



TITLE IV, PART A, SUBPART 1: STUDENT SUPPORT AND ACADEMIC ENRICHMENT PROGRAM GUIDE

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COVID-19

As a result of the COVID-19 pandemic, additional flexibility in the administration of federal grant programs is likely to be issued by the U.S. Department of Education. Any additional flexibility for the Title IV, Part A program that is available to LEAs related to COVID-19 will be provided on TEA's [COVID-19 Support: District Waivers, Finance & Grants](#) web page.

Web Resources

- TEA's [COVID-19 Support: District Waivers, Finance & Grants](#) web page

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I. Program Overview

Unless otherwise noted, the Section numbers cited in this guidance document refer to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Intent and Purpose

Title IV, Part A, Subpart 1, Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to

- (1) provide all students with access to a well-rounded education,
- (2) improve school conditions for student learning, and
- (3) improve technology in order to enhance academic outcomes and digital literacy of students.

This program guide contains basic program information as well as direct links to related information and resources available on the Texas Education Agency web site. This resource provides general program information and should not be perceived as an all-inclusive listing of all statutory requirements. Upon certification and submission of the ESSA Consolidated Federal Grant Application, LEAs certify that they will comply with all requirements noted in statute.

All statutory requirements can be found in the Program-Specific Provisions and Assurances posted on the [TEA Grant Opportunities Page](#). For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

Additionally, please note that any sample language provided in sections of this guide are examples of what LEAs and/or campuses could use as a guide. It is not meant for an LEA to copy and paste verbatim as LEA policies and procedures may be different than what is provided as sample language.

State Plan

Each State that receives ESSA funds is required to submit a plan to the United States Department of Education (USDE). The preliminary Texas Consolidated State Plan was submitted to the USDE by the Texas Education Agency (TEA) on September 25, 2017. The final Texas Consolidated State Plan was submitted on March 6, 2018. This final plan reflected the results of a series of public hearings, review by the Governor's Office, and review by the State Board of Education, in addition to input from a peer review process and feedback from the USDE. The Plan can be viewed through the following link: [ESSA State Plan](#).

Allocation of Funds to Local Educational Agencies (LEAs)

Allocations to individual LEAs are determined based on statutory formulas. Several factors affect LEA eligibility for the funding, including Census updates, hold-harmless amounts, and set-asides for state activities, state-level administration, and charter school funding.

The process of determining LEA allocations is detailed in the “[ESSA Funding Formulas Reference Manual](#)” that is available in the Handbooks and Other Guidance section of TEA’s [Finance and Grants web site](#).

[Entitlement amounts](#) for the current school year for these and other grants are available on the Grants Administration Division web page. Entitlements can be found in the ESSA Consolidated Application entitlements section of the web page.

LEA Plan and Application

Local education agencies (LEAs) may apply for funding through the ESSA Consolidated Federal Grant Application that is available in the eGrants system. Information on accessing the eGrants system are detailed on the [TEA Secure Applications web page](#). General information and a sample application are available at the [TEA Grant Opportunities web page](#). For detailed information search by the grant application name.

The ESSA Consolidated Federal Grant Application incorporates the LEA Plan required by Federal statute into the annual application for funding. The ESSA Consolidated Federal Grant Application serves as a Consolidated LEA Plan and Application for the following Federal programs:

- Title I, Part A—Improving Basic Programs Operated by LEAs
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out
- Title II, Part A—Supporting Effective Instruction
- Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A—Student Support and Academic Enrichment Grants

Required Consultation and Stakeholders

During the design and development of the Title IV, Part A, Subpart 1 program, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (ESEA section 4106(c)(1)).

Such stakeholders *must* include, but are not limited to, the following:

- Parents
- Teachers
- Principals
- Students
- School leaders
- Charter school teachers, principals, and other school leaders, when applicable
- Specialized instructional support personnel
- Local government representatives
- Others with relevant and demonstrated expertise
- Community-based organizations
- Indian tribes or tribal organizations, when applicable

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community. (ESEA section 4106(c)(2))

LEAs must also consult with private school officials to identify the needs of eligible private school students and teachers consistent with the requirements in section 8501 of the ESEA.

Prioritization of Services

In accordance with ESEA section 4106(e) (2) and (f), an LEA or consortium of LEAs must assure in its application that it will:

Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—

- Are among the schools with the greatest need;
- Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
- Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
- Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
- Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(e)(2)(A))

Web Resources

[Program Overview – One Pager <Coming Soon>](#)

[ESSA State Plan](#)

[ESSA Funding Formulas Reference Manual](#)

[Entitlements](#)

Frequently Asked Questions (Stakeholders)

Q1. With what other stakeholders should an LEA consider consulting as it develops its application?

A1. In addition to the list provided above, an LEA should consider involving members from the business community, health providers, police, social workers, librarians, technology experts, service providers, faith-based community leaders, and other key stakeholders, as appropriate. Under ESEA sections 4107(a)(2) (well-rounded education) and 4108(4) (safe and healthy students), LEAs are explicitly authorized to use a portion of funds in these areas to develop and implement programs and activities that may be conducted in partnership with an Institute of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing these activities. In addition, LEAs may find it particularly helpful to include such partners in the needs assessment process.

