

Student Support & Academic Enrichments Grants

WHAT SUPERINTENDENTS ARE SAYING

State by State Anecdotes

ALABAMA

- “ We are a rural district with limited funds, these funds help us greatly [increase access] to the arts and STEM.
- “ We lost over 18 STEM teachers in our district. We will not be able to fund them locally. We also lost the opportunity to provide wonderful remediation software and tutoring. We knew that we would not be able to sustain this with our local or federal funds.
- “ Title IV-A provides a critical source of money that supports our students in a number of ways, especially those students who are at risk of not being successful.

ALASKA

- “ Addressing the MTSS [multi-tiered system of supports] records tracking issue that we were experiencing in our district as well as providing for part of a counselor to guide district wide discussions and consistency across the district regarding mental health supports.

ARIZONA

- “ Having Title IV-A funds allows for the district to hire a person devoted to provid[ing] PE, art, music, and SEL.
- “ Title IV-A funding is crucial for our Local Educational Agency (LEA) as it significantly enhances our ability to provide well-rounded education, improve school conditions for student learning, and advance the use of technology in our classrooms. These funds support programs that promote a safe and healthy learning environment, such as mental health services and anti-bullying initiatives, ensuring our students have the resources they need to succeed both academically and personally. Additionally, Title IV-A funding allows us to integrate innovative technological tools that prepare students for the demands of the modern workforce, thus bridging the gap between education and career readiness.

ARKANSAS

- “ There are several programs we have been able to implement because of these funds. We have added a drumline at the elementary level, a debate team at the secondary level, [and] enhanced our theater productions at both the elementary and secondary levels.
- “ We used much of our ESSER funding for the purchase of high quality instructional materials. With this funding source no longer available we are concerned about not having funding to continue to update curriculum materials and provide professional learning for our staff on new curriculum.
- “ We wouldn't be able to continue to offer our Learning through the Arts programs at the elementary level. Also, our theater productions would not be funded. We would also have to discontinue many of the academic competitions such as Destination Imagination, Spelling Bees, Vex and Lego Robotics, and Beta Clubs, just to name a few.
- “ These funds specifically provide districts the opportunity to focus on the well-being and mindset of the students.

CALIFORNIA

- “ For school years 2022-2024, we wouldn't be able to have school plays (theatre) or send students to Science Camp without this fund[ing].
- “ Support for social emotional needs has to be scaled back substantially with the sunset of ESSER funds. Title IV-A funding would allow us to keep many crucial services for students in place.
- “ We used our ESSER funding to pay for our high school summer school program that provides additional opportunities for students to recover their graduation requirements to earn a high school diploma. I am concerned about funding source for Credit Recovery without the ESSER funds.
- “ There is no dedicated state or federal funding in California for social-emotional or mental health, yet that is the primary need of our students. We are currently paying with one-time funding, and have supplemented with a grant, but once that funding runs out, we will lose CRITICAL mental health support at our schools for our students and families. Title IV-A is the only resource we have to draw upon that can support this work in our district. We don't just need it, we need more of it.
- “ Title IV-A Funding is an essential part of a small school's operation. Dollar for dollar, Title IV-A funding supports health and academics far more effectively than other funding opportunities. The compliance on the funding is appropriate and easy to accomplish. This is a benefit that requires a little bit of effort from schools. It is well worth every penny and every voice that supports it.

COLORADO

- “ Our district partnered with a local non-profit organization to mentor groups of academically at-risk students to support academic success.
- “ We are a small-rural school and the additional funds from Title IV-A help our students to continue to have access to the arts and music programs.

CONNECTICUT

- “ The funds helped over 400 students gain access to summer music and theatre programs as well as arts education.
- “ We are a small district so the ESSER funds allowed us to expand many of our curricula offerings by the use of technology both in equipment and online resources, I fear without the ESSER funds it will be difficult to keep up with the demands of the technology equipment and the use of our online safe resources.
- “ It has been helpful to use these funds to specifically focus on providing professional learning opportunities to our staff to support student mental and social/emotional health.

FLORIDA

- “ Hire additional educators to support students with the greatest needs. Provide before and after-school tutoring. Provide access to college entrance assessments. Provide summer learning opportunities. Provide teachers with time to increase and align learning at high-risk schools.
- “ Without ROBUST support, many programs that serve a great purpose to our school district may be eliminated. Students with significant discipline issues can continue receiving their education through alternative learning options, which benefits both the students and the learning environment. Meeting the needs of students would decrease meaningful learning for reteaching and support through before—and after-school tutoring. It would also impact students with the greatest need for access to college assessments, which affects the graduation rate.
- “ The resources made available through this program have truly made a difference in the lives of our students.
- “ Title IV-A has played a vital role in offering additional learning opportunities for our students below grade level, facilitating valuable professional development for our teachers, and empowering our administrators to carry out their educational goals effectively. Additionally, access to college readiness materials and assessments has been instrumental in preparing our students for future success. The impact of Title IV-A funding has greatly benefited our students and the entire learning community. I appreciate your dedication to ensuring our students have the best educational experience possible.

