 2x a week so that students who are struggling can be with the dog to reduce stress and establish a feeling of well being.

B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Program specific and schoolwide support staff: Ryan will have tutors who will be available to work with students in small groups to assist them with the acquisition of skills to meet standards to include an Alaska Native Education Tutor, Migrant Education Program Tutor, English Language Learner Program Tutor and Reading Tutor. Special Education teachers will push into general education classes in order to team teach, facilitate small or large group instruction to support special education students and general education students in meeting the standards.

C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Ryan's master schedule is designed to allow teachers to have longer blocks of time to delve deeper into content and provide small group and individual tutoring during class time.

Ryan will set up a stand alone Walk to Read to provide students targeted instruction in reading comprehension. Students will be grouped by Lexile level and teachers will implement targeted instruction based on the groups Lexile level and needs.

Foundations of Reading will continue 2024-2025.

Teachers will utilize Lexia Power Up –an online program that offers a variety of academic resources that can be adjusted for Lexile levels.

The Title I Instructional Coach will provide support to teachers for classroom management, personalized instruction, differentiation of lessons and other instructional support needs as expressed by teachers.

D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students will be referred to the student support team (SST) to identify reasons why the student is struggling and identify specific strategies for teachers to use to address student needs. Referrals for special education testing will be made when appropriate.

Students who are struggling in school due to the impact of issues or concerns outside of school will be connected with the Social Services Manager (SSM) and counselors to identify needs and obtain referrals and support to access community resources to meet those needs.

Annual Evaluation & Review Process

A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

Fall, Winter, and Spring Reading Data:

DIBELS - Oral reading fluency and Maze assessments

MAP Assessments

iReady Diagnostics (math only)

PLC teams develop SLO's and common assessments beyond MAP to show student growth

Implementation of DTR practices in classes and school wide. DTR principles will be incorporated into the student handbook by the end of the year.

Staff attendance at Professional Development trainings and staff meetings with PD components

Utilization of advisory lessons- Mind-Up Curriculum, Second Step, Ripple Journals, School Read Aloud- book & family activities

Create a Peer Mentor Team, SOS Group, and TANU group.

Documentation of student lead/voices in activities around the school and presentation at elementary schools.

Instructional Coaching logs

B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

Ryan will follow all required ESEA ways of reporting our progress on State's annual assessments through newsletters, Annual Title I Parent Meeting and posting the annual school report card on the school and district websites.

C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

Ryan will meet with the leadership team & relevant stakeholders to review data collected throughout the school year, MAP data & discipline referrals to determine the effectiveness of our plan.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

Ryan will use feedback from data and input from the leadership team and stakeholders to modify our plan and identify areas of improvement to plan relevant professional development for staff.

Financial Requirements

- A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$226,925.18	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.