II. Program Description

This section provides program specific requirements and information related to the Title IV, Part A, Subpart 1 program.

General Program Requirements

Each LEA that receives Title IV, Part A, Subpart 1 funds must meet the following program requirements:

1. Engage in timely and meaningful consultation with a broad range of [stakeholders](#) in the area served by the LEA to identify relevant, evidence-based activities to carry out the goals of the grant program. An LEA must continue to consult with stakeholders to improve the activities it conducts under Title IV, Part A, Subpart 1 and coordinate with other related strategies, programs, and activities.
2. For an LEA that receives at least \$30,000, conduct a comprehensive needs assessment prior to submitting its application and subsequent needs assessments at least once every three years. The comprehensive needs assessment must examine the LEA's needs for improvement of each of the following program content areas:
 - Access to, and opportunities for, a well-rounded education for all students
 - School conditions for student learning to create an environment that supports healthy and safe students
 - Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
3. Please note that an LEA that receives an allocation in an amount less than \$30,000 is not required to conduct a comprehensive needs assessment. However, it is best practice for identifying district priorities.
4. All LEAs are required to prioritize the distribution of funds to schools served by the LEA based on one or more of the following:
 - Are among the schools with the greatest needs as determined by the LEA
 - Have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A, Subpart 1 grant)
 - Are identified for comprehensive support and improvement under Title I, Part A
 - Are implementing targeted support and improvement plans under Title I, Part A
 - Are identified as a persistently dangerous public elementary school or secondary school.
5. For an LEA that receives at least \$30,000, use no less than 20 percent of funds to develop and implement programs and activities that support access to a well-rounded education and that—
 - are coordinated with other schools and community-based services and programs;

- may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; and
- may include one or more activities or programs that provide well-rounded educational opportunities to all students.

6. For an LEA that receives at least \$30,000, use no less than 20 percent of funds to develop, implement, and evaluate comprehensive programs and activities that—

- are coordinated with other schools and community-based services and programs; and
- may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section;
- promote the involvement of parents in the activity or program; and
- may include one or more activities or programs that foster safe, healthy, drug-free, and supportive school environments that promote student academic achievement.

7. For an LEA that receives at least \$30,000, use some portion of the remaining funds to improve the use of technology, to improve the academic achievement, academic growth, and digital literacy of all students, by meeting the needs of the LEA that are identified in the required comprehensive needs assessment. An LEA -

- may provide educators, school leaders, and administrators with professional learning tools, devices, content, and resources;
- may use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
- may implement and support school-and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

SPECIAL RULE: An LEA may not use more than 15 percent of the portion of funds identified for the effective use of technology to purchase [technology infrastructure](#), including the purchase of—

- devices, equipment, and software applications to address academic readiness shortfalls;
- blended learning technology software and platforms;
- digital instructional resources;
- initial professional development activities; and
- one-time information technology purchases.

Purchases for [technology infrastructure](#) may not include significant construction or the renovation of facilities. **The remaining 85% of the funds for this content area be used for professional development in the use of technology and data.**

SPECIAL RULE: An LEA receiving an allocation in an amount less than \$30,000 is required to provide only one of the assurances described in (5), (6), and (7) above. [Section 4106 (F)]

8. The LEA will increase opportunities and access for all students through grade 12 who are members of groups underrepresented, such as female students, minority students, English learners, children with disabilities, economically disadvantaged students, and students in rural, remote, and underserved areas.

9. Provide a description of the funded programs and activities related to supporting a well-rounded education, safe and healthy students, the effective use of technology in schools, and the program objectives and intended outcomes for those activities.

10. Periodically evaluate the effectiveness of the activities carried out to support the program objectives and intended outcomes.

11. Annually submit a report (i.e., ESSA Compliance Report) regarding how funds for the Title IV, Part A, Subpart 1 Student Support and Academic Enrichment Program, are being used to meet the distribution requirements above.

Allowable Activities and Use of Funds

Each LEA must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address? Explain how the expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?
4. How is the expenditure supplemental to other nonfederal programs?

The Title IV, Part A, Subpart 1 statute specifically authorizes the following types of activities in each of the three program content areas.

Three Content Areas

The Title IV, Part A, Subpart 1 statute specifically authorizes the following types of activities in each of the three program content areas: Well-rounded Education, Safe and Healthy Students, and Effective Use of Technology.