GEORGIA

- “ We would not have been able to purchase our Learning Management System (Canvas), which is transforming teaching and learning. We would not have been able to hire staff to focus on mental health and student behaviors.
- “ Mental Health supports in our schools. We need to be able to provide school counselors at a lower student to counselor ratio as well as desperately needing mental health supports at the Tier 2 and 3 level. Rural areas have very limited access to mental health supports outside of our schools and our students need these more than ever.
- “ We really applaud the fact that there were funds to help with summer school expenditures. We utilized many great teachers to help bridge the teaching and learning gaps that were necessary to help improve student achievement.
- “ Title IV-A helps schools meet the needs of students in creative ways that were not possible before Title IV-A. We have improved classroom experiences the arts, increased culture with strong PBIS programs, and provided valuable training to our teachers and school staff.

IDAHO

- “ We would not have been able to offer a middle school robotics class and we would not have been able to purchase as many student licenses for our online reading intervention program.
- “ This funding has allowed a remote rural school to expose our students first hand to STEM careers such as wind turbine energy jobs, aeronautics, etc. The students have been able to see the actual work place setting and talk with various individuals involved in the field who share how they entered the workforce, and training needed. Soft skills were also discussed from the employer standpoint and what a student does in high school can affect their employability after graduation.

ILLINOIS

- “ 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.
- “ Through use of ESSER funds, the district was able to increase the number of school nurses as well as the number of mental health support personnel. We are currently trying to determine ways to continue these vital positions. Without Title IV-A funding, this would cause even more of a challenge in terms of trying to continue these positions as well as the positions that we utilize Title IV-A funds to support.
- “ COVID exacerbated the social-emotional needs of our students. Without Title IV-A, we would not be able to support our students to the extent that we do with the funds. Funds help pay for our SEL curriculum and for professional development for our teachers.
- “ Title IV-A funding is vital for our LEA as it supports a well-rounded education, safe and healthy students, and effective technology integration. These funds enable us to provide essential programs such as mental health services, STEM education, and digital learning tools. Without Title IV-A, maintaining these critical initiatives would be challenging, impacting the overall quality of education and student well-being.
- “ Title IV-A funding has allowed our district to provide our rural students with a well-rounded education. We spend the majority of our funds in this area and have been able to provide our students with college and career educational opportunities that could not be offered at our district otherwise.

INDIANA

- “ All professional development for teachers and staff comes from our Title IV-A dollars. It is vital to ensure high-quality educational services.
- “ Our ability to provide STEM education with current tools and curriculum would be extremely difficult to maintain without funding assistance.
- “ 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.

IOWA

- “ There are several things that the district would NOT be able to do, including offering AP courses for our English Learners and other under-represented populations as well as support[ing] them [in] taking the AP exam. We would also NOT be able to increase student access to comprehensive mental health services.
- “ We used ESSR funds to support the development and expansion of our Green Bandana Program, which supports overall student mental health and suicide prevention for students. It also provided additional reading support for students.

KANSAS

- “ We added a social worker to the district a few years back using Title VIA dollars. It would have been difficult to add this position without the blended funding that includes Title VIA.
- “ We are going to have to cut our before/after school program and summer learning programs with the loss of ESSER funds. We focused on STEM activities, music and the arts during these programs.
- “ As a small rural school with a limited budget, these funds are critical in helping us provide for the needs of our students and staff that can sometimes only be made available in larger districts with larger budgets.
- “ Title IV-AA has been instrumental in helping our district get some mental health initiatives in place and expanded upon.
- “ This funding allows the district to improve the social-emotional needs of students so they are able to make learning a priority as they learn new ways to navigate their emotions and the weight put on them as they are going through various changes and learning journeys.

KENTUCKY

- “ Our LEA would not have been able to provide increased mental health support for students and professional learning funds for teachers as our state does not provide professional learning funds.
- “ In our district, it would be difficult to fund safety resource officers in multiple schools without the support of Title IV-A funding. Also, we can provide more in-depth, above and beyond assistance to support professional learning for technology and provide instruments/supplies for art and music programs.
- “ Title IV-A A ensures that funding supports other areas that benefit the whole child instead of only programming that supports state tested areas. Title IV-A A enables us to provide supplemental funding for arts, STEM, GT, AP, safety, and technology to ensure robust programming that meets Kentucky Standards and benefits the needs of the whole child (KY).
- “ Title IV-A funds allow us to provide more well-rounded support for students to enhance their well-being and life skills in preparation for the workforce. Academics are important, but also developing citizens who are prepared to thrive in adulthood in all aspects of their lives (physically, emotionally, financially, etc.).
- “ 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.

