BEST FOR ALL
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Title IV, Part A Student Support and Academic Enrichment Grant

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Division of Federal Programs and Oversight | August 2023

TN Department of Education

Norms and Expectations

- Take calls and necessary phone communications outside of the session room.

- Remain engaged.

- Visit a team member at the registration table if you have questions about the conference.

- All session slide decks are available in ePlan > TDOE Resources > Federal Programs and Oversight (FPO) > Federal Programs Professional Development > 2023 Federal Programs Institute.

Agenda

- Overview of Title IV, Part A
- Program Requirements
- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology
- Is it allowable?
- Resources
- Questions & Answers

Overview of Title IV, Part A

Program Purpose

- Title IV, Part A (Title IV) 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.

Transferability

- LEAs may transfer up to 100% of Title IV 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.

Program Requirements

Funding Prioritization

- LEAs must prioritize the distribution of Title IV, Part A grant funds to schools based on one or more of the following criteria:
  - Schools with greatest needs, as determined by the LEA;
  - Schools that have the highest number of students from low-income families;
  - Schools that are identified for targeted or Comprehensive Support and Improvement (TSI/CSI) plans under Title I, Part A; and/or
  - Schools that are identified as persistently dangerous.

Comprehensive Needs Assessment

- LEAs that receive $30,000 or more in Student Support and Academic Enrichment (SSAE) program funds must conduct a comprehensive needs assessment (CNA) 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 CNA and address the three required content areas annually.

Title IV in InformTN

Well-Rounded Education

A well-rounded education includes the courses, activities, and subject programming that an LEA will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials. Describe the LEA's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs.

Safe & Healthy Students

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the district will meet those needs.

Effective Use of Technology

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges?

Title IV, Part A – Needs Assessment

- ED has developed a comprehensive [LEA needs assessment tool](#).
  - *Optional* tool
  - Within the tool, LEAs can enter district- and school-level outcome data.
  - Collecting and analyzing outcome data during a needs assessment can help LEAs identify where schools are facing challenges and stay focused on outcomes while implementing the Title IV, Part A program.

Consultation With Stakeholders

▪ In developing its application and needs assessment, an LEA must **consult with stakeholders** in the area served by the LEA.

– District planning teams can meet this requirement.

Stakeholder Options (include but 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

Spending Requirements

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

Well-Rounded Education

At least 20%

Safe & Healthy Students

At least 20%

Effective Use of Technology

A portion (at least 1%)

Spending Requirements

- LEAs receiving less than $30,000 may spend funds in any of the three focus areas. The 15% cap on technology infrastructure still applies.

Well-Rounded Education

Any %

Safe & Healthy Students

Any %

Effective Use of Technology

Any %

Supplement, Not Supplant

- LEAs 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.*

- LEAs may not use Title IV, Part A funds to pay for an activity *that is required under State law of State Board of Education Rule.*
  - Example: According to TCA 49-6-4302, each Tennessee public school is required to annually conduct a school security assessment using the assessment tool developed by the TN Department of Homeland Security (TDOHS). Title IV funds could not be used to pay for this assessment.

Title IV, Part A – Program Evaluation

- What is required of **LEAs**?
  - LEAs must describe in the application the **program objectives and intended outcomes** for activities under Title IV, Part A, and how the LEA will **evaluate the effectiveness of the activities** carried out under this section based on such objectives and outcomes [ESSA § 4106(e)(1)(E)].

- What is required of **SEAs**?
  - SEAs must **publicly report** how LEAs meet the Title IV, Part A **use of funds requirements**, as well as the **progress LEAs have made toward meeting the objectives and outcomes** described in ESSA § 4106(e)(1)(E) [ESSA § 4106(a)(2)].

Title IV, Part A – Program Evaluation

- How are these requirements met?
  - **LEAs** meet some of these requirements through the Program Details page of the Title IV, Part A section of the **Consolidated Funding Application (CFA)** in ePlan.
    - LEAs must describe the intended objectives and outcomes of the proposed Title IV, Part A programming and how it will be assessed for effectiveness.

