How Can Districts Make the Most Of Title IV Funding Under ESSA?
Alyson Klein
Assistant Editor, Education Week

Follow Alyson on Twitter: @PoliticsK12

Related Articles:
What's in ESSA's Big Flexible-Spending Pot
How Can Districts and States Use ESSA to Bolster STEM and Computer Science?
How Can Districts Make the Most of Title IV Funding Under ESSA?

Expert Presenters:

David Deschryver
Senior Vice President
Whiteboard Advisors

Jodi Peterson
Assistant Executive Director
Communication, Legislative and Public Affairs
National Science Teachers Association
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
ESSA Title IV, Part A

What you need to know

Jodi Peterson, Assistant Executive Director, Communications, Legislative, and Public Affairs, National Science Teachers Association, @stemedadvocate

&

David A. DeSchryver, Director, Whiteboard Advisors, @ddeschryver, @whitebdadvisor

June 12, 2018
ESSA: Key Highlights

- **Equity**: States and districts are still accountable for student performance and must focus on performance of disadvantaged and low income students.
- **Reduces the federal footprint in K-12 education.**
- **Teacher Quality**: Eliminates federal mandate for evaluation systems.
- **Accountability**: States now determine accountability systems.
- **Continues testing in Math and Reading. Science testing must continue, but states determine if science is part of their accountability.**
- **Flexibility**: States and districts have more flexibility with funding.
- **Eliminates small grant programs including Math and Science Partnership, safe and drug free schools, counseling and consolidates funding into Title IV block grant to states.**
Every Student Succeeds Act (ESSA)
Title IV-A, Student Support and Academic Enrichment Grant

- Authorized: $1.6 Billion
- FY2017 Appropriations: $400 Million
- FY2018 Admin. Budget Request: $0
- 2018 Appropriations: $1.1 Billion
Congress provided $1.1 Billion for the Title IV-A grant for FY18. Each state will receive an allocation based on their Title I funding formula.

Using the same Title I formula, each state must allocate funds to school districts.
## Funding ESSA Title IVA

<table>
<thead>
<tr>
<th>Estimated LEA Amounts</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0-$29,999</td>
<td>11,630</td>
<td>8,912</td>
<td>-2,718</td>
</tr>
<tr>
<td>$30,000-$99,999</td>
<td>1,125</td>
<td>2,759</td>
<td>+1,634</td>
</tr>
<tr>
<td>$100,000-$999,999</td>
<td>466</td>
<td>1,446</td>
<td>+980</td>
</tr>
<tr>
<td>$1,000,000+</td>
<td>25</td>
<td>129</td>
<td>+104</td>
</tr>
</tbody>
</table>

**Source:** Title IV-A Coalition, based on estimates from CRS with 100% of Title IV-A funds received by districts via formula, does not account for competitions, or reservations maintained for technical assistance.
ESSA Title IV/A Allowability

<table>
<thead>
<tr>
<th>Schools or districts that receive an allocation <strong>above</strong> $30,000 must do a needs assessment and spend:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20%</strong> Well rounded education</td>
</tr>
<tr>
<td>STEM</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>20%</strong> Safe schools</td>
</tr>
<tr>
<td>Healthy students</td>
</tr>
<tr>
<td>Violence prevention</td>
</tr>
<tr>
<td>School counselors</td>
</tr>
<tr>
<td>Mental health</td>
</tr>
<tr>
<td><strong>60%</strong> Technology*</td>
</tr>
<tr>
<td>Materials/Prof Dev</td>
</tr>
<tr>
<td>Equipment/Devices</td>
</tr>
<tr>
<td>Digital Content</td>
</tr>
<tr>
<td>The remaining 60% of funds can be spent on all 3 priorities, including technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools or districts that receive an allocation <strong>below</strong> $30,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend money on activities in at least one of the three categories</td>
</tr>
</tbody>
</table>

*some funding must go towards tech, with a 15% cap on infrastructure
ESSA Title IV/A Allowability

Can be used by districts for:

- Safe and drug free schools
- Mental health counselors
- College and career Counseling
- Music education
- Civics
- IB/AP testing
- STEM

And for . . .

- Drug and violence prevention
- Training on trauma-informed practices,
- Health and physical education
- Effective use of technology
Title IV/A supports activities to provide students with a well-rounded education. Districts can use these funds to:

- Expand high-quality STEM courses;
- Increase access to STEM for underserved and at risk student populations;
- Support student participation in STEM nonprofit competitions;
- Provide hands-on learning opportunities in STEM;
- Integrate other academic subjects, including the arts, into STEM subject programs;
- Create or enhance STEM specialty schools – new definition created;
- Integrate classroom based and afterschool and informal STEM instruction; and
- Expand environmental education.
This April 2017 U.S. Department of Education letter outlines ways state education agencies, districts, schools, and their partners can use Federal funds to support Science and STEM education strategies.
Timeline

**WINTER/SPRING 2018**

Districts prepare to apply for FY18 ESSA funds, develop ESSA plans based on stakeholder input, district [needs assessments](#), and priorities

**SPRING/SUMMER 2018**

Districts submit ESSA plans, submit application for FY18 ESSA funds (Titles I-IV) and any competitive ESSA funds (e.g. 21st Century Community Learning Centers, School Leader Recruitment and Support Fund, Education Innovation and Research grants).

**SUMMER/FALL 2018**

FY18 ESSA Title funds are awarded to districts from their State Department of Education
The DreamBox difference

- Powered by students.
- Built by and for educators.
- Proven to positively impact student achievement.
To unlock learning potential in students, we must partner with and empower educators.
The only comprehensive K-8 math program rated STRONG by Evidence for ESSA.
ESSA allows school to rethink their programs and investments within a broader context.