A. Well-rounded Education

1. College and career guidance, counseling programs, such as postsecondary education and career awareness, and exploration activities, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities
2. Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution
3. Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM) subject areas, including computer science. Such activities may include the following:
 - Increasing access to high-quality STEM courses for students who are members of groups, such as female students, minority students, English language learners, students with disabilities, and economically disadvantaged students, who are underrepresented in STEM fields
 - Supporting the participation of low-income students in nonprofit competitions related to STEM subjects such as robotics, science research, invention, mathematics, computer science, and technology competitions
 - Providing hands-on learning and exposure to STEM subjects and supporting the use of field-based or service learning to enhance the students' understanding of STEM subjects
 - Supporting the creation and enhancement of STEM-focused specialty schools
 - Facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in STEM subject areas
 - Integrating other academic subjects, including the arts, into STEM programs to increase participation in STEM courses and activities, improve attainment of skills related to STEM, and promote a well-rounded education
4. Efforts to raise student academic achievement through accelerated learning programs. Accelerated learning programs are defined as programs that offer postsecondary-level courses accepted for credit at institutions of higher education (including dual credit or concurrent enrollment programs and Early College High Schools) or postsecondary-level instruction and examinations that are accepted for credit at institutions of higher education

(including Advanced Placement and International Baccalaureate programs). Examples of accelerated learning program activities include—

- Reimbursing low-income students to cover part or all of the costs of accelerated learning exam fees if the students are enrolled in accelerated learning course(s) and plan to take corresponding exam(s), including exams taken by low-income students during the school year
 - Increasing the availability of, and enrollment in, accelerated learning courses and exams, dual or concurrent credit programs, and Early College High School courses
5. Activities to promote the development, implementation, and strengthening of programs to teach traditional U.S. history, civics, economics, geography, or government education
 6. Instruction, programs, or activities in languages other than English or environmental education
 7. Programs and activities that promote volunteerism and community involvement
 8. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics
 9. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

B. Safe and Healthy Students

1. Evidence-based drug and violence prevention activities and programs, including—
 - Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and e-cigarettes
 - Professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, related to drug and violence prevention
2. School-based mental health services, including—
 - early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;
 - school-based mental health services partnership programs conducted in partnership with a public or private mental health entity or health care entity that provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school; and
 - evidence-based trauma-informed practices that are coordinated with early intervening services provided under the Individuals with Disabilities Education Act (IDEA) and provided by mental and behavioral professionals who are qualified, certified, or licensed to practice within their area of expertise.

3. Programs or activities that—
 - integrate health and safety practices into school or athletic programs;
 - support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or others to help maintain the well-being of students;
 - help prevent bullying and harassment;
 - improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;
 - provide mentoring and school counseling to all students, including children, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;
 - establish or improve school dropout and re-entry programs; or
 - establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports.
4. High-quality training for school personnel, including specialized instructional support personnel, related to—
 - suicide prevention;
 - effective and trauma-informed practices in classroom management;
 - crisis management and conflict resolution techniques;
 - human trafficking;
 - school-based violence prevention strategies;
 - drug abuse prevention, including educating children facing substance abuse at home; and
 - bullying and harassment prevention.
5. Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child.
6. Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools, is consistent with best practices and includes evidence-based strategies, and is aligned with the long-term goal of prison.

7. Implementation of school-wide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (IDEA), in order to improve academic outcomes and school conditions for student learning.
8. Designating a site resource coordinator at a school or LEA to provide a variety of services such as—
 - establishing partnerships within the community to provide resources and support for schools;
 - ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and
 - strengthening relationships between schools and communities.

C. Effective Use of Technology

1. Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—
 - use data and technology to improve instruction;
 - personalize learning to improve student academic achievement;
 - discover, adapt, and share relevant high-quality educational resources;
 - use technology effectively in the classroom, including by administering computer-assessments and blended learning strategies; and
 - implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
2. Building technological capacity and infrastructure, which may include procuring content and ensuring content quality and purchasing devices, equipment, and software applications in order to address readiness shortfalls
3. Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
4. Carrying out blended learning projects, which must include planning activities or ongoing professional development designed to support the implementation and academic success of the project aimed at teachers, principals, other school leaders or personnel. Planning activities may include—
 - development of new instructional models, including blended learning technology software and platforms;
 - purchase of digital instructional resources;
 - initial professional development activities; and

- one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities
5. Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement in STEM subjects, including computer science
 6. Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators

Regarding Special Rule In 4109 (4)(b), an LEA may not use more than 15% of the funds identified to support the effective use of technology for the purchase of technology infrastructure, which includes constructing facilities, and the renovation and repair of a facility.

Web Resources

- [Budgeting Costs Guidance Handbook](#)
- [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards -- 2 CFR 200](#)
- [Technology Infrastructure](#)
- [TEA Mental and Behavioral Health webpage](#)

Frequently Asked Questions (Program Requirements and Activities)

Q1. Must an LEA distribute Title IV, Part A, Subpart 1 program funds to each of its schools?

A1. No. An LEA is not required to distribute SSAE program funds to each of its schools. Consistent with ESEA section 4106(e)(2)(A), an LEA must prioritize the distribution of funds to schools as described in the LEA or Consortium Assurances section of this document and must implement the SSAE program consistent with all relevant statutory requirements. In prioritizing the distribution of funds, an LEA that provides district-wide services with the SSAE program funds must focus those services on schools with the greatest need identified in ESEA section 4106(e)(2)(A).

Q2. Do the application assurances regarding use of funds in the three main content areas apply to the schools to which an LEA distributes funds?