Title IV, Part A – Program Evaluation

- **Title IV, Part A Activity Evaluation Form**
  - **_Optional_** tool that can be used to document that all Title IV, Part A program evaluation requirements have been met by the LEA.
  - Located in ePlan > **TDOE Resources** > ESSA Information, Guidance, PPTs, & Webinars > Title IV, Part A (SSAE)

Title IV, Part A – Program Evaluation

- How are these requirements met?
  - **SEAs** must publicly report:
  1) how LEAs meet the Title IV, Part A use of funds requirements, and
  2) the progress LEAs have made toward meeting the objectives and outcomes [ESSA § 4106(a)(2)].
     - LEAs must complete a brief **Title IV, Part A evaluation survey** to report progress made toward meeting the objectives and outcomes described in the CFA.
       - Three (3) multiple-choice questions
       - Released annually in the late summer/early fall to collect the required information for the previous fiscal year
     - The SEA will develop and publish a **Title IV, Part A Annual Report**.
       - Covers two requirements above and more
       - Released annually each fall

Equitable Services

- Equitable services requirements of ESSA § 8501 apply to Title IV 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 Consolidated Funding Application (CFA).

Equitable Services

▪ If a non-public school indicated their intent to participate in Title IV, Part A, the LEA must:

– Consult with the non-public school in accordance with ESSA § 8501.

– Consult with non-public schools **before** 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.*

Prohibited Use of Funds

- 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.

- 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.

Prohibited Use of Funds

- 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.

- 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**.

Prohibited Use of Funds

- The LEA shall comply with ESSA § 8526 regarding the prohibited use of funds.
  - No funds under this Act may be used—
    - for **construction, renovation, or repair** of any school facility, except as authorized under this Act;
    - for **transportation** unless otherwise authorized under this Act;
    - to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
    - to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
    - to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
    - to operate a program of contraceptive distribution in schools.

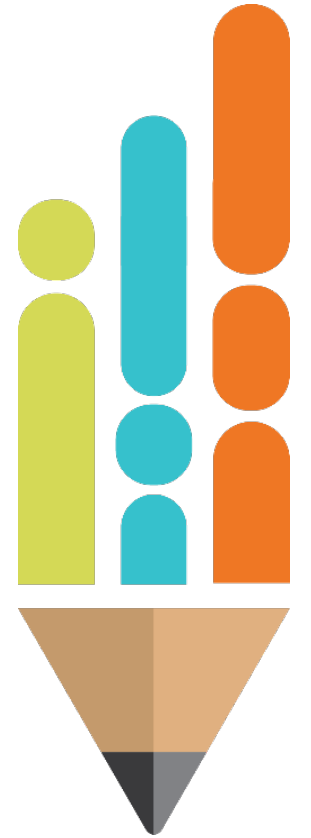# Well-Rounded Educational Opportunities

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:
  - starts with early learning opportunities that allow for exploration and continues with K-12 education that helps students make important connections among their interests, curiosities 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.
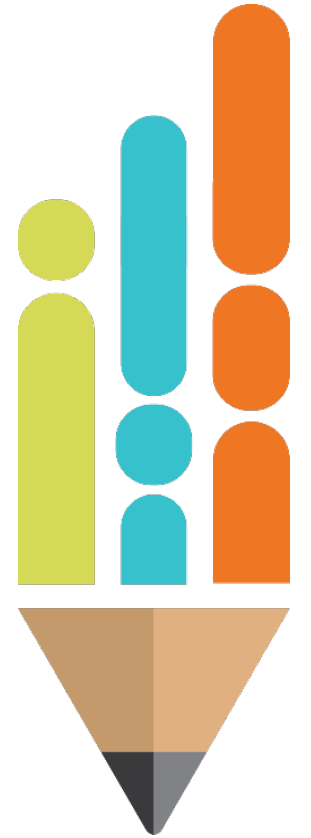
Well-Rounded Educational Opportunities

- 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 education 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.
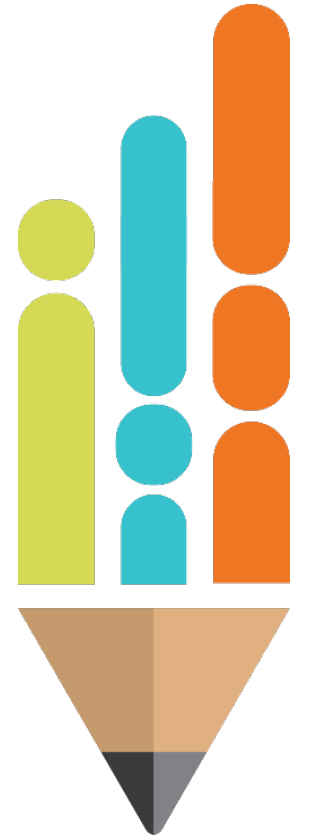
Well-Rounded Educational Opportunities

