
Funding Sources for Social Emotional Learning

A Guide for Schools

The programs listed in this guide allow the use of funds for activities that address the social emotional development of children/youth in educational settings. Some programs require that the need for such activities be addressed within a comprehensive needs assessment and plan. Please refer to the text of the authorizing statutes along with any relevant federal and state guidance for more complete information.



*Positive Behavior Interventions
and Supports of Arizona*

MULTI-TIERED SYSTEMS OF SUPPORT

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Programs in the Every Student Succeeds Act (ESSA)

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

Title I – Improving the Academic Achievement of the Disadvantaged

Part A – Improving Basic Programs Operated by Local Educational Agencies

Purpose: The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Eligibility: More than half of Arizona public schools are eligible for Title I funding based upon the percentage of students that meet the low socio-economic criteria in the law. School funding levels are based on a formula calculation.

Relevant Activities: According to guidance from the US Department of Education, districts/schools that take advantage of the Schoolwide Program provision, may fund the following activities:

- » counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills;
- » school climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports); and
- » response-to-intervention (RTI) strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.

US Department of Education Non-Regulatory Guidance: *Supporting School Reform by Leveraging Federal Funds in A Schoolwide Program*, September 2016.

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

Part C – Education of Migratory Children

Purpose: The purposes of the Migrant Education Program are, in part, to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children, and to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

Eligibility: There are 23 districts throughout Arizona that qualify and receive Migrant Education Program funding that is based on a formula.

Relevant Activities: Each state educational agency retains the flexibility to determine the activities to be provided with funds made available under this part, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. According to the Arizona Department of Education Migrant Education Program Funding Presentation, funds can be used to support high quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

Arizona Department of Education Migrant Education Program Funding Presentation, 2017.

<https://cms.azed.gov/home/GetDocumentFile?id=598dea283217e1125099ff6f>

Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, Or At-Risk

Purpose: The purpose of this part to improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the state academic standards; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities.

Eligibility: Districts and charter holders with high numbers or percentages of children and youth residing in locally operated correctional facilities for children and youth (including facilities involved in community day programs), and juvenile correction facilities.

Relevant Activities: Funds provided to local educational agencies under this subpart may be used as appropriate for the following:

- » programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- » dropout prevention programs which serve at-risk children and youth;
- » the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- » programs providing mentoring and peer mediation; and
- » programs for at-risk Native American children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Native American tribes.

Title II

Part A – Supporting Effective Instruction

Purpose: The purpose of this title is to provide grants to state educational agencies and subgrants to local educational agencies to increase student achievement consistent with academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Eligibility: The state provides subgrants to all districts and charter holders with funding levels based upon a formula calculation.

Relevant Activities: Activities may include the provision of high quality and evidence-based professional development and training to educators and staff on:

- » use of data to improve student achievement;
- » helping all students develop the skills essential for learning readiness and academic success;
- » increasing the ability of teachers to effectively teach children with disabilities, including

children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports;

- » techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in

the community; and forming partnerships between school-based mental health programs and public or private mental health organizations; addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism; and

- » how to prevent and recognize child sexual abuse.

Title IV – 21st Century Schools

Part A – Students Supports and Academic Enrichment Grants

Purpose: The purpose of this subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Eligibility: The state provides subgrants to all districts and charter holders that submit an approvable application with funding level based upon a formula calculation.

Relevant Activities: Allowable activities under improving conditions for student learning in order to create a healthy and safe school environment include:

- » drug and violence prevention activities and programs that are evidence-based including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and 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 rehabilitation referral as related to drug and violence prevention;

- » 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; and school-based mental health services partnership programs that are conducted in partnership with a public or private mental health entity or health care entity; and comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are based on evidence-based trauma-informed practices that are provided by qualified mental and behavioral health professionals who are certified or licensed;
- » 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 other appropriate specialists; 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 reentry 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;

- » 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;
- » child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide age-appropriate 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;

- » designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that is consistent with best practices and includes strategies that are evidence-based;
- » implementation of schoolwide positive behavioral interventions and supports; and
- » designating a site resource coordinator at a school or local educational agency to provide a variety of services.

