



Title IV-A

**FY27
Grant
Guidance**

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FY27 Title IV A GRANTS

All grant applications Open in GME on **April 1, 2026**.

- Require newly (SY2026-27) completed Comprehensive Needs Assessment (CNA) aligned School and LEA Integrated Action Plans (IAP) **including an ELA goal and a math goal**. LEAs also must include consultation with all required stakeholders.
- Require budget details and attach any necessary documents.
- Require Title IV-A Director Approved status before drawing down funds.
- **FY27 Performance Period: July 1, 2026, through September 30, 2027.**

Title IV-A Student Support and Enrichment Support

- [Title IV-A Website](#)
- [Title IV-A Grant Guidance](#)
- [Title IV-A Grant Resources](#)
- [20/20 Portion Rule](#)
- [15% Technology Infrastructure Cap](#)

Title IV-A Email: titleiv-a@azed.gov

Purpose:

The purpose of the Title IV-A Student Support and Academic Enrichment (SSAE) grant is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESSA Sec.4101)

Directions:

Title IV-A Navigator Tool- This series of videos will guide you through the entire Title IV-A grant process, including all the sections mentioned in the application requirements below.

Grant Applications may be submitted by authorized LEA employees only, not third-party contractors.

Application

Complete all sections in GME:

- Planning Section:
 - School and LEA Integrated Action Plan (LIAP)- including action steps.
 - Required stakeholders as outlined in the [Federal Programs Stakeholder Groups Quick Reference Guide](#).

- Funding Section – Title IV-A Student Support & Academic Enrichment:
 - Funding Disclaimer
 - FFATA and GSA Verification
 - General Education Provisions Act (GEPA)
 - Budget
 - Program Narrative Questions
 - Eligible Private School Service (if applicable)
 - Assurances
 - Capital Outlay Worksheet (if applicable)
 - Related Documents- Evidence-based form, vendor quotes, scopes of work, job postings, conference brochures, school security requirements, detailed supply lists, as applicable
 - Assurances of Transferability (if applicable, required for all LEAs that transfer Title IV-A funding)

- Funding Section – Contacts
 - Contact Information – up to date and accurate contact information

- Funding Section – For Profit/Non-Profit Disclaimer & Attestation
 - Profit / Non-Profit Status – Update & align with General Statement of Assurances Profit/Non-Profit Status.

- LEA Document Library
 - In-district Notice of Intent to Participate (if applicable)

Proposed Budget:

Complete a *proposed* budget in GME. [FY27 Title I-A Budget Addendum](#)

- Budget requests must be aligned with the LEAs primary needs, root causes, and school and LEA Integrated action plans.
- Budgeted items must be evidence-based and support Well Rounded Education, Safe and Healthy Students, and/or the Effective Use of Technology requirements.

- All budget narrative expenses must be labeled with the appropriate category as **Well-Rounded Education (WRE), Safe and Healthy Students (SHS), and/or the Effective Use of Technology (EUT)**.
- Address any items that may cause Supplement not Supplant concerns- Supplement not Supplant (SNS)

Grant Approval Levels:

Substantial Approval – The date the application is submitted to LEA Authorized statuses in a substantially approvable form becomes the grantee’s substantial approval date and as of this date, legal obligations can be charted to the grant for expenses that meet the budget and grant requirements for the allowable use of funds.

Since pre-award costs will no longer be allowed, it is imperative that your application be substantially approved before any encumbrance. For guidance, please see the Substantial Approval FAQs

Primary Approval – Funding applications must be in **Director Primary Approved** status before an LEA can begin to draw down funds; this includes the approval of all required documentation.

Resources: Comprehensive Needs Assessment

- FY27 Comprehensive Needs Assessment and Integrated Action Plan Resources
- FY27 CNA and IAP School Data Graphs

Allowable Expenditures

Overview of Examples of Allowable Funding Necessary & Reasonable Guidance

Compliance

Grant recipients are required to:

- Receive **Title IV-A Director approval** for revisions *prior to* implementing any change in spending or programs.
- Submit revisions for any fiscal or programmatic change in a timely manner.
- In accordance with sound accounting practices, LEAs are required to request reimbursements **monthly**.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports and Year End Supplements on time.

Note: For all LEAs subject to the 20/20 Portion Rule (allocations \$30,000 or greater)- Completion Report Expenditure Verification data will be used to determine compliance with proportional spending requirements and adjustments may be required in future fiscal years.

