



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Title IV, Part A: Student
Support and Academic
Enrichment
Program Coordinators Guide
Updated April 2024*

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Program Coordinators Guide

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PROGRAM OVERVIEW

Intent and Purpose

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.

This program guide contains basic program information, as well as direct links to related information and resources available on the [OSPI Title IV, Part A web site](#). This resource provides general program information and should not be perceived as an all-inclusive listing of all statutory requirements. Upon certification and submission of the ESEA Consolidated Federal Grant Application, LEAs certify that they will comply with all requirements noted in statute.

Allocation of Funds to LEAs

Allocations to individual LEAs are determined based on a statutory formula. Title IV, Part A allocations are based on a proportionate share of the LEA's Title I, Part A allocation the prior year. LEAs that did not operate a Title IA program in one year will not receive a Title IV-A allocation the following year. The minimum allocation for eligible LEAs is \$10,000.

Allocation amounts for the current school year for all formula grants are available on the [Federal Allocations web page](#). These allocations are updated as the preliminary or final grant notifications become available to the Office of the Superintendent of Public Instruction (OSPI) from the Department of Education.

Program Timeline

Start Date	Item	Due Date
May	Application (Intent to Participate, Transferability, and Substantially Approvable Status (SAS)) <i>(Required) EGMS Consolidated Grant Application</i>	Recommended July 1
	Last day Pre-Application Accepted <i>EGMS Consolidated Grant Application</i>	October 14
July	Consolidated Grant Application <i>EGMS Consolidated Grant Application</i>	September – October Reviewed on a rolling basis Fall
Late February	Carryover Funds Budget Redirection <i>EGMS Amendment</i>	March Reviewed on rolling basis
March – April	Private Participation in Federal Programs <i>Private Schools Notify OSPI through the application in Educational Data System (EDS)</i>	Mid-April
May	Title IVA End-of-Year Report <i>EGMS Progress Report</i>	June (Ideally submitted prior to new CGA)
September	Final Budget Claims <i>EGMS</i>	December 15

PROGRAM REQUIREMENTS

Meaningful and ongoing consultation with stakeholders

LEAs must consult with stakeholders in the three priority areas throughout the program development and implementation process (ESEA section 4106(c)(1)). 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 diverse groups of stakeholders to improve the effectiveness of activities to coordinate implementation with other related strategies, programs, and activities being conducted in the community.

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 (ESEA section 4106(d)). The needs assessment must include valid, local data that demonstrates a need in an area that may be supported with Title IV, Part A funds. Districts must engage in timely and meaningful consultation with a broad range of stakeholders (see above) and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs.

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% of funds to support well-rounded educational opportunities.
- Not less than 20% 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.

Application Process

Eligible LEAs must submit an application in the Education Grants Management System (EGMS, applications were previously submitted iGrants prior to 2022) that describes the planned use of funds and how they will periodically assess effectiveness. School staff or other community stakeholders who are 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.

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 physical bounds within the district, including by engaging in timely, meaningful and ongoing 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.

Supplement, not supplant

Section 4110 requires that Title IV, Part A program funds be used 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. In determining whether a particular use of funds would violate the non-supplanting requirement, LEAs should consider matters such as whether the cost involved is currently paid for using state or local funds or whether the cost involved is for an activity that is required by state or local law. In no event may LEAs decrease the amount of state or local funds used to pay the cost of an activity simply because of the availability of the Title IV, Part A program funds.

Consolidated State Performance Report and State Reporting

In accordance with ESEA section 8303, OSPI is required to complete the Consolidated State Performance Report (CSPR) reflecting the actual amount of funds spent in each of the three component areas of Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology. LEAs will associate all Title IVA expenditures with one of the three program areas during the claims process (request of reimbursement.)

For annual state reporting, LEAs are required to report the degree to which they are making progress toward meeting the objectives and outcomes described in their program plans. This information, as well as the types of activities conducted using grant funds is collected through the annual End of Year (progress report) in EGMS.

Community Partnerships

ESEA section 4106(e)(1)(A) requires districts to list any partnerships with institutes of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entity with a demonstrated record of success in implementing activities that will be supported with Title IV, Part A funds. Districts are encouraged to reach out to any partners that may be able to support the program. When completing the application, districts need to list partner(s) that will be supporting the Title IV, Part A funded program and how the partnership will enhance student achievement. Some programs or activities may not involve a community partner, in which case, the district will just mark N/A in the box to indicate no partners are supporting the Title IV, Part A funded program. While districts may have partners with various groups to support multiple programs, only partnerships that are directly supporting the Title IV, Part A funded program should be listed within the application.

PRIVATE SCHOOL EQUITABLE SERVICES

Title IV, Part A funds are subject to equitable services requirements, as detailed in Title VIII of ESEA, and provided to private schools located within the physical boundaries of the public school district. Districts must notify private school officials within the district boundary in a timely manner of their right to participate in the federal program and set up a time to have meaningful consultation on the program and services that may be provided. Ongoing, meaningful consultation throughout the year is required.

