



Title IV, A

An Overview of Strategies that Support McKinney-Vento and Foster Youth

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GaDOE Homeless Education Conference

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Cobb Galleria Centre

Georgia's System of Continuous Improvement



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Unified approach to improvement

- **Common language framework**
- **Problem solving model**
- **Serving the Whole Child**

Georgia Department of Education

Today's Objectives



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- ☐ 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



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

- $\geq 20\%$ for activities to support **well-rounded educational opportunities**
- $\geq 20\%$ for activities to support **safe and healthy students**
- A portion of funds for activities to support **effective use of technology** ($\leq 15\%$ 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.

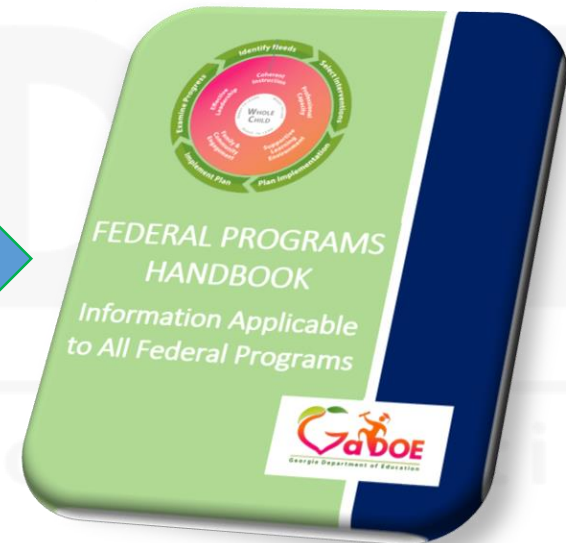


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Include the evidence-based level as described in the Federal Programs Handbook, Chapter 9, page 108. Refer to Supporting Resources on page 109 to locate the evidence that supports activity/intervention. If a rationale-based level (logic model) is to 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!



Allowable Activities



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- ✓ 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



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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?**





