Title IV, Part A: CFA Guidelines

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Division of Federal Programs and Oversight

BEST FOR ALL
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TN Department of Education

Agenda

- Purpose
- Leveraging Federal, State, and Local Resources
- Program Requirements
- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology
- Application Requirements
- Additional Resources

Purpose

Purpose

- Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and local communities 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.

Leveraging Federal, State, and Local Resources

Leveraging Federal, State, and Local Resources

- Where possible, the U.S. Department of Education (ED) encourages coordination and integration of the Title IV, Part A program and activities authorized under other sections of ESSA.

- In order to maximize the use of the Title IV, Part A program resources, LEAs and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs), museums, and community organizations to offer programs and services to students.

- Local leaders should consider how other federal, state, and local funds may be leveraged to support a holistic approach to a well-rounded education.
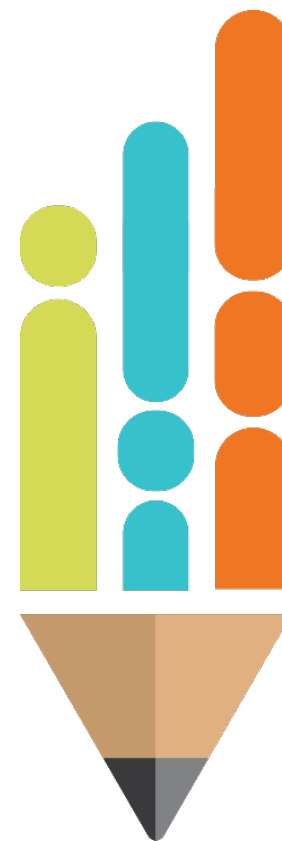
SUPPORTING WORK

Program Requirements

Program Requirements

- In developing its application, an LEA must consult with stakeholders in the area served by the LEA.
  - District planning teams can meet this requirement.
  - Stakeholders should include, but are not limited to:

