

Title IV, Part A: An Afterschool Perspective

December 2018

Why talk about this now?

Title IV, Part A, also known as Student Support and Academic Enrichment (SSAE), is a new block-grant established in the Every Student Succeeds Act (ESSA) of 2015. Title IV, Part A consolidated many formerly-independent funding streams from the No Child Left Behind Law of 2002. Funded at \$1.1 billion (2018) and \$1.17 billion (2019), the program provides districts with more than twice as much funding as prior years to be distributed based on the Title I formula.



What is the goal?

The goal of the program is to provide districts (Local Education Agencies/LEAs) with flexibility to meet the needs of the whole child, especially in areas outside of tested academic subjects. The program requires a focus in three specific “buckets”:
access to and opportunities for a well-rounded education for all students; safe and healthy school environments; and access to personalized learning experiences supported by technology.

Can it be used for afterschool and summer programs?

Absolutely! Afterschool and summer programs often cut across all three “buckets.” Districts receiving more than \$30,000 must spend at least 20% of their funds in each of the first two buckets. Afterschool programs provide a comprehensive way to meet this requirement and serve youth holistically.

Title IV, Part A Requirements

Access to &
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Safe and
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environments

Access to
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Afterschool Alliance

afterschoolalliance.org

In addition to funding comprehensive afterschool programs, Title IV, Part A can fund other opportunities for collaboration with afterschool, summer, and community partners including:

- Coordinated, joint professional development in science, technology, engineering, and math (STEM) for in-school and afterschool educators
- Community school coordinators
- School counselors, psychologists, and social workers to work a staggered day and be available to students in afterschool programs (so they don't have to miss academic classes)
- Opportunities for proficiency based learning, i.e. digital badges
- Extra time for health and wellness after school
- Integrated systems of school and family support
- Programs that provide opportunities for volunteerism and community involvement
- Dropout prevention programs
- Innovative strategies for incorporating technologies

Districts receiving more than \$30,000 must conduct a needs assessment and community and stakeholder engagement. Understanding student access to afterschool programs should be an element of the needs-assessment process.

Quality afterschool programs serving students, schools, and communities:

- Provide evidence-based* practices that improve student school attendance, academics and behavior
- Connect students with mentors and caring adults
- Help parents to engage with educators at the end of parents' work days
- Occur in the hours between 3-6 p.m., when student risky behaviors are shown to peak
- Provide enrichment and allows students to discover and pursue the passions that keep them motivated
- Expand exposure to health and wellness, including a healthy snack or meal
- Offer hands-on, project-based learning to complement but not replicate the school day
- Broaden access to technology including for exposure to computer science topics and homework completion
- Build connections with community partners, like libraries, recreation centers, museums, and volunteers, to leverage partnerships and funding
- Connect with businesses to offer career exposure and pathways
- Receive wide support from students, parents, teachers, principals, and surrounding community

*Find more evidence-based research at <http://www.afterschoolalliance.org/research.cfm>