***Grantees failing to meet any single requirement of compliance are subject to possible corrective action, funding forfeiture, or having funds placed on hold.**

Application Revisions

Grant Revision Requirements:

Grant revisions refer to the process of updating the grant application after the application has received Director approval. This section does not apply to grant applications returned for corrections.

A remaining balance of zero is required for approval.

All budget narratives must meet the following criteria:

- For the ESEA Consolidated application only, the SEA will be utilizing the Grants Management Enterprise system as intended. As each revision is submitted, the LEA should only reflect only the expenses and programs that are being funded. There should be no copy/paste, changing numbers, leaving old items, or noting where funds were moved/changed. All revision budget narratives should mimic revision 0.
- Items not funded should be deleted. Only the items being requested should be reflected, including the actual amount requested for each activity, and the Title IV-A funding category (WRE, SHS, EUT).

Additionally, please adhere to the following for all revisions:

- Upload any revised quotes, scopes of work, evidence-based summary forms, etc.
- Revise the following related pages, as needed:
 - Integrated Action Plan (IAP) to match the revision in GME.
 - Program Narrative Questions to match program removals/additions.
 - FFATA & GSA Verification Page short description.

Appendices



Evidence-Based ESSA Guidance

ESSA Evidence Tiers ESSA (Section 8002) outlines four tiers of evidence.

UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence








Moderate Evidence



Promising Evidence



Demonstrates a Rationale

	TIER 1 Strong Evidence	TIER 2 Moderate Evidence	TIER 3 Promising Evidence	TIER 4 Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias*	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population <i>or</i> setting to your setting	N/A	N/A

a. Findings from experimental and quasi-experimental studies that either (a) meet the first three criteria for Tiers 1 and 2 but not the sample size, setting, or match requirements, or (b) do not meet WWC standards but statistically control for selection bias between the treatment and comparison groups are also eligible to meet Tier 3 Promising Evidence.

The table below includes ESSA’s definition for each of the four tiers, along with a practical interpretation of each tier.

Tier	ESSA definition	What does it mean?
Tier 1 <i>Strong</i>	Strong evidence from at least one well-designed and well- implemented experimental study.	<p>Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).</p> <p>Experimental studies (e.g., Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>without</i> reservations.</p> <p>The research studies use large, multi- site samples.</p>
		<p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>
Tier 2 <i>Moderate</i>	Moderate evidence from at least one well-designed and well- implemented quasi- experimental study.	<p>Quasi-experimental studies have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). Quasi-experimental studies (e.g., Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well-implemented quasi- experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>with</i> reservations.</p> <p>The research studies use large, multi- site samples.</p> <p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>

<p>Tier 3 <i>Promising</i></p>	<p>Promising evidence from at least one well-designed and well-implemented correlational study.</p>	<p>Correlational studies (e.g., studies that can show a <i>relationship</i> between the intervention and outcome but cannot show <i>causation</i>) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>An intervention that would otherwise be considered Tier 1 or Tier 2, except that it does not meet the sample size requirements, is considered Tier 3.</p>
<p>Tier 4 Demonstrates a rationale</p>	<p>Well defined logic module based on research</p> <p>An effort to study the effects is currently underway or planned</p> <p>Relevant research that suggests improving outcomes is likely</p>	

Evidenced-based improvement allows states and schools flexibility in choosing interventions however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align improvement efforts, at all tiers of instruction, to solid evidence.

LEA and school leadership teams can utilize multiple resources to determine whether a strategy, practice, program, or intervention meets the Strong, Moderate, Promising, or Demonstrates a Rationale ESSA evidence requirements based on rigorous studies from a reputable **third-party evaluator**.

Title IV-A Grants fund strategies and action steps using strategies, practices, programs, and interventions with **strong, moderate, promising evidence or demonstrates a rationale**. Please see the guides below for additional information on ESSA Tiers of Evidence from the [What Works Clearinghouse](#) (WWC) website:

- [Guide to Evidence-Based Practices for Elementary Schools](#)
- [Guide to Evidence-Based Practices for Secondary Schools](#)
- [Evidence-Based Practices](#)
- [Searchable Database on evidence-based practices, programs, and interventions](#)
- [Guidance on ESSA Levels of Evidence](#)
- [Evidence-Based Research Requirements \(ESSA\) Module](#)