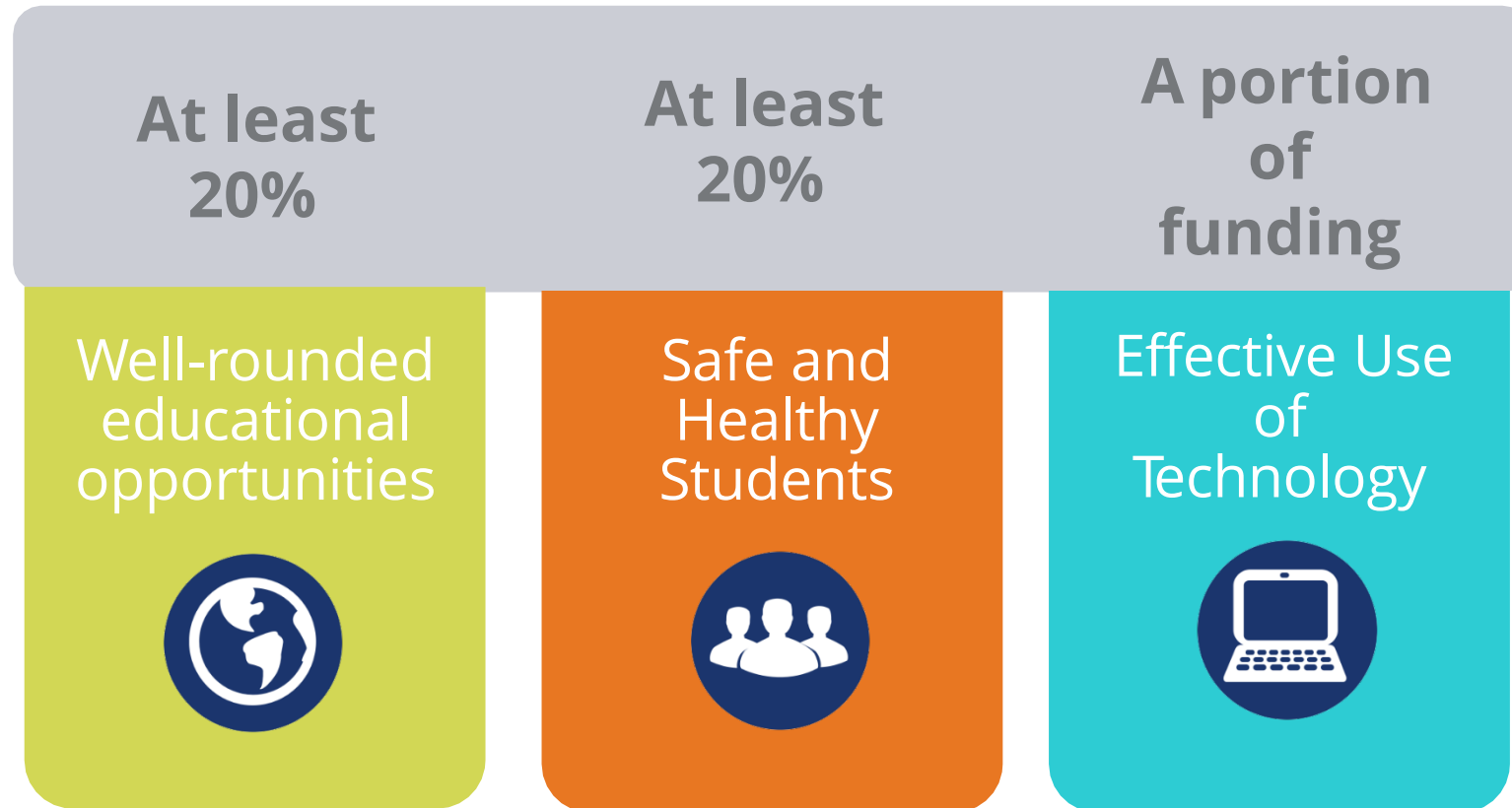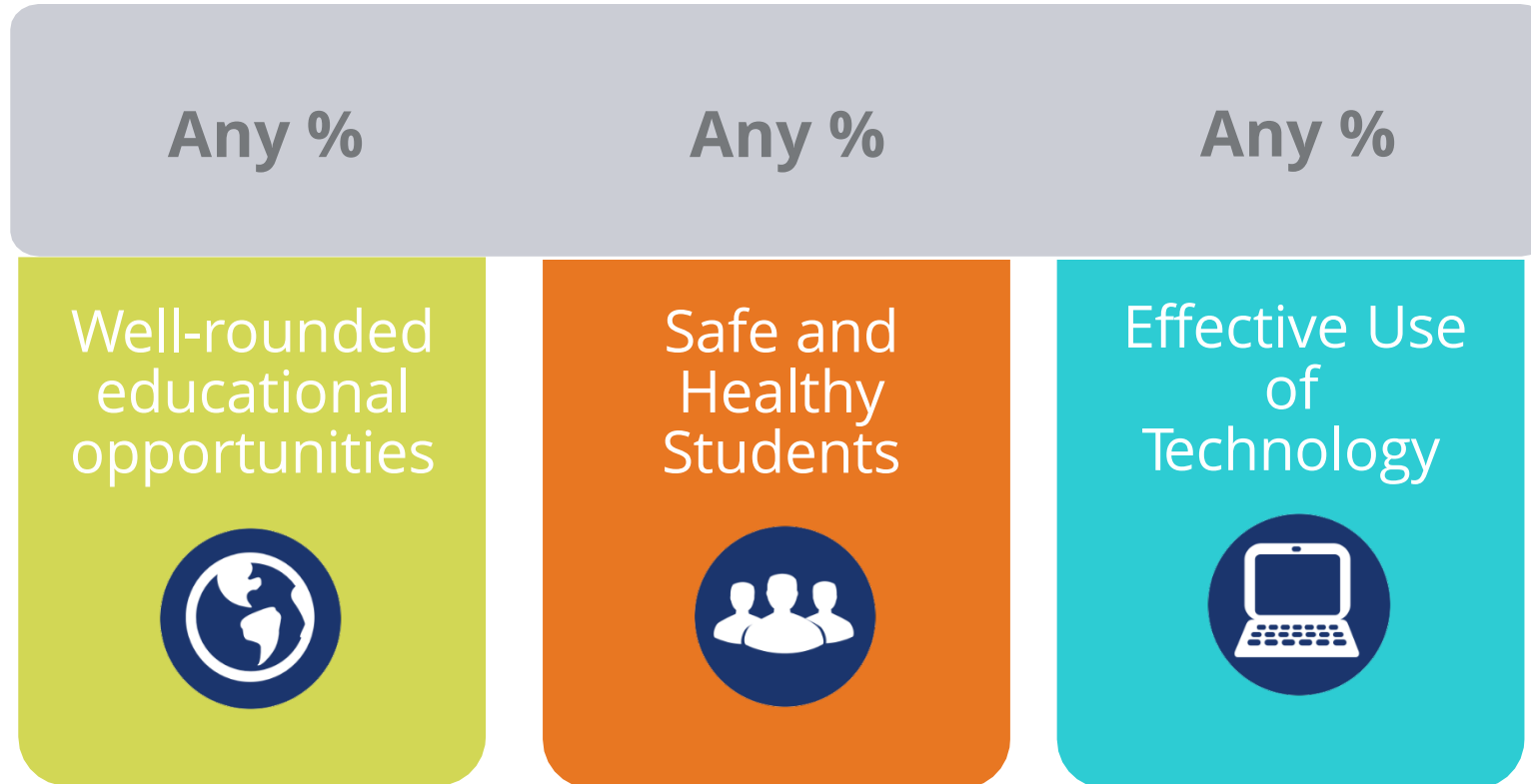|		
•Parents •Teachers •Principals •Other school leaders	•Charter school teachers, principals, and other school leaders •Indian tribes or tribal organizations, as applicable •Community-based organizations	•Local government representatives •Others with relevant and demonstrated expertise

Program Requirements

- LEAs receiving $30,000 or more must spend funds in all three focus areas.