US Department of Education Non-Regulatory Guidance: *Student Support and Academic Enrichment Grants*, October 2016.

<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

Part B – 21st Century Community Learning Centers

Purpose: The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that 1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools; 2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and 3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Eligibility: The program primarily targets students in Title I Schoolwide Program schools. Districts and charter holders compete for award.

Relevant Activities: Recipients can use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including

- » programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- » parenting skills programs that promote parental involvement and family literacy;
- » programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- » drug and violence prevention programs and counseling programs.

Part F – National Programs – Subpart 2 Community Support for School Success

Purpose: The purposes of this subpart are to 1) significantly improve the academic and developmental outcomes of children living in the most distressed communities of the United States, including ensuring school readiness, high school graduation, and access to a community-based continuum of high-quality services; and 2) provide support for the planning, implementation, and operation of full-service community schools that improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.

Promise Neighborhoods and Full-Service Community Schools

Eligibility: Competitive grant to schools and other entities administered directly by the federal government.

Activities: Both grants fund strategies to provide “pipeline services” which is defined as a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment. These services must include, at a minimum, strategies to address the following:

- » high-quality early childhood education programs;
- » high-quality school and out-of-school-time programs and strategies;
- » support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary;
- » family and community engagement and supports, which may include engaging or supporting families at school or at home;
- » activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling;
- » social, health, nutrition, and mental health services and supports; and
- » juvenile crime prevention and rehabilitation programs.

Title V

Part B – Rural Education Initiative

Purpose: The purpose of this part is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Subpart 1: Small, Rural School Achievement Program

Eligibility: Formula funds are provided to small and rural schools as defined in the statute.

Relevant Activities: Funds may be used to carry out activities authorized under the following provisions:

- » Part A of Title I
- » Part A of Title II
- » Part A or B of Title IV

Subpart 2: Rural and Low-Income School Program

Eligibility: Formula funds are provided to rural and low-income schools as defined in the statute, except if a school is eligible for both, it can apply for only one.

Relevant Activities: Funds may be used towards the following: Activities authorized under Part A of Title I

- » Activities authorized under part A of title II
- » Activities authorized under part A of title IV
- » Parental involvement activities

Title VI

Part A – Indian Education

Subpart 1: Formula Grants to Local Educational Agencies

Purpose: The purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Native American students that are designed to meet the unique cultural, language, and educational needs of such students and ensure that all students meet the challenging State academic standards.

Eligibility: Districts and charter school holders are eligible if they meet the number and percentage of Native American students specified in the law.

Relevant Activities: Funded services and activities may include

- » culturally related activities that support the program described in the application submitted by the local educational agency;
- » early childhood and family programs that emphasize school readiness;
- » activities to educate individuals so as to prevent violence, suicide, and substance abuse;
- » dropout prevention strategies for Native American students; and
- » strategies to meet the educational needs of at-risk Native American students in correctional facilities, including such strategies that support Native American students who are transitioning from such facilities to schools served by local educational agencies.

Subpart 2: Special Programs and Projects to Improve Educational Opportunities for Indian Children – Improvement of Educational Opportunities for Indian Children

Purpose: It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children and youth.

Eligibility: Interested entities apply to the US Department of Education.

Relevant Activities: Activities that meet the purpose of this section include

- » innovative programs related to the educational needs of educationally disadvantaged Indian children and youth;

- » special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children and youth;
- » special compensatory and other programs and projects designed to assist and encourage Indian children and youth to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children and youth; and
- » early childhood education programs that are effective in preparing young children to make sufficient academic growth by the end of grade 3, including kindergarten and pre-kindergarten programs, family-based preschool programs that emphasize school readiness, screening and referral, and the provision of services to Indian children and youth with disabilities.

