

Enhancing Safe and Supportive Learning Environments with Federal Funding

February 2024

WI Federal Funding Conference



Objectives

- Understand the intent and expectations of Title IV, Part-A
- Explore strategies for effectively braiding federal and state funds.
- Explore how LEAs can use various state and federal funding sources to support safe and healthy learning environments
- Explore new resources and guidance

How Title IV-A Funds Are Allocated to LEAs

1. LEAs with previous year Title I allocation receive a minimum of \$10,000 each fiscal year.
2. State allocation has generally increased each year
3. Plan for continued funding/strategic use of funding
 - data-driven decisions with a diverse team
 - aligned with highest student need
 - evidence-based or promising practice
 - enhancement of current services or new strategies
 - [Title IV-A Application: LEA Start Guide](#)

Objectives of Title IV, Part A

1. Provide access to, and opportunities for, a **well-rounded education** for all students (*section 4107*)
2. Improve conditions for learning in order to create a **healthy and safe school environment** (*section 4108*)
3. Provide access to **personalized learning experiences** and **effective use of technology supported with high quality professional learning opportunities**(*section 4109*)

Direct Funds Toward Greatest Need

- All districts should use data-driven decisions to direct funds toward students of greatest need.
- Districts receiving a Title IV-A allocation over \$30,000 are required to claim at least 20% of funds under safe and healthy students.
- Students who are LGBTQ+ (DPI Connect Ed)

Educational Equity

Educational equity means that every student has access to the educational resources and rigor they **need at the right moment** in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.



Funding Sources for Safe and Healthy Learning Environments

- [Title II- professional development](#)
- [Aid for School Mental Health Programs](#)
- [School-based Mental Health Services State Allocations](#)
- [Get Kids Ahead Initiative](#)
- [ESSER III](#)
- Regional mental health services through CESAs (i.e. [WISH Center](#), [Trauma Sensitive Schools partnership](#))
- [Title IV-A](#)

Competitive Grants

- [State AODA Prevention Program](#)
- [Nita M. Lowey 21st Century Community Learning Center Program](#)
- [Stronger Connections Grant](#) (awards to be announced shortly)
- [ESSER III Out-of School Time Grant](#) (funds awarded)
- [DPI Competitive Grant Inventory](#)

Allowable Costs: Five Essential Questions

Questions for Consideration

- Does the activity align with identified need?
- Does the activity meet basic requirements under **the respective funding source**?
- Is it a reasonable use of federal funds?
- Does it align with district policy and procedure?
- Is it supplanting?

Examples of Allowable Activities - 4108

Safe and Supportive Schools

- Preventing bullying/harassment
- Relationship-building skills
- Dropout prevention
- Re-entry programs for justice involved youth
- Child sexual abuse awareness
- Reducing use of exclusionary discipline
- Suicide prevention
- Violence prevention
- Crisis management/conflict resolution
- Preventing human trafficking
- Culturally responsive teaching

Student Physical/Mental Health

- Drug and violence prevention
- Health/safety practices in schools and athletics
- School-based health and mental health services
- Healthy, active lifestyle, nutritional education
- Physical activities
- Trauma informed classroom management
- Preventing use of alcohol, tobacco, marijuana
- Chronic disease management

District Responsibility*

- Core instruction
- Student information systems
- Attendance monitoring
- Systems and signage for visitors
- Traffic control and signage
- Window coverings

*Not an exhaustive list

Identifying Needs & Making Data Driven Decisions

- Needs assessment
 - Tool available to interpret data
 - Provide guidance for implementation
- School climate survey
- Online Youth Risk Behavior Survey (YRBS)
- AODA assessment tool
- School tobacco assessment tool
- School violence assessment tool

School Discipline

Select the indicator you wish to use to measure *out-of-school suspensions, in-school suspensions, law enforcement referrals, and expulsions*.

School Climate

Select the indicator you wish to use to measure *incidents of physical fights, rape or sexual assault, and bullying*.

Collecting School Climate Data

Whether a school climate survey is conducted*

*Only one indicator option

Using School Climate Data

Whether school climate data is used to make decisions*

*Only one indicator option

Curriculum

5. Which of the following are taught at your school in developmentally appropriate ways?

	2	1	0	DK
a. Short and long-term physical consequences of tobacco use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Short and long-term social consequences of tobacco use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Accurate social norms regarding tobacco use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reasons students say they smoke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Influences that promote tobacco use which include adults, peers, and media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Skills for resisting social influences specific to tobacco.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. General personal and social skills including assertiveness, communication, goal-setting and problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Advocacy skills applied to tobacco issues, such as requesting smoke-free environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Laws, rules and policies regulate the sale and use of tobacco.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tobacco manufacturers use various strategies to influence young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Maintaining a tobacco-free environment has many health benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. School Environment	2	1	0	Don't Know	Example(s) of this in your district or building
1. The district/school's AOD policy prohibits student, staff, and visitors use, possession, sale, and distribution of alcohol and other drugs on school property and at school sponsored activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stakeholder Feedback