At least 20%	At least 20%	A portion of funding
Well-rounded educational opportunities	Safe and Healthy Students	Effective Use of Technology

Program Requirements

- LEAs receiving less than $30,000 may spend funds in any of the three focus areas.

Any %	Any %	Any %
Well-rounded educational opportunities	Safe and Healthy Students	Effective Use of Technology

Program Requirements

- Supplement, Not Supplant:
  - Districts may not use Title IV, Part A program funds for the cost of activities in the three program content areas ***if the cost of those activities would have otherwise been paid with state or local funds in the absence of Title IV, Part A program funds.***

- Federal Civil Rights:
  - Title IV, Part A grant recipients must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Well-Rounded Educational Opportunities

Well-Rounded Educational Opportunities

- The first purpose of the Title IV, Part A program is to provide all students with a well-rounded education and access to enriched curriculum and educational experiences.

- A well-rounded education:
  - helps 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.
  - promotes a diverse set of learning experiences that engage students across a variety of course activities and programs.

Well-Rounded Educational Opportunities

- An LEA receiving a Title IV, Part A allocation of $30,000 or more, must use at least **20 percent** of the program funds for activities that support student access to a well-rounded education.

- In general, an LEA may use funds for any program or activity that supports student access to and success in well-rounded educational experiences.

Well-Rounded Educational Opportunities

▪ Programs, subjects, and activities that support a well- rounded educations may include:

▪ **English**	▪ **Computer science**
▪ **Reading language arts**	▪ **Arts**
▪ **Writing**	▪ **History**
▪ **Science, technology, engineering, and mathematics (STEM)**	▪ **Career and technical education**
▪ **Mathematics**	▪ **Music**
▪ **Civics and government**	▪ **Health and physical education**
▪ **Economics**	▪ **College and career counseling**
▪ **Geography**	▪ **Social emotional learning**
▪ **Foreign languages**	▪ **Environmental education**
	▪ **Accelerated learning programs**

The above is not an exhaustive list of allowable activities. For more information about allowable activities, please visit: https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

Well-Rounded Educational Opportunities

- Allowable activities may include, but are not limited to:
  - Increasing access for groups of underrepresented students to high-quality courses;
  - Supporting participation in nonprofit competitions (e.g., robotics, science research, math competitions);
  - Providing students with hands-on learning and exposure to STEM to enhance the student's understanding of STEM subjects;
  - Integrating other academic subjects such as the arts into STEM curricula; and
  - 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.
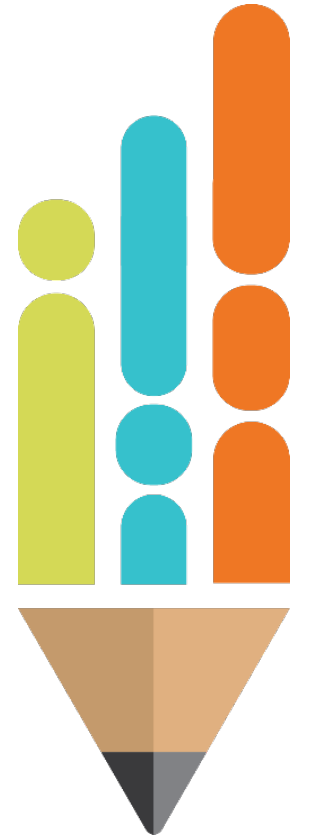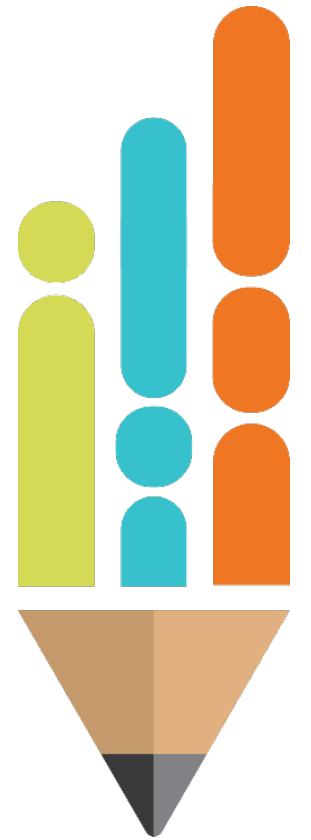
Well-Rounded Educational Opportunities

- Allowable activities may include, but are not limited to:
  - Reimbursing low-income students to cover all or part of the costs of Advance Placement (AP), International Baccalaureate (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;
  - Activities in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills; and
  - Expanded learning opportunities that occur before school, after school, during breaks, or over the summer.

