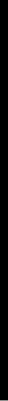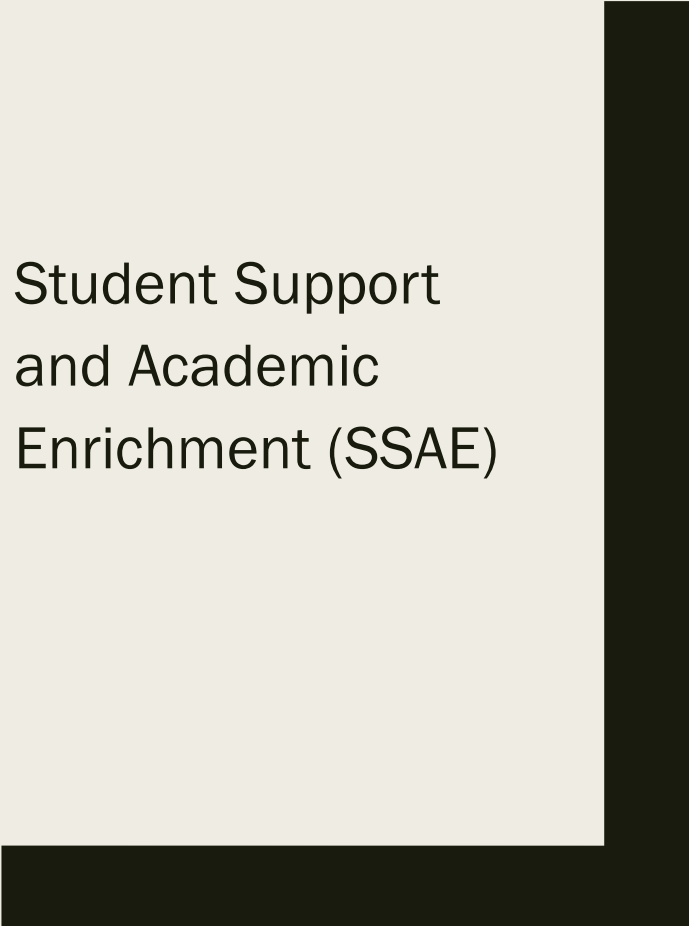# TITLE IV PART A

Student Support and Academic Enrichment (SSAE)

welcome

- Jodi Parker: Title IVA Coordinator
- Krystol Carfaro: Title IVA Support Specialist

