

Student Support & Academic Enrichments Grants

2024 SURVEY RESULTS

The Title IV-A Coalition is an alliance of dozens of national organizations working together to advocate for full funding and the successful implementation of the Student Support and Academic Enrichment Grants Program. Again this year, our organization has conducted a survey of state and district leaders to collect data on the use of Title IV-A funds during the 2023-24 school year. Responses were received between April-September of 2024, from nearly 900 superintendents representing all 50 states.

The Title IV-A program, authorized under the Every Student Succeeds Act, supports programs across three broad areas:

1. Supporting a well-rounded education (e.g., college and career counseling; STEM; computer science; music and arts, civics, IB/AP)
2. Ensuring safe and healthy students (e.g., comprehensive school mental and behavioral health services, drug and violence prevention programs, training on trauma-informed practices, health and physical education)
3. Supporting the effective use of technology (e.g. professional development, blended learning, and purchasing of devices)

The law stipulates that each state will receive an allocation from the U.S. Department of Education based on the Title I funding formula. States must then use that same formula to allocate 95% of the funds to school districts. Districts receiving \$30,000 or more must conduct a needs assessment and must spend their funds accordingly:

- 20% on safe and healthy students
- 20% on well-rounded education
- 60% across any of the 3 buckets, including supporting the effective use of education technology (15% limit on purchasing devices)

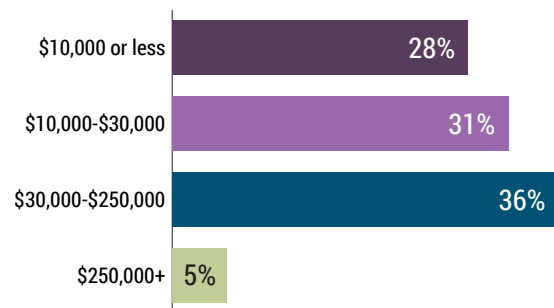
Nearly 50% of respondents received less than \$30,000 in Title IV-A funds during the 2023-24 school year, meaning they were not required to conduct a needs assessment or allocate the funds in all three buckets. 52% of districts said that they did not blend or braid Title IV-A funds with other federal, state, or local funds to carry out Title IV-A activities while 47% indicated they did blend or braid. Additionally, only 35% of respondents transferred Title IV-A funds to a different Title under ESSA, with many citing that they still used funds to support Title IV-A activities even if funds were transferred.

In general, superintendents and other district level leaders greatly appreciate the flexibility of the Title IV-A program and that it allows them to fill unmet needs when state and local funds are already stretched thin. More than 85% of respondents cited flexibility as the most useful aspect of Title IV-A with 30% responding that ease of administration is useful, and 28% indicating the amount of funding is useful.

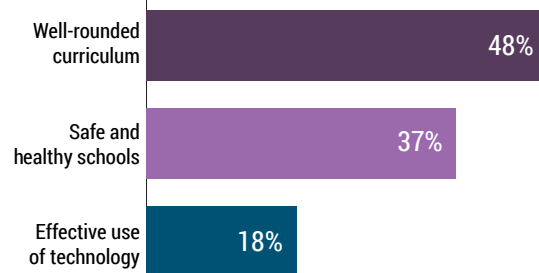
SUPPORTING A WELL-ROUNDED CURRICULUM

During the 2023-24 school year, districts used almost 50% of their Title IV-A funds to increase access to a well-rounded curriculum. 31% of respondents used the funds to expand STEM courses, including computer science offerings; 18% of respondents used these funds to integrate other academic subjects, including the arts, into STEM courses or create or enhance STEAM specialty schools; and 16% used funds to support the participation of students in STEM nonprofit competitions (such as robotics, science research, invention, mathematics, computer science, and technology competitions) and integrate classroom based and afterschool and informal STEM instruction. Other districts increased the availability of music education (14%), arts programs (11%), physical education (14%), college and career counseling (14%), and after school and summer programs (18%).

