



# Student Support & Academic Enrichment Grants (§4101) under **ESSA, Title IV – Part A**



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# What will we learn?

## Learning Outcomes

Title IV – Part A under ESSA

Application Requirements

Specific Allowable Use of Funds



# Comparing Title IV: NCLB vs. ESSA

TITLE IV: 21st Century Schools	Treatment under ESSA	
Math and Science Partnerships (formula)	Well-Rounded	Title IV-A
Advanced Placement		
Arts in Education		
Physical Education	Safe and Healthy	Title IV-A
Safe and Drug-Free		
Counseling	Grants for the Effective Use of Technology	Title IV-A
<i>Education Technology State Grants</i>		
21st Century Community Learning Centers (formula)	Same as current law	Title IV-B
Charter Schools	Same as current law	Title IV-C
Magnet Schools	Same as current law	Title IV-D
<i>Parental Information and Resource Centers</i>	Family Engagement Grants for Education	Title IV-E
Investing in Innovation	Innovation and Research Community Support for School Success	Title IV-F
Promise Neighborhoods		
Full-Service Community Schools	National Activities for School Safety	Title IV-F
Project SERV		
Arts National Program		
Ready to Learn TV	Academic Enrichment	Title IV-F
Javits Gifted and Talented		



## Purpose Of Title IV – Part A

The purpose of this subpart is to improve student academic achievement by increasing the capacity of States, local education agencies, schools, and local communities to—

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.



# A Need for Program Funding

- Students need access to health and safety programs, a diversity of academic programs, and modern technology.
- Students need access to a well-rounded curriculum. Block grant funds will help schools expand health, physical education, music, art, STEM, computer science, accelerated learning, history, and civics courses.
- Schools need technology-proficient educators, well equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers to all students.



# Funding



- Title IV - Part A, (formerly known as the Safe and Drug-Free Schools and Communities program under NCLB) has not been funded since 2007, when Congress appropriated \$270 million.
- ESSA reconstitutes Part A into the Student Support and Academic Enrichment program, and authorizes the new program at \$1.6 billion annually through 2020.
- The actual appropriations for the program differ as appropriations are a separate process in Congress.



# Funding cont'd



Title IV is the 3rd largest authorized program in ESSA

- Districts will receive a formula-driven amount of funds based on subpart 2 of part A of Title I for the preceding fiscal year
- No allocation to an LEA under this subsection may be made in an amount less than \$10,000
- LEAs may form a consortium with other surrounding LEAs and combine the funds each agency receives to jointly carry out the activities described.



# Title IV-A Current Appropriations

**Table 1. Estimated FY2017 State Grants Under the Title IV-A Block Grant Formula**

Dollars in thousands

State	FY2017 Estimated Grant Assuming an Appropriations Level of \$500 Million
Alabama	\$7,767
Alaska	\$2,425
Arizona	\$10,625
Arkansas	\$5,060
California	\$58,087
Colorado	\$4,935
Connecticut	\$4,076
Delaware	\$2,425
District of Columbia	\$2,425
Florida	\$27,018
Georgia	\$17,118
Hawaii	\$2,425
Idaho	\$2,425
Illinois	\$22,048
Indiana	\$8,332



Data taken from Congressional Research Service Figures 3/11/2016





# What will your Title IV-A allocations be?

- At the \$500 million appropriation level, only 15% of districts nationwide will receive funding over \$30,000.
- Only the largest districts in Illinois will receive an allocation over \$30,000
- No allocation, by law, will be less than \$10,000



# Ratable Reductions

- If the SEA does not have sufficient funds, to make allocations to any of its LEAs in an amount equal to the minimum of \$10,000, due to current budget proposals that don't fully fund Title IV-A, it must ratably reduce the LEA allocations, as required by section 4105(b) of the Elementary and Secondary Education Act (ESEA), as amended by ESSA.
- This means that the SEA must reduce all LEA allocations proportionately to fit the funds that the SEA has available for LEA allocations. Ratable reduction ensures that all of the LEAs will receive allocations of some amount.