A2. No. The application assurances regarding use of funds in the three SSAE program content areas apply at the LEA level. These assurances serve to establish minimum expenditure requirements (i.e., not less than 20 percent of funds for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion for activities to support the effective use of technology) that an LEA must meet with respect to its entire allocation. In meeting these requirements, an LEA has flexibility in determining the amount of funds to distribute to a school and for which activities, provided its determinations are consistent with its needs assessment and school prioritization. An LEA might, for example, use 20 percent of its funds for an arts program in only two of its elementary schools and use 40 percent of its funds for a district-wide school climate program, consistent with its assurance to prioritize schools most in need.

Q3. Can Title IV, Part A funds pay for mental health services and supports?

A3. Yes. Section 4108 of the ESSA allows for supplemental activities to support safe and healthy students. Allowable activities include school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers. LEAs may use Title IV, Part A funds for programs and activities that integrate both physical and emotional safety into the school to help maintain the wellbeing of students.

Federal funds must be spent on programs, activities, services, and supports that are reasonable and necessary and based on local needs assessment. Funds must supplement any requirements of state statute by adding additional programs, activities, services, supports, and training to any requirements by the state. School mental health services are not required by state statute other than specific staff training, procedures, and practices, such as notification of parents of early warning signs of suicide or a mental health condition so that a parent may seek appropriate intervention and treatment. Thus, supplemental mental health interventions, such as tele-mental health, may be funded by Title IV, Part A.

Examples Title IV, Part A activities, programs, and services to support safety, mental health, and wellbeing that may be allowable include those that:

- Prevent bullying and harassment.
- Improve instructional practices for developing relationship-building skills, such as effective communication and interpersonal skills.
- Improve instructional practices for developing skills to manage emotions and skills for behavioral self-regulation that are grief and trauma informed.
- Improve instructional and schoolwide practices in a school to improve safety through the recognition and prevention of violence, coercion, abuse, including teen and dating violence, stalking, and sexual violence and harassment.
- Provide mentoring and school counseling to all students, including students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.
- Provide substance use and abuse recovery and support services.
- Establish or improve school dropout and reentry programs.
- Integrate systems of student and family supports.

- Provide parent, guardian, and family engagement and learning opportunities to teach and support integrated student mental health, wellbeing, and academic success.
- Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success.
- Provide positive youth development and engagement programs, including engaging students who are at-risk, highly mobile, disabled, and/or English language learners.
- Provide other school mental health services that are delivered within a multi-tiered system of support (MTSS) across all tiers and are coordinated to serve all students, including students with disabilities under IDEA and Section 504 plans.
- Provide telemedicine and tele-mental health therapy and services.
- Provide programs that promote community partnerships including school-based and school-linked mental health services and supports.
- Provide students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators or tele-health and tele-mental health services.

Q4. Are Title IV, Part A funds allowable to cover the purchase of curriculum, programs, and training for mental health?

A4. Yes. LEAs may purchase curriculum for evidence-based programs and training to support the activities and objectives listed in FAQ #1 to support school mental health. Costs for any **supplemental, additional, or advanced training** plus any **curriculum materials, staffing, or coaching that the LEA determines is reasonable and necessary** to implement the related program activities in a school may be allocated to Title IV, Part A.

The following types of **basic training** required by the state **may not** be funded by Title IV, Part A:

- Suicide prevention/intervention/postvention
- Recognizing mental health conditions/prevention/intervention
- Substance abuse prevention/intervention
- Grief and trauma-informed practices
- Building/maintaining positive relationships and good decision making
- Bullying prevention
- Child maltreatment

For example, if an LEA provides basic trauma informed care training that is required for educators by purchasing an **online subscription to a trauma-informed care training** with Foundation School Program (FSP) or local funds, then the LEA could supplement

that required training with supplemental and advanced training with Title IV, Part A; such as the Trauma Sensitive Schools Framework or PBIS-Integrated Systems Framework for Mental Health or another initiative for school mental health training. In this scenario, Title IV Part A could pay for the supplemental training and curriculum, materials, training, and coaching that is reasonable and necessary to build out a trauma-informed school on a systems level – an evidence-based strategy for schools.

Q5. Are Title IV, Part A funds allowable for staff salaries to coordinate and provide mental health services and supports?

A5. Yes. Examples of positions that may be funded include:

- Licensed mental health professionals, including: licensed clinical social workers (LCSW) and licensed master social workers (LMSW) with supervision to complete LCSW licensure, licensed professional counselors (LPC) or licensed professional counselor interns (LPC-i) with supervision to complete licensure, advance practice psychiatric nurses, PhD psychologists, licensed marriage and family therapists (LMFT).
- Social workers: licensed master social workers and licensed bachelor social workers
- Parent Engagement Specialists
- Professional School Counselors
- Case Managers or Service Coordinators or Resource Coordinators: any of the mental health positions or other specialized instructional support personnel who are well trained in school mental health and who the LEA determines can effectively serve in these roles.
- Telemedicine and tele-mental health or tele-counseling services provided remotely to students at school or at home.
- Contracted or partnership agreements to provide school mental health services through community providers such as local mental health authorities (LMHAs), clinics, hospitals, medical schools, psychiatrists, private-practice behavioral health clinicians, nonprofit organizations, and other prevention specialists for services and supports that are aligned with school needs and coordinated through the MTSS. Examples of these contracted or partnership agreements include: services delivered at a school through a memorandum of understanding, a purchased services contract, a shared funding strategy for a non-physician mental health professional, a licensed specialist in school psychology, or a social worker to provide services in a school.