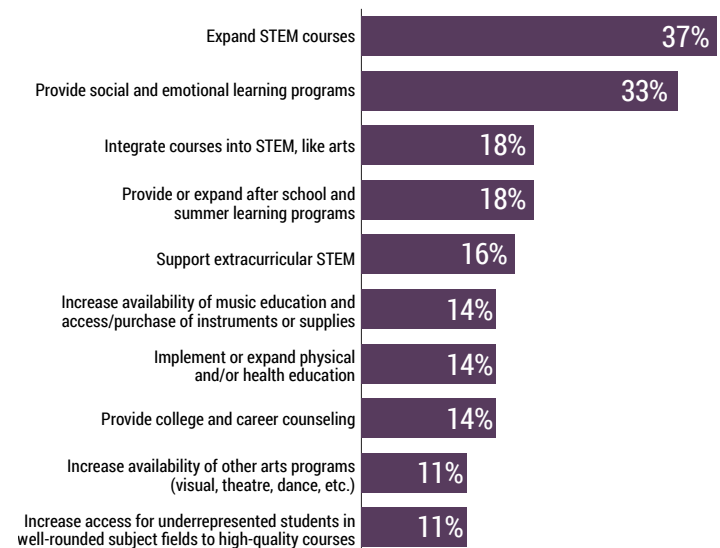
In 2023-2024, how much did your LEA receive for Title IV-A?




What percentage of your Title IV-A funds were used for...



How did you invest your Title IV-A dollars to increase access to a well-rounded curriculum?



 Without Title IV-A funding our students would not have access to visual arts. In the past several years, we have used Title IV-A funding to purchase materials for a music program. These materials purchased with Title IV-A funds have allowed our students to play instruments which they would not have had the opportunity for without Title IV-A funding. We have also used funding to enrich our PE programs. We were able to start a full STEM lab with the use of ESSER funds and will sustain this program through Title IV-A funding."



“ In an under-resourced district like Cicero School District 99, the lack of sufficient local funding sources means that programs such as STEM, music, band, choir, clubs, and intramural activities heavily rely on external funding, like that from Title IV-A. These programs are often among the first to face cuts because they are considered non-essential compared to core academic subjects when budgets are tight. Title IV-A funding is critical as it provides the necessary financial support to maintain these enriching programs, which play a vital role in developing well-rounded students and keeping them engaged in school. Without this funding, Cicero School District 99 would likely have to severely decrease offerings or eliminate these programs altogether, denying students access to valuable educational experiences that stimulate creativity, innovation, teamwork, and physical health. Such reductions would not only diminish the quality of education but could also impact student outcomes and broader school performance (IL).”

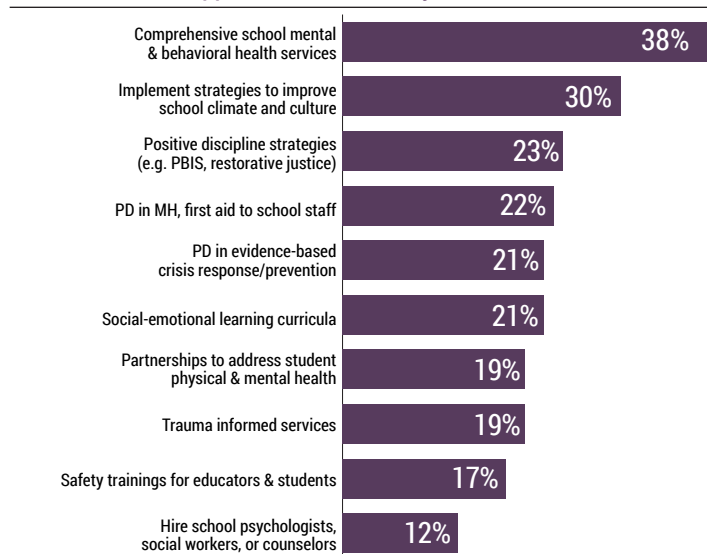


“ The funding source allows schools to implement and maintain programs that impact students in and outside the classrooms (society). It helps provide opportunities for students to learn to cope, and deal with stressful situations in life. It prepares them for adulthood on how to manage feelings and reactions.”