Norms

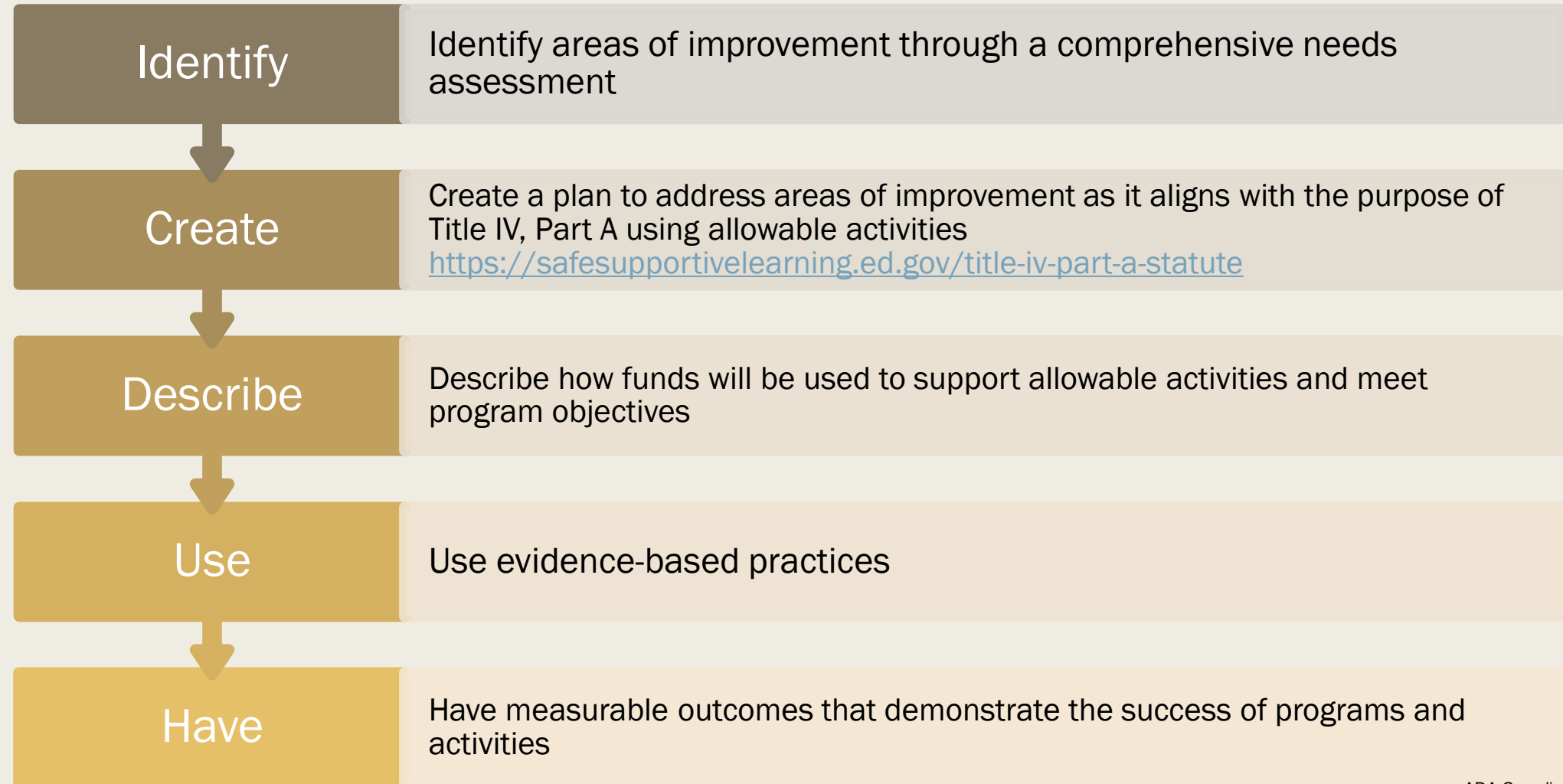|	
Keep	Please keep your mic muted when not speaking.
Turn on	Turn on your camera, if possible, when speaking.
Use	Use the chat box for questions as we go.
Add	Add your school or district name to the end of your name.
Participate	Participate as much as you want, this is for you!

Purpose of Title IV Part A

■ The purpose of this program is to increase educational equity and opportunities for all students by:

– *Providing all students with access to a well-rounded education*

– *Improving school conditions for student learning*

– *Improving the use of technology in order to support academic achievement and digital literacy*

Program Requirements

Identify	Identify areas of improvement through a comprehensive needs assessment
Create	Create a plan to address areas of improvement as it aligns with the purpose of Title IV, Part A using allowable activities https://safesupportivelearning.ed.gov/title-iv-part-a-statute
Describe	Describe how funds will be used to support allowable activities and meet program objectives
Use	Use evidence-based practices
Have	Have measurable outcomes that demonstrate the success of programs and activities

Title IVA Description

- Title IVA provides an opportunity for educational excellence for each Utah student by ensuring equity of educational opportunities and culturally responsive practices to promote each student's academic success and well-being.

- Awards of $30,000 must include *each* allowable activity:
  - Well-Rounded Educational Opportunities
  - Safe and Healthy Students
  - Effective Use of Technology

- Awards under $30,000 must choose at least *one* allowable activity

ADDITIONAL PROGRAM REQUIREMENTS FOR AWARDS OVER $30,000

Conduct
Conduct a comprehensive needs assessment (minimum of once every three years)

Spend
Spend no less than 20% on Well Rounded Educational Opportunities and Safe and Healthy Students

Spend
Spend a percentage of funds on Effective use of Technology

- no more than 15% of funds spent in the area of Effective use of Technology may be used for infrastructure

