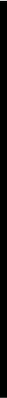




TITLE IV PART A



Student Support
and Academic
Enrichment (SSAE)



welcome

- Jodi Parker: Title IV-A Coordinator
- JoAnna Sorensen: Title IV-A Program Specialist
- Yanka Demireva: Financial Operations Support

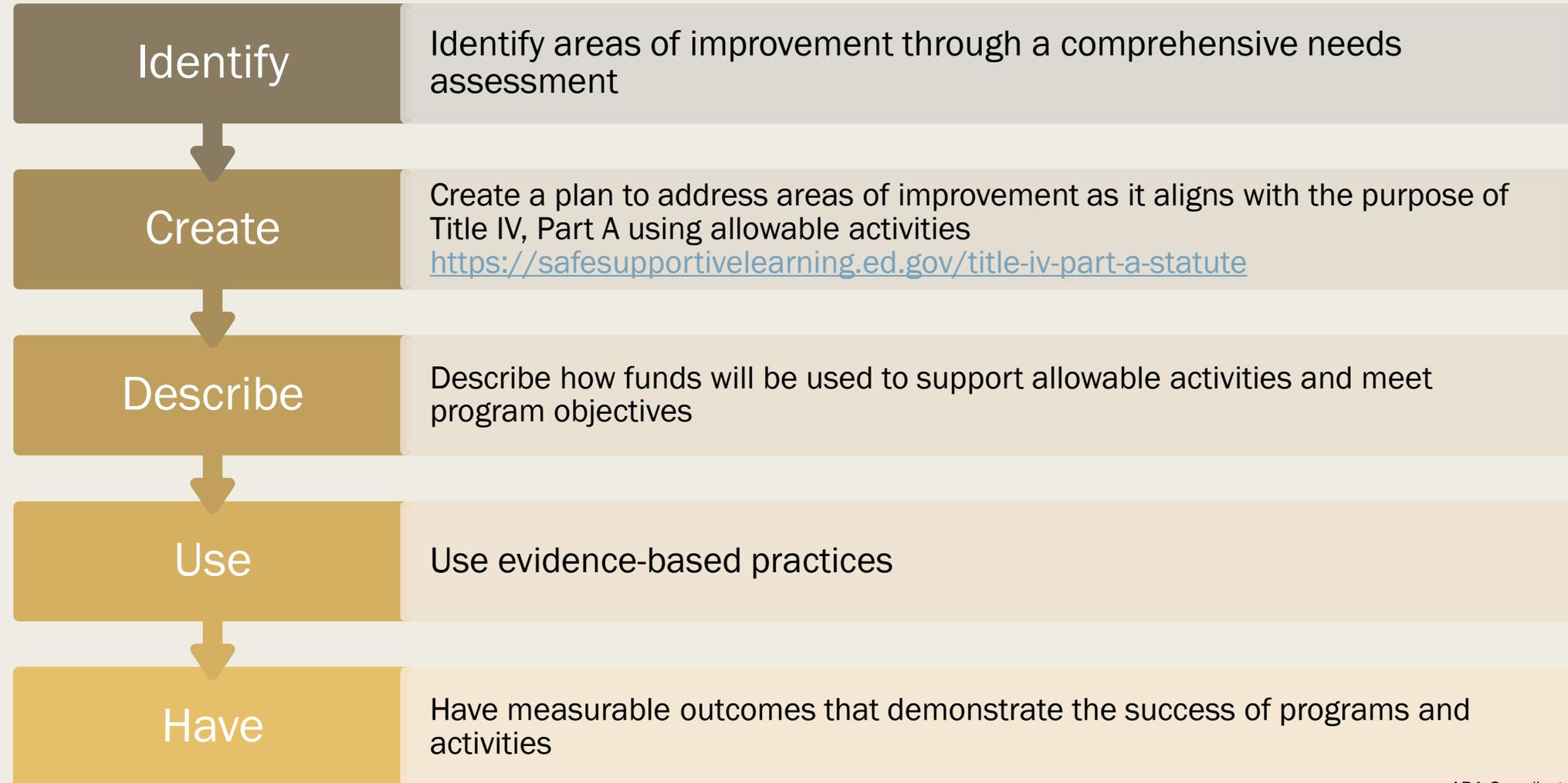
Meeting Norms



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



Title IV-A Description

- Title IV-A 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 portion 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 disadvantaged 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

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 have put together strategy documents to outline how Title IV-A funds can be used in different areas.
- Currently 12 different strategy guides with more to come from various areas of the state office (i.e., mathematics, STEM, social studies, health, physical education, school nurse, CTE).
- Access in the [LEA shared drive](#)

Strategies that relate to allowable activities for Safe and Healthy Students

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:

- Implement a health and wellness policy that utilizes a multi-tiered system of support to improve the health and wellness of employees and students, reducing chronic absenteeism.
- Develop and implement a head injury response policy that targets injured students throughout the school day while sufficiently addressing reported head injuries, including parent notification.
- Increase student health and safety through access to emergency medications. The LEA will use a multi-tiered system approach resulting in a school-wide albuterol and epinephrine program.
- Increase student's access to healthy and safe school environments by increasing school nurse availability and health services within the LEA. Improved access may include compensation of nursing time through professional training, salaries, and benefits resulting in evidence-based practice and improved health outcomes.
- Salaries for registered nurses that successfully provide student-centered nursing care through consistent utilization of NASN's Framework for 21st Century School Nursing Practice, including its six principles, but not limited to: standards of practice, care coordination, leadership, quality improvement, and community/public health.

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:

- Multi-tiered System of Supports
 - Targeted interventions and assessments aligned to students' diagnostic needs
- Effective Use of Technology:** Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:
- Intervention Software Programs
 - Opportunities for reading connected text in engaging and accountable ways

Strategies that relate to allowable activities for Students with Disabilities Learning Virtually

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

- Providing professional learning opportunities for teaching in the virtual classroom focused on:
 - Implementing assessments in which students have a variety of options to demonstrate their understanding of a principle or skill (including project-based learning, responding orally, or other student-generated creative solutions).
 - Establishing procedures in courses for how and when work needs to be submitted (such as bi-weekly/weekly due dates for all assignments) to help students establish a schedule while working in numerous virtual courses.
 - Providing resources to students to help them establish a schedule by which they can accomplish their learning activities and goals each week. For example, what does "attendance" look like? Is it measured in the completion of work, participation in synchronous activities, weekly check-ins with instructors, etc.?
 - Delivering instruction via an Learning Management System (LMS) (like Canvas, Blackboard, Schoology, etc.) in a highly organized manner where students can easily find instructor contact information, frequently asked questions, what activities need to be completed, and more. Material should be displayed in the most accessible way possible (images should provide appropriate alt-text for students using a screen reader, colors should demonstrate ample contrast, etc.).
 - Providing audio/video instructions alongside written instructions for learning activities. This also provides instructors an opportunity to share examples of student work which learners can use as inspiration or a model for their own work. Additionally, the inclusion of checklists/to-do lists in longer assignments can be an incredibly helpful scaffold to help students succeed.
 - Avoiding the development of learning materials based on "learning styles" (visual learner, kinesthetic learner, auditory learner). Students can learn under a variety of approaches, and "learning styles" are not evidence-based (Nippold et al., 2020).
 - Providing meaningful, thoughtful feedback on student work in a variety of media (including written text, audio messages, or video messages). Not only does this provide students with helpful information while mastering a particular skill or concept, it helps them establish the instructor as a caring, involved individual in their educational experience.

Comprehensive Needs Assessment

- Any LEA receiving \$30,000 or more in Title IV Part A funding must complete the comprehensive needs assessment.
- LEAs receiving less than \$30,000 are encouraged to complete a 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/titl-e-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)*

Use Cases in Utah Grants Management

- When setting your budget, you will need to identify which program area the funds will be used:
 - *Well Rounded Educational Opportunities*
 - *Safe and Healthy Students*
 - *Effective Use of Technology*

▲ Proposed Uses of Total Funds

#	Expense Type (Expense Code)	Sum Use Case Proposed Budget Amount
1	Salaries (100)	\$0.00

Use Cases (19)

Title	Proposed Budget Amount	Actions
01. Required 20 Percent	\$0.00	🟢
02. ESEA of 1965	\$0.00	🟢
03. IDEA	\$0.00	🟢

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
 - Cover/Assurances – including equitable access provisions for private schools within LEA boundaries
- Abstract

Part II

- Narrative
 - Needs Assessment Data, Stakeholder Groups, and Goals
- Action Plan for Each Program Activity

Part III

- Budget and Budget Narrative
 - 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



References, as needed



Confidentiality Claim Form, if applicable



Partnership Participants Form – if applying via consortia

Transferring Funds to Title I or Title II

1. Waive Title IV-A Funds in Utah Grants Management
2. Complete Transfer Request Form and **email** it to jodi.parker@schools.utah.gov and yanka.demireva@schools.utah.gov

You must complete *both* steps

LEA Title Funds Transfer Request Form

Section 5103(b)(2) of ESSA - FY 2022 (1/7/21 - 9/30/23)



INSTRUCTIONS

Before completing this form, make sure you that you have waived funds from the program you are transferring funds from in the Utah Grants Management System. Then, **email** a completed and signed version of this document to the USBE grant manager for the program from which funds are being transferred. **DO NOT UPLOAD THIS FORM TO UTAH GRANTS.**

USBE Grant Program Managers:
Title II, Part A: [Kami Dupree](#) Title IV, Part A: [Jodi Parker](#)

CONTACT INFORMATION

LEA Name:

LEA Contact Name: Title:

Email Address: Phone:

LEA IDENTIFICATION OF PROGRAM(S) TRANSFERRING FUNDS

An LEA may transfer up to 100% of its Title II, Part A or Title IV, Part A, allocation for a given fiscal year into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B. A separate request is required for each program to and/or from which the division requests a transfer of funds.