- 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.
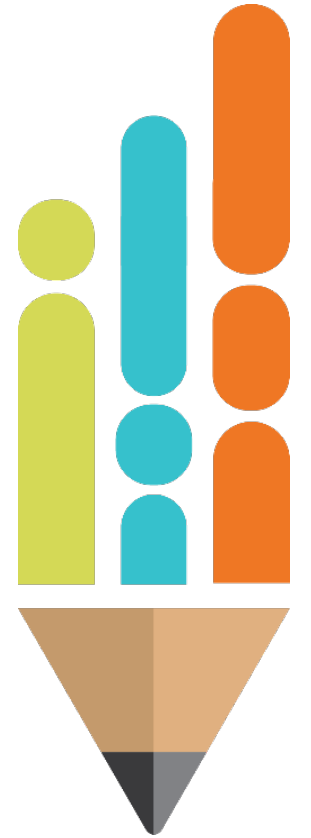
Well-Rounded Educational Opportunities

- Resources:
  - College and Career Readiness Begins With a Well-Rounded Education
  - TDOE Career & Technical Education
  - The Power of Dual Enrollment: The Equitable Expansion of College Access and Success
  - What civics learning practice has been most effective in your school or district?
  - ArtsEdSearch: hub for research on the impact of arts education
  - National Association for Music Education
  - American Council on the Teaching of Foreign Languages
  - Fostering Equitable and Engaging STE(A)M Programming
  - U.S. Department of Education: Science, Technology, Engineering, and Math, including Computer Science
  - National Science Teaching Association

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 supporting 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

- Resources:
    - [Analyzing Student-Level Disciplinary Data: A Guide for Districts](#)
    - [Creating a Safe and Respectful Environment in Our Nation's Classrooms (Training Toolkit)](#)
    - [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)
    - [National Center for School Mental Health](#)
    - [NCSSLE Suite of Resources to Promote Student Mental Health](#)
    - [School Climate Improvement Resource Package](#)
    - [Schoolsafety.gov](#)
    - [SPARK resources (Physical Education)](#)
    - [Stopbullying.gov](#)
    - [Supporting Mental Health Via Technology](#)
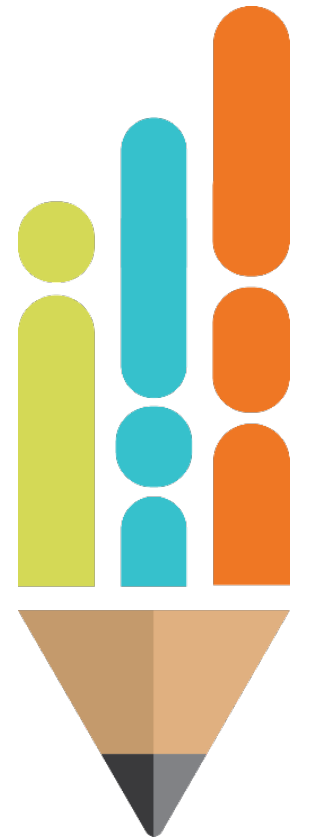   - [The National Center on Safe Supportive Learning Environments (NCSSLE)](#)

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.
  - However, for technology to be truly effective, educators need to have the knowledge and skills to take full advantage of technology-rich learning environments.
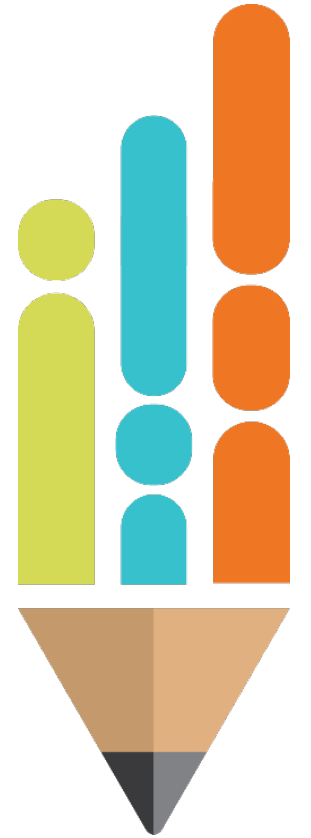
Effective Use of Technology