Q6. What are examples of other funding sources that are allowable to be allocated or braided to work together for mental health services and supports?

A6. LEAs may braid funding, such as split-funding positions so that all students may be served by a school mental health professional. For example, a position may be funded by 50% Individuals with Disabilities in Education Act (IDEA) funds to

serve students with disabilities and 50% General Education Students if the position will serve half of each eligible student population. This cost allocation for time and effort would be approved through an approved methodology by TEA or the LEA, as guided by the agency. Positions may also include a portion of FSP or local funding to ensure the allocation is planned correctly and to allow for any actual variance to the cost allocation.

LEAs may also use Title IV, Part A in coordination with third party insurance payments for purchased services. For example, an LEA may contract with a tele-mental health provider or organization for a practitioner to provide necessary mental health services for students at hourly rates for a recommended dosage of treatment that is approved by insurance providers, including Texas Medicaid. Title IV, Part A could be braided into the provider contract to pay for students who are uninsured to ensure equitable delivery of tele-mental health or face to face services for all students who need mental health services. Equity must be assured so that all students can access services when establishing a school-based mental health program, including contracting for tele-mental health. Other funding sources may be braided with Title IV, Part A and third-party reimbursement through contracted providers to set up a tele-mental health, and/or a physical school-based mental health clinic program, such as: IDEA, FSP, local funds, grants, foundation/philanthropy dollars, hospital donations, and Federally Qualified Health Center partnerships.

Additional education funding sources designed to support at-risk students are available to LEAs, such as: State Compensatory Education or other ESSA federal funds may be braided with Title IV, Part A when the mental health services to be provided are designed as a part of academic and wraparound services, such as through an MTSS process, to remove barriers to learning, accelerate learning, and to help students achieve milestones, including achieving on state standards toward high school graduation, in accordance with guidance from those funding sources.

Q7. Are Title IV, Part A funds allowable for partnerships for school mental health?

- A7. Yes. Funds may be used for school-based mental health services partnership programs that are conducted in partnership with a public or private mental health entity or health care entity. Programs must provide comprehensive school-based mental health services, supports, and staff development for school and community personnel working in the school that are based on trauma-informed practices that are evidence-based, coordinated (where appropriate) with early intervening services provided under IDEA, and provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.

Examples of trauma-informed practices at the systems level and student level that are supported by training and supplemental resources include: integrating a trauma-informed approach into the PBIS framework and integrating trauma informed approaches into a multi-tiered system of support (MTSS) such as: Restorative Discipline Practices, Trauma-Sensitive Schools, Trust Based and Relational Interventions and Trauma-Informed Classrooms, Collaborative and Proactive Solutions, The Bounce Back Program, Cognitive Behavioral Interventions for Trauma in Schools, Trauma-Focused Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, The Emotional Backpack Project, and the Child Trauma Toolkit for Educators.

TEA reviewed a selection of state and national resources with Health and Human Services Commission (HHSC) mental health experts, university researchers, and research documentation to determine evidence base. TEA has curated evidence-based, trauma-informed training, frameworks, and supplemental resources for schools and posted information with links to resources on the [TEA Mental and Behavioral Health webpage](#).

III. Parent and Family Engagement

Requirement of Consultation

The LEA shall design and develop its Title IV, Part A, Subpart 1 program through required [stakeholder consultation](#), which must include parents [ESSA, Section 4106(c)(1)].

Web Resources

[Title I, Part A Parent and Family Engagement Statewide Initiative](#)

<https://www.esc16.net/page/title1swi. TitleIVPartA>

IV. Fiscal Requirements

Supplement, Not Supplant

Title IV, Part A, Subpart 1 funds must supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this section [ESSA, Section 4110].

Web Resources

For detailed information about Supplement, Not Supplant, see the [TEA Supplement, Not Supplant Handbook](#).

Frequently Asked Questions (Fiscal Requirements)

- Q9. Is an individual LEA that receives an allocation of less than \$30,000 of SSAE program funds required to use a certain percentage of funds for each of the three content areas?**
- A9. No. Section 4106(f) allows an individual LEA receiving an allocation of less than \$30,000 to use funds for only one (or more) of the three content areas in the SSAE program. Such LEAs must provide an assurance [i.e. *TEA ESSA Consolidated Application Title IV Part A Program-Specific Assurances*] that they will either use not less than 20 percent of SSAE funds for well-rounded education, use not less than 20 percent of SSAE funds for safe and healthy students, or use a portion of SSAE funds to support the effective use of technology consistent with 4106(f). [USDE Office of General Counsel]

V. Use of Funds

This section provides information related to the Use of Funds associated with the Title IV, Part A, Subpart 1 program.

Recommended Use of Funds for School Safety

The federal grant has many allowable uses that fall within the three content areas of 1) well-rounded education opportunities, 2) safe and healthy students, and 3) effective use of technology. (Refer to Section on [Three Content Areas](#).)