- Diverse stakeholder feedback is required of all LEAs
 - Stakeholders include teachers, principals, other school leaders, specialized instructional support personnel, charter school leaders, parents, community partners, and local government representatives
 - Determine best avenues to educate and collect feedback on district plan for funds
 - Documentation required during monitoring



Designate a Collaborative Title IVA Team

Who are your cross-district financial and program decision-making teams to connect IVA funding to your strategic goals:

- Superintendent
- Teaching and Learning
- Business Office and Financial
- Instructional Technology
- Student Services
- Building Principals
- Other Key Stakeholders such as CESA staff & regional collaborations



“Ideation” Process for Innovative Programming



Empathize	Define	Ideate	Prototype	Test
<p>Generate ideas and inspiration based on data and evidence-based needs for all students</p>	<p>Assemble your district team to review all funding sources and use of IVA to support supplemental programs for all students</p>	<p>Align your plan with WISEgrants WUFAR codes, goals and evaluation of IVA to submit final proposal in August</p>	<p>Create implementation plan with your instructional team to support innovative and equitable programming opportunities</p>	<p>Evaluate effectiveness of program related to evidence or data to continue funding and /or expansion of programming</p>

Stronger Connections Grant

- Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant
- Supports high need LEAs in establishing safe, healthy, and supportive learning opportunities and environments for students.
 - Implement comprehensive, evidence-based strategies that meet each student’s social, emotional, physical, and mental well-being.
 - Allowable activities under Stronger Connections Grant must align with Section 4108 of the Every Student Succeeds Act.
 - Equitable participation requirement for LEAs with private schools within the boundaries.
 - Supplement not supplant.
- High needs LEAs for the Stronger Connections grant are defined as:
 - 1. LEAs with 500 or more students who are economically disadvantaged or 40 or greater percentage of students who are economically disadvantaged, **AND**
 - 2. one of the following criteria:
 - 10% or greater chronic absenteeism, or
 - 250:1 or higher student to SBMH professional ratio, or
 - 1 or greater per capita shortage of SBMH professionals, or
 - 2 or more exclusionary discipline incidents per 100 students/year, or
 - 2 or more students with IEPs subject to seclusion or restraints.

Stronger Connections Grant

- **Allowable Costs with Expenditure Limits:**
 - Costs associated with mental health treatment.
 - Capital and non-capital safety equipment (ie: security cameras and vape detectors) limited to 20% of total award.
 - Minor remodeling must comply with the Davis-Bacon and Related Acts.
 - Food limited to academic courses and staff training reimbursement.
 - LEA administrative costs: cap 5%
- **Ineligible Activities:**
 - Entertainment
 - Gift cards
 - Construction
 - Vehicles
 - Medication
 - Traffic control
 - All spending must be necessary and reasonable and connect to the grant application.

Stronger Connections Grant

- Wisconsin Stronger Connections Grant
 - \$11,883,997.00 available to award LEAs.
 - LEAs with 3,000 or more students can receive up to \$400,000.
 - LEAs with 3,000 or fewer students can receive up to \$300,000.
- Application Process
 - Application window from Sept. 25-Nov. 15, 2023
 - 302 eligible high needs LEAs
 - 121 applications received
 - 40 applications recommended for funding
- Performance Period
 - February 1, 2024-September 30, 2026



Promising Practice

- Evidence-based program selection
 - Tier 1- Strong Evidence
 - Tier 2-Moderate Evidence
 - Tier 3- Promising Evidence
 - Tier 4- Demonstrates a Rationale
- Evidence-Based Improvement Strategies presentation

21st CCLC - Program Overview

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Goals

- Provide academic enrichment support to meet challenging academic standards
- Offer additional activities to develop student skills, interests and improve social, emotional, and physical well-being

21st CCLC Eligibility Requirements

- Qualifying schools must:
 1. Be eligible for Title I Schoolwide Programming
 2. Be in program improvement status per Title I designation OR been determined by the local education agency (LEA) as in need of intervention and support AND
 3. Enroll students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong role models

21st CCLC - Funding

21st CCLC National Funding Structure - FY2023

- Total awards: \$1,303,079,540
- Average state allocation: \$25,059,222
- Wisconsin allocation: \$15,502,086