- 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.
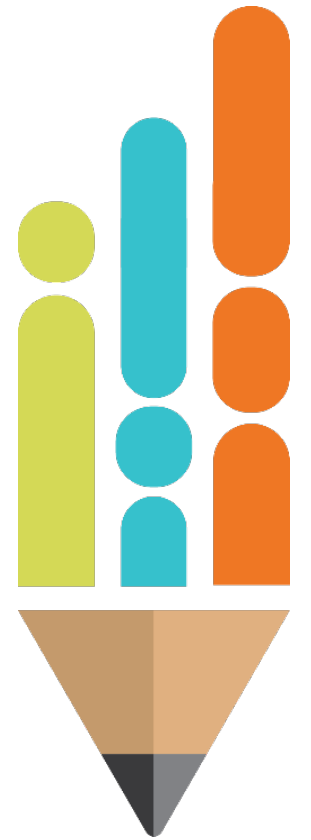
Effective Use of Technology

- 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.
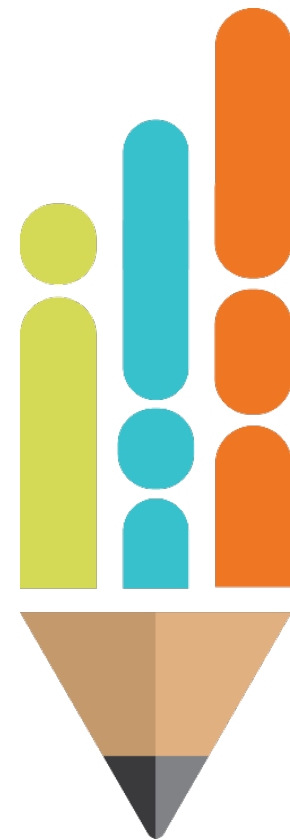
Effective Use of Technology

- 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.

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
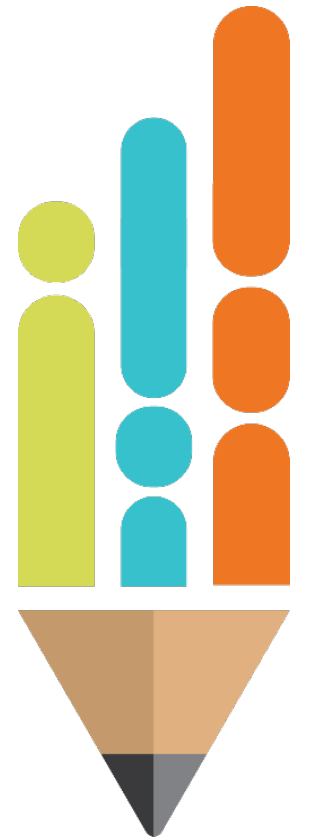
IMPORTANT: Effective Use of Technology

- 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.

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.
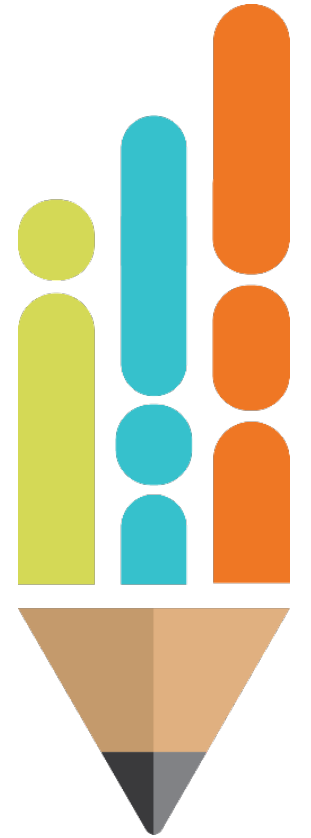
Effective Use of Technology

- Resources:
  - [Effective Use of Technology Resource Guide for Local Education Agencies](#)
  - [How does digital accessibility and Universal Design for Learning (UDL) impact your district's technology planning process?](#)
  - [Teaching Digital Citizens in Today's World](#)
  - [Reimagining the Role of Technology in Education](#)
  - [Rethinking the Classroom for Blended Learning](#)
  - [U.S. Department of Education: Office of Educational Technology](#)
    - [Teacher Digital Learning Guide](#)
    - [School Leader Digital Learning Guide](#)
    - [Parent and Family Digital Learning Guide](#)

SUPPORTING WORK

Is it allowable?