Consider how the elements of a district Title I school application can connect with Title IVA.

- Developing and implementing a well rounded program of instruction to meet the academic needs of all children.
- Identifying students who may be at risk for academic failure.
- Identifying and implementing instructional strategies intended to strengthen academic programs and improve school conditions for learning.
- Implement strategies to facilitate effective transitions for students.
National Survey

+600 Respondents

43 states and territories

...and counting.

https://www.surveymonkey.com/r/XFHLXZGN
When Congress created Title IV, Part A, lawmakers folded prior federal investments into the grant. These were the AP Exam fee program, safe and drug-free schools, programming, school counseling, and physical education. Do you plan on using the funds to carry on any of the following?
What are the likely investments to support Well-Rounded Educational Opportunities?

- Science, technology, engineering, and mathematics: 60.10%
- Social emotional learning (SEL): 53.31%
- College and career counseling: 36.16%
- Music and arts: 31.75%
- Accelerated learning programs such as AP/IB/CIE: 27.67%
- High school redesign w/ dual or concurrent enrollment & early college high schools: 21.39%
- Foreign language instruction: 11.38%
- Other: 8.32%
- Civics instruction: 6.96%
- Environmental education: 6.79%
- None: 4.58%
What are the likely investments to Support Safe and Healthy Students?

- Positive Behavioral Interventions: 61.42%
- Safe and Supportive Learning Environments: 54.31%
- School-Based Health and Mental Health Services: 45.52%
- Violence Prevention, Crisis Management and Conflict Resolution: 45.18%
- Trauma-Informed Classroom Management: 36.89%
- School safety equipment: 25.21%
- Preventing Use of Alcohol, Tobacco, Marijuana, etc.: 22.50%
- None: 5.08%
- Other: 4.91%
National Survey

What are the likely investments to support the Effective Use of Technology?

- Implement system-wide approaches to support teacher PD, collaboration, and personalize learning: 53.92%
- Implement blended learning strategies: 43.69%
- Buy digital devices: 41.47%
- Develop or provide personalized learning pathways for students: 36.01%
- Discover, adapt and share high-quality resources: 22.70%
- None: 10.92%
- Other: 4.61%
Does your LEA plan on transferring the funds into:

- DO NOT plan on transferring Title IV, Part A funding: 76.09%
- Title I: 16.23%
- Title II: 7.33%
- Title III: 0.35%
TITILE IV-A COALITION

DAY OF ACTION, June 13 2018

Dept of Education website Title IV non regulatory guidance
https://www2.ed.gov/policy/elsec/leg/essa/essassaegrant
guid10212016.pdf

NSTA website http://www.nsta.org/about/clpa/

Jodi Peterson
Assistant Executive Director, Communications, Legislative, and Public Affairs
National Science Teachers Association
Chair, STEM Education Coalition
jpeterson@nsta.org
Follow me @stemedadvocate
Q&A
The DreamBox difference

Powered by students.
Built by and for educators.
Proven to positively impact student achievement.
The only comprehensive K-8 math program rated STRONG by Evidence for ESSA.
To affect real change, we must address:

- **Third-Party Efficacy**: Administrator reporting & industry-leading efficacy research
- **Innovative Digital K-8 Curriculum**: Develops critical thinking, fluency, and conceptual understanding
- **Tools for Teachers to Differentiate**: Real-time insights, Progress monitoring, Home connection
- **Content-Specific PD for Teachers**: Job-embedded, Data-driven, On-demand

---

**DreamBox Learning**
The only K-8 math curriculum with gains validated by multiple 3rd parties

With just 60 minutes a week, students improve 58% more than growth norms on the NWEA® MAP® Assessment

60 mins/week with DreamBox: +20.5 points (+58%)
40 mins/week with DreamBox: +18.0 points (+38%)
20 mins/week with DreamBox: +15.5 points (+19%)
No DreamBox: 13 points expected growth NWEA MAP norms

www.dreambox.com/research
Huge gains on rigorous tests. Just 5 lessons per week.

**Smarter Balanced**
- 3,600 Students
- Grades 4-5
- 54% more Growth

**Renaissance STAR**
- 7,900 Students
- Grades 1-7
- Double the Growth

**NWEA MAP**
- 3,000 Students
- Grades K-5
- 71% more Growth
Last school year, students completed **300 million+** lessons

Supports **80,000** teachers and **2.3 million** students

Used in all **50 states** and across Canada

Unparalleled Impact
FREE RESOURCES
Available at dreambox.com/white-papers
From now until June 30th, districts can dedicate their leftover 2017/2018 funds to reserve a spot in the DreamBox 2018/2019 Fall Pilot, which allows schools and districts to try out our results-proven solution at a special low price.

Reserve Your Spot!

dreambox.com/reserve-for-fall
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
How Can Districts Make the Most of Title IV Funding Under ESSA?

Suggested Reading from *Education Week*:

**E-Book**

*Inside ESSA: The New Federal K-12 Law*

In this essential guide to the Every Student Succeeds Act, *Education Week* explains what the law will mean for: accountability and testing, teacher quality, early-childhood education, special education, academic standards including the common core, English-language learners, and teacher evaluation.

**Related Story**

*“What's in ESSA's Big Flexible-Spending Pot”*

The $1.1 billion Student Support and Academic Enrichment Grants, better known as Title IV, can be used for everything from school safety training and suicide prevention to drama clubs and science programs.