

**Title IV, Part A: Quick Reference Guide – Fund Code 309**

**Allowable Uses to Support Access to a Well-Rounded Education**

**Priorities of Title IV, Part A – Student Support and Academic Enrichment (SSAE):**

1. Provide all students with access to a well-rounded education;
2. Improveschool conditions for learning to ensure safe and healthy students; and
3. Improve the use of technology to improve academic achievement.
4. Support key district and school improvement initiatives **in coordination with** other federal grant funds and state and local resources so initiatives and their impact **are sustained** beyond the life of individual sources of funding.

**Allowable SSAE Activities to Support Well-Rounded Educational Opportunities**

Consistent with section 4106(e)(2)(C) of the ESEA, **an LEA or consortium of LEAs receiving an SSAE program allocation of at least $30,000 must use at least 20 percent of the SSAE program funds for activities under section 4107 that support student access to a well-rounded education.** Programs and activities carried out under this section must be coordinated with other schools and community-based services and may be conducted in partnership with IHEs and other entities. (ESEA section 4107(a)(1)-(2)) The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. It includes programs and activities in the subjects discussed in more detail below as well as other activities, including those that integrate multiple academic disciplines. In general, an LEA may use funds under section 4107 for any program or activity that supports student access to and success in well-rounded educational experiences.

A well-rounded education starts with early learning opportunities that make time for exploration and continues with K-12 education that 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. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.

Research supports the benefits of a well-rounded education. For example, students are better able to understand a text when they have had exposure to the knowledge and experiences referenced in that text. Experience shows that students who have been exposed to the language and vocabulary of the natural world, the sciences, and social studies are better readers. Research also shows that students who have strong experiences in the arts often perform better in math.

Programs and activities that support a well-rounded education may include:

| Allowable Activity | Overview |
| --- | --- |
| Science, technology, engineering, and mathematics (STEM)  *(ESEA section 4107(a)(3)(C))* | * An LEA may use funds for programming and activities to improve instruction and student engagement in STEM subjects. STEM activities may include:   + increasing access for groups of underrepresented students to high-quality courses;   + supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming);   + providing students hands-on learning and exposure to STEM, including through field-based and service learning;   + supporting the creation and enhancement of STEM-focused specialty schools;   + facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM instruction in those programs;   + and integrating other academic subjects such as the arts into STEM curricula.   In a high-quality STEM opportunity, STEM skills and content knowledge are integrated and learned through exploration, inquiry, problem solving, and often involve real-world contexts or applications. |
| Music and arts  *(ESEA section 4107(a)(3)(B))* | * An LEA may use funds for 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. |
| Foreign languageinstruction  *(ESEA section 4107(a)(3)(F))* | * An LEA may use funds to support instruction in foreign languages, which is essential for students to fully participate in today’s global economy and increasingly diverse communities   *(****NOTE:*** *English language instruction is not allowable under this activity).* |
| Accelerated learning programs  *(ESEA section 4107(a)(3)(D))* | * An LEA may use funds for efforts to raise student academic achievement through accelerated learning programs, including by:   + reimbursing low-income students to cover all or part of the costs of AP, 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. |
| High school redesign and early college high schools  *(ESEA section 4107(a)(3)(D)(ii))* | * An LEA or consortium of LEAs may use funds to support strategies designed to decrease high school drop-out rates, and to increase high school graduation rates and college-entrance rates and to redesign what the high school experience can be. * LEAs may consider implementing:   + High school redesign with dual or concurrent enrollment,   + Early college high schools. |
| College and career counseling  *(ESEA section 4107(a)(3)(A))* | * An LEA may use funds for college and career counseling programs and services. * Programs often offer students information starting in middle school about how to prepare for college, including the importance of choosing rigorous high school course offerings, how to choose from among career options, how to enroll in and receive federal financial aid through the FAFSA, and how to pursue academic and occupational training needed to succeed in the workplace. |
| Civics instruction  *(ESEA section 4104(b)(3)(A)(i)(V))* | * An LEA may use funds to promote the development, implementation, and strengthening of instructional programs in civics. * Civics is generally understood to mean the content of what citizens should know about politics and government, including the foundations of the American political system. * Schools can provide civics instruction through both formal and informal education beginning in the early years of the education process. |
| Social emotional learning (SEL)  *(ESEA section 4107(a)(3)(J))* | * An LEA may use funds for activities in social emotional learning, including   + interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills, and   + implementing practices that support students’ sense of belonging and value. |
| Environmental education  *(ESEA section 4107(a)(3)(G))* | * An LEA may use funds for activities in environmental education, which is generally understood as instruction that encourages students to develop knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions. |

***Please note: This is not an exhaustive list.*** [***Contact***](mailto:federalgrantprograms@doe.mass.edu) ***our office for more specific, situational and fiscal guidance as needed.* *This document is sourced directly from the*** [***US Department of Education’s Non-Regulatory Guidance for SSAE Grants***](https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf)***.***

**Supplement not Supplant in Title IVA**

* LEAs that receive Title IVA funds must comply with a supplement not supplant requirement. This means that Title IVA funds should add to (supplement) and not replace (supplant) state and local funds.
* Supplanting is presumed when:
  + A district uses IVA funds to pay for an activity that is required by federal, state or local law
  + A district uses SSAE funds to pay for an activity it supported with state or local funds the prior year

**Allocations Reminder**

**Districts that receive less than $30,000 must:**

* Spend funds on one or more of the Title IV, Part A priorities listed at the very top of this guide.

**Districts that receive $30,00 (*including funds that are “flexed” from Title IIA into Title IVA*) or more must:**

* Conduct a comprehensive needs assessment that includes a focus on the Title IVA priorities (see above).   
  ***Note:*** *Districts may fulfill (or may have fulfilled) this requirement as part of the development of the districts' strategic plan, improvement plan, etc.*
* Spend at least 20% of the allocation on access to well-rounded educational opportunities and spend at least 20% of the allocation on safe and healthy schools.
* Spend some amount on improving the use of technology.
* Spend the remainder on activities that support any/all of the three priorities.