Title IV, Part A: Student Support and Academic Enrichment

Program Coordinator Overview

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Meet the Team

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Title IV, Part A: Program Purposes

The Student Support and Academic Enrichment (Title IV, A) grant program aims to increase the capacity of state educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to:

Provide all students with access to a **Well-Rounded Education.**	Improve school conditions for student learning through activities that support **Safe and Healthy Students.**	Support the **Effective Use of Technology** in order to improve the academic achievement and digital literacy of all students.

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Title IV, Part A: Funding History

School Year	Total	Washington
2017-18	$400 million	$6,004,278
2018-19	$1.1 billion	$15,579,355
2019-20	$1.17 billion	$15,971,829
2020-21	$1.22 billion	$19,060,087
2021-22	$1.22 billion	$17,768,528
2022-23	$1.235 billion	$20,188,153
2023-24	$1.38 billion	$20,838,842

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Allocations

- US Department of Education allocates funding to each state on an annual basis based on its relative share of Title I the prior year.

- OSPI allocates funding to each LEA based on its Title I allocation from the prior year.

  - The minimum allocation is $10,000.

  - LEAs may carryover up to 100% of funds from year to year.

- LEAs submit a narrative plan and budget as part of the Consolidated Grant Application (CGA) in the new EGMS.

- REAP eligible LEAs may opt to exercise Alternative Fund Use Authority (flexibility) to simplify management of Title IVA, as well as Title IIA, funds.

- LEAs may opt to transfer Title IVA, as well as Title IIA, funds to use for purposes consistent with other federal programs.

Title IV, Part A: Grant Requirements

1. Meaningful consultation with stakeholders.

2. Comprehensive needs assessment at least once every three years. (If allocation is $30,000 or more.)

3. Distribution of funds across the 3 program areas – at least 20% well-rounded education, at least 20% safe and healthy students, and some portion effective use of technology. (If allocation is $30,000 or more.)

4. Funds must be used to supplement, and not supplant, non-federal funds.

5. Equitable services for private school participation, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

Statutory Compliance *(program review; formerly CPR)*

Spending requirements by category. *ESEA Section 4106 (C), (D), and (E) of subsection (e)(2)*

Example: FY 2022 allocation of $50,000.

- Spend at least 20% on Well-Rounded Education: $20,000 or more

- Spend at least 20% on Safe and Healthy Students: $20,000 or more

- Spend some portion on Effective Use of Technology. Remember, technology infrastructure is limited to 15% of the amount spent in this area, not the total allocation.

Important reminder:

ED considers this requirement to apply according to the fiscal year allocation, not by the year in which funds are expended.

This means any FY 2022 funds spent during the 2022–23 school year AND spent as carryover during the school year 2023–24. (But not any FY21 carryover spend during the 22-23 school year.)

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Technology Infrastructure

A Special Rule in ESEA Section 4109(b) states that no more than 15% percent of funds for activities to support the Effective Use of Technology may be used "for purchasing technology infrastructure."

ED clarified: LEAs may not spend more than 15% of funding in the Effective Use of Technology program area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

In EGMS, you describe the activities that fit under the Effective Use of Technology program area in the Program Plan table. It should align with the funds you included in the actual budget using the subcategory (program area).

The Technology Infrastructure section of the application, is just a portion of the total Effective Use of Technology budget. It is not in addition or instead of adding it in the budget or Program Plan.

▲ Technology Infrastructure

This section is a sub-total of the Effective Use of Technology amount in the Budget Plan. Please do not enter any text here if you did not include any funds for Effective Use of Technology in the Budget. (If you did include funds for Effective Use of Technology in your budget, they would be shown in the Budget Plan above.)

By statute, no more than 15% of funds designated for activities to support the Effective Use of Technology may be used "for purchasing technology infrastructure." The U.S. Department of Education (ED) defines technology infrastructure to include devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

1. Please enter the amount of Effective Use of Technology funds you plan to use for technology infrastructure.

2. Percentage of Effective Use of Technology:

3. Describe any technology infrastructure items, as defined above, that are included in the budget for Effective Use of Technology. (I.e., you do not need to include non-technology infrastructure items such as professional learning.) ⓘ

Stakeholder Engagement
ESEA Section 4106(c)

All LEAs receiving Title IVA funds are required to consult with a range of stakeholders during the design and development of its application.

