OSPI Student Engagement and Support
Chris Reykdal, State Superintendent

*All students prepared
for post-secondary pathways,
careers, & civic engagement.*

Title IV, Part A: Student Support and Academic Enrichment

This document provides a general overview of program requirements and examples of allowable activities under Title IV, Part A of the Every Student Succeeds Act (ESSA). There are additional resources available on our website, or by contacting: Cara Patrick, Title IV, Part A Program Supervisor, cara.patrick@k12.wa.us, 360-725-6507.

Program Purpose

The purpose of 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; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Funding Eligibility

Title IV, Part A (IV-A) is a flexible federal block grant. OSPI receives funds from the U.S. Department of Education and then makes grant funds available to LEAs by formula. Local allocations are based on the Title I, Part A allocation received by the LEA during the prior year. Therefore, all LEAs that received a Title I, Part A allocation during the 2017-18 school year are eligible.

Use of Funds

Title IV, Part A provides formula funding to LEAs for a broad array of locally determined activities. For a list of allowable activities, please review the examples beginning on page four of this document.

Application Process

Eligible LEAs must complete form package (FP) 211 in the OSPI iGrants system. For access, visit the iGrants homepage.

Program Requirements

1. Meaningful consultation with stakeholders

Districts 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 in 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 <u>at least $30,000</u> 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 in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

3. Distribution of funds across content areas

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

- Not less than 20 percent of funds to support one or more of the activities pertaining to well-rounded educational opportunities;
- Not less than 20 percent of funds to support one or more activities pertaining to safe and healthy students; and
- A portion of funds to support one or more activities pertaining to the effective use of technology. *(LEAs may not use more than 15 percent of the funds designated for supporting the effective use of technology content area to purchase technology infrastructure, including devices, equipment, software, and digital content.)*

LEAs that receive an allocation of <u>less than $30,000</u> are not required to address multiple content areas.

4. Equitable services

Federal law requires districts receiving Title IV-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 [Elementary and Secondary Education Act](#) homepage.

5. 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-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-A program funds.

6. Reporting requirements

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

7. Carryover

LEAs may carryover up to one hundred percent of their funds from one year to the next.

<u>Please note</u>: If an LEA receives an allocation of $30,000 or more in a given year, it must meet the required minimums for each content area – 20% for Well-Rounded Education, 20% for Safe and Healthy Students, and some portion for Effective Use of Technology – based on the allocation for that year. When funds are carried over, LEAs must ensure that they have a process and internal controls in place to track unspent "required" funds from the prior year, in addition to the current year requirement, and be able to show those funds were spent according to the content area .

Activities to Support Well-Rounded Educational Opportunities

The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. Programs and activities carried out under this section must be coordinated with other schools and community-based services and may be conducted in partnership with institutions of higher education (IHEs) and other entities.

Programs and activities that support a well-rounded education may include, but are not limited to, the following examples that are adapted from the U.S. Department of Education's Non-Regulatory Guidance on the Student Support and Academic Enrichment (SSAE) Grants.

Science, technology, engineering, and mathematics (STEM)

Programming and activities to improve instruction and student engagement in STEM subjects. In a high-quality STEM opportunity, STEM skills and content knowledge are integrated and learned through exploration, inquiry, problem solving, and often involve real-world contexts or applications. STEM activities may include:

- increasing access for groups of underrepresented students to high-quality courses
- supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming)
- providing students hands-on learning and exposure to STEM, including through field-based and service learning
- supporting the creation and enhancement of STEM-focused specialty schools
- facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM instruction in those programs
- integrating other academic subjects such as the arts into STEM curricula

OSPI Resources:

Computer Science

Education Technology

Mathematics

Science, Technology, Engineering and Mathematics (STEM)

OSPI Contacts:

Arlene Crum, Mathematics Director, arlene.crum@k12.wa.us 360-725-6233

Ellen Ebert, Science Director, ellen.ebert@k12.wa.us, 360-725-4962

Dennis Small, Director, Educational Technology, dennis.small@k12.wa.us, 360-725-6384

Dan Tedor, STEM Program Supervisor, dan.tedor@k12.wa.us, 360-725-4467

Shannon Thissen, Computer Science Program Supervisor, shannon.thissen@k12.wa.us, 360-725-6092

Arts

Programs and activities that use music and the arts, which may include dance, media arts, theater, and visual arts, as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution.

OSPI Resources:

The Arts

OSPI Contact:

TheArts@k12.wa.us, 360-725-4966

Foreign language instruction

Instruction in foreign languages, which is essential for students to fully participate in today's global economy and increasingly diverse communities.

OSPI Resources:

World Languages

OSPI Contacts:

Angela Davila, World Languages Program Supervisor, angela.devila@k12.wa.us, worldlanguage@k12.wa.us, 360-725-6129

Accelerated learning programs

Raise student academic achievement through accelerated learning programs, including by:

- Reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program examinations.
- Increasing the availability of, and enrollment in, AP or IB programs, dual or concurrent enrollment programs, early college high schools, and other accelerated learning options.