Program Objectives

■ Increase opportunities for underrepresented groups including

- *Female students*

- *Minorities*

- *English language learners*

- *Children with disabilities*

- *Economically disadvantages students*

- *Students in rural or underserved areas*

Consultation

- LEAs must develop application through consultation with stakeholders including:
  - *Parents*
  - *Teachers, principals, other school leaders*
  - *Specialized instructional support personnel*
  - *Students*
  - *Community-based organizations*
  - *Local government representatives (law enforcement, juvenile court, child welfare agency)*
  - *Indian tribes or tribal organizations*

Allowable Programs:
Well-Rounded Educational Opportunities

Offer well-rounded educational experiences to all students - including minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects

Experiences may include:

- College and career guidance and counseling programs

- Programs and activities that support the arts

- Programs and activities to improve student engagement in STEM

- Improve student achievement through accelerated learning

- Promote programs to teach social studies, foreign languages, environmental education, volunteerism, and community involvement.

- Support activities that integrate multiple content areas, such as combining literacy and health or mathematics and art.

- Any subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Allowable Programs: Safe and Healthy Students

- Foster safe, healthy, supportive, and drug-free environments that support student academic achievement which may include:
    - Evidence-based substance abuse prevention, suicide prevention, child sex abuse prevention and violence prevention programs
    - School-based mental health services and awareness training for staff
    - Programs and activities that integrate health and safety practices into school or athletic programs
    - Programs and activities that support a healthy, active lifestyle, including nutritional education and regular structured physical activity programs
    - Evidence-based bully and harassment prevention programs
    - Providing mentoring and school counseling to all students, including those at risk of academic failure, dropping out of school, or otherwise at-risk students.
    - High-quality training for suicide prevention, trauma-informed practices, crisis management, conflict resolution, human trafficking, violence-prevention, substance abuse prevention, bullying and harassment prevention
    - School-wide positive behavior interventions and supports

ADA Compliant 8/21

Allowable Programs: Effective Use of Technology

- Increase access to personalized, rigorous learning experiences supported by technology by
    - Providing educators, school leaders, and administrators with professional learning tools, devices, content, and resources to personalize learning to improve academic achievement, adapt high-quality educational resources, use technology effectively in the classroom and blended learning strategies
    - Building technological capacity
    - Developing or using effective or innovative strategies for rigorous academic courses
    - Blending learning projects
    - Providing students in rural, remote, and underserved areas with resources for high-quality digital learning experiences and access to online courses

High Leverage Strategies

■ Content teams are putting together High Leverage Strategy documents to outline how Title IVA funds can be used in different areas.

Title IVA High Leverage Strategies

Strategies that relate to Allowable Activities for Mathematics

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Integrate mathematics into other content areas, including but not limited to STEM, for improved student engagement and deeper learning and/or provide professional learning for effective and elegant integration.
- Implement de-tracking of students (move away from the system of separating students by ability and performance in mathematics).
- Implement de-tracking of teacher ownership over courses (move away from experienced teachers teaching advanced courses and new teachers teaching remedial courses).
- Provide Professional Learning for content and pedagogical knowledge of teachers (e.g., Effective Mathematics Teaching Practices, Standards for Mathematical Practices (SMP), Comprehensive Mathematics Instruction (CMI), Equity-Based Mathematics Teaching Practices, cultivating positive student mathematical identities).
- Provide Professional Learning on the Utah Core Standards Mathematics progressions to deepen understanding of learning trajectories (e.g., coherence of standards, learner development, learning trajectories, core progressions).
- Implement strategies for equitable and accessible mathematics instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds).
- Provide mathematics coaches to schools and/or support the professional learning of mathematics coaches.
- Provide Professional Learning about and support for the implementation of Utah's Multi-tiered System of Supports (UMTSS).

Title IVA High Leverage Strategies

Strategies that relate to Allowable Activities for **English Language Arts**

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Professional Learning to Increase:
  - Content and pedagogical knowledge of teachers
  - Progressions to deepen understanding of the trajectory of English Language Arts standards
  - Support of an instructional coach

- Multi-tiered System of Supports
  - High quality instruction
    - Evidence-based curriculum/instructional practices related to:
      - Explicit letter-sound skills and phonological awareness to the advanced level,
      - Phonics instruction and reinforcement,
      - Opportunities for reading connected text in engaging and accountable ways,
      - Writing,
      - Reading comprehension, and/or
      - Integrating knowledge and ideas across texts
- Team-based problem solving
  - Targeted interventions and assessments aligned to students' diagnostic needs

