Coordination and Connectivity: Maximizing Federal Programs Collaboration for Student Success

2020 Georgia Compensatory Educational Leaders Conference

Presented by:
Federal Programs Staff
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Title III, Part A- Language Instruction for English Learners and Immigrant Students

Overview
Title III, Part A - Language Instruction for English Learners and Immigrant Students

The purpose of Title III, Part A is threefold:

- To provide English learners (ELs) a supplemental language instruction educational program designed to ensure they attain high levels of English proficiency and meet challenging state academic standards;
- To provide teachers and school leaders of ELs professional learning on curriculum, instruction, and assessment for ELs; and
- To engage EL parents, families, and communities in the school’s supplemental language programs.

The purpose of the **Immigrant** subgrant is to provide instruction, services, and support to Immigrant students and their families that ensures their socio-cultural adjustment to U.S. schools such that they learn English (when applicable) and attain academic proficiency.
Title IV, Part A – Student Support and Academic Achievement

Overview
Title IV, Part A – Student Support and Academic Achievement

The Student Support and Academic Enrichment (SSAE) grants are intended to improve students’ academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).
Where does it all start?

**Consolidated LEA Improvement Plan (CLIP)**

What is your main focus for today?
Focus Areas to Maximize Student Achievement

$30,000 or ≤ focus on one area
> than $30,000= 20% min. for WR, 20% min for SH & a portion to ET with no more than 15% in infrastructure.

Well Rounded Education
- Professional Development
- Endorsements
- Hiring bilingual paraeducator
- Tutoring Services
- ELL Development & Materials
- Technology Devices to use with direct instruction for students
- Parent Information Nights

Safe & Healthy
- Materials and resources for counselor/behavior interventionist in support for students
- Providing school-based mental health services and counseling
- Screeners (visual, dental, etc.) Hygiene Products

Effective Use of Technology
- Conferences related to the use of technology for educators to improve the academic content.
- Subscriptions for educator use to maintain student data
- Blended Learning Projects
- Infrastructure
- Internet Service for Area
Title IV, Part B – 21st Century Community Learning Centers

Overview
Title IV, Part B – 21st Century Community Learning Centers

The purpose of Georgia’s Title IV, Part B, 21st Century Community Learning Centers Program is to provide federal funds to establish or expand community learning centers that operate during out-of-school hours and have three specific purposes:

- To provide opportunities for academic enrichment and tutorial services
- To offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and
- To offer families of 21st CCLC students’ opportunities for literacy and related educational services.
Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth

Overview
Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that students experiencing homelessness encounter when enrolling, attending, and succeeding in school. Under this program, State Educational Agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Students experiencing homelessness must have access to educational and other services that they need to enable them to meet the same challenging academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

Each Local Educational Agency is required to appoint a Homeless Education Liaison to address the needs of children and youth experiencing homelessness.
Questions to Consider

- How many of the federal programs discussed today are currently being utilized by your LEA?
- What innovative programs or strategies has your LEA created to maximize use of these funds?
- What is one fast fact about the funding sources mentioned today that you didn’t already know?
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