AP and IB programs are designed to help students prepare for college-level work and enable students to take college-level courses in high school and potentially earn college credit based on scores achieved on AP and IB exams. Dual or concurrent enrollment programs and early college high school programs enable students to prepare for college rigor and, through college course enrollment opportunities, graduate from high school with college credits and vocational certificates. Counseling, mentoring, or programs that develop study skills and critical thinking are also important components of accelerated learning programs.

OSPI Resources:

Advanced Placement

Dual Credit

OSPI Contacts:

Jason Boatwright, Dual Credit Program Supervisor (AP & IB), jason.boatwright@k12.wa.us, 360-725-0436

Social emotional learning (SEL)

Activities in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. School-based SEL programs play an important role in fostering healthy relationships and increasing academic and career success.

OSPI Resources:

Social and Emotional Learning (SEL)

OSPI Contacts:

Mona Johnson, Director, Student Support, mona.johnson@k12.wa.us, 360-725-6050

Civics instruction

Develop, implement, and strengthen instructional programs in civics. Civics is generally understood to mean the content of what citizens should know about politics and government, including the foundations of the American political system. Schools can provide civics instruction through both formal and informal education beginning in the early years of the education process.

OSPI Resources:

Social Studies

OSPI Contacts:

Jerry Price, Social Studies Program Supervisor, jerry.price@k12.wa.us, 360-725-6351

Programs and activities that promote volunteerism and community involvement

Develop programs and activities focused on how youth can get involved in causes they care about while improving their communities, countering negative influences, and empowering students.

Resources:

National Youth Leadership Council

Volunteer Centers of Washington

Youth Service America

OSPI Contacts:

Cara Patrick, Title IV, Part A, Program Supervisor, cara.patrick@k12.wa.us, 360-725-6507

Expanded learning opportunities

Expanded learning opportunities occur before school, after school, during breaks, or over the summer. Activities that are aligned with core learning but provide additional enrichment opportunities such as art, STEM, or world languages can contribute to a well-rounded education. When activities are designed to be interactive and engaging, expanded learning opportunities help increase student engagement and support academic improvement. During the planning process, LEAs should consider both academic and social emotional learning outcomes for students.

OSPI Resources:

Expanded Learning Opportunities Guide

Washington 21st Century Community Learning Centers

OSPI Contacts:

Heidi Schultz, 21st Century Community Learning Centers Program Supervisor, CCLC@k12.wa.us, 360-725-6049

College and career counseling

College and career counseling programs and services. These programs and services are designed to help students make informed and better educational and career choices as they develop personal, social, educational, and career skills. To help prepare students to transition to college, assistance is provided on identifying postsecondary opportunities that are associated with students' interests, applying for college admissions and obtaining financial aid, and preparing for college aptitude tests (e.g. SAT and ACT).

Programs often offer students information about how to:

- Prepare for college, including the importance of choosing rigorous high school course offerings.
- Choose from among career options.
- Enroll in and receive federal financial aid through the FAFSA.
- Pursue academic and occupational training needed to succeed in the workplace.

OSPI Resources:

College and Career Counseling

High School and Beyond Planning

OSPI Contacts:

Kim Reykdal, School Counseling Program Supervisor, kim.reykdal@k12.wa.us, 360-725-6168

Environmental education

Activities in environmental education, which is generally understood as instruction that encourages students to develop knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions. Environmental education is generally understood to be a multi-disciplinary field that integrates disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography.

OSPI Resources:

Education for Environment and Sustainability

OSPI Contacts:

Rachel Farrington, Secretary Senior, K-12 Science and Environmental Ed, rachel.farrington@k12.wa.us, 360-725-4961

Elizabeth Schmitz, Environmental and Sustainability Education Program Supervisor, elizabeth.schmitz@k12.wa.us, 360-725- 4976

Activities to Support Safe and Healthy Students

The second purpose of the SSAE program 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. Generally, the SSAE program 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.

Funds may be used to develop, implement, and evaluate comprehensive programs and activities that:
- Are coordinated with other schools and community-based services and programs
- Foster safe, healthy, supportive, and drug-free environments that support student academic achievement
- Promote the involvement of parents in the activity or program
- May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities

Please note: Any LEA receiving funds under the SSAE program must obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded with SSAE program funds. Prior written, informed consent means active consent; silent (passive) consent does not constitute prior written, informed consent is therefore not sufficient. Before obtaining the consent the LEA shall provide the parent written notice describing in detail the mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last. The informed written consent required under this paragraph shall not be a waiver of any rights or protections under section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

EXCEPTION.— the written, informed consent shall not be required in— (A) an emergency, where it is necessary to protect the immediate health and safety of the child, other children, or entity personnel; or (B) other instances in which an entity actively seeks parental consent but such consent cannot be reasonably obtained, as determined by the State or local educational agency, including in the case of— (i) a child whose parent has not responded to the notice described in paragraph (1)(B); or (ii) a child who has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

