



Student Support & Academic Enrichments Grants

SAFE & HEALTHY PROVISIONS

The bipartisan Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV, Part A (Title IV-A), which is authorized at \$1.6 billion. Title IV-A, Part A authorizes activities in three broad areas:

1 Providing students with a well-rounded education

College and career counseling, STEM, including computer science, music and arts, civics, IB/AP

2 Supporting safe and healthy students

Comprehensive school mental and behavioral health, drug and violence prevention, training on trauma-informed practices, health and physical education

3 Supporting the effective use of technology

Professional development, blended learning, purchase of devices

SUPPORTING SAFE AND HEALTHY STUDENTS

A strong system of comprehensive supports is equally as important as effective teaching in helping students achieve their academic potential. In order to achieve to their fullest potential, students must be physically, mentally, and socially healthy and feel safe. Ensuring that students have access to safe and supportive learning environments, as well as behavioral, social-emotional, and mental health services promotes student resilience, improves academic performance, and allows children and youth to successfully deal with challenges they may face.

Title IV-A should receive maximum funding so that districts can implement these evidence based approaches to improve school climate, school safety, student mental health, and the overall learning environment. Students who do not feel safe and supported do not learn to their fullest potential and it is imperative that the federal government support these necessary investments to help students thrive.

If a district receives more than \$30,000, Title IV-A requires that at least 20% of funds are used implement initiatives to support safe and healthy students including but not limited to:

- School mental and behavioral health service delivery systems
- Trauma informed policies and practices
- Bullying and harassment prevention
- Social-emotional learning
- Violence prevention programming
- Substance abuse prevention
- Improving school safety and school climate
- Designating a site resource coordinator to connect with community partners
- Mental health first aid training, and
- Professional development activities

FUNDING

CURRENT FUNDING LEVEL

\$1.38B

AUTHORIZATION

\$1.6B

Robust and steady funding for Title IV-A helps ensure districts are able to provide a full array of services and learning opportunities that support the whole child, and improve academic success for all students.

HOW ARE DISTRICTS USING THE FUNDING?



Implement strategies to improve school climate and culture



Implement positive discipline strategies (e.g PBIS, restorative justice)



Increase access to comprehensive school mental and behavioral health services



Implement school safety trainings for educators and students



Provide professional development in mental health first aid to school staff



Provide professional development in evidence-based crisis response/prevention techniques

What, if any, initiatives supported by ESSERS are you concerned may be scaled back, or discontinued, without ongoing and robust funding for Title IV-A?

“SO MANY. ESSER has supported our ability to hire more Community Field Coordinators and mental health staff. Our population of students can’t do academics without an equitable focus on social emotional support. The continuation of this focus for funding is critically important.”

— Boston, MA

“ESSERS funds were used in our division to support student learning loss and mental health. These funds allowed our division to hire additional staff to serve as transition teachers to support those students most impacted by the pandemic (2), paraprofessionals to provide remediation (2), and an additional behavior specialist to support student’s social emotional needs. Our division is currently in jeopardy of losing these services due to lack of funding from the locality.”

— Rappahannock County, VA

“We are still recovering from the time spent unable to meet with students in person. In addition we have been able to support students social and emotional needs. Across our district we are seeing these needs more significantly than ever before. Without strong funding we will not be able to respond to our students and families with the support they need to succeed academically.”

— Desert Heights Charter Schools, AZ

“Physical Education at the elementary level would possibly be scaled back to 1 or 2 grades rather than all K-5 grades.”

—Akron Fairgrove School District, MI

“Our SEL programs would be severely lacking our PLTW Biomedical Science and Engineering would be depleted as well.”

— East Gibson School Corporation, IN



**TITLE IV-A
COALITION**

www.titleiva.org