

## Funding Considerations for Implementing Response to Intervention (RTI) in Georgia

Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a schoolwide common understanding of the Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy.

Recognizing that RTI is not a program with specific funding, the Georgia Department of Education (GaDOE) is providing this document to assist in planning and decision making regarding RTI. This document provides a short description of potential funding sources and the RTI component that may be funded through each source.

When budgeting and expending funds, LEA's must follow all program specific regulations for allowable activities under state rules, IDEA, and ESEA. Please refer to your guidelines for funding specific information.

- **Early Intervention Program (EIP)**
  - The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level in reading and math in grades K-5. Screenings, progress monitoring, and interventions might be supported with these funds.
- **Remedial Education Program (REP)**
  - The Remedial Education Program is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math. This program provides individualized skills instruction as mandated by Georgia law in the areas of reading, mathematics, and writing. Screenings, progress monitoring, and interventions might be supported with these funds.
- **Staff Development Funds**
  - Staff Development funds are provided to each school with the purpose of supporting the professional development of teachers, administrators, and staff. Professional development for scientifically-based instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff. Materials that support professional development could be purchased.
- **QBE Funding**
  - The Georgia General Assembly requires the implementation of a quality basic education curriculum in all public schools that ensures each student is provided ample opportunities to develop the competencies necessary for life-long learning, good mental and physical health, active community participants, and good citizens. All components of RTI could be funded with QBE money.
- **Instructional Extension Funds (20 day funds)**
  - The Instructional Extension is a state-funded instructional program beyond the regular school day to address the academic needs of low-performing students. State funding is restricted to reading, language arts, mathematics, science, and/or social studies. Support for screenings, progress monitoring, and interventions might be used for this purpose.

- **Title I Part A**
  - The Title I program can be a part of the RTI process regardless of whether the school operates a targeted assistance or schoolwide program. Schoolwide programs that consolidate federal funds have more flexibility in terms of how funding and staff can be used in the RTI process.
  - Schoolwide programs consolidating Federal funds—In a Title I schoolwide program that is consolidating federal funds, all of the school’s resources, educational services, and personnel work together toward identified goals for raising student achievement. A Title I schoolwide school could adopt the RTI process as its research-based whole school reform strategy. In this scenario, any activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school’s schoolwide plan.
  - Schoolwide programs not consolidating Federal funds—In a Title I schoolwide program that is not consolidating federal funds, the school and district must account for and track the Title I, Part A funds separately, identifying the activities that the Part A funds support. In this scenario, any Title I, Part A activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school’s schoolwide plan.
  - Targeted Assistance—In a targeted assistance program, staff paid with Title I funds are encouraged to collaborate with other staff whenever possible. However, when a school operates a targeted assistance program, Title I funded staff provide services ONLY to students identified through the Title I student selection process. Schools must also ensure that Title I students receive supplemental instruction from a teacher who meets the highly qualified requirement. The supplemental instruction provided to Title I students must be above and beyond the standards-based classroom provided in Tier I of Georgia’s Student Achievement Pyramid.
  - General Requirements—Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district. Paraprofessionals must be under the direct supervision of a highly qualified teacher regardless of the type of Title I program a school offers. School districts must cover the cost of purchasing and administering student selection tools (universal screening) to identify students for Title I services.
  
- **Title I Part B – Reading First**
  - The goal of Reading First is to develop and implement research-based reading programs for students in kindergarten through third grade. These funds can be used to support professional development activities to ensure the effective delivery of scientifically based reading research, core programs, coaches, intervention materials, and assessments.
  
- **Title II Part A – Professional Development**
  - These funds are for professional development and can be used for all teachers and paraprofessionals in the district. Professional development for scientifically-based instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff.
  
- **Title II Part D - Technology**
  - These funds support the use of technology, software, hardware, and professional development for technology use and integration. Assessment, progress monitoring, and data analysis might be supported with these funds.
  
- **Title III – English Language Learners**
  - These supplemental funds support the delivery of language instruction educational programs to students who have a primary language other than English. This program is designed to improve the education of limited English proficient (LEP) children and youths and also provides enhanced instructional opportunities for immigrant children and youths. Title III funds could be used to support LEP students receiving assessment and instructional interventions in the RTI framework, and for professional development for those interventions provided the interventions are supplementary to those received by all students and specific to the needs of ELLs and Immigrant students. The

W-APT is free of charge and may be used in the screening process. The Kindergarten Measure of Developing English Language (MODEL) is also an approved screener; however, there are costs associated with its use. Title III funds may be used to purchase MODEL.

- **Title IV Part A – Safe and Drug Free Schools**
  - These funds support Safe and Drug Free Schools and Communities and could be used to support schoolwide efforts to promote appropriate Positive Behavior Interventions and Supports (PBIS). Additionally, these funds may be used for peer mediation, conflict resolution, character education, mentoring, service learning projects, suicide prevention, and emergency interventions.
  
- **Title VI Part B**
  - Districts that meet the eligibility requirements can use Title VI, Part B funds to support allowable activities under Title I, Part A; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; and Title V, Part A.
  - If a district does not make AYP and has received funds for three years, all funds must be used to address the specific weaknesses that resulted in the LEA's failure to make AYP through the support of research-based activities.
  - If a district does not make AYP for two consecutive years after three years of participation, all funds must be spent in accordance with the LEA's improvement plan under section 1116 of ESEA.
  - Title VI, Part B funds must be used to supplement, not supplant, any other Federal, State or local education funds
  
- **IDEA Part B**
  - IDEA funds are generally used for students with disabilities, ages three through 21, who are eligible to receive special education and related services. However, some systems are required to reserve 15% of their funds for CEIS (coordinated early intervening services) and some systems elect to reserve up to 15% of their funds for CEIS. CEIS funds may be used to provide services to students in K through 12 (with an emphasis on K-3) who are not currently identified as eligible for special education, but who need additional academic and behavioral supports to succeed in general education. These activities and supports may include professional development for teachers and other school staff to enable personnel to deliver scientifically based literacy instructions, and where appropriate, instruction on the use of adaptive and instructional software; and providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
  
- **IDEA Preschool**
  - IDEA Preschool funds are generally used for students with disabilities, ages three through five, who are eligible to receive special education and related services. However, some systems are required to reserve 15% of their funds for CEIS (coordinated early intervening services) and some systems elect to reserve up to 15% of their funds for CEIS. CEIS funds may be used to provide services to students in K through 12 (with an emphasis on K-3) who are not currently identified as eligible for special education, but who need additional academic and behavioral supports to succeed in general education. These activities and supports may include professional development for teachers and other school staff to enable personnel to deliver scientifically based literacy instructions, and where appropriate, instruction on the use of adaptive and instructional software; and providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
  
- **Title II Part B – Mathematics and Science Partnerships Program**

The program's goal is to increase student mathematics and science achievement through increasing teachers' content knowledge and pedagogical skills. An eligible partnership may use funds to

provide professional learning in the use of data and assessments to inform and instruct classroom practice.