TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

ESSA and Title IV, Part A

The purpose of the Student Support and Academic Enrichment grant program (Title IV, Part A) is to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs; also referred to as school districts) to:

- Provide all students with access to a well-rounded education.
- Improve school conditions for student learning.
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Locally determined programs and activities carried out under Title IV, Part A must be coordinated with other school and community-based services and may be conducted in partnership with institutions of higher education and other entities.

Well-Rounded Education

The purpose of a well-rounded education is to provide an enriched curriculum and equity of access to all students. A well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs that make time for exploration and help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. For example:

- Science, technology, engineering, and mathematics (STEM)
- Arts – music, dance, media arts, theater, and visual arts
- Foreign language instruction
- Health and Physical Education
- Civics instruction
- Environmental education
- Social emotional learning
- College and career counseling
- Accelerated learning programs–dual or concurrent enrollment and early college high school programs
- Project-based learning
- Out of school time opportunities–before/during school and during breaks
- Programs and activities that promote volunteerism and community involvement

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Safe and Healthy Students

The second purpose under Title IV, Part A is to improve school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school. Funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff. Program examples include:

Safe and Supportive Learning Environments
- Trauma-Informed Classrooms/Schools
- MTSS/PBIS
- Dropout Prevention
- Suicide Prevention
- Preventing Bullying and Harassment
- Reducing Use of Exclusionary Discipline Practices & Promoting Supportive School Discipline

Student Physical and Mental Health
- School-Based Mental Health Services
- Health Services, including Chronic Disease Management
- Drug and Violence Prevention
- Healthy, Active Lifestyle, Nutritional Education
- Preventing Use of Alcohol, Tobacco, Smokeless Tobacco, Electronic Cigarettes

Effective Use of Technology

The third purpose under Title IV, Part A is to increase the effective use of technology to help improve the academic achievement, academic growth, and digital literacy of all students. When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning. For technology to be truly transformative, educators need to have the knowledge and skills to take full advantage of technology rich learning environments. Examples of activities include:

- Developing and implementing blended learning strategies
- Discovering, adapting, and sharing openly licensed high-quality resources
- Delivering courses through technology
- Collaboration enabled by technology
- Supporting professional learning for STEM, including computer science

The intention is to improve teaching and learning through the effective use of technology, as opposed to simply purchasing technology. For that reason, the program includes a special rule that no more than 15 percent of funds designated under this category may be used to purchase "technology infrastructure," which includes devices, equipment, software applications, platforms, and other one-time IT purchases.

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Program Detail

1. Meaningful consultation with stakeholders

LEAs must consult with stakeholders in the three priority areas throughout the program development and implementation process. Stakeholders must include, but are not limited to, the following (as applicable):

- Parents/families
- Teachers
- Principals
- Students
- School leaders
- Specialized instructional support personnel
- Indian tribes or tribal organizations
- Local government representatives
- Community-based organizations
- Others with relevant and demonstrated expertise.

The LEA should continue to engage stakeholders to improve the effectiveness of activities to coordinate implementation with other related strategies, programs, and activities being conducted in the community.

2. Comprehensive needs assessment

LEAs with an allocation of at least $30,000 must complete a comprehensive needs assessment (CNA) that includes a focus on:

- Access to, and opportunities for, a well-rounded education for all students.
- School conditions for student learning to create a healthy and safe school environment.
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

The LEA must complete and/or update the CNA at least once every three years.

3. Distribution of funds across content areas

LEAs that receive an allocation of at least $30,000 or more, must address all three content areas as follows:

- Not less than 20 percent of funds to support well-rounded educational opportunities.
- Not less than 20 percent of funds to support safe and healthy students.
- A portion of funds to support the effective use of technology. LEAs that receive an allocation of less than $30,000 are not required to address multiple content areas.

4. Application Process

Eligible LEAs must submit an application in iGrants (EGMS beginning in 2022-22) that describes the planned use of funds. School staff or other community stakeholders who are

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interested in how to access Title IV, Part A should begin by contacting the individual within the school district with responsibility for administering federal programs.

5. Equitable services

Federal law requires districts receiving Title IV, Part A funds to provide for the equitable participation of private school students, teachers, and other educational personnel in private schools located in the district, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs. For more information about equitable services in federal programs visit the Private School Participation in Federal Programs homepage.

6. Supplement, not supplant

Federal law requires that LEAs use program funds to supplement, and not supplant, non - federal funds that would otherwise be available for activities authorized under the program. This means that, in general, LEAs may not use Title IV, Part A funds for the cost of activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of the Title IV, Part A program funds.

7. Reporting requirements

LEAs must annually complete a state report regarding how Title IV, Part A funds were used and to what extent they accomplished annual goals.

Contact

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