GaDOE
Georgia Department of Education

Title IV, A

An Overview of Strategies that Support McKinney-Vento and Foster Youth
Dawna Hatcher
Title IV A Program Specialist
GaDOE Homeless Education Conference
September 18, 2018
Cobb Galleria Centre

Georgia's System of Continuous Improvement

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Unified approach to improvement
- **Common language framework**
- **Problem solving model**
- **Serving the Whole Child**

Today's Objectives

❑ **Title IV A as a funding source**

❑ **Federal Requirements**

❑ **Allowability**

❑ **Focus Areas**

    ❑ **Well-Rounded Opportunities**

    ❑ **Safe and Health Students**

❑ **Collaboration and Coordination**

❑ **Examples**

❑ **SSAE Title IV, A Community Forum**

❑ **Questions**

Title IV, A as a funding source

LEA receives **$30,000 or more**, must budget –

- ≥ 20% for activities to support **well-rounded educational opportunities**

- ≥ 20% for activities to support **safe and healthy students**

- A portion of funds for activities to support **effective use of technology** (≤15% rule on technology infrastructure as described in ESSA section 4109(b))

ESSA, Title IV-A, Section 4106 (e)(2)(C-E)
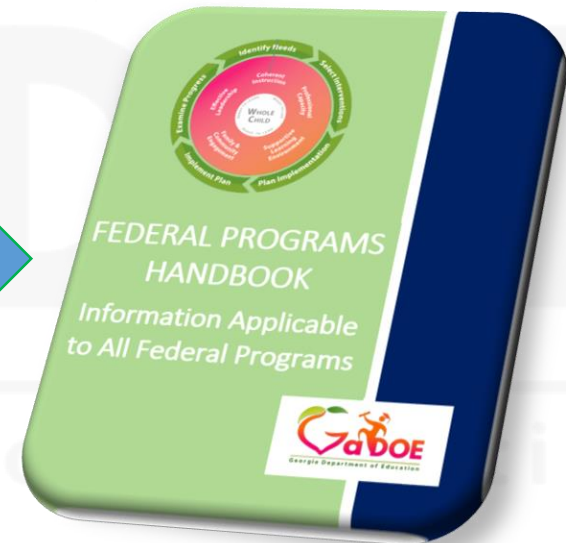
Evidence-Based Interventions

The ESSA and U.S. Department of Education (ED) regulations require districts and schools to spend federal funds in support of evidence-based interventions.

Include the evidence-based level as described in the Federal Programs Handbook, Chapter 9, page 108. Refer to Supporting Resources on page 109 to locate the evidence that supports activity/intervention. If a rationale-based level (logic model) is to be submitted, please refer to Supporting Resources on page 118. Line items like program/activity administrators (program to be administrated will require evidence), travel expenses, subs, drivers and supplies do not require the annotation of the evidence-based level. *Special Note-Maintain the evidence-based documentation on file at district level.

LEA Guidance – "Selecting Evidenced-Based Interventions"

NEW!

FEDERAL PROGRAMS HANDBOOK
Information Applicable to All Federal Programs

Allowable Activities

✓ Is the proposed activity part of the locally developed plan based on results of **need** assessment?

✓ Is the proposed activity consistent with the purposes of one of the **three content areas**?

✓ Is the proposed activity **reasonable and necessary** for performance of the grant? (Allowability in accordance with 2 CFR Part 200).

✓ Is the proposed activity **supplemental**?

Title IV, A - Allowability

The SSAE program provides LEAs the flexibility to tailor investments **based on the needs** of their **unique student populations** for a variety of activities with the intent and purpose of improving student outcomes and/or addressing the opportunity gaps identified through the needs assessment.

How can SSAE Title IV, A support your needs?

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

1 Provide all students with access to a well-rounded education (WR)

2 Support safe and healthy students (SH)

3 Support the effective use of technology to improve academic achievement and digital literacy for all students (ET)

Focus Areas

WELL-ROUNDED

The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students.

Programs and activities carried out under this section must be coordinated with other schools and community-based services and may be conducted in partnership with institutions of higher education (IHEs) and other entities.
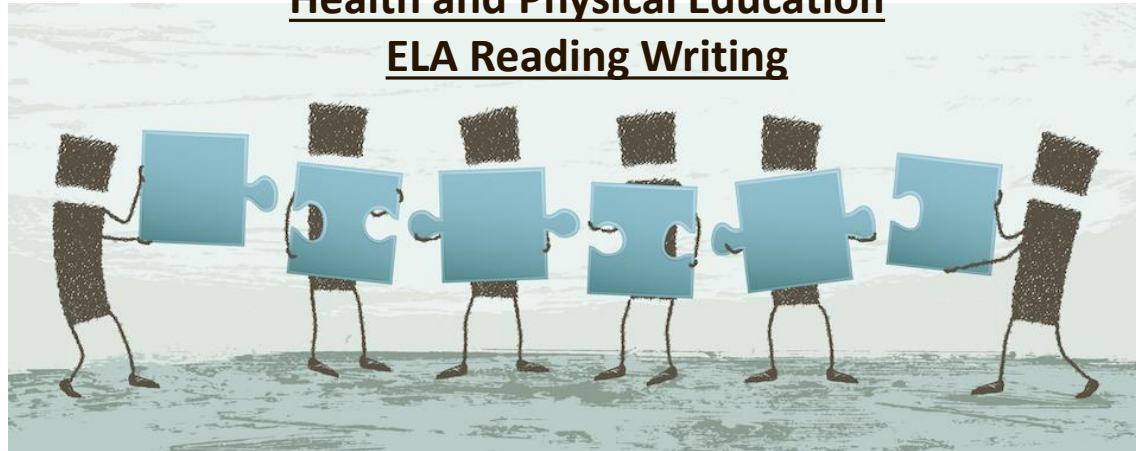
WELL-ROUNDED