## Title IV-A Allocations to LEAs of less than \$30,000

- A Needs Assessment is not required.
- Specific allocations for safe and healthy students or well rounded education are not required.
- An annual report to the state is not required.
- MUST spend money in at least one of the three categories.
- 15% technology cap still applies.
- No more than 2% allowed for administrative costs



## Title IV–A Allocations to LEAs of more than \$30,000

- A Needs Assessment is required.
- Specific allocations for safe and healthy students or well rounded education must be met
  - 20% for well-rounded education
  - 20% for safe and healthy students
  - 60% can be spent in any way, but a portion must be spent on technology
- An annual report to the state is required.
- 15% technology equipment cap applies.
- No more than 2% allowed for administrative costs



# Creating a Consortium

LEAs may form a consortium with other surrounding LEAs and combine the funds each agency receives to jointly carry out the activities described.



# Transferability of Funds

ESSA allows 100% transferability of Title IV-A funds:

Between Title II ↔ Title IV

From Titles II and IV → Title I



- May not transfer funds out of Title I
- State or district may transfer funds
- May transfer only for current fiscal year



# Opportunities for Innovation

By not being limited to a specific subject area for which to apply for grant funding, LEAs are:

- free to emphasize any of the multiple subjects listed in ESSA, and
- free to integrate across subjects.

Outside of funding concerns, the possibilities are endless in how states can utilize this program to make a meaningful investment in their students.





# Funding Advanced Placement

**Title IV-A is available to fund AP Exams in 2017 and beyond.**

Because ESSA implementation will take place primarily in the 2017-18 school year, Congress included a special rule under Title IV to allow states and districts to use fiscal year 2017 Title IV funds to cover all or part of AP Exams taken by low-income students in both May 2017 (2016-17 school year) and in May 2018 (2017-18 school year).



**Therefore, for fiscal year 2017, states and districts will need to use one year of federal funding to cover two years' worth of AP Exams.**





# Leveraging Federal State and Local Resources

- Projects may be conducted in 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 section.
- Consider how other Federal, State, and local funds may support a holistic approach.



# Application Requirements





# Consultations



- Consultation is required with involved stakeholders:
  - Parents
  - Teachers
  - Principals
  - Students
  - School leaders
  - Charter school teachers, principals, and other school leaders, when applicable
  - Specialized instructional support personnel
  - Indian tribes or tribal organizations, when applicable
  - Local government representatives
  - Others with relevant and demonstrated expertise
  - Community-based organizations
- Consultation is also required with private schools in order to ensure equitable participation.



# Needs Assessments



A Comprehensive Needs Assessment should:

- Address all 3 focus areas-
  - Safe and healthy learning environment
  - Access to well-rounded education
  - Personalized learning experiences supported by technology
- Be conducted every 3 years
- Include language that is very broad and provides flexibility in the assessments districts may use
- Identify specific subjects, activities, and programs necessary to ensure students have access to a well-rounded education.

REMINDER: Districts with allotments of less than \$30,000 are exempt from the Needs Assessment requirement.



# Needs Assessment Resources



Districts may select a needs assessment that addresses their unique needs or use one of the following:

- EDSCLS (ED's School Climate Surveys)
  - [surveys.nces.ed.gov/edscls3/](https://surveys.nces.ed.gov/edscls3/)
- CDC School Health Index
  - [www.cdc.gov/healthyschools/shi/index.htm](http://www.cdc.gov/healthyschools/shi/index.htm)
- National School Climate Center
  - <http://www.schoolclimate.org/climate/districtguide.php>
- ASCD's School Improvement Tool
  - [sitool.ascd.org](http://sitool.ascd.org)

There are many other options available!



