



Arizona Department of Education

Safe and Healthy Students

Educator and School Excellence Title IV-A

WSCC Federal Funding Guide

The CDC and ASCD's Whole School, Whole Community, Whole Child (WSCC) model approach to learning is critical to the success of students, educators, and communities. Many federal funding streams are already available to support the implementation of the WSCC model for both the students and adults on a school campus. This document intends to expand awareness of the potential opportunities to fund the implementation of WSCC activities and to open the door for further exploration using federal Every Student Succeeds Act (ESSA)¹ funds.

It is important to note that all funding needs must be identified in the Local Education Agency's (LEA) Comprehensive Needs Assessment

With any federal funding program LEAs must adhere to all federal funding regulations and State Education Agency (SEA) guidance, including Supplement not Supplant which is impacted by state and local laws

The Whole School, Whole Community, Whole Child, or WSCC model, is CDC's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

The WSCC model has [10 components](#)²:

- Health education
- Physical education and physical activity
- Nutrition environment and services
- Social and emotional climate
- Physical environment
- Health services
- Counseling, psychological, and social services
- Employee wellness
- Community involvement
- Family engagement

WSCC Component	Title I Eligible Students Only	Title II	Title IV-A	ESSER I exp 9/30/2022 ESSER II exp 9/30/2023	American Rescue Plan (ARP ESSER) exp 9/30/2024
Health Education	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Drug prevention programs • Violence prevention programs • Equipment • Healthy relationships programs • Other activities based on local needs 	<ul style="list-style-type: none"> • Recruitment • Induction • Coaching • Mentoring • Evidence-based PD • Educator evaluation systems • Leadership development, and residency programs • Any other activities a state deems important to improve educator effectiveness 	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Drug prevention programs • Violence prevention programs • Equipment • Healthy relationships programs • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care • Purchasing educational technology (including hardware, software, and connectivity) 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Physical Education and Physical Activity	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Equipment • Other activities based on local needs 	<ul style="list-style-type: none"> • Recruitment • Induction • Coaching • Mentoring • Evidence-based professional development • Educator evaluation systems • Leadership development, and residency programs • Any other activities a state deems important to improve educator effectiveness 	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Equipment • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care • Purchasing educational technology (including hardware, software, and connectivity) 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Nutrition Environment and Services	<ul style="list-style-type: none"> • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Other activities based on local needs 	<ul style="list-style-type: none"> • Evidence-based professional development • Other activities based on local needs 	<ul style="list-style-type: none"> • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Health Services (School Nursing)	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Other activities based on local needs 	<ul style="list-style-type: none"> • Evidence-based professional development • Other activities based on local needs 	<ul style="list-style-type: none"> • Certified salaries and benefits • Director salaries and benefits • Coordinator salaries and benefits • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Counseling, Psychological, and Social Services	<ul style="list-style-type: none"> • Counseling salaries and benefits • Social Worker salaries and benefits • School-based mental health programs • Coordination of health and social services, including mental health services • Programs providing mentoring and peer mediation, including external contractors and internal teacher stipends • Curriculum, creation and purchase • Therapies (animal, art, trauma, family) • Healthy relationships programs • Evidence-based PD, including registration and travel costs • Other activities based on local needs 	<ul style="list-style-type: none"> • Recruitment • Induction • Coaching • Mentoring • Evidence-based professional development • Educator evaluation systems • Leadership development, and residency programs • Any other activities a state deems important to improve educator effectiveness 	<ul style="list-style-type: none"> • Counseling salaries and benefits • Social Worker salaries and benefits • School-based mental health programs • Coordination of health and social services • Programs providing mentoring and peer mediation, including external contractors • Curriculum, creation and purchase • Therapies (animal, art, trauma, family) • Healthy relationships programs • Evidence-based PD, including registration and travel costs • Dropout prevention • Reentry programs for justice involved youth • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care • Purchasing educational technology (including hardware, software, and connectivity) 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Social and Emotional Climate	<ul style="list-style-type: none"> • Salaries and benefits/ SEL Specialist or Director • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Coordination of health and social services, including mental health services • Implementation of a school-wide tiered model • Restorative justice training or programs • Student peer to peer support groups • Dropout prevention PD and programs • Student assemblies • Mindfulness education • Programs providing mentoring and peer mediation, including external contractors and internal teacher stipends • Healthy relationships programs 	<ul style="list-style-type: none"> • Evidence-based SEL competency or standards PD • Evidence-based SEL/academic integration PD • In-service in universal, Tier I SEL • Restorative justice training • Mindfulness training • Peer coaching training • Stipends for off-contract professional development and training • Other activities based on local needs 	<ul style="list-style-type: none"> • Salaries and benefits/ SEL Specialist or Director • Curriculum, creation and purchase • Student resources • Evidence-based PD, including registration and travel costs • Coordination of health and social services, including mental health services • Implementation of a school-wide tiered model • Restorative justice training or programs • Student peer to peer support groups • Dropout prevention PD and programs • Student assemblies • Mindfulness education • Programs providing mentoring and peer mediation, including external contractors and internal teacher stipends 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care • Purchasing educational technology (including hardware, software, and connectivity) 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