Well-Rounded Educational Opportunities: Technology Purchases

- Technology can be purchased to support activities under Well-rounded Educational Opportunities if it is **integral** to the running of the program.

- If the program cannot be carried out without purchasing technology, it is allowed.

- **If technology is being purchased to enrich the learning experience, or is supplemental, then it is not allowable.**

Well-Rounded Educational Opportunities: Technology Purchases

Technology Example:

- **Allowable:** A district's scores are low in science and math and their student's exposure to technology and tech-related jobs also needs to be increased. Through the comprehensive needs assessment, the district determines implementing a new STEM curriculum will help increase scores. One component of the new curriculum is a Coding Course. The purchase of Coding Software is necessary to implement the program.
  - The curriculum is not complete without the coding software; therefore, this purchase is allowable.

- **Not allowable:** A district's scores are low in ELA. Through the comprehensive needs assessment, the district determines that an increased emphasis on strong Tier I instruction will help increase scores. The district would like to purchase an online reading program license to help supplement classroom instruction.
  - This program is not integral to Tier I instruction in ELA; it is supplemental and therefore not allowable.

Well-Rounded Educational Opportunities

- Resources:
  - National Center on Safe Supportive Learning Environments: Well-rounded Educational Opportunities
  - College Completion: Comparing AP, Dual-Enrolled, and Nonadvanced Students
  - College and Career Readiness Begins With a Well-Rounded Education
  - Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics
  - President's Council of Advisors on Science and Technology (PCAST)

SUPPORTING WORK

Safe and Healthy Students

Safe and Healthy Students

- The second purpose of the Title IV, Part A 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.

- An LEA that receives $30,000 or more in SSAE program funds must use at least **20 percent** of those funds on support safe and healthy students.

Safe and Healthy Students

- Generally, Title IV, Part A program funds may be used for any program or activity that fosters a safe, healthy, supportive, and drug-free school environment, including direct student services and professional development and training for school staff.

- Activities and programs within this focus area:
  - should be coordinated with other schools and community-based services and programs;
  - should foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
  - should promote the involvement of parents in the activity or program; and
  - 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 authorized under § 4108.

Safe and Healthy Students

▪ Authorized activities may be categorized by topic:

Safe and Supportive Schools	Student Physical and Mental Health
• Preventing bullying and harassment • Relationship-building skills • School dropout prevention • Re-entry programs & transition services for justice involved youth • School readiness and academic success • Child sexual abuse awareness and prevention • Reducing the use of exclusionary discipline practices & promoting supportive school discipline • Suicide prevention • Building school and community relationships • Culturally responsive teaching and PD on implicit bias	• Drug and violence prevention • Health and safety practices in school 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, smokeless tobacco, electronic cigarettes • Chronic disease management

The above is not an exhaustive list of allowable activities. For more information about allowable activities, please visit: https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

Safe and Healthy Students: Technology Purchases

- Technology can be purchased to support activities under Safe and Healthy Students if it is **integral** to the running of the program.

- If the program cannot be carried out without purchasing technology, it is allowed.

- **If technology is being purchased to enrich the learning experience, or is supplemental, then it is not allowable.**

Safe and Healthy Students: Technology Purchases

Technology Example:

▪ **Allowable:** Through the comprehensive needs assessment, a district identifies bullying, trauma, and mental health issues as a concern within the district. The district also conducted surveys and school safety is a concern among parents and students. The district determines a Safe Schools Hotline that provides 24/7 mental health counselor support and allows students to call in school safety concerns will be beneficial to support this need.

  – This purchase is integral to addressing the established need; therefore, it is allowable.

▪ **Unallowable:** Through the comprehensive needs assessment, a district identifies chronic absenteeism related to student health issues as a major concern. The district would like to devote additional resources to physical education programs to increase the physical fitness of its students.

  – Included in these purchases is a license for an online movement program.

  – This program is not integral to the physical education program or to reducing chronic absenteeism; it is supplemental and therefore not allowable.

Safe and Healthy Students

- Resources:
  - [The National Center on Safe Supportive Learning Environments: Safe and Healthy Students](#)
  - [School Climate Improvement Resource Package](#)
  - Student Physical and Mental Health Center for School Mental Health
  - [National Technical Assistance Center on Positive Behavioral Interventions and Supports](#)
 - [Stopbullying.gov](#)
  - [SPARK resources (physical education)](#)

SUPPORTING WORK

Effective Use of Technology

Effective Use of Technology

- The third purpose of the Title IV, Part A grant is to *improve the use of technology and thus improve the academic achievement 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, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities.