Evidence Based Summary Form

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban

Research

Grade Level

- Preschool
- Elementary
- Middle School
- High School

Community

- Urban
- Rural
- Suburban

ESSA Tier

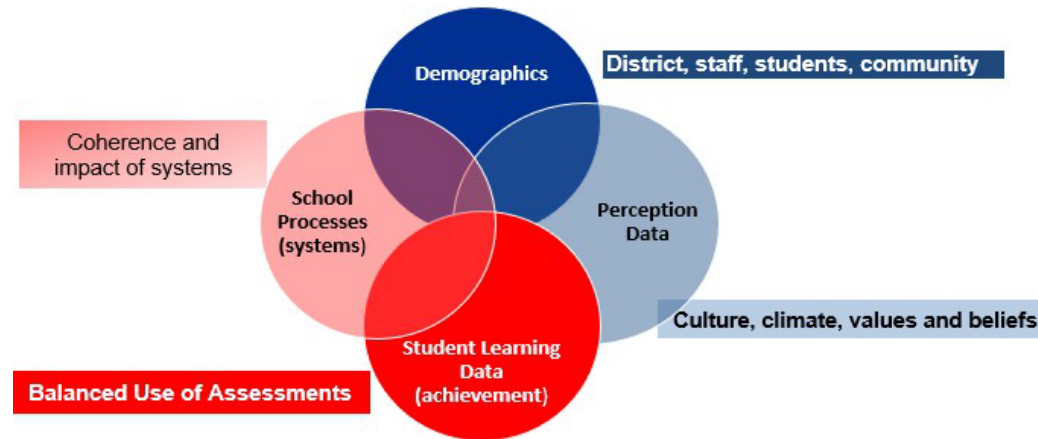
- Strong
- Moderate
- Promising

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

Include links to the evidence.

If you have any questions or need support, contact your Education Program Specialist.

Evidence of Efficacy: Four Types of Data to Consider



Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on continuous school improvement cycles and school-wide data practices. In her work, she emphasizes that to truly understand the health and performance of your school and district, you must consider multiple measures of data.

Demographics-Who are we?

What information do we have about the students who are enrolled in the school and the community and families we serve; who is our staff? What is important to know about our community? Demographic data is used to disaggregate other data sets. Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, students with disabilities, poverty indicators, ethnicity, gender, and grade levels.

Perception Data- How do we do business? Culture, climate, values, and beliefs.

Measure stakeholders' perceptions of the learning community—because perception does shape reality. How satisfied are families, students, and/or staff with the learning environment and school? Perception data is most reliably measured by surveys, focus groups, observations, or interviews. Some anecdotal observations can be considered but it's important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is important for eliminating assumptions and biases.

Student Learning-What are we teaching?

What are our students learning? How are our students doing? Who needs extra help? How do we know when students are learning and growing academically? Use of a balanced assessment framework including universal screeners, diagnostics, classroom assessments, progress monitoring, end-of-unit/course/year assessments, and/or successful course completion.

School Processes and Systems- What are our systems and processes?

How do we ensure alignment and coherence? How successful are the systems and programs that are being implemented at your school? The thing to note here is that to have “data” in this category, you need to measure the impact and effectiveness of the programs, not just the implementation. This includes:

- Curriculum
- Instruction (UDL, SEL)
- Assessment
- Programs/processes (MTSS)

Data Analysis Tool

The use of data is a powerful tool to strengthen academic outcomes for all students. Data informs decisions about which programs to implement, continue, expand, revise, or terminate. Gathering data to measure the efficacy and impact of Title IV-A evidence-based practices, strategies, programs, or interventions is required.

Evidence of Efficacy – Improved Student Outcomes Template

Strategy/ Program/ Activity	Outputs Program Implemented	Intended Outcomes	Success Indicators (How will you know the program is/was successful)	Measures	Data/ Results/ Evidence	Next Steps

FY27 Title IV-A Grant Guidelines – Revisions

Starting a revision: Under Sections: Choose Revision Started and then click Confirm.

Sections

Creighton Elementary District (070414000) Public District - FY 2022 - **Medium Risk** - Comprehensive Support and Improvement Grant - Rev 0

Application Status: SEA Comprehensive Support and Improvement Grant Director Approved

Change Status To: **Revision Started**
or
[CR Draft Started](#)

You are about to change the status to Revision Started. Click Confirm to change the status.



Choose **Modify** next to the section needing a revision.

