

Section 8.7 Funding for Interventions

The Department recognizes that funding is a critical factor impacting decision making in all areas of the district. **The Department recommends districts evaluate the distribution of existing funds for supporting interventions in schools.**

- Realizing that RTI is not another “initiative” but rather an organizational framework and alignment of resources for student support, school districts will be able to create a plan to build the capacity for future support for students and their needs.
 - Projecting and planning for future intervention needs based on current student performance data will support systems working to maximize funding source availability.
 - A consistent system wide focus on providing interventions for students based on progress monitoring data will allow the decision making process for funding allocations to be fluid and flexible.
 - RTI is embedded in the structure and elements of the Georgia School Keys.
 - RTI is not a “supplanting” of services for students. RTI provides supplemental support in addition to the general classroom instruction.
- Integration of funding sources, where appropriate and permissible, is a “best practice.” Schools have access to a variety of fund sources that can be used to create supports for students, including:
 - State and Federal Funds
 - Early Intervention Program (EIP)
 - Link to guidance: http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEip
 - Remedial Education Program (REP)
 - Link to guidance: http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServRemedial
 - Professional Learning
 - Federal Programs (Title I, Title IIA, etc)
 - Link to guidance: http://www.gadoe.org/tss_title.aspx
 - Special Education
 - Technology
 - State School Improvement Grant
 - Middle School Funding Grant
 - Perkins Money (CCAЕ Coordinated Career Academic Education, Project Success, and CTI – Career Technical Instruction)
 - Local Funds
 - Local school and/or district funds
 - grant initiatives
 - allotments
 - School Generated Funds
 - Fundraisers
 - Athletics and Fine Arts
- For the sources listed above, districts should keep a balanced view of program rules, program eligibility criteria, program structures, and program outcomes. By using a problem solving approach, linking student needs, and maximizing program funding, appropriate local and/or district choices can be made.
- It is important to remember that FTE funding codes must be accurate in the local student data management system and uploaded correctly in to Student Record to ensure future capacity

building for interventions. School and district administrators should have a strong understanding of the FTE Data Collection General Information Guidelines.

- Districts identified as having significant disproportionality for the identification, placement or discipline of children with disabilities must use the required 15% of the federal Individuals with Disabilities Education Act (IDEA) to support implementation of RTI in the district. Please contact staff from the Division for Special Education at the Department of Education for additional information.

Funding Scenarios - Examples where decision making impacts funding sources

Elementary EIP

Georgia Elementary School has traditionally used a pullout model to provide early interventions to identified students. This method has provided EIP funds on a yearly basis. However, some students have not been served since the limited amount of students allowed in a pull-out model required the school to prioritize services for EIP. If the school considered an augmented model, a higher funding return may be earned. Several augmented segments would earn more money than one pullout.

Middle School REP

Georgia Middle School provides an academic connection class to students identified as needing reading interventions. Unfortunately, the students in this course have not been coded correctly. The school coded this class as 35.01800 (Study Skills 7) when it should have been coded 23.01260 (Language Arts 7/Connections Remediation). This correct coding would have increased REP funding for future interventions.

High School REP

Georgia High School is using a reduced class size model to provide interventions for students in math. The students were coded correctly (a "1" is the first numerical digit to the right of the decimal) but the required class size was not followed. Since the class size was exceeded, REP funding was not applied to this course.