WHY?

- It is required by statute
- You agreed to this requirement when you submitted your application.
- It helps to prioritize and maximize limited resources
- It creates community buy-in
- It provides a broader perspective for planning, implementation, and continuous improvement

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

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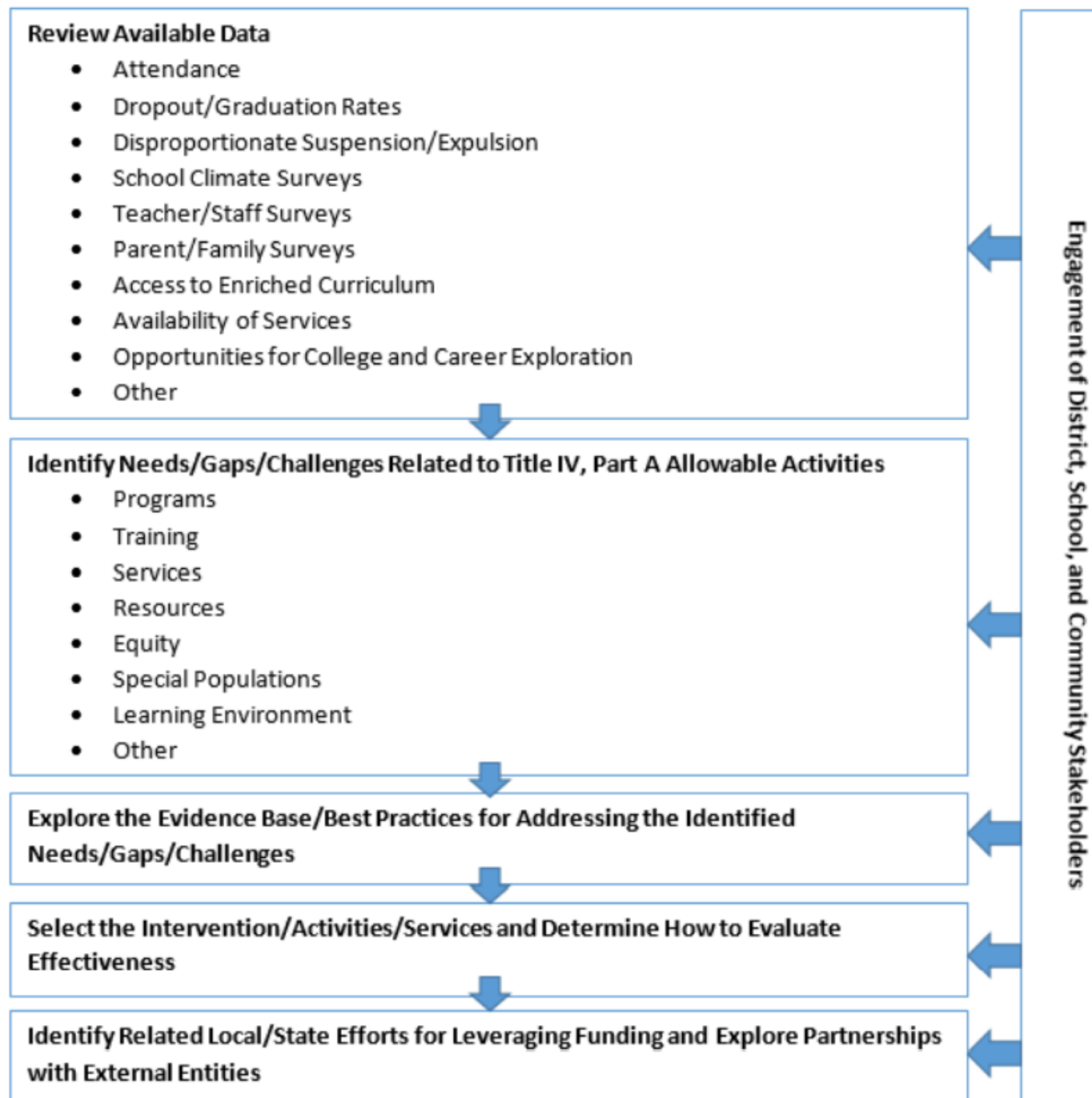# Comprehensive Needs Assessment

ESEA Section 4106(e)(2)(A)

- For LEAs that receive at least $30,000, a comprehensive needs assessment (CNA) is required. This requirement applies prior to any determination to transfer funds to another Title program.