STEM/STEAM
Performing and Visual Arts
World Language
Computer Science
Health and Physical Education
ELA Reading Writing

Accelerated Learning Programs
Social Emotional Learning
Civics Instruction
Expanded Learning Opportunities
College and Career Counseling
Environmental Education
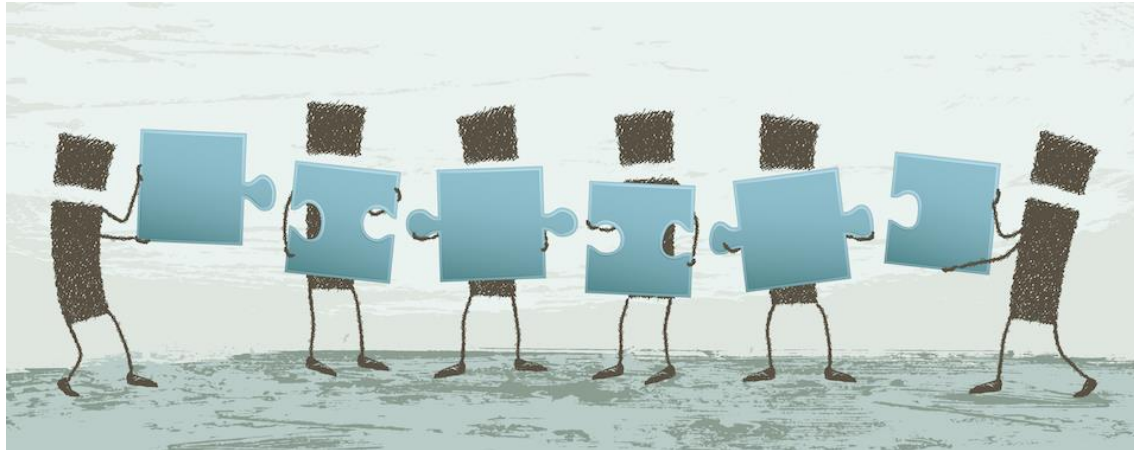**Promotion of Volunteerism and Community Involvement**

WELL-ROUNDED

Mentoring

programs and services are designed to help students develop personal, social, educational, and career skills

Out-of-School Programs

Expanded learning opportunities occur before school, after school, during breaks, or over the summer

Program and Community Collaboration
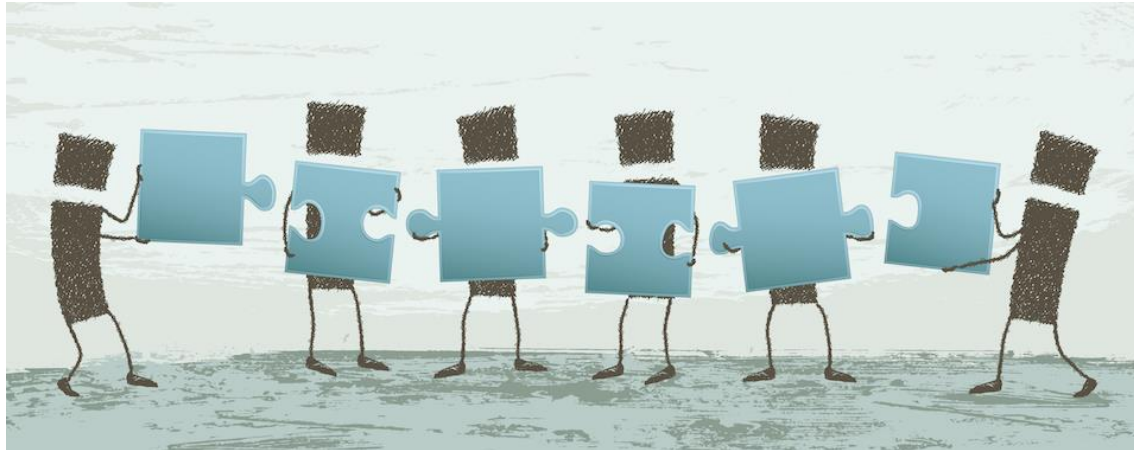## Reimbursing low-income students for AP exams
Counseling, mentoring or other programs that develop critical thinking and study skills

Prepare for college, choosing rigorous high school course offerings, choose from among career options.
• Enroll in and receive federal financial aid through the FAFSA.
• Pursue academic and occupational training needed to succeed in the workplace.