<ul style="list-style-type: none"> • PBIS and MTSS supporting resources and programs • Reentry programs for justice involved youth • Drug prevention PD and programs • Anti-bullying PD and programs • Suicide prevention PD and programs • Character education PD and programs • Mental health awareness PD and programs • Other activities based on local needs 	<ul style="list-style-type: none"> • Healthy relationships programs • Reentry programs for justice involved youth • Drug prevention PD and programs • Anti-bullying PD and programs • Suicide prevention PD and programs • Character education PD and programs • Mental health awareness PD and programs • Other activities based on local needs 		
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Physical Environment	Not the intent of Title I funds	Not the intent of Title II funds	<ul style="list-style-type: none"> • Sensory rooms, including construction for allowable items 	<ul style="list-style-type: none"> • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Building modifications and improvements necessary to maintain or improve school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Employee Wellness	Not the intent of Title I funds	<ul style="list-style-type: none"> • Employee Wellness professional development 	<ul style="list-style-type: none"> • Employee Wellness programs • Employee Wellness professional development, including conference registration and travel costs • Consultant fees 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Family Engagement	<ul style="list-style-type: none"> • Family support and engagement services • Family support and engagement staff salaries and benefits • Outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services • Parent advisory council meetings • Home visits • Family SEL training • Expanding opportunities for families to meet outside of normal school hours • Other activities based on local needs 	<ul style="list-style-type: none"> • Evidence-based professional development for teachers and school leaders on family engagement 	<ul style="list-style-type: none"> • Family support and engagement services • Family support and engagement staff salaries and benefits • Outreach activities for children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services • Parent advisory council meetings • Family SEL training • Family fitness, yoga, mindfulness nights • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Purchasing educational technology (including hardware, software, and connectivity) 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

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Community Involvement	<ul style="list-style-type: none"> • Community partnerships with local healthcare clinics • Collaboration with CAMP (Community Assistance Migrant Program) • PD for parents and families • Community support and engagement services • Community support and engagement staff salaries and benefits • Other activities based on local needs 	Not the intent of Title II funds	<ul style="list-style-type: none"> • Outreach activities for children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services • Community support and engagement services • Community support and engagement staff salaries and benefits • PD for community members • Other activities based on local needs 	<ul style="list-style-type: none"> • Any activity previously funded through ESSA • Supplies necessary to maintain school operations during and after the COVID-19 pandemic • Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth 	<ul style="list-style-type: none"> • LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented students • Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE. • May be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

Resources:

- 1- US Department of Education Every Student Succeeds Act- Title I, Title II, Title IV-A- <https://www.ed.gov/essa?src=rn>
- 2- WSCC Model Overview- <https://www.cdc.gov/healthyschools/wsc/index.htm>
- 3- Elementary and Secondary School Emergency Relief (ESSER) Fund- <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>
- 4- CARES Act ESSER Funds Fact Sheet- <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>
- 5- The CARES Act: A Federal Funding Opportunity for Health and Physical Education- SHAPE America Blog Post- <https://blog.shapeamerica.org/2020/06/the-cares-act-a-federal-funding-opportunity-for-health-and-physical-education/>
- 6- American Relief Plan (ARP ESSER) Funds Fact Sheet and ESSER Comparison Guide- https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
- 7- US Department of Education Family Engagement- <https://www.ed.gov/family-and-community-engagement?src=rn>
- 8- US Department of Education Supplement not Supplant- <https://www.ed.gov/news/press-releases/fact-sheet-supplement-not-supplant-under-title-i-every-student-succeeds-act>

For more information on federal funding guidance specific to your state or school, please contact your State Department of Education or Public Instruction Federal Funding Program.

For more information on this WSCC Funding Guide please contact:

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She/Her/Hers

Arizona Department of Education

Title IV-A Safe, Healthy & Active Students Specialist

<https://www.azed.gov/safeandhealthy>