



Title IV, Part A Guidance

Student Support and Academic Enrichment Grants

Introduction

The Every Student Succeeds Act (ESSA) became law in December 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). This reauthorization created the Student Support and Academic Enrichment (SSAE) program under subpart one of Title IV, Part A (Title IVA) of the ESEA.

Program Purpose and Intent

The purpose of the SSAE program is to improve students' academic achievement by increasing the capacity of the Iowa Department of Education (Department), school districts, and local communities to improve:

- Access to, and opportunities for, a **well-rounded education** for all students (ESEA § 4107);
- School conditions for student learning to create a healthy and safe school environment (**safe and healthy students**; ESEA § 4108); and
- Access to personalized learning experiences supported by technology and professional development for the **effective use of technology** and data (ESEA § 4109).

The intent of this program is to create and/or provide supplemental (i.e., additional) educational programs, activities, and training to improve students' academic achievement in the three content areas.

Grant Requirements

To participate in the SSAE program, a school district or consortium of districts (here forward "district") must complete a small number of requirements. The Department has integrated these requirements into the overall ESSA planning and implementation process in the Consolidated Accountability and Support Application (CASA). The requirements, along with recommended actions to improve program implementation and efficacy, are outlined in Table 1 by total funding amount available in the CASA.

$$\text{Total Available} = \text{Carryover (District Share + Equitable Share for Services)} + \text{Current Year Allocation (District Share + Equitable Share)} + \text{Transferred In}$$

Table 1. Action, Resource, ESEA Citation, and Applicability by Total Amount Available in the CASA.

Action. Resource.	Total Available is less than \$30,000	Total Available is \$30,000 or more
Consider how other federal, state, and/or local funds may be leveraged to achieve the goals of the SSAE program, including indicating whether the district wishes to participate in a consortium of districts. See the following Leveraging SSAE Resources section .	Recommended	Recommended

Action. Resource.	Total Available is less than \$30,000	Total Available is \$30,000 or more
Consult the required stakeholders during application design and development. See the following Stakeholder Engagement section .	Required (ESEA § 4106(c)(1))	Required (ESEA § 4106(c)(1))
Engage in nonpublic consultation with appropriate nonpublic school officials, including submitting the initial nonpublic consultation agreement(s) in the CASA Consolidated Application. See the following Stakeholder Engagement section .	Required if district has a nonpublic within bounds (ESEA §§ 8501-8504)	Required if district has a nonpublic within bounds (ESEA §§ 8501-8504)
Conduct a comprehensive needs assessment prior to completing the Consolidated Application, and at least once every three years, to examine needs for improvement in the three content areas. Based on the assessment results, the district must use: <ol style="list-style-type: none"> 1. At least 20% of funds for activities to support well-rounded educational opportunities (ESEA § 4107); 2. At least 20% of funds for activities to support safe and healthy students (ESEA § 4108); and 3. A portion of funds for activities to support effective use of technology (ESEA § 4109). See the following Comprehensive Needs Assessment section .	Recommended	Required for districts and their participating nonpublic schools (ESEA § 4106(d))
Select relevant, evidence-based SSAE activities that align with the needs identified in the comprehensive needs assessment. See the Using Evidence to Strengthen Education Investments (Using Evidence) guidance .	Recommended unless selecting an activity that includes “evidence-based” language (i.e., several activities under section 4108)	Required (ESEA § 4109(a))
Complete nonpublic consultation agreements in the CASA, including finalizing the descriptions of equitable services to be provided by the district to nonpublic schools now that the equitable share is available and, if applicable, transferring equitable shares. See the Consolidated Application Requirements CASA webpage .	Required if district has a participating nonpublic (ESEA §§ 8501-8504)	Required if district has a participating nonpublic (ESEA §§ 8501-8504)
Fill out the Consolidated Application between September 1 and October 15, including completing Title IVA program questions, assurances, and budgets. See the following Application Requirements section .	Required (ESEA § 4106(e)(1)-(2))	Required (ESEA § 4106(e)(1)-(2))

Action. Resource.	Total Available is less than \$30,000	Total Available is \$30,000 or more
Develop an implementation plan, informed by input from stakeholders, to set up the district for successful implementation. See the Using Evidence guidance .	Recommended	Recommended
Implement SSAE activities by collecting information and data about how implementation of the SSAE activities is working (i.e., performance monitoring, rigorous evaluation) and make necessary changes along the way. See the Using Evidence guidance .	Required for annual report (ESEA § 4106(e)(2)(F))	Required for annual report (ESEA § 4106(e)(2)(F))
Continue consultation with the required stakeholders during implementation of selected SSAE activities to improve such activities and coordinate implementation with other related community activities. See the following Stakeholder Engagement section .	Required (ESEA § 4106(c)(2))	Required (ESEA § 4106(c)(2))
File reimbursement claims quarterly in the CASA. See the Claims section of CASA webpage .	Required	Required
Evaluate the effectiveness of the SSAE activities for inclusion in the annual report in the CASA, including examining how the activity is working and using the information and data collected to decide about mid-course correction and next steps. See the Using Evidence guidance .	Required (ESEA § 4106(e)(2)(F))	Required (ESEA § 4106(e)(2)(F))
Submit an annual report in the CASA regarding the district's progress and nonpublic school's progress (if applicable) toward meeting the outcomes identified in the year's Title IVA application. See the Annual Report content on the CASA webpage .	Required (ESEA § 4106(e)(2)(F))	Required (ESEA § 4106(e)(2)(F))

Leveraging SSAE Resources

The Department awards SSAE grants to all districts by formula in the same proportion as the district's prior year's Title I, Part A allocation. It is important to note that SSAE funds may not be sufficient to independently fund many of the innovative activities discussed. To maximize the use of the SSAE program resources, leaders should consider how other federal, state, and local funds may be leveraged to achieve the goals of the SSAE program. Examples include:

- **Applying for funds as a consortium of school districts.** Working together, districts may be able to deliver services more efficiently through economies of scale that enable them to serve more students at lower cost and reduce administrative overhead. See the following [Applying as a Consortium of School Districts](#) section for more information.
- **Partnering with organizations (e.g., nonprofits, institutions of higher education, community organizations) or other federal grantees.** For example, collaborating with Iowa's AmeriCorps grantees that provide similar programs or services in low-income schools and communities.