- During the needs assessment process for Title IV, Part A, LEAs should examine needs specifically related to the improvement of:

  - 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

The Comprehensive Needs Assessment does not need to be a stand-alone process for Title IV, Part A.

Ideally, it is part of a strategic planning effort to identify the greatest needs and where there are gaps in services.

The CNA is not solely a justification for how the LEA wants to use the funds.

Review Available Data
- Attendance
- Dropout/Graduation Rates
- Disproportionate Suspension/Expulsion
- School Climate Surveys
- Teacher/Staff Surveys
- Parent/Family Surveys
- Access to Enriched Curriculum
- Availability of Services
- Opportunities for College and Career Exploration
- Other

Identify Needs/Gaps/Challenges Related to Title IV, Part A Allowable Activities
- Programs
- Training
- Services
- Resources
- Equity
- Special Populations
- Learning Environment
- Other

Explore the Evidence Base/Best Practices for Addressing the Identified Needs/Gaps/Challenges

Select the Intervention/Activities/Services and Determine How to Evaluate Effectiveness

Identify Related Local/State Efforts for Leveraging Funding and Explore Partnerships with External Entities

Engagement of District, School, and Community Stakeholders

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Prioritization to Buildings   *ESEA Section 4106(e)(2)*

Each application includes assurances that the LEA will prioritize the distribution of funds to schools served by the local educational agency that:

- Are among the schools with the greatest needs, as determined by such LEA

- Have the highest percentages or numbers of children counted under section 1124(c) –i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA

- Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i)

- Are implementing targeted support and improvement plans as described in section 1111(d)(2)

- Are identified as a persistently dangerous public elementary school or secondary school under section 8532.

LEAs are not required to allocate funding to specific buildings but may address districtwide needs.

Supplement, Not Supplant
ESEA Section 4110

By statute, LEAs must 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.

In general, supplanting is presumed when:

- An LEA uses funds to pay for an activity that is required by federal, state or local law, or

- An LEA uses funds to pay for an activity that was supported using state or local funds the previous year.

An LEA may overcome the presumption of supplanting if it has written documentation (e.g., state or local legislative action, budget information, or other materials) to document that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the federal program funds.

Equitable Services   *ESEA Section 4106(e)(2)(B)*

LEAs receiving Title IV, Part A funds must provide for the equitable participation of private school students, teachers, and other educational personnel in private schools located in the district. This includes timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

Title VIII, Part F of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act:

Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance

DRAFT UPDATE (March 30, 2022) – https://oese.ed.gov/files/2022/03/Draft-Title-VIII-Equitable-Services-Guidance.pdf

If an LEA is engaging in ongoing consultation, providing equitable services as required, it generally should not have significant carryover. Title IVA does not prohibit the carryover of funds for equitable services, and there are some extenuating circumstances that could result in carryover of funds for private schools.

> Example: Services for eligible children in one or more private schools are delayed (e.g., based on a natural disaster, delayed consultation, inability to employ qualified personnel, or unexpected procurement challenges). As a result, the LEA is unable to fully provide required equitable services, and some funds are unobligated at the end of the Federal fiscal year.

For more information about equitable services in federal programs visit the Private School Participation in Federal Programs page.

https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/elementary-and-secondary-education-act-esea/private-school-participation-federal-programs

Use of Funds

1. Was the proposed activity informed by a comprehensive needs assessment and/or stakeholder engagement?

2. Is the activity well-aligned with at least one of the Title IV, Part A program purposes? Title IV-A Student Support and Academic Enrichment Program Coordinators Guide (ospi.k12.wa.us) provides a non-exhaustive list of allowable activities under each program purpose/content area.