# Descriptions

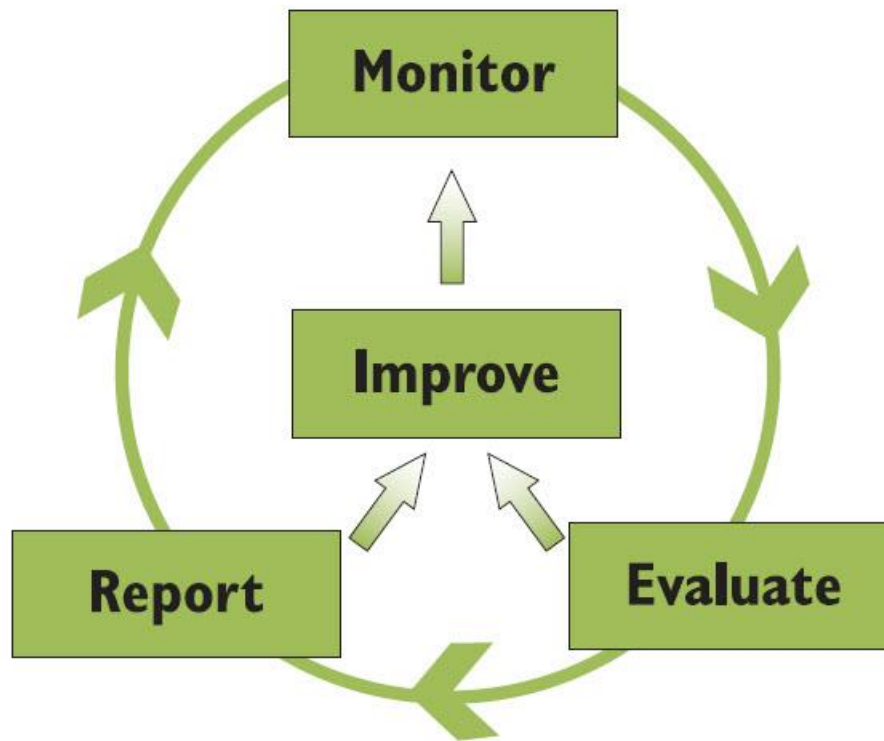


A description of the activities and programs that the LEA or consortium will carry out shall include the following:

- Any partnership with a higher education institution, business, non-profit or community organization, or other private or public entity.
- How funds will be used to support well-rounded education.
- How funds will be used to support safe and healthy students.
- How funds will be used to support the effective use of technology.
- The program objectives and intended outcomes for the activities and how they will be periodically evaluated.
- The proposed use of funds for direct administrative costs of up to 2% of the LEAs allocation.



# Application Assurances





# Title IV: Part A— Application Assurances

- Similar to Title I, Prioritize the distribution of funds to schools that:
  - are among the schools with the greatest needs
  - have the highest percentages or numbers of children counted under concentration grants;
  - are identified for comprehensive support and improvement
  - are implementing targeted support and improvement plans; or
  - are identified as a persistently dangerous public school
- Comply with equitable participation requirements for private school children
- Use ***not less than 20 percent of funds*** to support well rounded education opportunities;
- Use ***not less than 20 percent of funds*** support safe and healthy students;
- Use ***a portion of funds*** to support the effective use of technology to improve the academic achievements, academic growth, and digital literacy for all students;
- Annually Report on use of funds to the State.





# Supplement not Supplant

All Title IV, Part A funds are subject to a supplement not supplant requirement.