- An LEA that receives $30,000 or more in Title IV, Part A program funds must use a portion **(at least 1%)** of those funds to increase the effective use of technology.
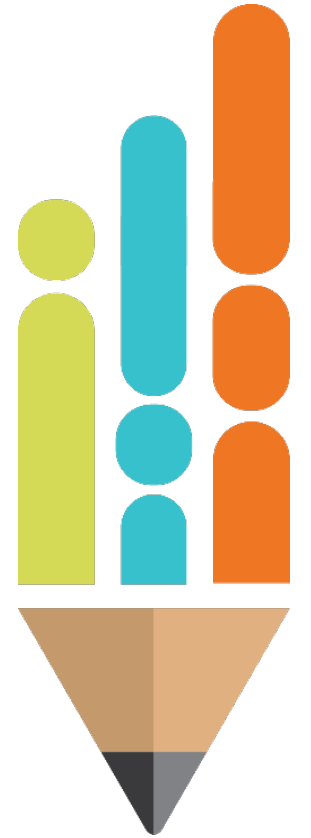
Effective Use of Technology

- Title IV, Part A program funds may be used to provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to do the following activities, among other allowable uses:
  - provide personalized learning;
  - discover, adapt, and share high-quality resources;
  - implement blended learning strategies; and
  - implement school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning.
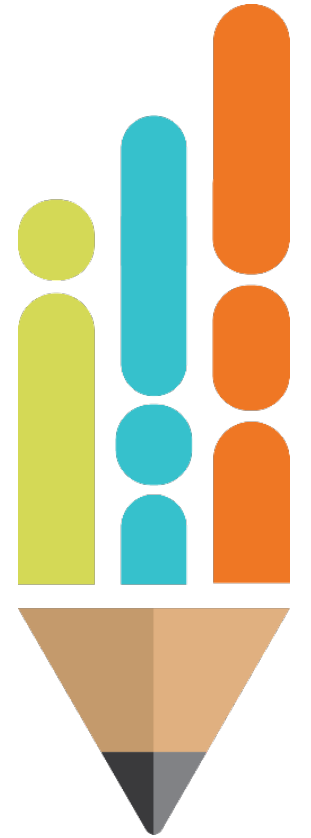
Effective Use of Technology

- Funds may also be used to:
  - help educators learn how to use technology to increase the engagement of English Learner (EL) students;
  - develop or implement specialized or rigorous academic courses using technology, including assistive technology; and
  - support professional learning for STEM, including computer science.
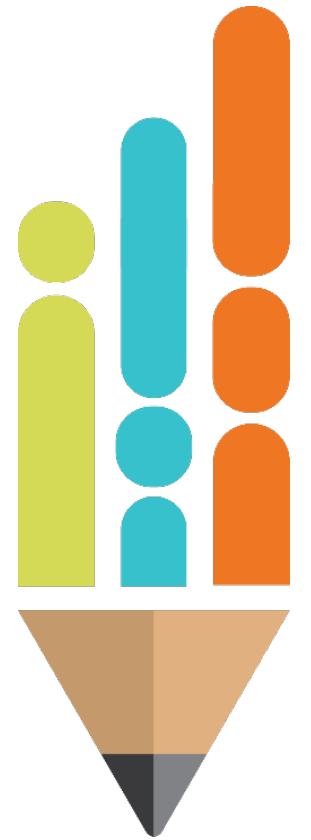
Effective Use of Technology

- Schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum for the student to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act.

- When a school provides technology to students without disabilities, the benefits provided by that technology must also be made available to students with disabilities in an equally accessible and equally integrated manner.

IMPORTANT: Effective Use of Technology

- A special rule within ESSA states that no more than **15 percent** of funds in this content area may be spent on technology infrastructure, including:
  - **devices,**
  - **equipment,**
  - **software applications,**
  - **platforms,**
  - **digital instructional resources, and/or**
  - **other one-time IT purchases.**

- **At least 85 percent of the educational technology funds should be used to support professional learning** to enable the effective use of educational technology.

- If you have questions about what is considered to be technology infrastructure, please contact Brinn.Obermiller@tn.gov or your divisional coordinator before submitting your application.

Effective Use of Technology

- Example of application of 15% infrastructure rule:
  - LEA Allocation of $50,000
  - A minimum of $10,000 (20%) must be budgeted for well-rounded education
  - A minimum of $10,000 (20%) must be budgeted for safe and healthy students
  - *Remaining* funds ($30,000) to be budgeted for effective use of technology with a maximum of 15% on infrastructure
    - **INCORRECT** 15% INFRASTRUCTURE CALCULATION
      - $50,000 X 15% = $7,500
    - **CORRECT** 15% INFRASTRUCTURE CALCULATION
      - $30,000 X 15% = $4,500
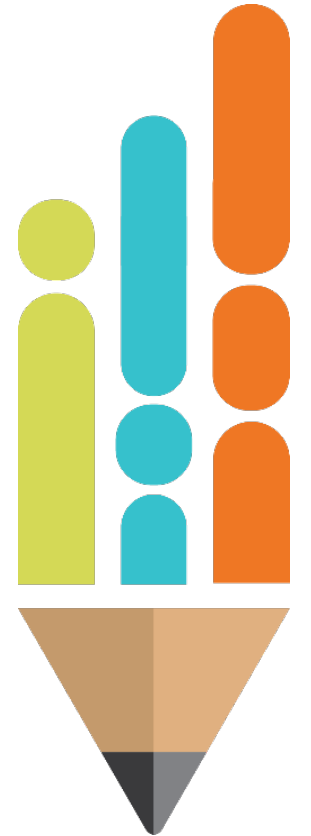
Effective Use of Technology & Equitable Services