3. Are the costs allowable in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grant Guidance) of 2 CFR Part 200, Subpart E? Specifically, are the costs reasonable and necessary to accomplish the activities that are proposed to meet the identified need?

4. Does the use of Title IVA funds for the activity supplement, and not supplant, other state or local funds that would otherwise be used to pay for the allowable activity?

Direct Administrative Costs ESEA Section 4105(c)

c) ADMINISTRATIVE COSTS.—

Of the amount received under subsection (a)(2), a local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency's responsibilities under this subpart

This is in addition to the federally negotiated indirect cost rate.

Title IV, Part A: Program Plan

Programmatic Area. (Well-Rounded Education, Safe and Healthy Students, or Effective Use of Technology)

Program Need. Briefly describe the specific gap or area of need – identified through the needs assessment process and other stakeholder input – that will be addressed through grant activities (*e.g., improved school climate, access to music education, school mental health, etc.*)

Grant Funded Activities. Please describe planned program activities. Be sure to include detail on what, specifically, the Title IVA funds will be paying for (*e.g., staff time, programs, attendance at training, contracted services, supplies, curriculum, etc. This description should support your grant Budget.*)

Program Objective/Outcome. Briefly describe the measurable outcome or change you expect to see if the activity is successful and how you will measure effectiveness.

Partnerships. Describe any partnerships with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a *demonstrated record of success in implementing related activities* that will assist the LEA with planning or implementation.

Title IV, Part A: Program Plan (cont.)

Screenshot of the program plan table in the Title IV, Part A form in EGMS

Program Plan Examples

Content Area	Program Need	Funded Activities	Program Objective/Outcome	Partnerships
Well-Rounded Education	Arts education	Staff salary/benefits for art and band teachers. Sheet music and art supplies.	All six graders will have access to art or band.	Community Arts Collaborative
Safe and Healthy Students	School climate	Staff time for PD related to de-escalation and trauma informed practices. Contract with training provider.	Educators will demonstrate de-escalation techniques. 15% reduction in disciplinary referrals.	Happy School Association
Well-Rounded Education	STEM	Purchase of science kits for elementary schools. PD for science teachers to include staff time and training enrollment fees.	Students have at least 4 hands-on STEM activities. This will lead to increased interest in STEM and to more students taking STEM classes in later grades.	N/A
Effective Use of Technology	Technology integration	Continued training for teachers on the integration of technology into curriculum with Canvas. Strategies may include release time, before or after school training sessions.	50% of teachers will demonstrate ability to integrate technology into curriculum.	ESD 101
Safe and Healthy Students	Access to counseling	Contract with provider offering telehealth services	Up to 50 students will have access to remote mental health services the first year.	ABC Provider

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Required Application Contents

(e) CONTENTS OF LOCAL APPLICATION.—

Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:

(1)   DESCRIPTIONS—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of—

   A.   *Any partnership* with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

   B.   If applicable, *how funds will be used* for activities related to supporting well-rounded education under section 4107;

   C.   If applicable, *how funds will be used* for activities related to supporting safe and healthy students under section 4108;

   D.   If applicable, *how funds will be used* for activities related to supporting the effective use of technology in schools under section 4109; and

   E.   The *program objectives and intended outcomes for activities* under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes

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Programmatic Reporting

OSPI annually fulfills reporting requirement in two ways:

- Consolidated State Performance Reports (CSPR)

  ✓ Total amount expended per program area for the program year (September 1 – August 31)

  Expenditures reported should include **all** Title IVA expenditures, including carryover from the prior year.

  ✓ The number of LEAs that reported activities under each of the program areas.

- State Report *ESEA Section 4104(a)(2)*

  ✓ Public reporting on how funds made available under this subpart are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes.

