

**RAE. C STEDMAN  
ELEMENTARY  
TITLE I  
SCHOOLWIDE PLAN**

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

**2021-2022**

Updated June 2<sup>nd</sup>, 2021



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## Contact Information

School Information		
<b>Name of School</b> Stedman Elementary	<b>Name of Principal</b> Heather Conn	
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	<b>Email</b> hconn@pcsd.us	
District Information		
<b>Name of District</b> Petersburg Borough Schools	<b>Name of Superintendent</b> Erica Kludt-Painter	
<b>Address (Street, City, State, Zip Code)</b>  201 Charles W Street Petersburg, AK 99833	<b>Telephone</b>	<b>Fax</b>
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## Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)		
<b>What is the school's current poverty rate?</b>	<b>Is the school's poverty rate above 40%? (Y or N)</b>	<b>If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N)</b>
54%	Y	NA

Schoolwide Plan Information		
<b>New Plan (Y or N)</b>	<b>Initial Effective Date</b>	<b>Revision Date</b>
N	Fall 2019	Spring 2020 and Fall 2020

## 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.

Erica Kludt-Painter  
Printed Name of Superintendent

Heather Conn  
Printed Name of Principal

Erica Kludt-Painter  
Signature of Superintendent

Date

Heather Conn  
Signature of Principal

6-3-21

Date

## 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
<b>Principal:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Heather Conn</li> </ul>	Administration and oversight of schoolwide program
<b>Teachers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Erin Willis</li> <li>Stephanie Pawuk</li> </ul>	Title 1 teacher input and RTI planning team
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Sharon Smith</li> <li></li> </ul>	Title 1 paraprofessional
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Katey Gilpin</li> <li>Katrina Miller</li> </ul>	Parents providing input, guidance, and feedback
<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Sharon Smith</li> <li>Erin Willis</li> <li>Hillary Mullen</li> </ul>	Title 1 reading support and input.
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Administrators:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Karen Morrison</li> </ul>	Director of Finance
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>Eliza Warmack</li> <li></li> </ul>	Title 1 Teacher and Coordinator of K-5 programming
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>Dave Owens</li> </ul>	High School Vocational Education Teacher and Parent
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>Brandi Heppe</li> </ul>	Parent, Head Start Director, Tribal Member
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Barb Marifern</li> <li>Annica Tufele</li> <li>Heidi Cabral</li> </ul>	Special Ed. Teachers and RTI planning team
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>Stephanie Silva</li> <li>Megan Litster</li> </ul>	Johnson O'Malley tutor, tribal member, and parent
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	

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

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

Stedman Elementary’s schoolwide plan was developed using the previous year’s data from PEAKS, MAP Growth, and MAP Reading Fluency test scores, as well as benchmark information, behavior needs, and attendance records. In planning for the next school year, we used information and data from the Comprehensive Needs Assessment. Monthly meetings were planned for the next school year. Our meetings have focused on establishing the plan, defining goals and conceptualizing actions and activities. We included celebrations of our progress and re-evaluated our goals. Information from the School Climate and Connectedness survey utilized to stay abreast of needs, and smaller, specific surveys and questionnaires were sent to families and staff.

**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 columns that apply)		
		Planning Team	All Staff	Parents/Community
9/4/20	Migrant Fall Welcome and Recruitment Event for students and families and Annual Meeting. Activities included: Family Hot Dog Meal pick-up, Migrant Needs Survey, RingCentral Session, Title I Overview (How it will look this year?), Migrant Education Overview (How to sign-up?), and a Virtual Staff Kick-off (staff made a short video for parents to kick-off the school year). <a href="#">Agenda and Email Thread</a> <a href="#">Picture of Attendance</a>	X	X	X
3/11/21	Migrant Literacy Package On The Go Event. We purchased board games, books, and meal kits from different countries that went home over spring break. This event reached every single one of the migrant students and materials were all age appropriate. <a href="#">Pictures</a>	X		X
3/26/21	Migrant Family Event: Families made their own pizzas and the Coast Guard talked with students/families about boat safety and radio communication. The event also had books, swim suits, and other small prizes to give away. <a href="#">Flyer</a> <a href="#">Sign-in</a> <a href="#">Online Sign-up</a> <a href="#">Pictures</a>	X		X
4/23/21	Literacy Event:	X	X	X