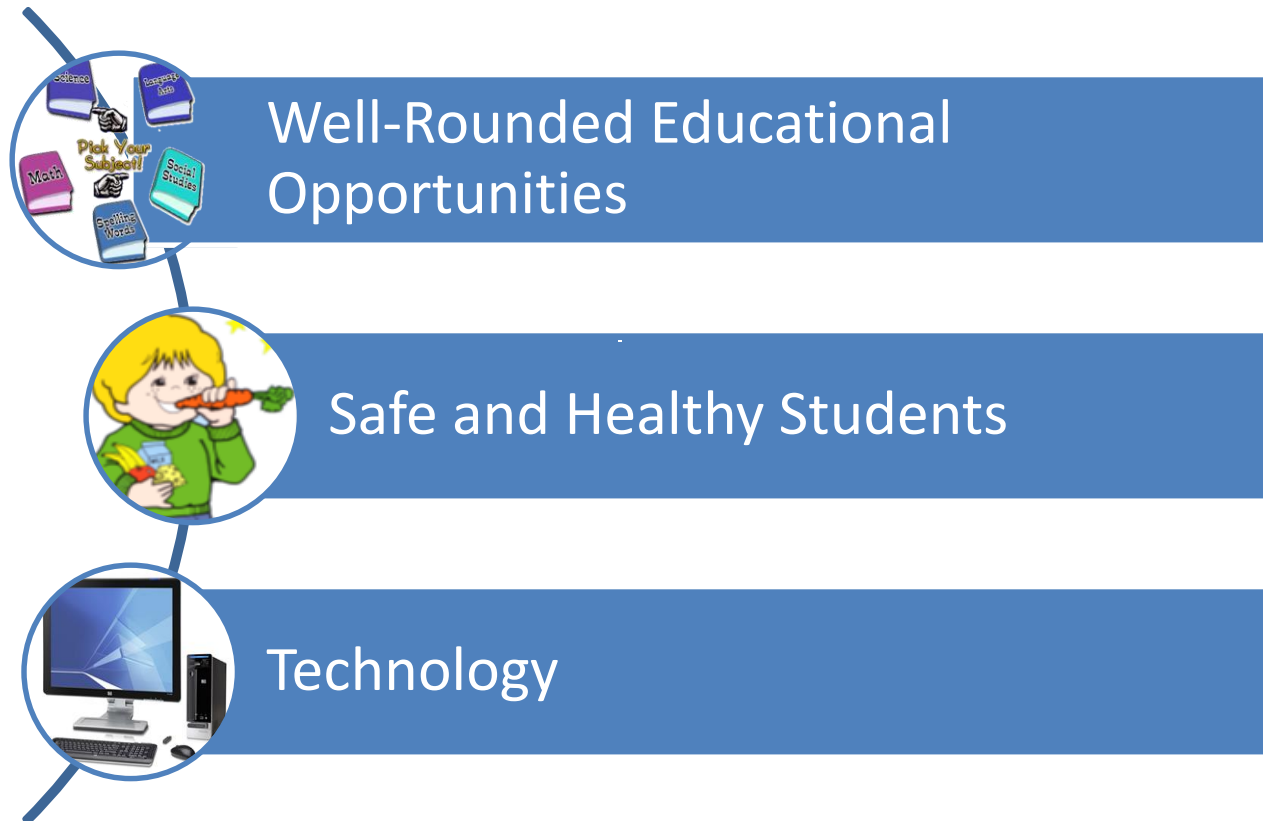
What is supplanting?

- Supplanting means substituting or replacing funds from non-federal sources (state/local) for existing or previously existing instructional programs or non-instructional services or
- Substituting or replacing funds from other federal/state programs required by law for specific categories of students





# Programming has 3 Categories





# Activities that Support Well-Rounded Educational Opportunities





# NCLB Core Academic Subjects

**Previously included** in definition of core academic subjects:



**English, reading or language arts**



**Science**



**Civics and government**



**Foreign languages**



**Mathematics**



**Economics**



**History**



**\*Arts**



**Geography**

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# ESSA Adds Core Academic Subjects

**New to ESEA**, and included in ESSA's well-rounded education definition:



**Writing**



**Technology**



**Engineering**



**Computer Science**



**Music**



**Career and technical  
education**



**Health**



**Physical Education**

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Overview of Allowable SSAE Program Activities		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> <li>Improving access to foreign language instruction, arts, and music education</li> <li>Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent<sup>5</sup> enrollment programs and early college high schools<sup>6</sup></li> <li>Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>Promoting community and parent involvement in schools</li> <li>Providing school-based mental health services and counseling</li> <li>Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>Establishing or improving dropout prevention</li> <li>Supporting re-entry programs and transition services for justice-involved youth</li> <li>Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>Implementing systems and practices to prevent bullying and harassment</li> <li>Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>Building technological capacity and infrastructure</li> <li>Carrying out innovative blended learning projects</li> <li>Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>
<p>*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the <i>ESEA</i>, as amended by <i>ESSA</i>, is available at: <a href="http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf">http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf</a></p>		