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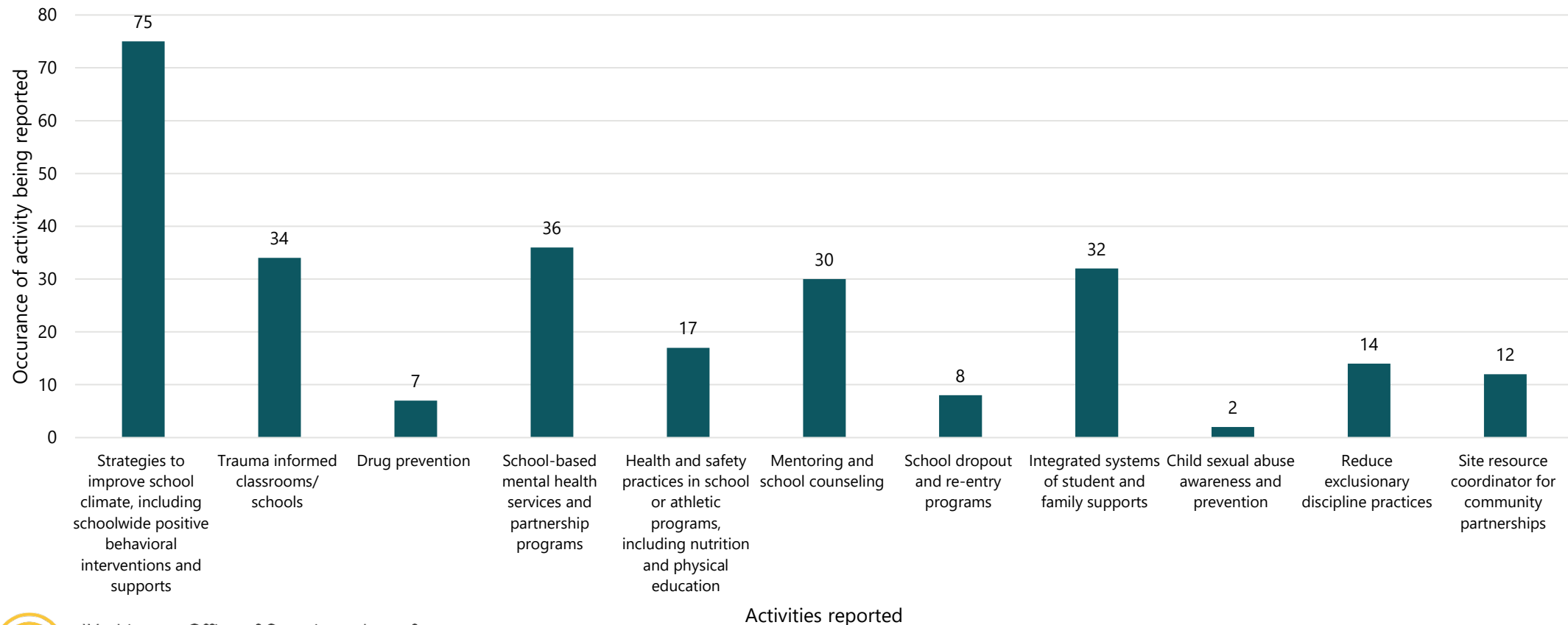**PUBLIC INSTRUCTION**