LOUISIANA

- “ We would not be able to offer as much education technology training or tools. Students would have less access to AP/ACT support/resources.
- “ Title IV-A is our main source of funding for well-rounded education. we use this for a lot of our professional development, for teachers to grow and improve their skills in the class room. additionally, Title IV-A is our main source of funding for educating our employees on safety, health and emotional well-being, bullying, and suicide-prevention.

MAINE

- “ Thank you! We would not be able to fully implement our RTI/intervention process without these funds.
- “ We need these funds to support our students by supporting the continued growth and learning of our staff. It is also beneficial for the expansion or exposure to STEM learning.
- “ Title IV-A funding allows us to target specific areas of need including professional development and school improvement projects.

MASSACHUSETTS

- “ EVERYTHING! Title IV-A has been integral in establishing a much needed wellness program to connect mind-body for SEL [social and emotional learning] as well as support the implementation of Panorama surveys, Panorama Playbook and Goal Setting.
- “ We used ESSER funding to help pay tuitions for some of our paraeducator staff to become licensed in special education, a critical shortage area, for our district. It helped tremendously as we were able to promote 5 staff to teachers through this program. We partnered with Fitchburg State University. We would love to replicate this with a second cohort but do not have the available funding at this time. A similar program for math and/ or sciences, esp at secondary level would also be so beneficial.
- “ Our school district relies on Title IV-A funding to support students both with well-rounded learning experiences and by improving our safe and supportive learning environment for all students. With limited funding from the state for rural schools and our local towns being forced to reduce other services just to support the school budget, we rely on Title IV-A as a means to continue improving our schools, and it is one of the only funding sources that allows us to do something beyond just treading water to stay afloat.
- “ We would struggle to maintain Positive Behavior Interventions and Supports with school and district-based teams if we lost Title IV-A funds.
- “ Our Title IV-A funds are critically important to continuing our commitment to quality education programs while also supporting our school personnel with key learnings they need to support student success, and keep our students safe. Without these funds, we would struggle to balance competing initiatives and ultimately would have to make a choice between competing needs. When LEA's are pushed to choose between student safety training and academic related training, our students lose.

MICHIGAN

- “ We would have still implemented some of the structures, as they are needed supports within MTSS [a multi-tiered system of supports] and positive climate and culture. However, the funds allowed us to expand upon them, providing tools and resources that made a significant difference for students and our schools.
- “ Title IV-A has been of great use to our district. It has enhanced some of our most important programs (MTSS, PBIS, Trauma Informed Schools, and Drug/Suicide prevention).

MISSISSIPPI

- “ Title IV-A funds allowed the district to offer dual-credit/dual-enrollment courses for high school students. This would not have been possible without the funding.
- “ Without the additional funding provided by the ESSER programs, we are concerned that opportunities for students to receive intensive, high-dosage tutoring may be significantly limited although students still exhibit academic deficits and the lingering effects of learning loss.

MISSOURI

- “ Our district could not provide RTI and STEM educational services to an adequate degree without Title IV-A funding. We would not be able to provide our after school program at all. While we are not allotted a great deal, considering we are a CEP school with total community poverty rate nearing 70%, we are singularly focused on improving student outcomes and our Title funds are critical to our success.
- “ It has assisted our district with providing training and professional development to staff. It also allowed us to hire additional staff to support mental health for students. Without ESSER funding class sizes will increase, and we will have fewer resources to maintain the mental health of our students.

NEBRASKA

- “ 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.
- “ Title IV-A funding plays a critical role in supporting the holistic development of students, creating safe and supportive school environments, integrating technology into education, providing professional development for educators, and promoting equity in education. These factors collectively contribute to improving educational outcomes and fostering the overall well-being of students in public schools.

NEW HAMPSHIRE

- “ It would have been very challenging to provide appropriate reading materials for middle level students who are reading at a lower elementary level. Our goal was to provide them with engaging and relevant material that was not written for first and second grade audiences.

NEW JERSEY

- “ ESSER funding allowed schools to greatly expand the Social Emotional Learning supports for children. These will be scaled back due to ESSER funding ending in September of 2024.

NEW MEXICO

- “ Without the Title IV-A funding we would not be able to provide Tier II interventions. We would also not be able to provide the digital programs to support STEM initiatives.
- “ I believe the programs that we have implements such as media literacy, STEAM Programming, and 3D design labs give the students hope for career options as they learn to use and manipulate the life cycle of engineering model from the early levels of kinder through the eighth grade. Title IV-A gives u hope that students will be ready for career options if they continue project-based education to build higher order thinking skills.

NORTH CAROLINA

- “ Title IV-A funds [have] allowed us to fund 3 additional social workers which were needed with the increased demands (SEL/mental health) magnified by Covid.
- “ I am concerned we will not have funds to provide afterschool remediation and enrichment as well as funds to support well being and mental health.