TEA has previously awarded Title IV, Part A, Subpart 1 grants to local educational agencies (LEAs) for many purposes that meet the LEA's identified needs, including school safety. Any increase in federal grant funds should be prioritized to immediately implement school safety improvements on campuses, including counseling and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, and disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention.

A safe learning environment for all students is crucial to advancing the purposes of the SSAE program. TEA further requests LEAs to submit SSAE applications that prioritize increased spending on allowable school safety training and activities.

Allowable Uses of Funds

Field Trips

Field trips may be funded under the grant program. A field trip may be funded under the following conditions:

- is identified in the Comprehensive Needs Assessment (CNA);
- is included in the Campus Improvement Plan (CIP);
- is allocable, reasonable, and necessary to carry out the intent and purpose of the grant program;
- includes an instructional activity or activities that cannot be conducted through interactive activities in the classroom or on campus;
- will result in a positive impact on student achievement;
- includes instruction that addresses the Texas Essential Knowledge and Skills (TEKS); and
- includes an evaluation of the field trip that measures the impact on student achievement.

If an LEA plans on using grant funds for field trips, it will be required to complete the appropriate TEA justification form(s) and retain the documentation at the local level. LEA must

keep and maintain this form so that it may be provided to an independent auditor or to TEA monitors if selected for a review.

Travel for Competitions

Travel costs to and from specific and allowable Title IV, Part A, Subpart 1 activities such as a robotics competition or other nonprofit competitions related to STEM subjects, are not prohibited and will be evaluated in accordance with federal and state guidance. If an LEA plans on using grant funds for travel to competitions, it will be required to keep documentation at the local level.

LEA must keep and maintain documentation so that it may be provided to an independent auditor or to TEA monitors if the LEA is selected for a review.

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable if the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

If an LEA plans on using grant funds for out-of-state travel for competitions, it will be required to keep documentation at the local level. LEA must keep and maintain documentation so that it may be provided to independent auditor or to TEA monitors if selected for a review.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

Unallowable Use of Funds

Title IV, Part A, Subpart 1 programs, activities, and services which are also mandated by state law, rule, and regulation, the State Board of Education (SBOE) rule, or local board policy cannot be funded with Title IV, Part A grant funds.

Unallowable use of funds for this grant program include, *but are not limited to*, the following:

- Basic suicide prevention training for personnel and specialized support personnel;
- Mental health first aid training to fulfill required continuing education of personnel;
- Well-rounded activities and competitions that are University Interscholastic League events; and
- Nursing continuing education to fulfill yearly license renewal.

Web Resources

[TEA Budgeting Costs Guidance Handbook](#)

Frequently Asked Questions (Use of Funds)

Q1. In terms of what technology is limited by the 15 percent cap, the USDE has not defined what it means to address “readiness shortfalls of technological capacity and infrastructure” as described in [ESEA Section 4109\(a\)\(2\)\(B\)](#) (the 15 percent cap).

A1. All technology purchases are subject to the same general cost allowability analysis as stated below:

The LEA’s determination of allowability of Title IV, Part A, Subpart 1 funds will depend on a number of factors, starting with whether all statutory requirements are met. Generally, in reviewing an LEA’s application, LEA should first consider whether a proposed activity is consistent with the purposes of at least one of the three content areas in the Title IV, Part A program (well-rounded education in [Section 4107](#), safe and healthy students in [Section 4108](#), or the effective use of technology in [Section 4109](#)). Assuming that the activity is consistent with the purposes of one of the three content areas, as applicable, LEA must make further determinations as to allowability of costs in accordance with the cost principles in the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\) at 2 CFR Part 200, Subpart E](#). Specifically, the cost of an activity is allowable under the Title IV, Part A program if it is reasonable and necessary for performance of the grant (i.e., it is of a type generally recognized as ordinary and necessary for operation of the grant) and allocable to the grant (i.e., it is chargeable to the grant award in proportion to the benefits received by the grant award as a result of the cost). Also, because [Section 4110](#) of the ESEA prohibits supplanting, the proposed use of funds for the activity must supplement, and not supplant, other State or local funds that would otherwise be used to pay for the allowable activity. Finally, an LEA must check to ensure that the activity is not one of the prohibited activities in [Section 4001\(b\)](#) or 8526 of the ESEA, as amended by the Every Student Succeeds Act (ESSA). [USDE Office of General Counsel]

VI. Carryover of Funds

As per ESSA, Title IV, Part A, Subpart 1 funds remaining at the end of a grant period are made available to grant recipients through a carryover process. This allows grant recipients to use unobligated balances from the prior fiscal year in the current grant year. TEA grant staff calculate carryover amounts after the grant has closed and made the funds available to eligible grant recipients through their current approved applications. There is no percent threshold for carryover for the Title IV, Part A, Subpart 1 funds. An LEA has 27 months to expend the funds.

Frequently Asked Questions (Carryover)

Q1. If an LEA carries over funds, must they maintain percentage distribution requirements?

A1. An LEA should be establishing its plans for spending across the content areas in its approved application and meeting those commitments, whether in the initial year or a carryover year. That said, an LEA only must meet the spending requirements once for each year's appropriation. [USDE Office of General Counsel]

Q2. Are the carryover funds meant for LEAs or may the TEA use them as well?