- The 15% cap on technology infrastructure also applies to non-public/private school equitable services.

- All non-public school technology infrastructure purchases **apply to the district's total** and may not push the district over the 15% cap.

Effective Use of Technology

- Resources:
  - [National Center on Safe Supportive Learning Environments: Effective Use of Technology](#)
  - [Reimagining the Role of Technology in Education](#)
  - [Interactive Planning Dashboard](#)
  - [Building Capacity for the Effective Use of Technology](#)
  - [Student Access to Digital Learning Resources Outside of the Classroom](#)
  - [Future Ready Schools: Building Technology Infrastructure for Learning](#)

SUPPORTING WORK

Application Requirements

Application Requirements

- LEAs are required to complete the FY24 CFA in ePlan to receive Title IV, Part A funds.
- Comprehensive needs assessment:
  - LEAs that receive $30,000 or more in SSAE program funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas:
    - Well-rounded educational opportunities,
    - Safe and healthy students, and
    - Effective use of technology.
  - The needs assessment must occur at least once every three years.
- The annual district planning process (i.e., InformTN) requires every LEA to conduct a comprehensive needs assessment and address the three required content areas annually.

Application Requirements

- Based on the results of the comprehensive needs assessment, LEAs receiving $30,000 or more must use:
  - at least 20 percent of funds for activities to support well-rounded educational opportunities;
  - at least 20 percent of funds for activities to support safe and healthy students; and
  - a portion of funds (at least 1%) for activities to support effective use of technology (with no more than 15% for technology infrastructure).

- LEAs receiving less than $30,000 must use funds for at least one of the focus areas.
  - The 15% cap on technology infrastructure still applies.

Application Requirements

- Distribution of funds:
  - LEAs must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:
    - are among those with the **greatest needs**, as determined by the LEA;
    - have the highest numbers of students from **low-income** families;
    - are identified as a **priority** or **focus** school; and/or
    - are identified as a **persistently dangerous** public school.

Application Requirements

- LEAs may transfer up to 100% of SSAE funds into
  - Title I, Part A
  - Title I, Part C
  - Title II, Part A
  - Title III, Part A
  - Title V, Part B

- Transferred funds become funds of the program to which they are transferred. They are subject to all the rules and requirements of the programs to which the funds are transferred, including statutory set-asides.

Application Requirements

- Equitable services requirements of ESSA § 8501 apply to SSAE funds.
  - Equitable shares must be calculated based on student enrollment in participating non-public schools after administration costs for the program are subtracted.
  - An equitable share worksheet is provided within the CFA.

Application Requirements

- If non-public schools indicated their intent to participate in Title IV, Part A the LEA must:
  - Consult with those non-public schools in accordance with ESSA § 8501.
  - Consult with non-public schools **<u>BEFORE</u>** transferring funds to other eligible title programs.
    - If funds are transferred, provide non-public school students and teachers equitable services under the programs to which, and from which, the funds are transferred, based on the total amount of funds available to each program AFTER the transfer.
    - A sample ESEA transfer non-public consultation form can be found here (ePlan > TDOE Resources > ESSA Non-Public/Private Schools Information & Documents > Samples and Templates).
- **Note**: this is an optional form but can be utilized as documentation that the proper consultation process took place.

Application Components

Program Details Page: Program Administration

Program Administration: The reasonable and necessary costs to manage Title IV in a compliant and effective manner.

☐ **The district is utilizing consolidated administration to administer Title IV.** Information regarding the administration of the grant can be found in the Consolidated Administration section of the consolidated funding application.

☐ **The district is not utilizing consolidated administration to administer Title IV.** Provide a summary of how the Title IV program will be administered, the staff responsible for the grant administration, the FTE(s) to be supported by Title IV funds, and all other funding sources that will contribute to Title IV administrative staff salaries/benefits.

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- Check the box to indicate whether consolidated administration funds will be used to administer the Title IV, Part A program.
- If the district is utilizing consolidated administration funds, please provide a summary of **how the program will be managed, the staff involved, the FTE(s) to be supported by the funds, and any other contributing funding sources.**

Application Components

Program Details Page: Use of Funds for Pre-K

Use of Funds for PreK: For purposes of federal funding, "elementary schools" are schools serving any combination of pre-kindergarten through grade six (PreK-6) (TCA §49-6-301(a)). Indicate below whether funds from this grant will be directed to PreK students and/or instructional staff (i.e., teachers, coaches, paraprofessionals).