NORTH DAKOTA

- “ We spend a portion of the dollars on an academic coach for our staff. This individual serves as our PD coordinator, Cognia team member, and staff support. Another portion is spent on direct PD for staff. Specifically the science of reading PD.

NEW YORK

- “ 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.

NEVADA

- “ Without this funding, we will not have our attendance secretary, lose out on some of the school based attendance and chronic absentee remedies, and we will scale back on school-wide well-rounded educational support.

OHIO

- “ Our school was able to provide ACT tutoring to our low income students. Without this funding, we would not have had the program. So many of our students became college ready, avoiding pre-req. courses because of this program.
- “ We pushed the Science of Reading and advanced our literacy programs tremendously with ESSER dollars. We are having to scale back this initiative due to lack of funding.
- “ We completely created STEAM classrooms in both our middle school and high school using ESSER funds and Title IV-A funds. Without this funding, we will not be able to keep up to date on the latest STEAM technologies that our local business partners are telling us they need for students to have to be successful in today's workplace.

OKLAHOMA

- “ We have invested every dollar allocated of Title IV-A funds towards technology. With the help of these funds, we have become a total 1:1 district, put new interactive boards in every classroom, and provided teachers with the training necessary to utilize these tools effectively.
- “ ESSER 1, ESSER 2, & ESSER 3 were game changers. Those funds allowed us to take several ideas we had that were concepts and make them a reality. It sped up our timeline on a lot of initiatives that we had been working on especially concerning technology across the district. Knowing that technology needs to be replaced, we have developed a cycle to replace, but it is going to be hard to maintain with the limited funds we receive via Title IV-A.
- “ Title IV-A funding is an important part of our budgeting process. These funds are used specifically to provide new initiatives to improve reading scores for struggling students, whether or not they are on an IEP. This is done through new, research driven initiatives and lower student to teacher ratios.
- “ 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.

OREGON

- “ The Title IV-A funding has provided us roughly \$42,000-48,000 annually. We have utilized this funding to support summer learning opportunities for students in grades K-5. This programming supports a reduction in 'summer slide' while simultaneously supporting ongoing educational and learning opportunities. If our Title IV-A funding was eliminated or drastically reduced, our summer program would not continue.

PENNSYLVANIA

- “ About half of our Title IV-A funds have been used to expand our social worker availability for our student population to assist with mental health issues. We have also been able to use funds for STEM opportunities or physical health and well-being of our students.
- “ Title IV-A funds are extremely critical to our ability to expand access to music education in equitable ways. All students deserve access, not just those who come from families who can afford it.

RHODE ISLAND

- “ With this funding, we were able to implement 3 family literacy events at our schools, strengthening our community/family relationships while promoting literacy among our students.

SOUTH CAROLINA

- “ We would not have been able to provide our Summer Jumpstart program for students moving up to middle school or be able to provide as many supplies to our related arts teachers.

TENNESSEE

- “ Prior to Title IV-A funding, the district's music and art teachers had restricted access to funding for instructional materials and equipment.
- “ ESSER funds along with Title IV-A allow us to support all the needs of our students and focus on areas beyond academics.

TEXAS

- “ Students were able to access college-level courses at no cost to the family. Students were able to receive multiple industry-based certifications that they would not have otherwise been able to afford.
- “ As a result of ESSER funds ending, we already had to discontinue some major mental health services and support, reduce contracts providing only minimum services to students in counseling along with health and safety service. We have also reduced staff, reduced technology upgrades, and ended expanded tutoring after school and summer programs.
- “ Title IV-A provides our district with essential funds to help meet needs such as mental health services, expanded enrichment opportunities, and expanded college and career readiness programs. Additionally, funds help to provide resources for further family engagement activities and partnerships with community in schools services.

UTAH

- “ Without this funding, we would not have been able to put in place our Refocus Mentors in 3 of our schools. These schools have a high rate of behavior incidents, which made them the perfect place to have a Refocus Mentor to refocus students & calm them down, reteach rules and expectations, and return them to class without losing additional instructional time.

VIRGINIA

- “ Title IV-A funds allow us to fund the salaries and benefits of behavior specialists who provide additional support to students. With the challenging budget year we had this year, we may not have been able to keep these positions without Title IV-A funding.

WASHINGTON

- “ We would not have been able to effectively use the technology we had for remote learning and once we got back, we wouldn't have such robust digital citizenship/safety and instructional technology strategies to create equitable access to learning in an increasingly digital world.

WISCONSIN

- “ We would not have been able to offer STEM classes to grades 1-12. By introducing STEM at a younger age this fosters interest for all students. We have been able to get older students certified in tech ed classes. This helps them get a jump on their college/tech careers.