- Data-based decision making

- Dyad Reading

- Disciplinary Literacy

- R277-707: Equitable opportunities for students to gain access to early college opportunities

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

TITLE IVA EXAMPLES OF ALLOWABLE ACTIVITIES

Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
ACCESS & OPPORTUNITY **A Students' Civil Right!**	*Evidence-based activities*	*Evidence-based activities*
➤ **Arts Education** ➤ **Advanced Learning** *(AP/IB/Dual Enrollment, etc.)* ➤ **American History, Economics, Civics, Environmental Ed** ➤ **College & Career Counseling** ➤ **Foreign Language** ➤ **Gifted Education** ➤ **Physical Education** ➤ **Professional Development** ➤ **Social & Emotional Learning** ➤ **STEM / STEAM** ➤ **And Much More!**	➤ Community Partnerships ➤ Conscious Discipline ➤ Dropout Prevention ➤ Mental Health Services and Counseling ➤ Parent and Family Engagement ➤ Professional Development ➤ PBIS and SEL programs ➤ Physical Activity/Wellness ➤ Restorative Justice	➤ PD for teachers, students, administrators to effectively *use* technology ➤ Blended Learning ➤ Flipped Classrooms ➤ Independent Study ➤ Technology Integration PD ➤ Technology Infrastructure* *may be subject to the 15% Special Rule

Comprehensive Needs Assessment

- Any LEA receiving $30,000 or more in Title IV Part A funding must complete the comprehensive needs assessment

- LEA need to complete the needs assessment every three years

- Identify areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate safe and healthy environment for students, and effective use of technology.

- Complete the needs assessment prior to selecting goals to identify the actual needs of the LEA. Done authentically, the needs assessment will reveal areas for improvement in each area.

Comprehensive Needs Assessment

- The needs assessment examines relevant data to understand the most pressing needs including:
  - *Local needs and root causes*
  - *System inequities*
  - *Prioritization when several needs are identified*

- LEAs can download and use the needs assessment tool to assist:
  - *https://safesupportivelearning.ed.gov/title-iv-part-lea-needs-assessment-tool*

Comprehensive Needs Assessment

- ■ After completing the comprehensive needs assessment the following need to be reported back to USBE as part of the application:
  - *Sources and findings of data review*
  - *Stakeholder groups involved*
  - *Action plan for program activity (well-rounded educational opportunities, safe and healthy students, effective use of technology)*
  - *USBE does __NOT__ need the full assessment (tool or other method used to complete comprehensive needs assessment)*

Additional Program Requirements

- Reporting/Recordkeeping

- Ensuring all costs are reasonable, allocable, and allowable

- Requesting reimbursement through Utah Grants using the reimbursement form

Title IV, Part A, SSAE Grant Reimbursement Form				Total Reimbursement Request Amount *Office Use Only
Activity Type	**Safe and Healthy**	**Well Rounded**	**Effective Use of Technology**	
Amount Requesting	$0.00	$0.00	$0.00	$0.00

Summary

Provide a summary outlining the breakdown of the expenses and how you arrived at the amount in the box below

By submitting this form, I am certifying that all information is correct and true to the best of my knowledge.

Supplement NOT Supplant

Funds used from this grant MAY NOT be used to supplant costs. Meaning, if an LEA traditionally uses funds from another State and/or local program, they cannot replace those dollars with Title IVA funds.

LEAs CAN supplement costs. Meaning, an LEA can provide additional services, staff, programs, or materials that would not otherwise be funded without Title IVA.

Application Sections

Part I

- Proposal Introduction
  - Abstract

Part II

- Narrative
  - Needs Assessment and Goals
  - Evidence-Based Interventions

Part II

- Budget and Budget Justification
  - Completed in Utah Grants Management
  - On application include budget alignment to allowable activities (not done in Utah Grants Management)

Other Things to Include in Application

Reference – as needed

Confidentiality Claim Form – if applicable

Partnership Participants Form – if applying via consortia

QUESTIONS?

Jodi.Parker@schools.utah.gov

Krystol.Carfaro@schools.utah.gov