Title IV, Part A Grant Overview

Office of Continuous Improvement and Support

Division of Student Success

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Title IV, Part A: Student Support and Academic Enrichment

Three Content Areas – Program purpose is to improve students' academic achievement by increasing the capacity of states, districts, schools and communities to:

- Provide all students with access to a **well-rounded education**;

- Improve school conditions for student learning (**safe and healthy students**); and

- Maximize and enhance the **effective use of technology** in order to improve the academic achievement and digital literacy of all students.

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Implementation

- Coordinated with other schools and community-based services and programs

- Foster safe, healthy, supportive, and drug-free environments that support academic achievement

- May be conducted in partnership with business, non-profit organization(s), community-based organization(s), or other public or private entity with demonstrated record of success in implementing activities authorized in ESEA section 4108

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Plan for Implementation

- Logic model visually connecting the activity to expected outcomes that are stated as well-defined and measurable goals and clarifies how the activity will work

- Well-defined, measurable goals with implementation timeline for successful execution

- Clearly outlined roles and responsibilities for people involved, including the person responsible for the activity's success, those with a deep understanding of the activity, and those working to implement the activity on the ground

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Plan for Implementation (cont.)

- Identified resources required to support the activity (e.g. staff time, funding, materials, outside supports, etc.)

- A process to monitor implementation and collect information on how the activity is working to ensure continuous improvement, including plans for data collection, analysis and/or evaluation to examine performance against well-defined and measurable goals.

- An outreach strategy to regularly engage stakeholders.

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District Application Information

- Districts must complete the Intent to Participate in GMAP by the annual deadline prior to completing the application.

- The Title IV, Part A application is part of the consolidated application in GMAP.

- District application must align to the district's documented comprehensive needs assessment.

- Districts need to ensure all sections of the application are completed and documentation is maintained of all district requirements.

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Consortia

- Districts may form a consortium with other surrounding districts and combine the funds each agency receives to jointly carry out the activities described. Districts are not required to form consortia.

- Funding for consortia is the sum of allocations between all of its member school districts. Allocations for consortium members are determined by the Title I funding formula.

District Distribution of Funds

A district or a consortium of districts must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:

1) are among those with the greatest needs (as determined by the district);

2) have the highest numbers of students from low-income families;

3) are identified as CSI or TSI schools;

4) are identified as a persistently dangerous public elementary or secondary school under ESEA section 8532 (no schools in Kentucky currently meet this classification).

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Supplement, Not Supplant

Section 4110 requires that Title IV, Part A funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title IV, Part A program. This means that a district may not use Title IV, Part A 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, districts 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 districts decrease the amount of State or local funds used to pay the cost of an activity simply because of the availability of the Title IV, Part A program funds.

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Equitable Services Requirements

- ESEA sections 1117 and 8501 requires timely and meaningful notification and consultation occurs between the district and each non-public school that resides within the district's geographical boundary.

- Services must be provided to participating private schools during the school year funds are provided.

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Application Requirements Overview

- Districts are required to consult with required stakeholders outlined in ESEA section 4106 and document consultation.

- Districts or consortia that receive $30,000 or more must conduct a Comprehensive Needs Assessment at least once every three years

- Programs funded with Title IV, Part A funds must be evaluated for effectiveness in addressing the needs identified.

- Budgeted items must support funded program and be reasonable, necessary, allocable/allowable, documented and supplemental.

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District Allocations over $30,000

- Needs assessment required
- At least 20% of funds for activities to support well-rounded educational opportunities;
- At least 20% of funds for activities to support safe and healthy students;
- A portion of the funds must be spent on technology
  - No more than 15% of the funds for activities to support the effective use of technology can be used on purchasing technology infrastructure. This includes devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases
- No more than 2% allowed for administrative costs

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Allocations Less Than $30,000

- Needs assessment not required

- Specific allocations for safe and healthy students or well-rounded education not required

- Must spend money in at least one of the three program areas

- No more than 15% of funds to support effective use of technology may be used to purchase technology infrastructure

- No more than 2% allowed for administrative costs

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Comprehensive Needs Assessment

ESEA section 4106(d) requires that an LEA receiving an allocation of at least $30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for 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; and

- Maximizing and enhancing the use of educational technology to improve student learning.

Examples of Well-Rounded Education Activities

- Science, Technology, Engineering and Mathematics (STEM)
- Music and Arts
- Foreign language instruction
- College and career counseling

- Environmental Education
- Accelerated learning programs
- High school redesign with dual or concurrent enrollment and early college high schools

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Examples of Safe and Healthy Students Activities

- Bullying prevention

- Suicide prevention

- School-based mental health services

- Schoolwide positive behavioral interventions

- Trauma-informed practices

- School dropout prevention

- Drug and violence prevention

- Re-entry programs and transition services for justice involved youth

- Child sexual abuse awareness and prevention

- Building school and community relationships

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Examples of Effective Use of Technology Activities

- Professional learning in maximizing and enhancing the use of educational technology in the classroom.

- Personalized learning

- Blended learning strategies

- Support professional learning in STEM and STEAM activities

Federal Resources

National Center on Safe Supportive Learning Environments

Title IV, Part A Non-Regulatory Guidance