WELL-ROUNDED

During the planning process, LEAs should consider both academic and social emotional learning outcomes for students

Social Emotional Learning (SEL)

School-based SEL programs play an important role in fostering healthy relationships and increasing academic and career success

Title IV, A Safe and Healthy Students

Parent Involvement

School-based mental health services and counseling

Bully Prevention

School Climate

Healthy, active Lifestyles

Reduce exclusionary discipline

Dropout Prevention

Restorative Justice

Violence awareness and Prevention

Community Partnerships

Improving school conditions for student learning.

SSAE program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.

Safe and Supportive Learning Environments

- Multi-Tiered System of Supports
- Schoolwide Positive Behavioral Interventions
- Preventing Bullying and Harassment
- Relationship-Building Skills
- School Dropout Prevention
- Re-Entry Programs and Transition Services for Justice Involved Youth
- School Readiness and Academic Success

9/26/2018

Safe and Supportive Learning Environments

• Child Sexual Abuse Awareness and Prevention

• Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline

• Suicide Prevention

• Violence Prevention, Crisis Management and Conflict Resolution

• Preventing Human Trafficking

• Building School and Community Relationships

• Culturally Responsive Teaching and Professional Development of Implicit Bias

9/26/2018

Student Physical and Mental Health

- Mentoring and School Counseling
- Drug and Violence Prevention
- Health and Safety Practices in School or Athletic Programs
- School-Based Health and Mental Health Services
- Healthy, Active Lifestyle, Nutritional Education
- Physical Activities
- Trauma-Informed Classroom Management
- Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes
- Chronic Disease Management

9/26/2018

Examples

Needs-based and Supplemental

- ❑ Salaries
- ❑ Substitutes
- ❑ Stipends
- ❑ Professional Training/Development
- ❑ Conferences
- ❑ Travel
- ❑ Fees
- ❑ Contracted Services
- ❑ Resource Materials
- ❑ Supplies

- ❑ Software
- ❑ Screeners
- ❑ Coaches
- ❑ Field Trips
- ❑ Transportation
- ❑ Train the Trainer
- ❑ Guest Speakers
- ❑ Dual Enrollment Activities
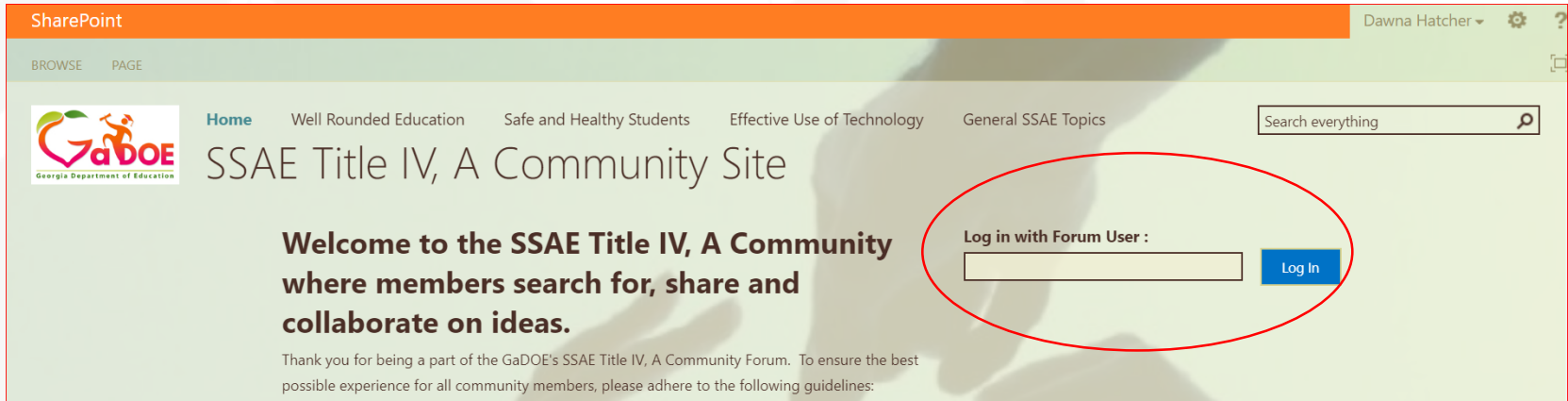- ❑ AP Testing for low-income students
- ❑ Direct Serve Professional Services

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Will it work for our district?
Does it address our needs?

SSAE Title IV, A Community Site Online Forum

- **Log into the community forum using your official school email address.**
- **Adhere to posted guidelines.**
- **If you have questions/comments or are unable to log in, please contact Dawna Hatcher.**

http://ssae.gadoe.org

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"

Nathan Schult	Dawna Hatcher
Program Manager	**Program Specialist**
nschult@doe.k12.ga.us	dhatcher@doe.k12.ga.us
404-232-1197	**404-293-1490**