Transfer Funds from program:
 Title II, Part A
 Title IV, Part A

Amount of Funds to be Transferred (this Request):

Amount of Cumulative Funds Transferred to Date:

LEA IDENTIFICATION OF PROGRAM(S) RECEIVING TRANSFERRED FUNDS

Note: Once funds have been transferred into a program, they may not be transferred out at a later time. Funds should be transferred to:

<input type="checkbox"/> Title I, Part A	<input type="checkbox"/> Title II, Part A
<input type="checkbox"/> Title I, Part C	<input type="checkbox"/> Title IV, Part A
<input type="checkbox"/> Title I, Part D	<input type="checkbox"/> Title V, Part B
<input type="checkbox"/> Title II, Part A	

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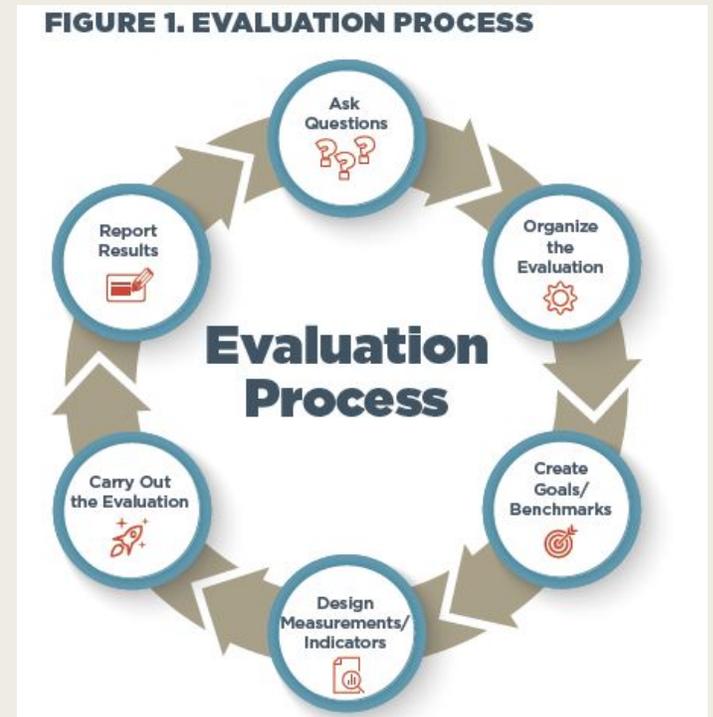
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USING FUNDS AND EVALUATION

You applied for the funds. Great, now what?

Program Evaluation Process

1. Ask Questions: Determine what your LEA and other stakeholders are trying to learn and what information is needed.
2. Organize the evaluation: Setting a plan in place will let stakeholders know what to expect
3. Create goals/benchmarks: What goals will the intervention set to attain? What benchmarks are needed to show the program is working?
4. Design measurements and indicators for the evaluation: What are the indicators for success? Decide what type of data to use to evaluate the program.
5. Carry out the evaluation: Setting up data collection via survey, observations, data collections, etc.
6. Report the results: Answer evaluation questions and determine if any changes should be made.
7. Repeat as needed.



Reimbursement Requirements

- Reporting/Recordkeeping
 - Submit detailed receipts, payroll ledgers, and invoices for all funds spent
- Ensuring all costs are reasonable, allocable, and allowable
- Report all budget items, including amount of spending in each program area through Utah Grants Management.
 - Use Cases will be required for each budget line item
- Final reimbursement must include Program Evaluation Tracker

Performance Measures and Outcomes					
Program Goal	Measurement Tool (assessment data, attendance, etc.)	Staff Assigned	Target Group (schools, grades, department, etc.)	Timeline	Actual Outcome
Goal 1:					
Goal 2:					
Goal 3:					

New Office Hours



- We will now have monthly office hours. In September and October these will be geared around, needs assessment, allowable activities, and application submission.
- Office hours are for to ask questions to both USBE and other LEAs for support and technical assistance.

All meetings are 10 am – 11 am

- 9/22/21
- 10/19/21
- 11/16/21
- 12/16/21
- 1/18/22
- 2/17/22
- 3/17/22
- 4/19/22
- 5/19/22
- 6/21/22



QUESTIONS?

Jodi.Parker@schools.utah.gov