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Asset Mapping State-Level Relationships Tool

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Introduction

The goal of the Title IV, Part A (Title IV-A) program is to improve students' academic achievement by increasing the capacity of state education agencies (SEAs), local education agencies (LEAs), and communities to provide programs and activities that support three priority content areas: well-rounded education (WRE), safe and healthy students (SHS), and the effective use of technology (EUT). This goal — as well as the areas of focus — is shared by SEAs, other state agencies, and state, regional, and community organizations. However, these entities can sometimes operate in silos and may not always be aware of overlapping projects or collaborate with one another to meet their shared goals.

The purpose of this tool is to assist Title IV-A State Coordinators (SCs) with identifying staff members, offices, agencies, and organizations within their states that can help (1) implement training and technical assistance in the three Title IV-A priority content areas across their states and (2) foster coordination and cooperation across state-level organizations and offices with shared goals. This process is sometimes referred to as **asset mapping** — identifying individuals interested in collaborating and resources within a community to achieve a common goal or address a need. In the context of this resource, assets are potential collaborative partners, including individuals, groups, and departments within an SEA and other state government agencies as well as other individuals, groups, and entire organizations with goals related to the purposes of Title IV-A.

Title IV-A SCs may not have the capacity or content area expertise to provide LEAs with support in all three priority content areas. Using this tool, SCs will develop a contact sheet for organizations and offices that can help them do the following:

- Provide LEAs with resources and training on best practices in the priority content areas;
- Support LEAs with content area implementation;
- Stay up to date on trends and initiatives related to the purposes of Title IV-A; and
- Facilitate collaboration between the Title IV-A program and related agencies, organizations, and programs and build relationships with stakeholders at all levels.

Connection to the Statute

The Title IV-A statute holds that each SEA that receives Title IV-A program funding should support LEAs in providing programs and activities designed to meet the purposes of Title IV-A (Section 4104[b]). This support includes offering training and technical assistance in the three Title IV-A priority content areas.

In addition, on the topic of coordination with other programs:

- Section 4103(c)(2)(C)(i) states that SEAs should provide assurances that they will "review existing resources and programs across the state and will coordinate any new plans and resources under this subpart with such existing resources and programs."
- Section 4104(b)(2) states that SEAs should help identify and eliminate state-level barriers to the coordination and integration of programs, initiatives, and funding streams related to the purposes of Title IV-A "so that local educational agencies can better coordinate with other agencies, schools, and community-based services and programs."

Tool

Part I: Federal Program Contacts Within Your SEA

Instructions. Many commonalities can be found across Federal programs established under the Elementary and Secondary Education Act (ESEA). Consider beginning your asset mapping process by identifying key SEA staff members responsible for administering the other Federal programs in your state. Once identified, these other Federal program coordinators or staff members within the SEA can serve as thought partners on innovative ways LEAs could maximize funds within the priority content areas, and these individuals may also be able to connect you with their preferred subject matter experts.

The table below features rows for ESEA programs with goals that can overlap with those of the Title IV-A program. Begin by adding the contact information of any program coordinators or other staff members you already know. Next, consult your SEA's website to identify the remaining contacts. Most SEA websites have a section dedicated to Federal programs; visit the portion or page for each program to learn more.

Note: Depending on the size and structure of your SEA, one staff member may manage each program or multiple programs. In larger SEAs, multiple staff members may manage different components of the same program.

ESEA Program	Program Subtitle	SEA Contact(s) (Name, Title)	Contact Information (Email Address, Phone Number, Website)
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies		
Title I, Part C	Education of Migratory Children		
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk		
Title II, Part A	Supporting Effective Instruction		
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement		
Title IV, Part B	21st Century Community Learning Centers		
Title V, Part B	Rural Education Initiative		
IDEA	Individuals with Disabilities Education Act		
Title IX, Part A	McKinney–Vento Education for Homeless Children and Youth		

Part II: State-Level Assets by Priority Content Area

Instructions. Once you have found other Federal program staff members who may serve as assets, you can expand your search to other staff members, offices, and organizations within your state. Use the space provided in this section to compile contact information for state-level assets related to each priority content area.

Although every state has a unique way of structuring its SEA and other government agencies, the following are general tips.

- When searching for contacts within your SEA, look for a directory or section on offices or divisions on the SEA website, or use keywords from each priority content area in the website's search engine.
- As you research contacts in other state agencies, reviewing the list of agencies available on your state government's general website might be a good place to start. Many states have unique offices that relate to Title IV-A content areas (in addition to standard offices of agriculture, health and human services, and the like), such as councils on children's mental health; commissions on equity; science, technology, engineering, and mathematics (STEM) advisory councils; and offices of children and families.

More specific tips are included in each section to help you locate contacts for each priority content area.