Access to a Well-Rounded Education

The purpose of a well-rounded education is to provide an enriched curriculum and educational experiences to all students.
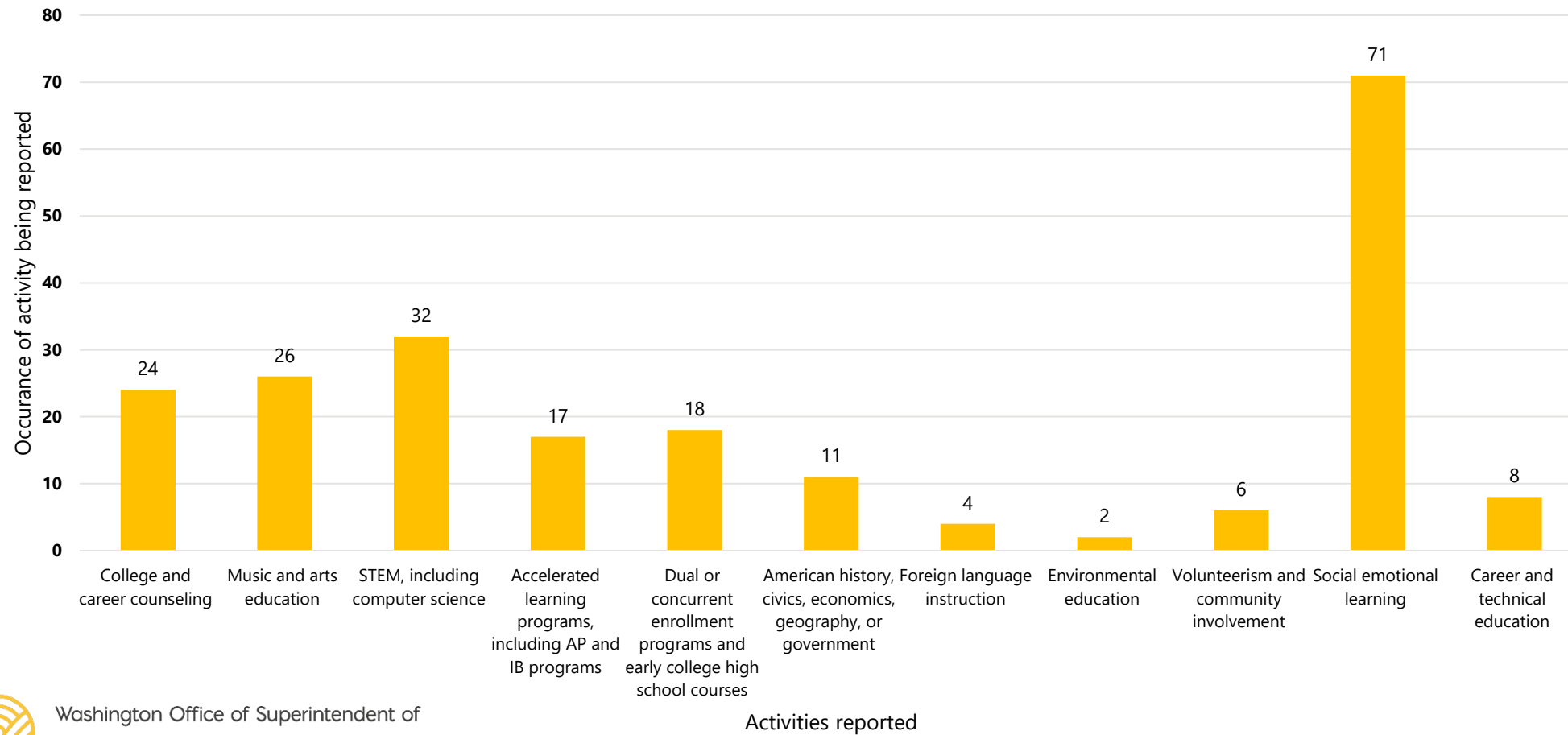
Safe and Healthy Students

When students are healthy and feel safe and supported, they are more likely to succeed in school. Title IV, Part A program funds may be used for programs or activities that foster safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.

Bar chart — Occurance of activity being reported (y-axis) vs Activities reported (x-axis):
- Strategies to improve school climate, including schoolwide positive behavioral interventions and supports: 75
- Trauma informed classrooms/ schools: 34
- Drug prevention: 7
- School-based mental health services and partnership programs: 36
- Health and safety practices in school or athletic programs, including nutrition and physical education: 17
- Mentoring and school counseling: 30
- School dropout and re-entry programs: 8
- Integrated systems of student and family supports: 32
- Child sexual abuse awareness and prevention: 2
- Reduce exclusionary discipline practices: 14
- Site resource coordinator for community partnerships: 12