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

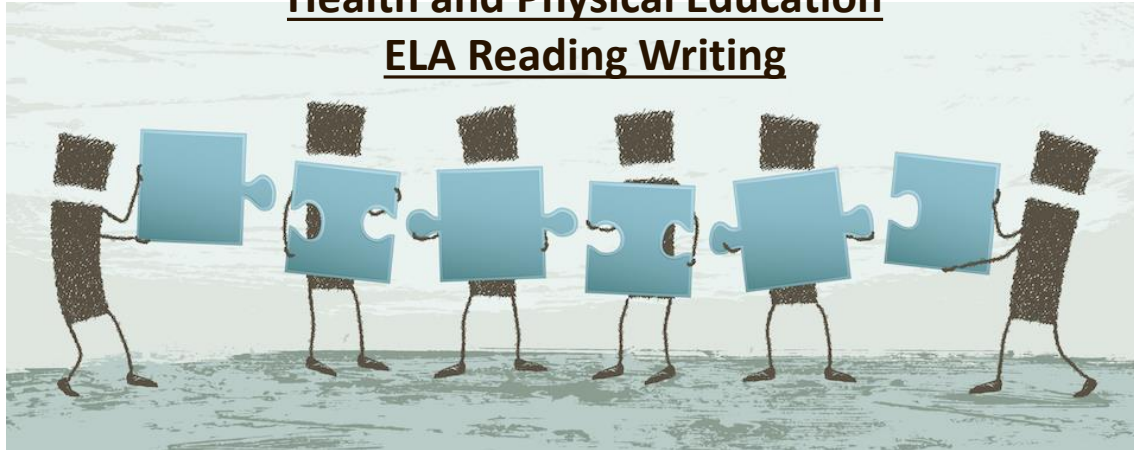
Performing and Visual Arts

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

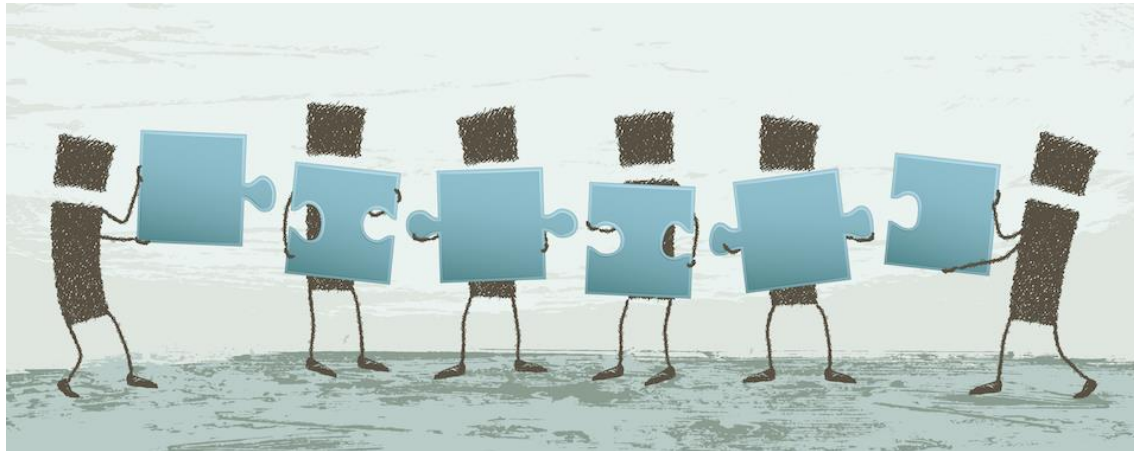
WELL-ROUNDED

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

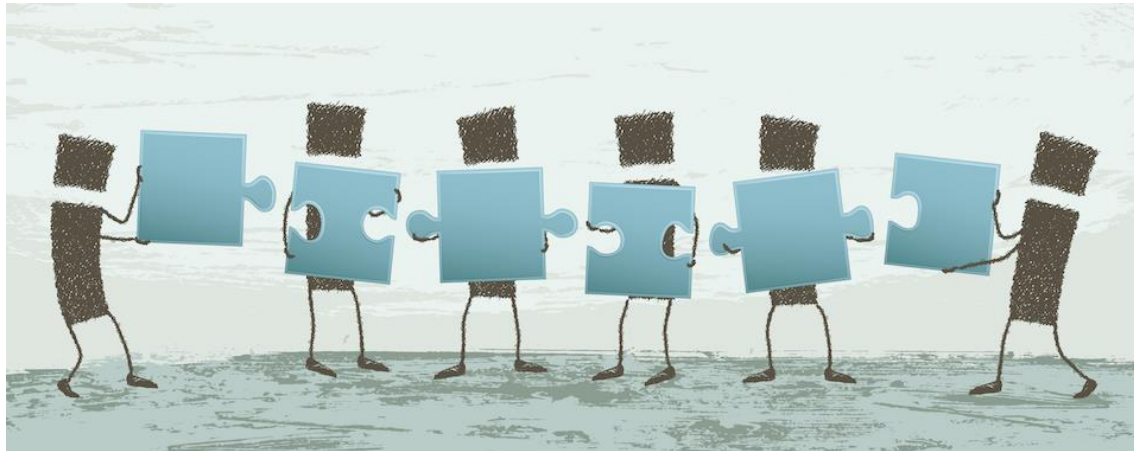
Counseling, mentoring or other programs that develop critical thinking and study skills

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

**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.

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

Safe and Supportive Learning Environments

...DON'T WANT TO
...SCHOOL! I HATE SC
...RATHER DO ANYTH
...THAN GO TO SCHOOL!



- 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

Safe and Supportive Learning Environments

...DON'T WANT TO
...SCHOOL! I HATE SCHOOL!
...RATHER DO ANYTHING
...THAN GO TO SCHOOL!



- 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

Student Physical and Mental Health

...NT WANT TO
...CHOOL! I HATE SC
...D RATHER DO ANYTH
...THAN GO TO SCHOOL!



- 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

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



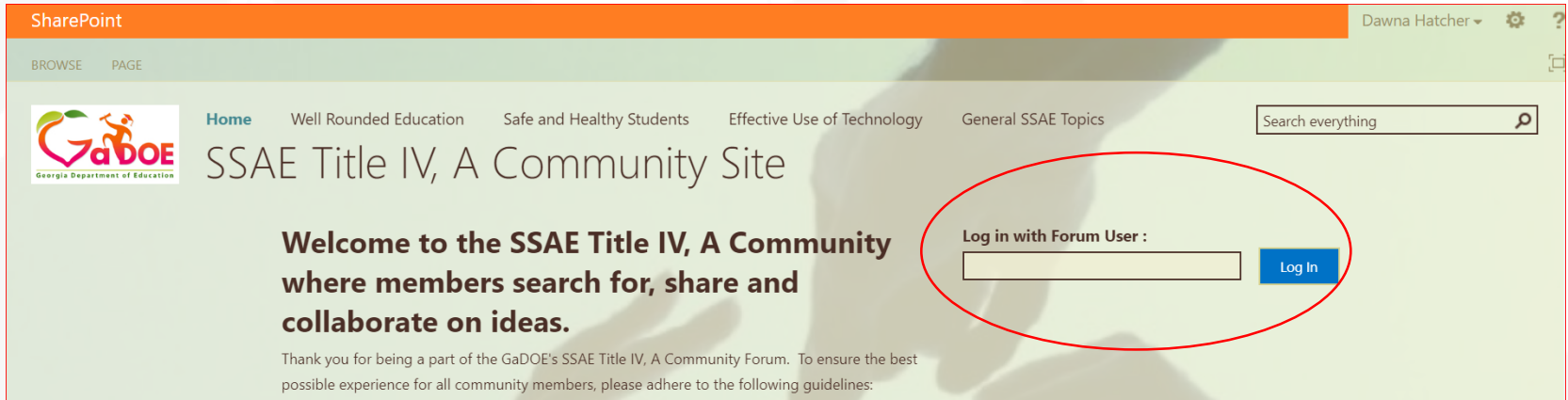
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Coordination

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



SSAE Title IV, A Community Site Online Forum

A screenshot of a SharePoint page titled "SSAE Title IV, A Community Site". The page has an orange header bar with "SharePoint" on the left and "Dawna Hatcher" with a dropdown arrow on the right. Below the header is a navigation bar with links: "Home", "Well Rounded Education", "Safe and Healthy Students", "Effective Use of Technology", and "General SSAE Topics". A search bar is on the right of the navigation bar. The main content area has a large heading "SSAE Title IV, A Community Site" and a subheading "Welcome to the SSAE Title IV, A Community where members search for, share and collaborate on ideas." Below this is a paragraph of text. A red oval highlights a login section with the text "Log in with Forum User :", a text input field, and a blue "Log In" button.

- 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>



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