Wisconsin 21st CCLC Funding Tiers

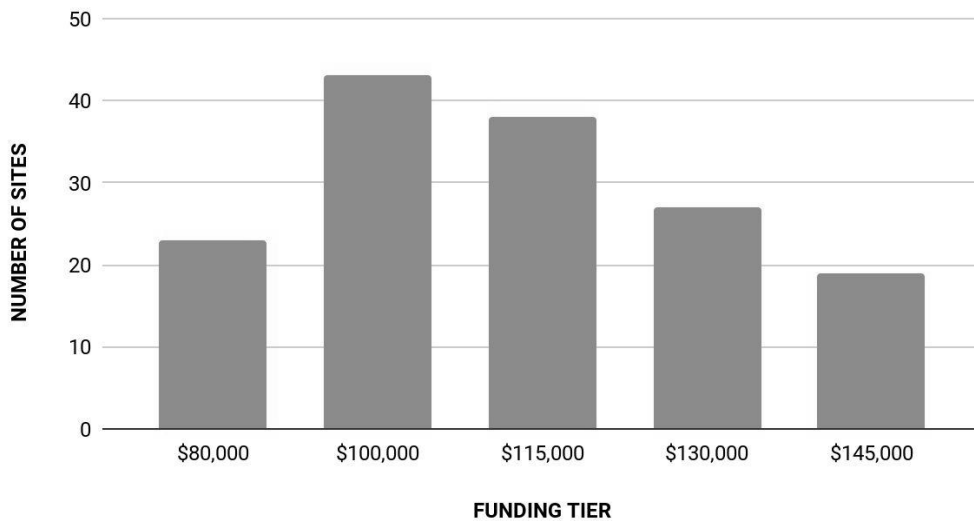
Average Daily Attendance	Annual Funding Amount
25-40 students	\$80,000
41-55 students	\$100,000
56-70 students	\$115,000
71-85 students	\$130,000
86+ students	\$145,000

Wisconsin 21st CCLC Competition

- 5-year awards
- Obligation period: ~July 1-June 30
- Annual funding amount based on Average Daily Attendance (ADA)
- 2023-24 competition: 75 applications / 40 awarded
- 2024-25 competition: 91 applications

21st CCLC - Funding

Number of Sites per Award Amount



21st CCLC - Allowable Activities

Academic enrichment, mentoring, high-quality tutoring

Credit recovery or attainment activities

Financial literacy

Environmental literacy

Nutrition and health

Services for individuals with disabilities

Programs for English Language Learners

Cultural programs

Parenting skills and family literacy

Truancy and suspension support

Drug and violence prevention

STEM and computer science

Work-based learning

Career competency and readiness partnerships

Technology education

Expanded library service hours

Full descriptions can be found in Section E-4 of the [2023 Non-Regulatory Guidance Draft](#).

21st CCLC - Allowable Costs

Requirements

- Expenses must align with the primary purposes of the 21st CCLC grant (academic enrichment, youth development activities, programming for adult family members)
- Supplement not supplant
- Reasonable and necessary ([2 CFR, § 200.404](#))
- [Complete Allowable Costs document](#)

Typical Allowable Costs

- Staffing and personnel
- Contracted services
- Transportation
- Program supplies

"It's Complicated" Costs

- Food
- Vehicle purchase/lease/rental
- Technology

Prohibited Costs

- Out-of-state travel
- Entertainment
- Fixed/permanent assets

21st CCLC - Program Income

Definition

- Gross income earned by an entity that is directly generated by a supported activity or earned as a result of the Federal award during the performance period.
- Fees charged to program participants, even if financial assistance is available.

Changes in Policy

Previous:

- Program income determinations made by DPI
- Grantees apply annually

New:

- Program income determinations made by US Dept. of Education
- Grantees apply annually through DPI to US Dept. of Education
- May not generate income without USDE approval

ESSER III

Program Overview and Background

- Authorized by the American Rescue Plan (ARP)
- Purpose: To provide funding to OST programs to utilize Evidence-based Improvement Strategies (EBIS) to address learning loss and social, emotional, and academic needs of students most impacted by COVID-19

ARP Allocation



\$15.4m for Local Education Agencies (LEA)

Wisconsin Committee on Joint Finance - Motion 57



\$5m for Community Based Organizations (CBO)

ESSER III

Competition Overview

79 applications submitted

- 61 awarded

44 Local Education Agencies (LEA)

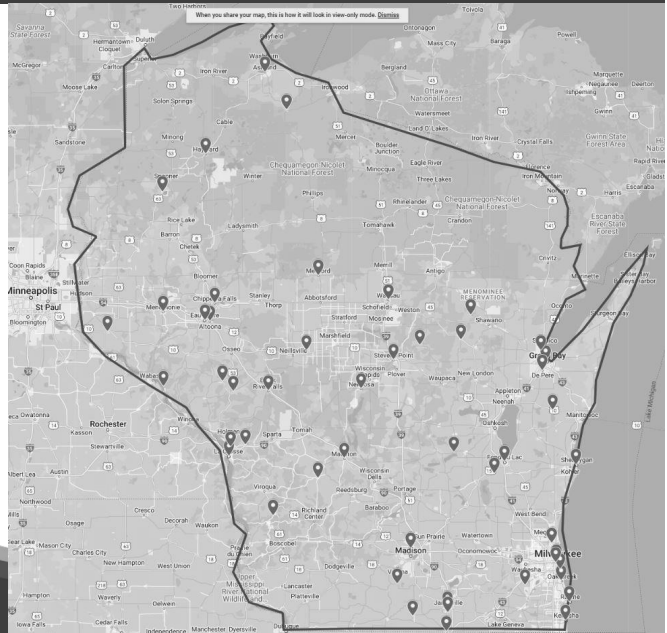
- Average allocation of \$362,442 per award

17 Community Based Organizations (CBO)

- Average allocation of \$294,000 per award

Project Period

- December 1, 2022 - September 30, 2024



Presentation Contacts

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