A2. An LEA may carry over its funds (funds may be obligated by the LEAs for 27 months). If an LEA does not want to carry funds over and decides to return the funds to the TEA, then TEA would need to redistribute those funds to eligible LEAs consistent with the formula. [USDE Office of General Counsel]

Q3. May the SEA determine a carryover cap for LEAs?

A3. Pursuant to 34 CFR 76.709(a), LEAs have 27 months in which to obligate these funds, entitling them to carryover whatever funds are not obligated in the first fiscal year. [USDE Office of General Counsel]

VII. Private School Equitable Services

To the extent consistent with the number of eligible children identified in the school district served by the LEA who are enrolled in private nonprofit (PNP) elementary and secondary schools, the LEA shall—

- Provide timely and meaningful consultation with appropriate private school officials, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children through -
 - instructional services (including evaluations to determine the progress being made in meeting such students' academic needs),
 - counseling,
 - mentoring,
 - one-on-one tutoring,
 - special educational services,
 - or other benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
- Ensure that teachers and families of these children participate, on an equitable basis, in services and parent and family engagement activities.

Please note that the educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological. Educational services and other benefits for eligible private school children shall be equitable in comparison to service and other benefits for public school children participating under Title IV, Part A and shall be provided in a timely manner. The LEA may provide services directly or through third-party contracts with public and private agencies, organizations, and institutions.

The provision of services shall be provided—

- By employees of a public agency; or
- Through third-party contract by such public agency with an individual, association, agency, or organization.

In the provision of such services, such employee, individual, association, agency, or organization shall be independent of the private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

The LEA is required to abide by all requirements for providing equitable services in the following programs: Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and Title IV, Part B.

Funding Requirements

Expenditures for educational services and other benefits to eligible PNP school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the total number of eligible children who attend private schools in participating school attendance areas. The proportional share of funds shall be determined based on the total amount of funds received by the LEA, prior to any allowable expenditures or transfers by the LEA. Funds allocated to the LEA for educational services and other benefits to eligible PNP school children shall be obligated in the fiscal year for which the funds are received by the LEA. The LEA may determine the equitable share each year or every two years.

The control of funds, title to materials, equipment, and property belong to the LEA and should be on its inventory list and labeled prior to private school use.

Meaningful Consultation Requirements

To ensure timely and meaningful consultation, the LEA shall consult with appropriate PNP school officials during the design and development of the LEA's Title IV, Part A, Subpart 1 program. The LEA and PNP school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible PNP school children. This consultation shall include such issues as—

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to provide equitable services to eligible private school children—
 - By creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend PNP schools; or
 - In the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools;

If the LEA disagrees with the views of PNP school officials with respect to an issue regarding the meaningful consultation requirements, above, the LEA shall provide in writing to the PNP school officials the reasons why the LEA disagrees. The LEA assures such consultation shall include meetings of the LEA and PNP school officials and shall occur before the LEA makes any decision that affects the opportunities of eligible PNP school children to participate in this program. Such meetings shall continue throughout implementation and assessment of services. The LEA assures that such consultation shall include a discussion of service delivery mechanisms to eligible PNP school children.

The LEA shall maintain in the district's records and provide to TEA a written affirmation signed by officials of each participating private school that the meaningful consultation required has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

In addition, LEA and PNP school officials shall sign a written affirmation indicating that *during* consultation of applicable programs, equitable services carryover requirements were discussed.

If such private school officials do not sign such affirmation within a reasonable period, the LEA shall keep documentation on file. If requested, the LEA shall forward to TEA the documentation that such private school meaningful consultation has or attempts at such have taken place.

If a private school official files a complaint to TEA stating that the LEA did not comply with the meaningful consultation requirements, the LEA shall forward to TEA any appropriate documentation.

PS3099 Private School Equitable Services Schedule

PS3099 Schedule

The PS3099 form is the Private School Equitable Services schedule located in the ESSA Consolidated Application in eGrants. PS3099 incorporates the formula for determining private school equitable services in the ESSA. All LEAs must submit the PS3099. This schedule calculates participating PNP equitable allocations for services. The PS3099 must be revised after the LEA receives final amounts from TEA to reflect the revised calculation of equitable services for PNP schools. Final amounts are typically available in late Fall. PNP schools must be notified of the revised equitable services amount within a reasonable period. The LEA must keep record of the consultation meeting to discuss the revised equitable services allocation.

Web Resource

ESSA Private School Equitable Services

[ESSA Private School Equitable Services](#)

The [General and Fiscal Guidelines: Applicable to Grants Published On or After May 1, 2020](#) provides additional equitable services details.

Frequently Asked Questions (PNP)

Q1. May private nonprofit schools get a share of carryover funds when public schools do not expend their funds?

A1. No. ESEA Section 8501(a)(4) requires that expenditures for services to private school children and educators be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children.

Note that private schools do not directly receive equitable services funds. Instead, funds are allocated to the LEA for the provision of equitable services, and the LEA either administers the services, or contracts with a third-party provider to administer the services, to eligible private school students and teachers. [USDE Office of General Counsel]

Q2. When should LEAs calculate equitable shares if they plan to transfer Title IV-A funds?