- **Coordinating and strengthening complimentary services.** For example, Title IV, Part B funding also provides opportunities for academic enrichment through an array of programs and activities.
- **Using funds in conjunction with other ESEA titles to support specific interventions, activities, or services.** For example, using Small, Rural School Achievement Program or the Rural and Low-Income School Program funds for SSAE allowable activities.

Stakeholder Engagement and Continued Consultation

During the design and development of its application, a district must engage in consultation with area stakeholders. A school district must continue to consult with the following stakeholders to improve SSAE activities and coordinate implementation with other related community activities. Such stakeholders must include, but are not limited to, the following:

- Parents;
- Teachers;
- Principals;
- Other school leaders;
- Specialized instructional support personnel (e.g., school counselors, social workers, psychologists, nurses, speech pathologists, librarians);
- Students;
- Community-based organizations;
- Local government representatives (e.g., law enforcement agencies, juvenile courts, child welfare agencies, public housing agencies);
- Indian tribes or regional tribal organizations (if applicable);
- Charter school teachers, principals, and other school leaders (if applicable); and
- Others with relevant, demonstrated expertise.

Comprehensive Needs Assessment

A school district, and its participating nonpublics, with a total amount available in the CASA of \$30,000 or more must conduct a comprehensive needs assessment prior to submitting its application, and subsequent needs assessments at least once every three years, to examine its needs for improvement in the three content areas.

Based on the assessment results, the district must use:

- 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; and
- A portion of funds for activities to support effective use of technology.¹

For an overview of requirements by funding level, see Table 2.

¹ A district with a total amount available less than \$30,000 is required to provide only one of these assurances.

Table 2. Funding Level Requirements for Districts and Consortia by Total Amount Available in the CASA.

Requirement	Total Available is less than \$30,000	Total Available is \$30,000 or more
Comprehensive Needs Assessment	Recommended to identify local needs to improve student outcomes.	Required prior to receiving allocation and at least once every three years.
Funding Requirements	Based on the results of the assessment, use at least one of the following: <ul style="list-style-type: none"> At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107); At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and/or A portion of funds for activities related to effective use of <i>technology</i>* (ESEA § 4109). 	Based on the results of the needs assessment, use all of the following: <ul style="list-style-type: none"> At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107); At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and A portion of funds for activities related to effective use of <i>technology</i>* (ESEA § 4109).

*No more than 15% of the total amount available may be spent on technology infrastructure. Technology infrastructure is defined as property, devices, equipment, software applications, blended learning software and platforms, digital instructional resources (e.g., textbook substitutes, digital licenses, online subscriptions), initial professional development activities, and other one-time information technology purchases.

Application Requirements

A school district must submit a Title IVA application to the Department in the CASA between September 1 and October 15 to receive their SSAE program allocation. This application consists of three required components:

1. Program Assurances;
2. Program Questions; and
3. Program Budget(s).

The content of the application is available on the CASA webpage under [Consolidated Application Requirements \(AEAs and Districts\)](#).

Applying as a Consortium of School Districts

A school district may apply for funds in consortium with one or more surrounding districts. If a district wishes to form a consortium, participants in the consortium must indicate their intent to do so in the CASA and indicate who will act as the fiscal agent for the consortium.

Allowable Activities

Table 3 provides examples of activities school districts may consider as they prepare for SSAE program implementation. Allowable uses of funds under each of the three content areas may include (but are not limited to):

- Direct services for students,
- Professional development for teachers and administrators,
- Salaries of personnel to carry out the identified supplemental programs and services, and
- Supplemental educational resources and equipment.

Note on Determining Allowability

It is important to understand that allowability is dependent on several factors specified in the ESEA. For guidance, see the Determining Allowability of Title IVA Activities guidance on the [ESSA Guidance and Allocations](#) page.

Table 3. Examples of Allowable SSAE Uses*

Well-Rounded Education	Safe and Healthy Students	Effective Use of Technology
<ul style="list-style-type: none">• World language instruction• Fine arts instruction• Science, technology, engineering and mathematics (STEM), including computer science• Social studies instruction• College and career counseling• Social emotional learning• Accelerated learning programs, including dual or concurrent enrollment and Advanced Placement or International Baccalaureate	<ul style="list-style-type: none">• Preventing bullying and harassment• School dropout prevention• Re-entry programs and transition services for justice-involved youth• Suicide prevention• Evidence-based drug and violence prevention• Health and safety practices in school athletic programs• Evidence-based school-based health and mental health services• Healthy, active lifestyle education• Mentoring and school counseling• Schoolwide positive behavioral interventions	<ul style="list-style-type: none">• Innovative blended learning projects• Technological capacity and infrastructure (15% cap)• Specialized or rigorous academic technological courses and curricula, including digital learning and assistive technologies• Professional learning tools, devices, content, and resources to personalize learning and improve academic achievement

*Note: This table provides examples of allowable activities and is not exhaustive. Please consult the [statute](#) for more information.

Additional Guidance

For additional Title IV, Part A guidance, including resources and technical assistance, see the Department's [ESSA Guidance and Allocations](#) webpage or contact Hannah Walsh, Consultant for Title IVA, at hannah.walsh@iowa.gov.