SUPPORTING SAFE AND HEALTHY STUDENTS

On average, respondents indicated they used nearly 40% of Title IV-A funds to support safe and healthy students, and over a third of these districts increased access to comprehensive mental and behavioral health services. Another third reported using the funds to improve school climate and culture, and many districts increased student access to school counselors, school psychologists, and school social workers. Other districts offered professional development in mental health first aid, evidence-based crisis response and prevention techniques, and other school safety strategies.

How did you invest your Title IV-A dollars to support safe and healthy students?



“ Title IV-A is the most flexible federal grant. It often fills funding holes in areas our education fund can fit in the annual budget. From technology needs, to social emotional supports, STEM equipment, tech infrastructure, health care equipment and support, etc. Title IV-A gives us greater latitude in creative ways to support our students and staff.”



“ Title IV-A funding is crucial to small districts as it allows for additional services for our staff and students that cannot be funded by the district budget alone. Meeting the social and emotional needs of our students is critical in creating a conducive learning environment that supports the whole child.”

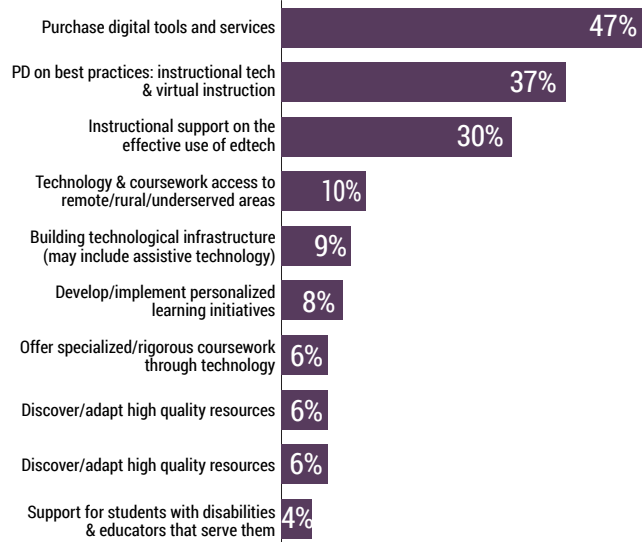



“ Title IV-A funding is crucial for Local Educational Agencies (LEAs) as it directly supports the holistic development of students by enhancing access to well-rounded education, improving school conditions for learning, and expanding the effective use of technology. This funding enables LEAs to implement vital programs such as advanced coursework, mental health services, and STEM education, which are essential for preparing students to succeed in a rapidly evolving world. Without Title IV-A funding, many LEAs would struggle to provide these essential resources, potentially widening the gap in educational equity and limiting opportunities for student success.”


SUPPORTING THE EFFECTIVE USE OF TECHNOLOGY


Respondents indicated that only 18% of Title IV-A funds were used to support the effective use of technology during the 2023-24 school year. Nearly 50% of districts said that Title IV-A funds were used to purchase digital tools and services, including Chromebooks, interactive white boards, and materials to expand maker space learning labs. 36% of districts cited using funds for professional development on best practices in virtual learning and additional instruction for educators on the effective use of technology in the classroom.

How did you invest your Title IV-A dollars to increase the effective use of technology?



 “Financial support for high-quality instructional materials and technology. Now that we have the ability to offer tech tools to students on a 1:1 basis, maintaining this level of instructional support will be difficult when devices outlive their viable life-span without continued investment in schools through federal programs.”

 “I think that without continued Title IV-A funding, or other grant funding, intentional technology integration will decrease. As a small school, we encourage instructional technology use, but we are limited in the qualified technology coaching team (in whatever fashion that looks like) to keep up with all the advancements in instructional technology.”

 “Title IV-A is imperative to the needs of our students. We use the money to educate our teachers and administrators at the state technology conference to ensure we are up to date on the technologies needed for today’s workplace. This funding is, then, used to support the purchases of new technology for our STEAM classrooms at both the high school and middle school. If this money were to disappear, we would be missing two important pieces to our puzzle in ensuring our students are learning the most up to date technologies.”

