Title IV-A Funding Request

Student assembly with Chad Kempel · editable template

> **Before you send this, delete this box.**
>
> Fill in or delete everything highlighted in yellow. Pick one talk in section 3 and delete the other two.
>
> Title IV-A money is spent through your district's plan, and your federal programs director decides whether an assembly fits it. Send this to them.
>
> The rules behind each section, in plain English: chadkempel.com/funding/title-iv-a

To	[Name], Federal Programs Director, [District]
From	[Name and title], [School]
Date	[Date]
Re	Title IV-A request for a student assembly

1. WHAT WE'RE REQUESTING

[School] requests $[amount] in Title IV-A, Part A (Student Support and Academic Enrichment) funds for a [length]-minute assembly for grades [9–12] on [date or month]. About [number] students will attend.

2. THE NEED

[In one or two sentences, describe the need and where it shows up: our needs assessment, a climate survey, counseling referrals, attendance or discipline data.]

3. WHERE IT FITS IN THE PLAN

- **The Weight You're Carrying (stress and mental health).** We're requesting this under safe and healthy students, as part of improving school conditions for student learning (20 U.S.C. § 7118).
- **I Walked the Hallways Alone (belonging and bullying).** We're requesting this under safe and healthy students, which includes programs that help prevent bullying and harassment (20 U.S.C. § 7118). It's one part of our work on bullying, alongside our policy and how students report.
- **Anything Is Possible (goals and resilience).** We're asking whether this fits our well-rounded education activities (20 U.S.C. § 7117).

[If you know it, name the line in our district's Title IV-A plan this falls under.]

4. WHAT STUDENTS GET

The speaker is Chad Kempel. He holds an MA in Experimental Psychology and taught psychology and statistics at San Jose State University for five years. He plans the talk with our counseling team, sends them the full outline ahead of time and follows safe-messaging guidelines on hard topics. The assembly ends with student Q&A, and students who want more than a quick word afterward are walked to a counselor. He isn't a therapist and doesn't present himself as one.

- **The Weight You're Carrying** (40 to 50 minutes). Stress and mental health. Four ideas students can use: cognitive load, the freeze response, displacement and post-traumatic growth. Each student gets a private take-home sheet.
- **I Walked the Hallways Alone** (40 to 50 minutes). Belonging and bullying. It ends with one ask: sit down next to someone who's sitting alone.
- **Anything Is Possible** (45 to 55 minutes). Goals and resilience, told through his own story. Every student leaves with a goal card.

5. FAMILIES

Title IV-A programs in this area are supposed to involve parents (20 U.S.C. § 7118). Before the assembly we'll send families a letter in English and Spanish that says what the talk covers, with an opt-out for any family that wants one.

6. OBJECTIVES AND HOW WE'LL CHECK

The district's application describes its objectives and how it will check on them from time to time (20 U.S.C. § 7116). For this assembly:

Objective: [What students should leave with. Example for The Weight You're Carrying: students can name one way to handle stress and where to find a counselor at school.]

How we'll check: If our school approves it, students answer three anonymous questions at the end of the assembly, and the speaker sends a one-page summary within a week. The summary reports what students said that day, not what they'll do later. [Add anything else you'll look at, such as counseling visits or a question on your next climate survey.]

7. FOLLOW-UP IN CLASSROOMS

The next morning, teachers use discussion questions and a journal prompt from chadkempel.com/educator, with a check-in two weeks later. That follow-up ties the assembly to the rest of our work.

Federal cost rules don't allow entertainment costs without "a specific and direct programmatic purpose" (2 CFR 200.438). The purpose here is in sections 2, 3 and 6, and the follow-up carries it past the day of the assembly.

8. BUDGET

Item	Amount
Speaker fee, one assembly ([region] rate, 2026–27)	$[amount]
Travel	[Included] or $[amount]
Second session of the same talk, same day (if needed)	$[amount]
Total requested	**$[amount]**
Students served	[number]
Cost per student (total divided by students)	$[amount]

The fee is the speaker's published rate for the 2026–27 school year (chadkempel.com/funding/cost). There's no deposit. Chad Kempel LLC invoices after the assembly, with payment due in 30 days by check or ACH. A purchase order is welcome.

9. ATTACHED

- Principal approval packet
- Parent letter, English and Spanish, with the opt-out
- Student survey questions (if we're using the survey)
- Teacher follow-up from chadkempel.com/educator
- Certificate of insurance ($1M per occurrence / $2M aggregate, can name our district) and W-9, both from the speaker on request
- Sample booking agreement

All of these are on chadkempel.com/docs.

Requested by [name, title]	Date
Principal	Date
Federal programs director: ☐ Approved ☐ Not approved	Date

Questions for the speaker: chad@chadkempel.com · (208) 391-2959. He replies within 48 hours.