Is it allowable?

- District A wants to add a secure entrance inside the front lobby of a school. This would involve the installation of plexiglass walls and secured double doors.

- If allowable, what focus area would this purchase fall under?

Is it allowable?

- District B wants to hire a social worker to serve 2 of its highest poverty schools. Each of the schools already has a full-time social worker (paid with state/local funds), but data shows that there are unmet needs at the schools.

- If allowable, what focus area would this purchase fall under?

Is it allowable?

- District C wants to pay stipends to school leaders to be trained on Power Schools, the LEA's Student Information System (SIS).

- If allowable, what focus area would this purchase fall under?

Is it allowable?

- District D wants to pay a stipend to school-level staff to serve as technology consultants. Teachers would be paid to manage the technology inventory for the school and provide one-on-one or small-group technology assistance/professional development outside of school hours. They would also like to purchase a software application to help the schools manage the technology inventory.

- If allowable, what focus area would this purchase fall under?

Additional Resources

Title IV, Part A Resources

- [FY24 Consolidated Funding Application Technical Guide](#)
- [Program Overview Title IV, Part A - Student Support and Academic Enrichment Grants](#)
- [Title IV, Part A Activity Evaluation Form](#)
- [Title IV, Part A PowerPoint (March 2021)](#)
- [Title IV, Part A Questions and Answers](#)
- [Title IV, Part A Student Support and Academic Enrichment Grants Non-Regulatory Guidance](#)
- [Using Federal Education Funds for Student Incentives and Rewards](#)

SUPPORTING WORK

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Questions?

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Thank You!

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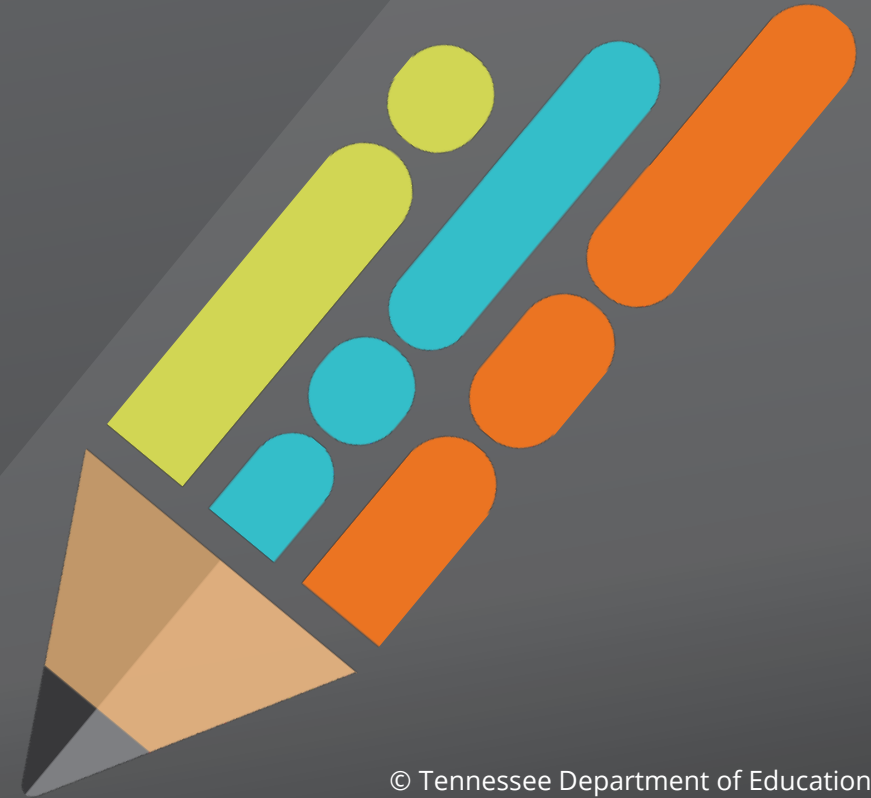TN | Department of **Education**

Tuesday-Thursday
Please Share Your Feedback:

You may access the PD by navigating here:
https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey

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