Budget By Function Codes

	Object Code
Modify	6100 - Salaries
Modify	6200 - Employee Benefits
Modify	6300 - Purchased Professional Services

Example 4: Removing a line item from the current budget.

If you need to completely remove a line-item from the budget, choose **Remove**. This action will be recorded in the Change Log and the line item will be deleted from the budget.

	Object Code	Function Code	Project Time (FTE)	Qual
Remove	6500 - Other Purchased Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		

Narrative Description

Travel expenses (airfare, mileage, hotel, meals, etc.) for professional development workshop/conference:

Completing a revision: Once all modifications have been completed and saved, return to the **Sections** page and choose **Revision Completed** and **Confirm**.

Application Status: Revision Started

Change Status To: **Revision Completed**
or
Cancel Revision

No validation errors were found, but one or more warnings exist.

You are about to change the status to Revision Completed. Click Confirm to change the status.



The funding application will then need LEA Business Manager Approval and LEA Authorized Representative Approval to be sent to ADE for Specialist and Director review and approval.

Title IV-A Grant Guidelines – Program Narrative Questions

The Program Narrative is where the LEA describes the Title IV-A program. The categorization of LEA and Private School (if applicable) Title IV-A programs and expenditures should match the budget. If you have chosen to cross-categorize a program, please cross-categorize the budget narrative and the program narrative. Alignment is very important when writing a successful grant allocation.

Program Narrative Questions:

- Check the box next to each category that has budgeted programs.
- Describe your Title IV-A program, or the Private School program, and how it supports the category (Well-Rounded Education, Safe & Healthy Students, Effective Use of Technology).
- For each selected category, answer ALL parts (a, b, c, d, e) and both checklist sections. This applies to all LEA and Private School funded programs.
- If you are NOT running a program in that category, do NOT check the box or write in the text box.

Primary Need (1a, 2a, 3a):

Describe one core programmatic need for the applicable category that connects to the Integrated Action Plan Focus Areas.

Program Objective (1b, 2b, 3b):

Describe one overall programmatic goal for the applicable category. The objective is a global change that resolves the primary need.

Program Narrative (1c, 2c, 3c):

List all the Title IV-A funded activities for this category and show how each one supports the primary need and program objective.

Program Activity Checklist:

Check all the appropriate category boxes that reflect your program(s) listed in the Program Narrative (1c, 2c, 3c).

Program Outcome (1d, 2d, 3d):

Describe the desired result after implemented activities, highlighting products or evidence of change. Larger programs may have multiple outcomes.

Program Evaluation (1e, 2e, 3e):

Describe the monitoring process based on the objectives and outcomes including the frequency of monitoring and analysis.

Evaluation Checklist:

Check all the appropriate category boxes that reflect your program evaluation process(es).

Example:

1a. Primary Need: Students need enrichment programs during school and after-school to create a Well-Rounded learning environment in concert with Focal Point Question #2.

1b. Program Objective: To provide expanded services to students to enhance academic achievement through STEM, arts, physical activity, and native languages.

1c. Program Narrative:

1. Rosie Riveters is a new STEM program offered during the school day to support female science, math, and engineering studies. The program includes STEM supplies for student use, PD for the teacher to best implement the program, 2 field trips for students to see STEM in action with community partners (ASU-robotics and AZ Science Museum), robotics software, and registration fees to an end-of-year robotics competition. This program gives students a hands-on experience in STEM to increase their well-rounded education and helps make educational and career connections.
Equitable services – after-school robotics club with Vex IQ bundle providing teacher PD, student curriculum, and coding software.
2. Expanding arts experiences by adding an after-school theatre club that encompasses multi-disciplinary arts in full production. Supplies include script licensing for a middle school play, a teacher stipend, and benefits for out-of-contract time. Students will explore set design with collaboration with a local theater group (TDS) using art supplies. High school orchestra students to partner with the Theater club by accompanying the production with a subscription for Note Flight to compose original compositions.
3. The GetUp and Move Afterschool Activity curriculum is designed to support a more inclusive, active, and enjoyable experience than our traditional physical education classes to increase student physical activity. The program includes 3 years of digital access to the online curriculum with 300+ lesson plans for the school, accompanying music CDs, and full access to the updated app and Team Leader manual. Stipends, benefits, and supplies (jump ropes, balls, etc.) will also be purchased to support the implementation of the curriculum. The curriculum will focus on increasing students' physical activity which directly ties to improved academic achievement and student connectedness.
4. "Exploring our Roots", native language and culture, is a twice-monthly Saturday program to connect students to their roots. The program includes stipends and benefits for the staff to accompany students to local resources. Transportation is included for students to reach various locations to study with local experts on sheep shearing, wool dying, and cloth weaving. The program also includes the supplies for each of these activities. The experience will focus on connecting students with language and cultural lessons relevant to the process.