Other Federal Programs

Individuals with Disabilities Education Act

<http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33&edition=prelim>

Purpose: The purposes of this act are to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; to ensure that the rights of children with disabilities and parents of such children are protected; and to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

Eligibility: All districts and charter holders receive allocations based on formula.

Relevant Activities: Schools may use a portion of funds for early intervening services. A maximum of 15 percent of funds may be used to develop and implement coordinated, early intervening services for students who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. Activities may include:

- » professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- » providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Federal Competitive Grants

Competitive grants administered by the federal government change regularly and have included programs through the US Department of Education (e.g., School Climate Transformation), the Substance Abuse and Mental Health Services Administration (Project AWARE), and most recently the Department of Justice (STOP School Violence). Applications are typically made available in Spring or Summer.

<https://www2.ed.gov/news/newsletters/listserv/preventioned.html>

McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youths

<https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>

Purpose: The purpose of this program is to ensure homeless children and youths have access to the education and other services needed in order to meet the academic achievement standards to which all students are held.

Eligibility: All schools must ensure that homeless students are identified and their needs are being

met without a specific funding stream. In order to supplement services, this competitive grant funding is awarded based on need and program quality.

Relevant Activities: Funds may support the following activities:

- » professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths and the specific educational needs of runaway and homeless youths;
- » referrals of eligible students to medical, dental, mental, and other health services;
- » developmentally appropriate early childhood education programs for preschool-aged homeless children that are not provided through other sources;
- » specialized instructional support services, including violence prevention counseling, and referrals for such services; and
- » programs addressing the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

Local and State Funding Sources

Character Education Matching Grant

This state-funded grant is a competitive, three-year grant that allows positive behavioral interventions and supports training through an approved vendor.

<http://www.azed.gov/character-education/matchinggrant/>

Multi-Tier Behavior Supports (MTBS)

This is a three-year training series on the development of a school-wide approach for positive behavior management practice (based on SW-PBIS).

<http://www.azed.gov/specialeducation/behavior-support/>

Local District Funds

Arizona districts have the authority to use a variety of local funding streams to support social emotional learning, positive behavioral interventions and supports, and positive school climate. Sources include:

- » Maintenance and Operation
- » Desegregation
- » Dropout Prevention
- » School Tax Credits

Program Funding Levels

Grant	Federal Appropriation	Arizona Allocation/ Award Range
ESSA Title I-A Improving Basic Programs Operated by Local Educational Agencies	\$6,459,401,000	\$787–22,367,198
ESSA Title I-C Education of Migratory Children	\$374,751,000	\$9,111–1,202,444
ESSA Title I-D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, Or At-Risk	\$47,614,000	\$6,831–252,750
ESSA Title II-A Supporting Effective Instruction	\$2,055,830,000	\$5–2,046,670
ESSA Title IV-A Students Supports and Academic Enrichment Grants	\$1,170,000,000	\$10,000–1,533,636
ESSA Title IV-B 21st Century Community Learning Centers	\$1,221,673,000	*
ESSA Title IV-F-2 Community Support for School Success - Promise Neighborhoods	\$78,254,000	No 2019 AZ Awardees (\$6,000,000 per LEA awarded)
ESSA Title IV-F-2 Community Support for School Success - Full-service Community Schools	\$17,500,000	No 2019 AZ Awardees (range of awards \$2,069,009–2,500,000)
ESSA Title VII-B Homeless	\$93,500,000	*
ESSA Title V-B Rural Education Initiative	\$180,840,000	\$33–\$104,675
ESSA Title VI-A-I Indian Education Formula Grants to Local Educational Agencies	\$105,381,000	*
ESSA Title IV-A-2 Special Programs and Projects to Improve Educational Opportunities for Indian Children – Improvement of Educational Opportunities for Indian Children	\$67,993,000	*
Individuals with Disabilities Education Act	\$12,364,392,000	*
Character Education Matching Grant	*	*
Multi-Tier Behavior Supports	*	*

*Information was not available at time of publishing

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