

# Title IV, Part A: Student Support and Academic Enrichment

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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.



# Title IV, Part A: Funding

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



# 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

- Meaningful consultation with stakeholders.
- Comprehensive needs assessment at least once every three years. (If allocation is \$30,000 or more.)
- 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.)
- Funds must be used to supplement, and not supplant, non-federal funds.
- 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.



# Stakeholder Engagement

All LEAs receiving Title IVA funds are required to consult with a range of stakeholders during the design and development of its application. *ESEA Section 4106(c)*

## 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



# Comprehensive Needs Assessment

- For LEAs that receive at least \$30,000, a comprehensive needs assessment (CAN) is required. [ESEA Section 4106\(e\)\(2\)\(A\)](#)
- 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

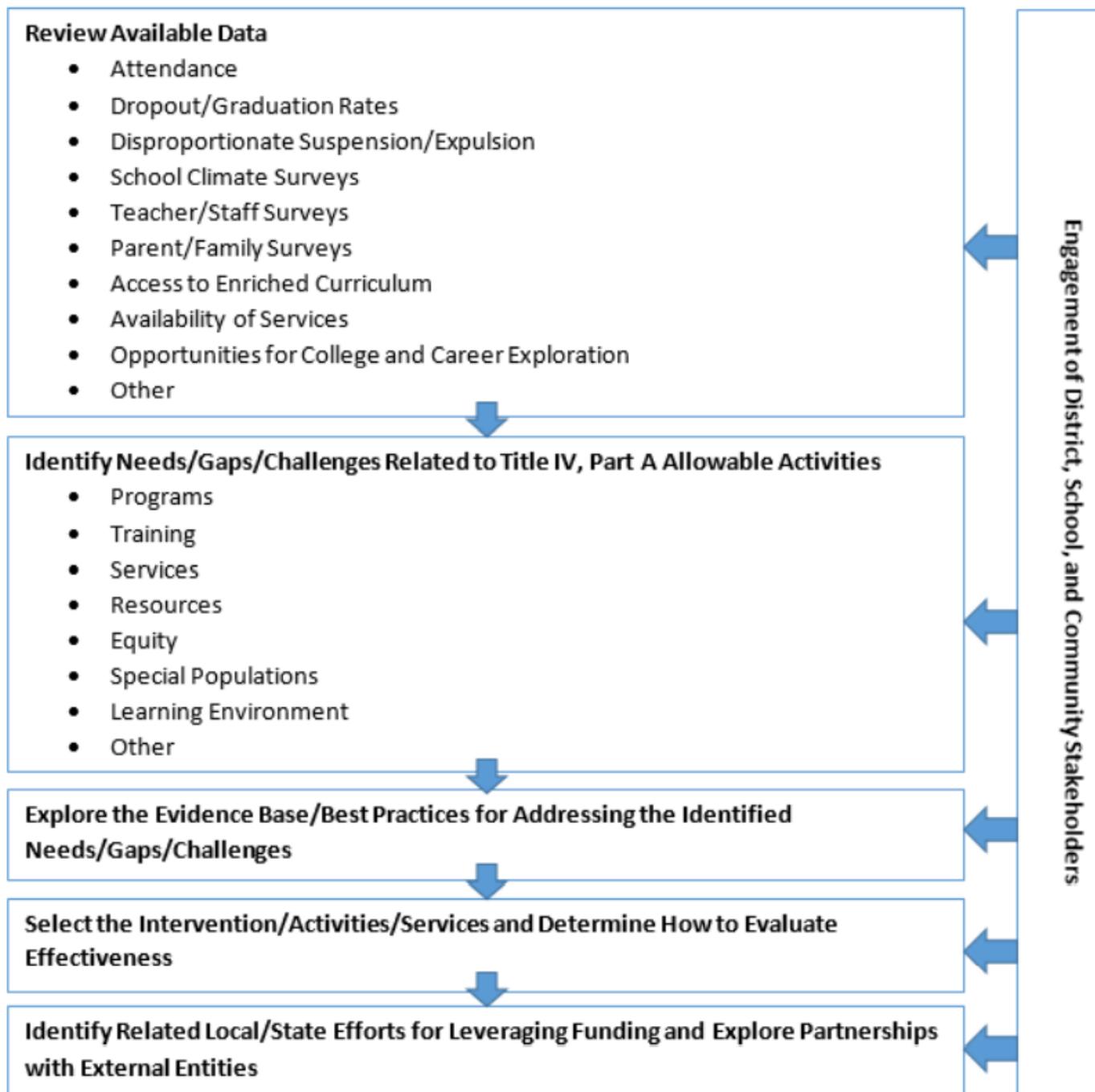


# Strategic Comprehensive Needs Assessment

*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.*



# Distribution of Funds Across Content Areas

*ESEA Section 4106 (C), (D), and (E) of subsection (e)(2)*

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



# 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>

# 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.

# 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?
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?



# 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.



# Required Application Contents

*ESEA Section 4106(e)(1)*

## (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



# 1. 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.

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<b>Activities</b>	<b>SY 20-21: Number of LEAs</b>
Social and Emotional Learning	78
STEM	30
Music and arts education	28
Dual or concurrent enrollment programs	23
College and career counseling	16

*Accelerated learning programs, foreign language, environmental education, civics and government, CTE, Volunteer and community involvement.*

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## 2. 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.

<b>Activities</b>	<b>SY 20-21: Number of LEAs</b>
Strategies to improve school climate, including SW-PBIS	91
Trauma informed classrooms/schools	53
Integrated systems of student and family support	33
School-based mental health services and partnership programs	32
Mentoring and school counseling	23
Reducing exclusionary discipline practices	17
<i>Health, nutrition and physical education, Site resource coordinator for community partnerships, Drug prevention, Suicide prevention, Child sexual abuse awareness and prevention</i>	



# 3. 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.

<b>Activities</b>	<b>SY 20-21: Number of LEAs</b>
Professional development and capacity building to improve the use of educational technology	60
Implementing blended learning strategies	34
Build technological capacity and infrastructure, including purchasing devices, equipment, software applications, or platforms	33
Purchasing digital instructional resources or content	32
<i>Using technology to support English learners, making assistive technology available to students with disabilities, developing or delivering specialized or rigorous academic courses and curricula using technology, providing students in rural, remote, and underserved areas with digital learning opportunities, discovering, adapting, and sharing educational resources, including open educational resources (OER)</i>	

# Title IV, Part A

## Student Support and Academic Enrichment

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

### EGMS Resources

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