# Activities to Support Well-Rounded Educational Opportunities



- are coordinated with other schools and community based services and programs
- may include programs and activities, such as...
  - college and career guidance and counseling programs
  - programs and activities that use music and the arts
  - programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”)
  - efforts to raise student academic achievement through accelerated learning
  - foreign language instruction



# Activities to Support Safe and Healthy Students







**Table 2. Overview of Authorized Topics Under Section 4108 of the *ESEA*\***

Safe and Supportive Schools	Student Physical and Mental Health
<ul style="list-style-type: none"> <li>• Preventing Bullying and Harassment</li> <li>• Relationship-Building Skills</li> <li>• School Dropout Prevention</li> <li>• Re-Entry Programs and Transition Services for Justice Involved Youth</li> <li>• School Readiness and Academic Success</li> <li>• Child Sexual Abuse Awareness and Prevention</li> <li>• Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline</li> <li>• Suicide Prevention</li> <li>• Violence Prevention, Crisis Management and Conflict Resolution</li> <li>• Preventing Human Trafficking</li> <li>• Building School and Community Relationships</li> <li>• Culturally Responsive Teaching and Professional Development of Implicit Bias</li> </ul>	<ul style="list-style-type: none"> <li>• Drug and Violence Prevention</li> <li>• Health and Safety Practices in School or Athletic Programs</li> <li>• School-Based Health and Mental Health Services</li> <li>• Healthy, Active Lifestyle, Nutritional Education</li> <li>• Physical Activities</li> <li>• Trauma-Informed Classroom Management</li> <li>• Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes</li> <li>• Chronic Disease Management</li> </ul>
<p><b>Cross Cutting Authorized Topics</b>            Mentoring and School Counseling            Schoolwide Positive Behavioral Interventions            Pay for Success Initiatives aligned with the purposes of <i>Title IV</i></p>	

\*NOTE: This chart provides a summary of topics and is not an exhaustive list



# Activities to Support Safe and Healthy Students



- 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 include programs and activities, such as...
  - drug and violence prevention
  - mental health services
  - programs or activities that integrate health and safety practices into school or athletic programs
  - bullying and harassment prevention



# Activities to Support the Effective Use of Technology





# Activities to Support the Effective Use of Technology



Funds shall be used to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students by:

- providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning to improve student academic achievement and other objectives;
- building technological capacity and infrastructure;
- developing or using 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;
- carrying out blended learning projects;
- providing professional development in the use of technology providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators;
- provide students in rural, remote, and underserved areas with digital learning resource.



# Questions and/or Comments





# Key Questions

1) May an LEA use a single activity to address more than one of the application assurances regarding use of funds in the three SSAE program content areas (*i.e.*, well-rounded education, safe and healthy students, effective uses of technology)?

*There may be certain activities an LEA wishes to fund that could fit into more than one of the SSAE program content areas and could be used to address the application assurances regarding use of funds in each area. For example, a student trauma recovery program that utilizes student performance art could be categorized in either the safe and healthy students content area (ESEA section 4108) or the well-rounded education content area (ESEA section 4107) and could be used to satisfy expenditures requirements in both areas. In such cases, the LEA should explain in its application to the SEA how the activity fits in more than one content area. The SEA will ultimately approve or disapprove the activity through its application approval process consistent with relevant statutory application requirements.*



2) What other stakeholders should an LEA consider consulting with as it develops its application?

*In addition to the list provided above in the “Local Application Requirements” section, an LEA should consider involving members from the business community, health providers, police, social workers, librarians, technology experts, service providers, faith-based community leaders, and other key stakeholders, as appropriate. Under ESEA sections 4107(a)(2) (well-rounded education) and 4108(4) (safe and healthy students), LEAs are explicitly authorized to use a portion of funds in these areas to develop and implement programs and activities that 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 these activities. In addition, LEAs may find it particularly helpful to include such partners in the needs assessment process.*



3) If LEAs apply for funds as a consortium, how is the consortium's funding determined?