	<p>This event was done drive-by, walk-by, or bike-by style. We had a family hot dog cookout with two planting activities that went home with families, and two books about spring planting.</p> <p>Flyer: <a href="https://drive.google.com/file/d/1C1G-Fx7SZu6g-77FF7m8--15yaXqr3M7/view?usp=sharing">https://drive.google.com/file/d/1C1G-Fx7SZu6g-77FF7m8--15yaXqr3M7/view?usp=sharing</a></p> <p>Pictures: <a href="https://drive.google.com/drive/folders/1i57LqPQSI7IwTJO0ddAi_RCY9HDYjd1x?usp=sharing">https://drive.google.com/drive/folders/1i57LqPQSI7IwTJO0ddAi_RCY9HDYjd1x?usp=sharing</a></p>			
5/19/21	<p>Title 1 Schoolwide/Consolidated Event: This meeting was organized to solicit ideas for supporting all students, reviewing the current plan, assessing goals, and determining next steps for Title 1 instruction, as well as the Family Engagement Plan.</p>	X		X
5/19/21	<p>Consolidation Vote</p> <p>Survey Results: <a href="https://docs.google.com/forms/d/17IMaKYGEmlOW1iOlzDvAJuoUaFW2yQHxtm1v-a0tqTI/edit?usp=sharing">https://docs.google.com/forms/d/17IMaKYGEmlOW1iOlzDvAJuoUaFW2yQHxtm1v-a0tqTI/edit?usp=sharing</a></p>	X		X

**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.**

In May, we reviewed the proposal for Schoolwide Title 1 service with teachers. Parents were included in the review and planning process during the May 19th meeting, as well as the Migrant Consolidation meeting on May 19, 2021. Both of these meetings were well advertised in emails, bulletins, and social media. Invitations were extended to families to be on the planning committee, and to share ideas of how to best serve our students. Ideas that were submitted for next year: Increased activities and recess time per class, smoother transition planning from elementary to middle school, parent involvement in Partners in Education (P.I.E.) Committee, Bring your Parent to PE Day, family orientation, Family/Child Centered Events, and basic Map/Chart to families for Reading Skills.

Data collection was accomplished through use of PEAKS test scores, MAP scores (Measures of Academic Progress), and MAP Reading Fluency for the 2020-2021 school year. For the 2021-2022 school year data collection will be accomplished through the use of MAP (Measure of Academic Progress), and MAP Reading Fluency.



# Comprehensive Needs Assessment

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

There are approximately 206 students attending Stedman Elementary. The culture of Petersburg centers around fishing with a harbor that is home port to approximately 600 commercial vessels. Petersburg has about 3,000 inhabitants. There is a strong Forest Service population and many of our families are employed by support services, including the hospital.

## 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.

Documented meetings were held in May and June for regular education teachers, special education teachers, migrant education specialist and the ELL specialist. Bridget Wittstock was contacted as the special education director and district test coordinator.

## 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	PEAKS data shows that 31.4% of 3 <sup>rd</sup> graders are below proficient in 2019 spring scores. There are no scores for 2020. MAP data shows that 47% of our 3 <sup>rd</sup> graders scored below proficient in reading in the spring of 2021.
	Mathematics instruction for all students	Medium	PEAKS data shows that 36.3 % of our 3 <sup>rd</sup> graders are below proficient in 2019 spring scores. There are no scores for 2020. MAP data shows that 50% of our 3 <sup>rd</sup> graders scored below proficient in math in the spring of 2021.
	Science instruction for all students	Medium	No specific data
	Other content area instruction for all students	Low	

	Support for students with disabilities	High	PEAKS MAP Growth MAP Reading Fluency
	Support for migrant students	High	PEAKS MAP Growth MAP Reading Fluency
	Economically disadvantaged or low achieving students	High	PEAKS MAP Growth MAP Reading Fluency
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	PEAKS MAP Growth MAP Reading Fluency
Graduation & dropout rate	Ensure students will graduate from high school	Low	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Power School attendance check
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	
Curriculum	Core curriculum aligned vertically and with state standards	High	Review of ELA curriculum was in May 2020 as well as planned for 2020-2021 school year. Adoption of the ELA curriculum took place on April 13 <sup>th</sup> , 2021. Implementation started in April of 2020. Review and Adoption of Math curriculum was in April/May 2020. Implementation started in April of 2020./
Instruction	Effective instructional strategies and tiered interventions	High	In May 2020 the RTI process in our school was reviewed, looking at what each tier level has to offer a student in all grade levels K-5. Review of RTI process and was presented to staff in August 2020.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	MAP tools
Supportive Learning Environment	Safe, orderly learning environment	High	Review of PBIS process
Family Engagement	Family & community engagement	Medium	Review of volunteer log. There is no data for the 2020-2021, as policies prohibited volunteers inside the building.

Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Teacher Evaluation tool—Frontline “My Learning Plan”
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Medium	
Leadership	Recruiting, training & retaining qualified principals	Medium	
Other:			
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
Reading, Alaska Native reading proficiency at 3 <sup>rd</sup>	3 <sup>rd</sup> Grade MAP reading scores Fall 2021	Targeted students meet MAP projected growth	3 <sup>rd</sup> Grade MAP ‘met projected growth’ Spring 2022
Reduce chronic absenteeism for students missing 10% or more days of school	Powerschool Truancy and Attendance report for 2020/2021: identify students from previous year, and students during current year 2020/2021	Decrease targeted student absence from more than 15 per trimester to less than 5 per trimester.	Powerschool Truancy and Attendance Report, per trimester will show targeted students missing no more than 5 days per trimester.
Improve reading fluency and comprehension for students testing below grade level benchmark	K-3 MAP Reading Fluency scores Fall 2021 and Spring 2022	Targeted students will show 30% growth in reading fluency and retell	K-3 MAP Reading Fluency and/or MAP Reading Growth scores show 30% growth on the Spring 2022 MAP Reading Fluency Assessment

## Schoolwide Plan Strategies

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

- \*Continued training with the MAP tool through webinars, online training, and district-trained staff
- \*Scheduling reading blocks to provide extra academic supports in all grade levels
- \*Increased focus for 3<sup>rd</sup> grade reading in order to improve readiness for PEAKS and ensure reading level is improving and proficient.
- \*Explore and fund reading training for teachers and specialist, extending into gaining knowledge and strategies to target struggling readers.
- \*Professional development for differentiation
- \*Award PBIS points for attendance achievements.
- \*Focus on attendance schoolwide.
- \*Send letters to parents when student absence is at 5 days, 10 days and 12 days per trimester.
- \*Conference with parents regarding chronic absences.

### 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.

- \*PEAKS and MAP data reviewed to identify subgroups that are struggling
- \*Quarterly academic family events will enhance student learning, and provide enrichments as we take opportunity to provide information to families to extend learning at home. Reading (Sept.), Science (Fall), Math (January), Art (spring).
- \*Researching resources for opportunities to connect with students outside of Petersburg for academic challenges, such as online connections.

### 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.

- \*Family involvement enhances learning and creates a well-rounded child.
- \*Focus on Science, math, reading and art events to provide enrichments in various areas.
- \*Professional development for increasing student reading abilities
- \*Increased accessibility to reading specialists

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

\*Stedman Elementary will identify students who are struggling academically and provide increased reading instruction in smaller intervention groups.

\*We will utilize the MAP screening tool to target areas of weakness for at-risk students.

\*We will use curricula that is scientifically proven to improve reading, such as the content provided by Lindamood Bell (Visualizing and Verbalizing and Seeing Stars).

\*We will provide professional development for reading instruction.

## Annual Evaluation & Review Process

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

Teachers and administrators will analyze PEAKS, MAP and MAP Reading Fluency data in order to compare student scores with their previous year's scores, and also compare grade level scores of previous year's students. An end of year meeting is scheduled to review and reflect on the accomplishments throughout the year and make necessary revisions to the plan.  
Principal and staff will review Powerschool data for students who have had chronic absences.

### B. Describe how the school will measure and report student process 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.

Students will be measured both on a comparison of their previous score and against nationwide scores. Subgroups can be isolated on PEAKS and MAP tests, and comparisons made. Results are made public.

### 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.

PEAKS, MAP and MAP Reading Fluency scores will be compared with previous years, and we hope to see an increase in scores overall, as well as significant growth for at-risk students.

### 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.

After the fall, winter, and spring testing, we will meet as a staff and review scores. Teachers will evaluate the extent of interventions and evaluate strategies. Adjustments will be planned for the next year.  
By reviewing data from Powerschool, we will evaluate whether the strategies have improved attendance.

## 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)
X	\$72,818.00	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
X	\$143,000.00	Title I, Part C: Education of Migratory Children**
X	\$25,888.00	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
X	\$10,000	Title IV, Part A: Student Support and Academic Enrichment Grants
		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:
		Other:
		Other:
		Other:

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