Program Activity Checklist:

1. If applicable, describe the Activities to Support Well-Rounded Educational Opportunities to be carried out by the LEA.

Please check all Well-Rounded activities that apply. If you do not see your intended activity, please check "Other" and type in your planned activity.

<input checked="" type="checkbox"/> Foreign and Native Language Education	<input checked="" type="checkbox"/> Arts Education (Dance, Media Arts, Music, Theater, Visual Arts)	<input type="checkbox"/> College and Career Guidance and Counseling	<input checked="" type="checkbox"/> STEM/STEAM Education
<input type="checkbox"/> Volunteerism and Community Involvement Programs	<input type="checkbox"/> Gifted Education	<input type="checkbox"/> Robotics	<input type="checkbox"/> Accelerated Learning (AP/IB/Dual Enrollment Programs)
<input checked="" type="checkbox"/> Physical Education and Health Education	<input type="checkbox"/> Social & Emotional Learning	<input type="checkbox"/> Civics/History/Economics/Geography/Government Education	<input type="checkbox"/> Environmental Education
<input type="checkbox"/> Project Based Learning	<input type="checkbox"/> Field-Based Learning	<input type="checkbox"/> Arts Integration & Cross-Disciplinary Learning	<input type="checkbox"/> Other:

1d. Program Outcome: A successful program will result in increased student engagement, improved attendance, and increased student connectedness.

1e. Program Evaluation: The administration team will review the monthly attendance of students enrolled in the after-school program for decreased absences. The team will conduct PD surveys to measure feedback from the new programs. The team will observe the STEM program for use of new technology and measure the usage of the new software program for consistent implementation throughout the school year at least quarterly. The team will follow up with the private school to track implementation and usage as part of the ongoing consultation process. The team will track participation in the arts program quarterly. The physical activity program will be evaluated with end-of-module assessments to measure proficiency in understanding. The team will observe the culture and language program for incorporation of cultural language and themes.

Evaluation Checklist:

<input checked="" type="checkbox"/> Surveys	<input type="checkbox"/> Data Analysis: Incidents	<input type="checkbox"/> Data Analysis: Referrals
<input checked="" type="checkbox"/> Assessments	<input checked="" type="checkbox"/> Data Analysis: Attendance	<input checked="" type="checkbox"/> Data Analysis: Usage
<input type="checkbox"/> Skill Mastery	<input checked="" type="checkbox"/> Observed Implementation	<input type="checkbox"/> Other: _____

FY27 Title IV-A Grant Guidelines – Eligible Private School Services

All public LEAs must enter timely and meaningful ongoing consultation with all In-District Private Schools for the Title IV-A Grant. For applicable LEAs, please provide the following in the Title I Related Documents page:

- **Signed and dated Affirmation of Consultation- must be signed by LEA and Private School staff.**

Charter Districts need to check "N/A" as this section does not apply.

FY27 Title IV-A Grant Guidelines – Title IV-A Assurances

The Title IV-A Assurances page needs to be completed by all LEAs, regardless of the size of their Allocation. LEAs are required to check **"Yes"** in the box below; I assure that the above has happened or will happen and type a name and contact information as a signature.

Additional ADE Policy Guidance and Resources

ADE Food Policy

<https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1593042.0&inline=true>

Arizona Travel Policies

<https://gao.az.gov/travel/welcome-gao-travel>

Meals & Incidentals, 9/27/2021

https://gao.az.gov/sites/default/files/2022-05/5025%2520Meals%2520and%2520Incidentals%2520200615_0.pdf

ESSA, Title IV, Part A Statute

<https://safesupportivelearning.ed.gov/sites/default/files/ESSA%2C%20Title%20IV%2C%20Part%20A%20Statute.pdf>

Non-Regulatory Guidance, Student Support and Academic Enrichment Grants

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

Uniform Grant Guidance Cost Principles

<https://www.law.cornell.edu/cfr/text/2/part-200/subpart-E>

USFR

<https://www.azauditor.gov/usfr>

USFRCS

<https://www.azauditor.gov/usfrcs>