Safe and supportive learning environments
Options for enhancing their efforts to provide students and school staff with a positive school climate, which in turn can promote student academic achievement, include, but are not limited to, the following examples.
- Multi-Tiered System of Supports
- Schoolwide Positive Behavioral Interventions
- Preventing Bullying and Harassment

- Relationship-Building Skills
- School Dropout Prevention
- Re-Entry Programs and Transition Services for Justice Involved Youth
- School Readiness and Academic Success
- Child Sexual Abuse Awareness and Prevention
- Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline
- Suicide Prevention
- Violence Prevention, Crisis Management and Conflict Resolution
- Preventing Human Trafficking
- Building School and Community Relationships
- Culturally Responsive Teaching and Professional Development of Implicit Bias

OSPI Resources:
Graduation: A Team Effort
HIV and Sexual Health Education
Institutional Education
Multi-Tiered System of Supports
Safety Center
Student Discipline
System and School Improvement
Youth Suicide Prevention, Intervention, and Postvention
OSPI Contacts:
Kefi Andersen, Graduation Equity Program Supervisor, kefi.andersen@k12.wa.us, 360-725-0429
Center for the Improvement of Student Learning, CISL@k12.wa.us, 360-725-6032
Ada Daniels, Institutional Education Program Supervisor, ada.daniels@k12.wa.us, 360-725-6046
Laurie Dils, HIV and Sexual Health Education Program Supervisor, laurie.dils@k12.wa.us, 360-725-6364
Mike Donlin, School Safety Program Supervisor, mike.donlin@k12.wa.us, 360-725-6044
Camille Goldy, Suicide Prevention Program Supervisor, camille.goldy@k12.wa.us, 360-725-6071
Krissy Johnson, Attendance Program Supervisor, krissy.johnson@k12.wa.us, 360-725-6045
Joshua Lynch, Student Discipline and Behavior Program Supervisor, joshua.lynch@k12.wa.us, 360-725-4969
Laurie Shannon, Truancy and Reengagement Program Supervisor, laurie.shannon@k12.wa.us, 360-725-4472

Student physical and mental health, including substance abuse prevention

Schools that support the physical and mental health of their students increase the likelihood of students' academic success. Examples in this area include, but are not limited to, the following examples.
- Mentoring and School Counseling
- Drug and Violence Prevention
- Health and Safety Practices in School or Athletic Programs

- School-Based Health and Mental Health Services
- Healthy, Active Lifestyle, Nutritional Education
- Physical Activities
- Trauma-Informed Classroom Management
- Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes
- Chronic Disease Management

OSPI Resources:
Guidance Counseling
Health and Fitness
Health Services
Healthy Schools Washington
Mental Health and Schools

OSPI Contacts:
Kim Reykdal, School Counseling Program Supervisor, kim.reykdal@k12.wa.us, 360-725-6168

Nicole Klein, Health Services Program Supervisor, nicole.klein@k12.wa.us, 360-725-6054

Megan LaPalm, Project AWARE (Advancing Wellness and Resilience in Education) Program Supervisor, megan.lapalm@k12.wa.us, 360-725-4469

Mandy Paradise, Intervention Specialist Program Supervisor, mandy.paradise@k12.wa.us, 360-725-6248

Lisa Rakoz, Healthy Schools Washington Program Supervisor, lisa.rakoz@k12.wa.us, 360-725-6095

Ken Turner, Health and Physical Education Program Supervisor, ken.turner@k12.wa.us, 360-725-4977

Activities to Support the 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.

> **Please note:** A Special Rule in the SSAE program 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." To clarify, LEAs may not spend more than 15 percent of funding in this goal area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

OSPI Resources:

Education Technology

Open Educational Resources (OER)

OSPI Contacts:

Dennis Small, Director, Educational Technology, dennis.small@k12.wa.us, 360-725-6384

Barbara Soots, Program Manager, OER and Instructional Materials, barbara.soots@k12.wa.us, 360-725-6102

Program examples related to the Effective Use of Technology include, but are not limited to, the following examples.

Developing and implementing blended learning strategies

These strategies include a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience, and in which students are provided some control over time, path, or pace.

Discovering, adapting, and sharing openly licensed high-quality resources

Openly licensed educational resources are teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others. Open resources may include full online courses, curated digital collections, or more granular resources such as images, videos, and assessment items.

Delivering courses through technology

Develop effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.

Collaboration enabled by technology

Technology allows educators and community partners to work collaboratively to improve instruction and extend learning beyond the classroom. Educators can create learning communities composed of

students, fellow educators (including those in museums, libraries, and after-school programs), experts in various disciplines around the world, members of community organizations and/or families.

Supporting professional learning for STEM, including computer science

Provide funding for teachers to participate in virtual, blended, or face-to-face courses and workshops designed to increase their capacity to offer high-quality STEM courses, such as computer science, engineering, game design and/or other STEM-related courses. Opportunities to learn how to embed STEM elements, such as engineering design principles, computational thinking, and app design, within other learning experiences could also be included.

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