- ☑ Does the LEA utilize grant funds from this program for PreK?
- * How many PreK students are served with grant funds from this program?
- * How many instructional staff (i.e., teachers, coaches, paraprofessionals) are served with grant funds from this program?
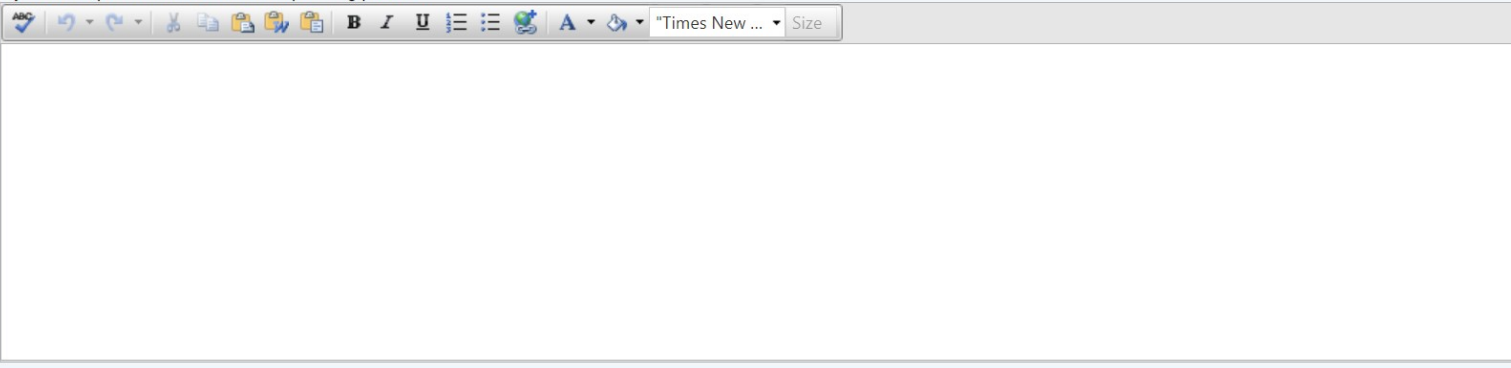
- Check the box to indicate whether the LEA utilizes SSAE funds for pre-K.
- If the district is utilizing SSAE funds for pre-K, provide the number of pre-K students served and the number of instructional staff served.

Application Components

Program Details Page: Consultation with Stakeholders

- Describe how the LEA meets the requirements of ESEA § 4106(c) to meaningfully consult with parents, teachers, principals, students, school leaders, specialized instructional support personnel, charter school personnel (in an LEA that has charter schools), community partners, Indian tribes or tribal organizations (when applicable), local government representatives, and others with relevant and demonstrated expertise on the improvement and coordination of activities conducted under this part as well as the design and development of the Title IV, Part A application.

- This consultation my occur as part of the InformTN LEA planning process.

Application Components

Program Details Page: Program Descriptions

Program Description

Identify the focus areas to be supported with Title IV funds. If the LEA receives $30,000 or more in Title IV funding, all three areas must be supported as indicated below. If the LEA receives less than $30,000, at least one focus area must be supported.

☐ **Well-rounded Educational Opportunities** (LEAs receiving $30,000 or more in Title IV, Part A funds must spend a minimum of 20% of grant funds in the Well-rounded Educational Opportunities area.)

[_____] Amount of Funds to be spent in support of focus area

- For each focus area:
  1. Check the box next to each focus area being supported with Title IV, Part A funds.
  2. The amount of funds to be spent in support of each focus area will auto-populate based on the required budget tags within the budget.

Application Components

Program Details Page - Program Descriptions

- Within the narrative descriptions for each focus area, LEAs **_must_** include four things:

    1. A **description of the activities** to be budgeted in support of the focus area
    2. How the proposed use of funds relates to **prioritized needs determined** in the district needs assessment
    3. Any **partnerships** with outside organizations
    4. A description of the program **objectives and intended outcomes** for the activities and how the **effectiveness of the activities will be assessed**. Please address all proposed purchases and programming.

- **These are requirements under ESSA and applications not containing the above information will be returned for revisions.**

Application Components

Program Details Page: Program Description

For the **Effective Use of Technology** focus area:

1. Check the box if funds will be designated to this focus area.
2. Enter the <u>total amount</u> of funds designated for this focus area (including any infrastructure purchases).
3. Choose yes or no to indicate if any portion of the funds in this focus area will be used to purchase technology infrastructure. If yes, please indicate the amount to be spent. Make sure these purchases do not exceed the 15 percent cap rule.