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Effective Use of Technology

When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities.
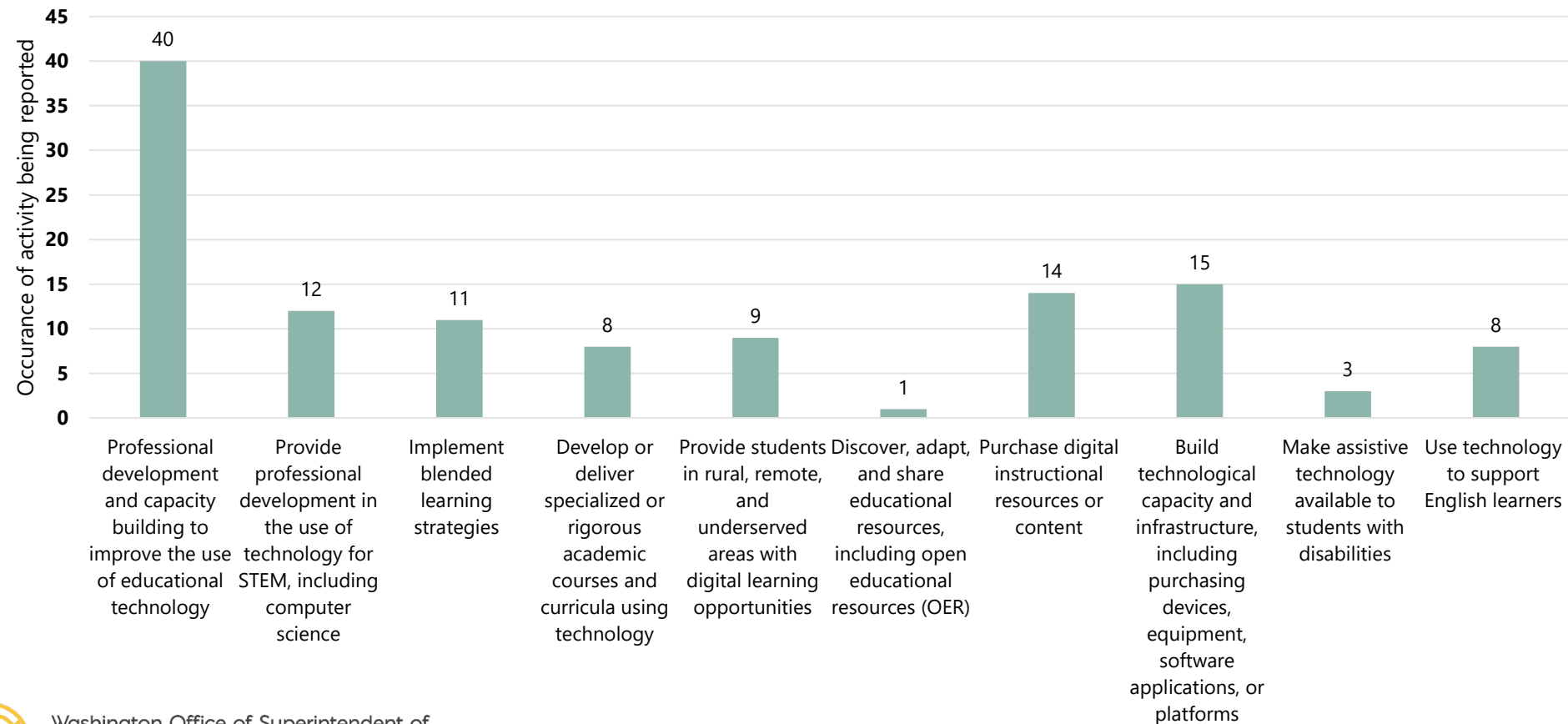
Title IV, Part A
Student Support and Academic Enrichment

Shared Title IV, Part A Inbox:
TitleIVA@k12.wa.us

Title IV, Part A website

https://www.k12.wa.us/policy-funding/grants-grant-management/student-support-and-academic-enrichment-title-iv-part

Title IV, Part A Coordinators Guide *NEW*

https://ospi.k12.wa.us/sites/default/files/2024-04/publication_titleivpartaprogramcoordinatorsguide_0.pdf

EGMS Resources

https://www.k12.wa.us/policy-funding/grants-grant-management/education-grant-management-system-egms

Questions?

Contact us:

TitleIVA@k12.wa.us

Educational Grant Management System (EGMS) at OSPI

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