



Same students. Same teachers.

BETTER RESULTS.

Federal Grant Programs Aligned with *Building Assets, Reducing Risks*

Each year, the federal government provides schools across the country with billions of dollars in grant funding to support a variety of education-related activities. Many of these grant programs can be used to support the *Building Assets, Reducing Risks* (BARR) school improvement model. BARR has evidence showing that schools that implement the model with fidelity are able to impact multiple school improvement indicators that are aligned with the goals of these government grant programs.

BARR positively impacts:

- Gaps in achievement
- Failure rates
- Standardized test scores
- School climate and culture
- Teacher engagement and satisfaction
- Substance abuse
- Disciplinary incidents
- Truancy
- Social and emotional skills
- Parent and family engagement
- College and career readiness

Many federal education grants are first awarded to state departments of education and then sub-granted to school districts by the state. Visit the website for your state department of education for additional guidance and application information.

Contact information for every state department of education is here:

<http://www2.ed.gov/about/contacts/state>

Formula grants are awarded automatically each year to states and school districts using a federal government formula. Formula grants represent the vast majority of federal spending on education. There are also competitive grants that school districts can apply for directly through the U.S. Department of Education (USDOE). For a list of open competitive grants through USDOE, visit:

<http://www2.ed.gov/fund/grant/apply/grantapps>

The Every Student Succeeds Act (ESSA) provides guidance related to how existing grant funds may be spent and also authorizes new funding streams, many of which can be used to support BARR. For additional information on BARR, please visit

www.barrcenter.org or contact Jennifer Urciaga at 651-213-4875 or jurciaga@hazeldenbettyford.org.

The federal formula grants most aligned with BARR include Title I, Title II, Student Support and Academic Enrichment, Rural Education, and School Improvement.

Title I: Improving the Academic Achievement of the Disadvantaged

Overview: Title I is the largest source of federal education funding. This \$15 billion program provides funds to school districts with large numbers of low-income students. Schools that receive Title I funds may operate a targeted assistance program or a schoolwide program, although schools must have a child poverty rate of at least 40% to choose to operate a schoolwide program.

Eligibility: States receive funds based on a formula that takes into account the number of school-aged children living in poverty and other factors. States distribute funds to school districts using a similar formula.

Example: A high school has 50% of students who qualify for free or reduced lunch and requests an allocation of Title I funds from the school district to implement BARR. The request is granted and after one year of implementation the failure rate for 9th graders has decreased and the gap in achievement scores between Hispanic and non-Hispanic students has narrowed.

Additional information can be found at the USDOE website focused on Title I:
<http://www2.ed.gov/programs/titleiparta/index.html>.

Title II: Improving Teacher Quality

Overview: Title II is a \$2.35 billion program that is awarded by formula to states. States provide the funding to school districts specifically to support professional development for teachers and staff. ESSA indicates that the training must be collaborative, job-embedded and sustained (not one-day workshops). The law also includes specific reference to the importance of professional development focused on issues such as student trauma, mental health and substance abuse.

Eligibility: Funding is provided to states based on a formula that takes into account each state's relative share of the nation's school-aged population, as well as a poverty factor. States can reserve 5% of the funds for statewide activities and must distribute the remaining funds to school districts on the basis of a similar formula.

Example: A school district has a district-wide plan to implement evidence-based programs shown to improve teacher effectiveness. Recognizing that BARR is aligned with ESSA guidance on professional development, Title II funds are used to implement BARR at two high schools in the district. The first BARR training session for high school staff is focused on how best to serve students affected by trauma. As part of the BARR model, teachers continue to meet in teams on a regular basis during the school year and collaboratively work to identify and serve student needs. Teacher job satisfaction improves and staff turnover is reduced.

Additional information can be found at the USDOE website focused on Title II:
<http://www2.ed.gov/programs/teacherqual>.

Student Support and Academic Enrichment Grant

Overview: ESSA consolidates a number of existing grant programs into one new grant called the Student Support and Academic Enrichment Grant. School districts can use the funding to implement programs that improve conditions for learning, including those that promote safe and healthy students, social and emotional learning (SEL), student mental health, school climate and programs that develop relationship-building skills.

Eligibility: Funding is awarded to states based on a formula. States award funding to school districts by formula or through a competitive grant process.

Example: A high school seeks an evidence-based SEL program that improves school climate and reduces student substance use. BARR is listed in CASEL’s Secondary Program Guide and is also included in SAMHSA’s National Registry of Evidence-based Programs and Practices due to the model’s ability to decrease student substance abuse, truancy, and disciplinary incidents. The school uses funding through the Student Support and Academic Enrichment Grant to implement BARR.

Additional information: As the Student Support and Academic Enrichment Grant is a new program created by ESSA, the USDOE does not yet have a website for additional information related to this program (as of September 2016). For resources related to school climate, visit the Safe Supportive Learning website at: <https://safesupportivelearning.ed.gov>.

Rural Education

Overview: The Rural Education Achievement Program (REAP) is a federal initiative that is designed to help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants. REAP consists of two grant programs: the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income School (RLIS) program. Both SRSA and RLIS include “teacher professional development” as an allowable use of funds.

Eligibility: A list of schools that are eligible for funding through each program can be found here: <http://www2.ed.gov/programs/reapsrsa/eligible15>. A school can only receive funding through one of the programs, not both.

Example: A rural school is eligible for the Small, Rural School Achievement program and is awarded funding each year directly from the USDOE. The school uses the funding to implement BARR as part of their professional development goals.

Additional information can be found on the USDOE website focused on rural education: <http://www2.ed.gov/nclb/freedom/local/reap>.

School Improvement

Overview: Beginning in the 2017-18 school year, states must identify schools for “comprehensive support and improvement.” These schools include the 5% lowest performing in the state, high schools that graduate less than two-thirds of their students and schools with consistently underperforming subgroups of students. Schools targeted for improvement must develop improvement plans that utilize evidence-based interventions.

Eligibility: States will identify the 5% lowest performing schools in the state based on new accountability systems that must be in place for the 2017-18 school year.

Example: A high school is identified by the state as in need of comprehensive support and improvement. The school receives funding from the state in order to implement an evidence-based program to improve student achievement. Recognizing that BARR has strong evidence of effectiveness in improving student grade point averages and standardized test scores, school leadership uses the funding to implement BARR as part of a comprehensive school improvement strategy.

Additional information: As a new program authorized by ESSA, there is not yet a website for additional information related to school improvement.