Priority Content Area: Well-Rounded Education (WRE)

Key Search Terms

- STEM
- Career Preparation
- College Preparation
- Technology
- Arts
- Music
- Foreign Language
- Civics
- Social Studies
- Educational Equity
- Advanced Courses, Advanced Placement, or International Baccalaureate
- Dual Enrollment
- Multidisciplinary

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- For WRE contacts within your SEA, research your SEA's departments of teaching and learning, standards and instruction, instructional support, college and career readiness, and similar offices. These large offices are often divided into specialized divisions relevant to WRE, such as divisions of curriculum, career and technical education, and STEM. Your SEA's office of higher education also may be an asset on topics related to college preparation and dual enrollment.
- For contacts in other state agency offices, consider looking for education-related initiatives at your state's departments of agriculture, environment, labor, natural resources, parks, and the state's agency responsible for public libraries.
- When searching for state-level associations and organizations, consider looking at state and regional chapters of education associations focusing on specific content areas (e.g., STEM, music, the arts).

WRE: STEM

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
Example: SEA Offices	STEM Education Leadership Team	https://dpi.wi.gov/ stem/leadership- team	General: stem@dpi.wi.gov (See website for specific contacts in each area)	Resource to share with LEAs on building community partnerships related to STEM: STEM Partnership Resources | Wisconsin Department of Public Instruction
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

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WRE: College and Career Readiness

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

WRE: Career and Technical Education

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

WRE: Arts, Music, and Foreign Language

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

WRE: American History, Civics, Economics, Geography, and Government

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

WRE: Dual Enrollment or Advanced Course Taking

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

Priority Content Area: Safe and Healthy Students (SHS)

Key Search Terms

- Prevention
- Trauma-Informed Practices
- Mental Health
- Classroom Management
- Crisis Management
- Risk Mitigation
- Conflict Resolution
- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Justice
- Multitiered Systems of Support (MTSS)
- School Climate
- Social–Emotional Learning (SEL)

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- For SHS contacts within your SEA, research departments in your SEA's office of student services, student success, student wellness, or a similar division. Departments within these larger offices often specialize in behavioral interventions and supports, safety, and students' mental well-being.

- For contacts in other state agency offices, consider looking for offices and initiatives related to students or youths in your state's departments of health and human services, public safety, juvenile justice, emergency management, and your state's office on children.

- When researching state-level associations, consider looking for the state affiliates of the American School Counselor Association and the National Association of School Resource Officers, coordinated school health providers, and similar organizations.

SHS: Mental and Behavioral Health

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

SHS: School Safety and Climate

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

Priority Content Area: Effective Use of Technology (EUT)

Key Search Terms

- Instructional Technology
- Professional Learning/Development
- Virtual Learning
- Digital Literacy
- Data
- Reporting

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- For EUT contacts within your SEA, look for an office of data, research, and technology; an office of information technology; and relevant divisions within your SEA's office of teaching and learning (e.g., divisions of instructional technology, professional learning, data reporting).

- For contacts in other state agency offices, consider looking at your state's department of information technology.

- When searching for state-level professional associations and organizations, consider looking for state and regional chapters of larger organizations dedicated to technology in education or school technology professionals.

EUT: Instructional Technology

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

EUT: Data and Reporting

	Department/ Organization Name	Website	Direct Contact Information	Notes (e.g., Current Relevant Initiatives, Ideas for Collaboration)
SEA Office(s)				
Other State Agency Office(s)				
Statewide Association(s) or Organization(s)				

Next Steps

After identifying potential state-level assets related to the Title IV-A priority content areas, SCs can use the information they have gathered in a variety of ways. The following are several options for SCs to consider.

- Schedule time to meet with contacts to inform them about the Title IV-A program, discuss overlapping initiatives, collaborate, and coordinate efforts. Prioritize reaching out to the individuals and organizations related to areas of highest need.
- Refer LEAs to individuals, offices, and organizations as resources when LEAs require support on a specific topic. Consider developing and sharing this tool as a reference sheet for LEAs (after getting permission to share individuals' contact information).
- Invite contacts to present to LEAs at Title IV-A Office Hours, trainings, and events.
- Share the tool with LEAs as an example of similar asset mapping work they might do with local community organizations.

> **Meaningful Collaboration Within Your State**
>
> To learn more about how to collaborate with state-level leadership, with peers, and across other organizations to expand the reach of the Title IV-A program, please see the T4PA Center's State Coordinator 101 Training Module 3, *Meaningful Collaboration Within Your State* (requires log-in). The module includes information on how to assess collaboration within your SEA, strategies and best practices for collaboration, and ways collaboration may differ based on audience.

Conclusion

Title IV-A SCs most likely have many resources within their SEAs and other state-level agencies and organizations that could assist them in supporting LEAs with Title IV-A content area implementation. Although compiling a list of state-level contacts and dedicating time to meet and build relationships with them may seem time-consuming in the short term, doing so can provide a valuable resource for SCs and their LEAs in the long term. In addition to generating a database of experts in each of the priority content areas, SCs can use this tool to reach out to and work with state-level assets to pool resources, build sustainability, and ultimately improve services offered to students and families.

CONTACT US

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