Equitable Services Funding Requirement

The equitable share of funds shall be determined based on the total amount of funds received by the LEA, prior to any allowable expenditures or transfers by the LEA. Funds allocated to the LEA for

educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the LEA. The control of funds and title to materials, equipment, and property belong to the LEA; all materials, equipment, and property should be on the LEA's inventory list and labeled prior to private school use

Consultation

The LEA is required to notify the private schools within the district boundary of their ability to participate in the Title IV, Part A federal program. The LEA then must provide timely, meaningful consultation with the private schools that choose to participate. The consultation provides the LEA and private school to review the needs of the private school, voice opinions and concerns and agree upon services that are reasonable, necessary, allocable and allowable under the Title IV, Part A program. After the initial consultation, there must be ongoing consultation throughout the year. The consultation should include topics such as:

- How the private school's needs are identified (e.g., what data was used to determine the need).
- What services, programs, or resources will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to eligible private schoolchildren, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined.
- How and when the services will be delivered, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.
- Whether the services will be provided directly through the LEA or through a third-party contractor.

PROGRAMMATIC USE OF FUNDS

Districts may use funds for allowable activities under the Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology component areas of the grant, as outlined in ESEA section 4107–4109 and described in the [Title IV, Part A Non Regulatory Guidance](#).

Districts that receive \$30,000 or more in Title IV, Part A funding must conduct a comprehensive needs assessment and must allocate at least 20% in Well-Rounded Education, at least 20% in Safe and Healthy Students, and some portion in the Effective Use of Technology sections.

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

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% 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.

Carryover of Funds

As per ESSA, Title IV, Part A funds remaining at the end of a grant period are made available to grant recipients through a carryover process. This allows grant recipients to use unobligated balances from the prior fiscal year in the current grant year. OSPI grant staff calculate carryover amounts after the grant has closed and make the funds available to eligible grant recipients through their current approved applications. There is no percent threshold for carryover for the Title IV, Part A funds. In total, an LEA has 26 months (e.g., July 1, 2022 – Aug 31, 2024) to expend the funds for any given year’s allocation.

ALLOWABLE USES OF FUNDS

In determining how funds may be spent, the district first needs to ensure funds are supplemental and are following the “supplement, not supplant” provision. The program plan should be the result of a needs assessment process and stakeholder engagement. Ensure that all costs are:

1. Reasonable — not excessive in cost and based upon prudent and sound purchasing practices.
2. Necessary — essential for carrying out the needs-based Title IV, Part A program.
3. Allocable — cost is incurred specifically for the benefit of the program, distributed proportionately, an allowable activity, and meets the program’s intent.
4. Documented — the district can readily document the reasonableness, necessity, and allocability of the cost.
5. Compliant — with Cost Principles and the Federal Award.
6. Consistent — with Policies and Procedures applying uniformly to federal and non-federal activities and costs.

Federal funds cannot be spent on the following:

- Construction, renovation or repair of any school facility.
- Medical services for drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.
- Field trips for entertainment purposes.
- Anything that would NOT be directly related to education or transition (ex.: birthday parties, gift cards, entertainment).
- Direct reimbursements to private and non-public schools.
- Food or meals. Light refreshments and snacks *are* allowed in certain circumstances.

This is not an exhaustive list so if you have an expense that you are unsure would be allowable, please send an email to titleiva@k12.wa.us to discuss.

TRAINING AND SUPPORT RESOURCES

- [Title IV Online Learning Canvas Course](#)
- [Title IV, Part A Coordinator Training and Overview — May 2023](#)
- [Effective Use of Technology — Open Educational Resources](#)
- [The Arts and Title IV, Part A](#)
- [Title IV, Part A Program Planning Guide](#)
- [Health and Physical Education and Title IV, Part A](#)
- [Mental Health and Suicide Prevention and Title IV, Part A](#)
- [SEL and Title IV, Part A](#)
- [Education Grant Management System \(EGMS\)](#)
- [Title IVA Forms in EGMS](#)

FEDERAL LAWS, REGULATIONS, AND GUIDANCE

- [United We Stand Fact sheet: Taking Action to Prevent and Address Hate-Motivated Violence and Foster Unity](#)
- [The U.S. Department of Education Toolkit for Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students](#)
- [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)
- [Non-Regulatory Guidance on the Student Support and Academic Enrichment \(SSAE\) Grants](#)
- [T4PA Center](#)
- [Non-Regulatory Guidance on Equitable Services \(July 2023\)](#)
- [Every Student Succeeds Act: Title IV, Part A](#)

Contact

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Shared Title IV Inbox

TitleIV@k12.wa.us

Web Site: [Title IV, Part A: Student Support and Academic Enrichment](#)



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