*Section 4105(a)(1) requires that the State make allocations to its LEAs based on each LEA's share of funds under Title I, Part A of the ESEA, and section 4105(a)(3) provides that LEAs may form consortia and combine the allocation that each LEA in the consortium receives to jointly carry out allowable activities. Accordingly, the funding for a consortium is the sum of the allocations of its member LEAs.*





4) Is an individual LEA that receives an allocation of less than \$30,000 of SSAE program funds required to use a certain percentage of funds for each of the three content areas?

*No. Section 4106(f) allows an individual LEA receiving an allocation of less than \$30,000 to use funds for only one (or more) of the three content areas in the SSAE program. Such LEAs must provide an assurance that they will either use not less than 20 percent of SSAE funds for well-rounded education, use not less than 20 percent of SSAE funds for safe and healthy students, or use a portion of SSAE funds to support the effective use of technology consistent with 4106(f).*



5) What does supplement not supplant mean in the context of the SSAE program?

*Section 4110 requires that SSAE program funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the SSAE program. This means that an SEA or LEA may not use SSAE program funds to carry out activities that would otherwise be paid for with State or local funds. In determining whether a particular use of funds would violate the non-supplanting requirement, SEAs and 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 an SEA or LEA decrease the amount of State or local funds used to pay the cost of an activity simply because of the availability of the SSAE program funds. There is a presumption of supplanting if Federal funds are used for State-required costs or costs previously covered with non-Federal funds. The presumption may be overcome if the SEA or LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) 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 SSAE program funds.*



6) Must an LEA distribute SSAE program funds to each of its schools?

*No. An LEA is not required to distribute SSAE program funds to each of its schools. Consistent with ESEA section 4106(e)(2)(A), an LEA must prioritize the distribution of funds to schools as described in the LEA or Consortium Assurances section of this document and must implement the SSAE program consistent with all relevant statutory 15 requirements. In prioritizing the distribution of funds, an LEA that provides district-wide services with the SSAE program funds must focus those services on schools with the greatest need identified in ESEA section 4106(e)(2)(A).*



7) Do the application assurances regarding use of funds in the three main content areas apply to the schools to which an LEA distributes funds?

*No. The application assurances regarding use of funds in the three SSAE program content areas apply at the LEA level. These assurances serve to establish minimum expenditure requirements (i.e., not less than 20 percent of funds for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion for activities to support the effective use of technology) that an LEA must meet with respect to its entire allocation. In meeting these requirements, an LEA has flexibility in determining the amount of funds to distribute to a school and for which activities, provided its determinations are consistent with its needs assessment and school prioritization. An LEA might, for example, use 20 percent of its funds for an arts program in only two of its elementary schools and use 40 percent of its funds for a district-wide school climate program, consistent with its assurance to prioritize schools most in need.*



8) In the case of a consortium of LEAs, do the application assurances regarding use of funds in the three content areas apply to the consortium as a whole or to each member LEA?

*The application assurances regarding use of funds apply to the consortium as a whole, i.e. each LEA in a consortium is not required to meet the expenditure requirements individually with respect to its allocation. Thus, a consortium may, for example, spend less than 20 percent of a single member LEA's allocation of SSAE program funds for activities to support well-rounded educational opportunities in that LEA, provided the consortium spends at least 20 percent of its aggregate funds for those activities.*



# Resources

1. ASCD:

<http://www.ascd.org/public-policy/essa-updates.aspx>

2. Education Commission of the States

[www.ecs.org](http://www.ecs.org)

3. SHAPE America

[shapeamerica.org](http://shapeamerica.org)

4. Illinois State Board of Education

[ISBE.net/essa](http://ISBE.net/essa)

5. USDE guidance

<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

6. Dear Colleague Letter on Stakeholder Engagement

<https://www2.ed.gov/policy/elsec/guid/secletter/160622.html>



# Thank you!

Questions/concerns, please contact:

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