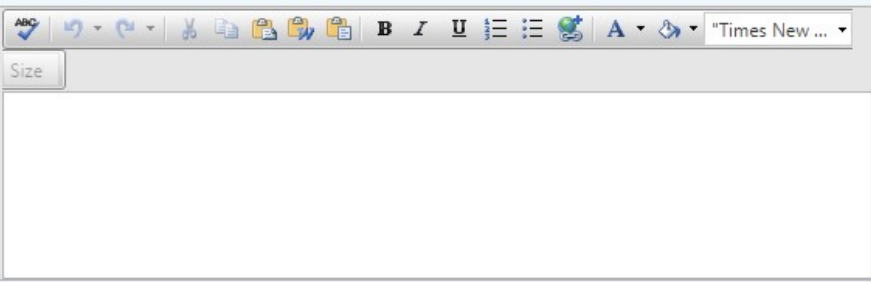# Application Components

Budget Page - Narrative Descriptions

- Budget narratives must be specific enough to determine the **allowability and reasonableness** of expenditures.
- When writing budget narratives, consider what information is needed for approval:
  - What activities are being funded?
  - How is the purchase supplemental?
  - What types of items are being purchased?
  - What is being purchased for professional development? Stipends?
- Materials? Conferences?
  - Are services being contracted? Through whom and for what purpose?

Application Components – Budget Tags

Budget Page

- Budget tags are **mandatory** for Title IV <u>and will help auto-populate spending amounts for each focus area on the Program Details page.</u>
  - Use budget tags to identify each line-item number's focus area:
    - Well-Rounded Educational Opportunities
    - Safe and Healthy Students
    - Effective Use of Technology

Application Components – Budget Tags

Budget Page

- When utilizing the new budget tags, **use only one budget tag per line item number entry.**
  - Example: If you are utilizing line item number 524 (In- service/Staff Development) for both the Well-rounded Educational Opportunity area and the Safe & Healthy Students area, **please create two separate entries (a 524 for Well Rounded and a 524 for Safe & Healthy) so that only one budget tag is listed per entry.**

- This will assist LEAs in tracking their Title IV spending and help ensure that all spending requirements are being met (see assurance on the following slides).

Application Requirements – Budget Tags

- Title IV Tip:
  - Please see the [FY25 Consolidated Funding Application Technical Guide](#) for more information on using budget tags in the CFA.

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Application Components

- Assurances: Check the box to assure that the LEA will follow all applicable regulations.
- Assurances include:
  1. The LEA will prioritize the distribution of funds on the established Title IV, Part A criteria
  2. An LEA who receives $30,000 or more in Title IV, Part A funds must meet the required minimums for each focus area.
  3. An LEA who receives $30,000 or more in Title IV, Part A funds must meet the required minimums for each focus area based on the allocation for that fiscal year. When funds are carried over, the LEA assures that there is a process and internal controls in place to track unspent required minimum funds from the prior fiscal year, in addition to the current year's required minimums.

Application Components

- Assurances, continued:

    4. Stakeholder engagement must include, but are not limited to: parents; teachers; principals; students; school leaders; charter school teachers, principals, and other school leaders, when applicable; Indian tribes or tribal organizations, when applicable; specialized instructional support personnel; local government representatives; community-based organizations; and others with relevant and demonstrated expertise

    5. The LEA must annually report data to the SEA regarding the use of Title IV funds and progress toward meeting identified goals within the district plan

    6. The LEA must review all expenditures from the previous year's Consolidated Funding Application (CFA) and review the effectiveness level of each expenditure

Application Components

▪ Assurances, continued:

7. The LEA shall 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 under this title and conducted in connection with an elementary school or secondary school under this title.

8. No funds under this title will be used for medical services or 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.

9. No child will be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of—receiving an evaluation or other service described under this title; or attending a school receiving assistance under this title.

Application Components

- Assurances, continued:

9. The LEA shall comply with ESSA § 8526 regarding the prohibited use of funds

10. The LEA shall comply with TN SBE Policy 4.202 – Unsafe School Choice Policy (ESSA § 8532), T.C.A. § 39-17-1309 regarding carrying weapons on school property (ESSA § 8561), and T.C.A. § 39-17-1604 regarding places where smoking and use of vapor products is prohibited

Additional Resources

Additional Resources

- [FY25 Consolidated Funding Application Technical Guide](#)
- [Title IV, Part A Non-Regulatory Guidance](#)
- [Title IV, Part A – Resources and Tools](#)
- [Title IV, Part A Questions & Answers](#)
- [Title IV, Part A Webinar Series (NCSSLE)](#)
- [Title IV, Part A Allowable Activities](#)
- [Guidance on Using Federal Funds for Student Incentives and Rewards](#)

SUPPORTING WORK

Thank You!

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TN Department of **Education**

Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

http://www.comptroller.tn.gov/hotline