A2. Before an LEA may transfer funds from a program subject to equitable services requirements, including Title IV, Part A, Subpart 1 it must engage in timely and meaningful consultation with appropriate private school officials ([ESEA Section 5103\(e\)\(2\)](#)). With respect to the transferred funds, the LEA must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer. [USDE Office of General Counsel]

VIII. Compliance Monitoring

Upon certification and submission of the ESSA Consolidated Federal Grant Application, LEAs certify that they will comply with all requirements noted in statute. All requirements can be found in the Program-Specific Provisions and Assurances posted on the [TEA Grant Opportunities Page](#). For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

The Federal Program Compliance Division monitors the program requirements through random validations and compliance reporting. The Federal Fiscal Monitoring Division monitors the fiscal requirements as noted.

Program Compliance Random Validations

To monitor the compliance of each eligible entity receiving ESSA funds, the State conducts an annual validation process for LEAs. The annual validation process for LEAs addresses the statutory requirements based on program implementation and effectiveness for the current grant year. During the annual validation process, the State randomly selects LEAs to submit documentation for the program compliance requirements.

The State reviews the documentation to determine if the subgrantee met the statutory requirements as noted in the validation guidance documents. LEAs that submit insufficient documentation will be offered technical assistance by their regional Education Service Centers (ESCs). These LEAs will be required to submit compliance documentation for the subsequent application year to ensure full compliance of program requirements.

For validation specific information, see the TEA webpage on [Federal Program Compliance Random Validations](#).

Program Compliance Reporting

The ESSA Consolidated Compliance Report is completed by LEAs annually to document that LEAs complied with the program-specific provisions and assurances in the preceding application year. LEAs are responsible for indicating the sources of documentation used to establish compliance. The documentation is to remain on file at the LEA. However, it must be readily available upon request from the Texas Education Agency for audit and/or validation monitoring purposes. The ESSA Consolidation Compliance Report will assess specific statutory requirements.

Additionally, the PR3001-Needs Assessment, Priorities, and Program Outcomes Compliance Report will also document progress through the collection of LEA data on student outcome-focused SMART Goals, ESSA funds spent on Strategic Priorities, and implementation of TEA recommended uses of ESSA funds guidance that LEAs included in the preceding year on the SC3001 Needs Assessment, Priorities, and Program Outcomes Special Collections report.

General Samples of Compliance Reports, instructions for completing the Compliance Reports and the Guide to the Program Implementation Questions are available at the [TEA Grant Opportunities web page](#). For the detailed information search by the grant application name and review the information located in the Application and Support Information section.

Federal Fiscal Compliance Monitoring

The Federal Fiscal Monitoring Division is responsible for monitoring the expenditures of federal grant subrecipients to ensure federal funds are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards.

For additional information on the federal fiscal monitoring processes and procedures, see the TEA webpage on [Federal Fiscal Monitoring](#).

Web Resources

[Federal Program Compliance Random Validation Monitoring](#)

[TEA Grant Opportunities Page](#)

[Federal Fiscal Monitoring](#)

IX. Ed-Flex

By taking advantage of Ed-Flex, LEAs can design and implement programs in ways that best meet the needs of their students and communities. Texas has been approved as an Ed-Flex State under the Every Student Succeeds Act of 2015 (ESSA). The state’s Ed-Flex authority has been renewed through the 2023-2024 school year.

There are three types of Ed-Flex waivers as described below.

Statewide Administrative Waivers

Statewide administrative Ed-Flex waivers address regulations governing applications for funds and certain record-keeping provisions. These administrative waivers are automatically granted to LEAs applying for federal funds covered by Ed-Flex.

Statewide Programmatic Waivers

Statewide programmatic waivers address design and delivery of federal programs covered under Ed-Flex. Statewide programmatic waivers must be applied for through the Local Education Agency’s original ESSA Consolidated Application for Federal Funds. The two statewide programmatic waivers are:

- Threshold eligibility to implement Title I, Part A Schoolwide Programs
- Waiver of Title I, Part A 15% Roll Forward Limitation

Individual Programmatic Waivers

Individual programmatic waivers may be requested by an LEA for the district as a whole or for an individual campus. The application forms and information concerning deadlines and start dates are posted annually on [TEA’s Ed-Flex web page](#).

Web Resource

- [Ed-Flex Waivers](#)

X. Web Resources

This section provides web resources that are specific to the Title IV, Part A, Subpart 1 program.

[TEA Title IV, Part A](#)

[Region 14 Title IV, Part A School Safety State Initiative](#)

[Region 16 Title IV, Part A](#)

[USDE Webpage Student Support and Academic Enrichment Program](#)

[USDE Legislation, Regulations, and Guidance](#)

[USDE Title IV, Part A Sample Needs Assessment Tool](#)

[USDE Title IV, Part A Technical Assistance Center \(T4PA\)](#)

[USDE Building Technology Infrastructure for Learning Guidebook](#)

[USDE National Education Technology Plan 2020](#)

[National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)