



Richard Woods, Georgia's School Superintendent
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Title IV, A

Technical Assistance

August 30, 2018



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Georgia Systems of Continuous Improvement



- GaDOE Unified approach to improvement
 - Framework
 - Problem solving model
- Provides a structure to align GaDOE tools and resources
 - Creating aligned "Toolbox"
- Provides framework to support flexibility of funding streams
 - Structure to match district "Needs" to improvement actions

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How can we use our SSAE funds?



Allowable Activities

Authorizes Activities in Three Broad Areas:

- 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)

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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? ✓

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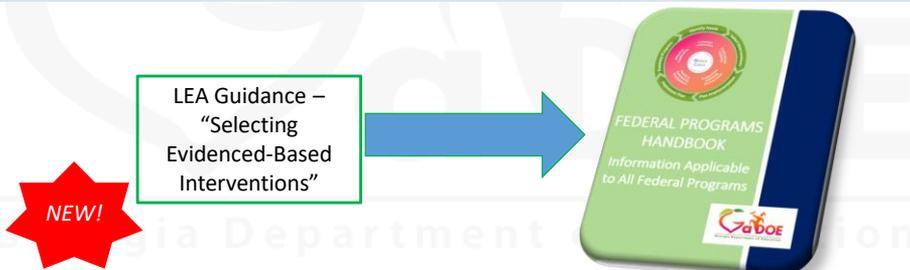
Evidence-Based Interventions

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.



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Broad Budget Overview

Budget Tools



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Title IV, Part A - Student Support and Academic Enrichment (SSAE)

Resources

- FY19 Budget Summary Worksheet
- FY19 Budget Guide Reference

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/SSAE.aspx>

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Budget Tools

FY19 Budget Resource Guide



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FY19 Title IV A Budget Resource Guide

Fiscal Year	From Program	To Program	School	To Sub-Grant	Function	Object	Units	Price	Amount	Description
2019	Title IV-A, Student Support and Academic Enrichment	Title IV-A, Student Support and Academic Enrichment			1000	610	1	\$1,000.00	\$1,000.00	

Standard information

Standard information

Reflect the number of units to be purchased. Price per unit. Total amount.

Order of Entry
Focus Area
Type of Evidence
DIP Goal*
Specific name of activity
Description Narrative
Proposed delivery

Include specific school name when funds are to be assigned to a school-based activity. Leave blank if line item addresses district level activity.
ESEA section 4106(e)(2) requires that LEAs must prioritize the distribution of funds when addressing school-based activities. (see Budget Summary Worksheet).

- One focus area per line item (WR, SH or ET)
- Types of Evidence-Based (Federal Programs Handbook, Chapter 9)
 - STRONG
 - MODERATE
 - PROMISING
 - LOGIC MODEL
- *RECOMMENDED - Identify associated DIP Goal (provide overarching need/action step number or annotate checked activities with Title IV A identified as a funding source by System/Structure on the S-CLIP)
- Description Narrative-
 - Specific name of activity, program, event in every line item (ex: Specific title of conference/date/location, title of workshop/PI/PD, guest speaker/contracted service, student program, field trip, private school, etc.)
 - Provide detailed list of specific supplies (do not use "not limited to")
 - Use separate lines for each benefit, stipend, travel, fees, substitutes identified by activity.
 - Group all like activities in consecutive line items
 - Proposed/Expected time of delivery (ex: school year, school day, out-of-contract time, summer, afterschool)
 - If activity serves a specific set of students, include identification processes for selection (ex: Tutoring Programs, Field trips, camps, AP exams for low-income students)
 - Provide calculation breakdowns when applicable (hourly rates, salaries)

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FY19 Budget Resource Guide



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FY19 Title IV A Budget Resource Guide

EXAMPLE

Fiscal Year	From Program	To Program	School	To Sub-Grant	Function	Object	Units	Price	Amount	Description
2019	Title IV-A, Student Support and Academic Enrichment	Title IV-A, Student Support and Academic Enrichment	Metter Middle School		1000	610	1	\$1200.00	\$1,000.00	WR-STRONG (Goal 1, AS 3) Robotics kits for grades 4/5, 1 kit per Math and Science classroom to support STEM activities. All items in kits are consumable. School Year
2019	Title IV-A, Student Support and Academic Enrichment	Title IV-A, Student Support and Academic Enrichment			2213	580	1	\$600.00	\$600.00	ET-MODERATE (Goal 3, AS 4)ETE 2019 in Chicago. Travel for 4 teachers to represent district. To resident in all schools in district. October/School day.
2019	Title IV-A, Student Support and Academic Enrichment	Title IV-A, Student Support and Academic Enrichment	Metter Elementary School		2200	132	1	\$400.00	\$400.00	SH-MODERATE (3) Discipline Practices). SWIS Suite web-based license to support and implement Operational Phase of PBS school. School year.

- Criteria for School-Level Prioritization
1. Greatest need
 2. Highest low-income
 3. Identified for comp support and improvement
 4. Implementing targeted support and improvement
 5. Persistently dangerous

Line item supports school-level activity. Priority identified on Budget Summary Worksheet.

BLANK-Line item supports district level activity.

Line item supports school-level activity. Priority identified on Budget Summary Worksheet.

DIP Goal

ET Focus Area represents for Students academic growth/achievement, digital literacy. For Teachers- PD/PI, response.

WR Focus Area represents access to all except for Title IV A allowable activities specifically designated for low-income students.

Type of Evidence

DIP Goal

SH Focus Area represents the development, implementation or evaluation of activity/program.

*** If additional line items such as stip, benefits, etc. are used, create separate line items with the underlined portion as the header for each description narrative and group them in consecutive lines.

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FY19 Budget Summary Worksheet Sections



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3. FOCUS AREA: Well-Rounded - An LEA receiving at least \$30,000 must use not less than 20% of the funds for activities that support student access to a well-rounded education.

3a. Activity	3b. Distribution	3c. Purpose	3d. Function	3e. Cost
	District-wide	Arts (Visual/Performing)	1000-Instruction	\$0
	School-level	Arts (Visual/Performing)	1000-Instruction	\$0
	Private School	Arts (Visual/Performing)	1000-Instruction	\$0
	School-level	From the dropdown list, select the appropriate choice. *Special Note: ESEA Sec 4106(e)(2) requires the LEA to prioritize the distribution of funds to schools based on several factors.	1000-Instruction	\$0
	School-level		1000-Instruction	\$0

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FY19 Budget Summary Worksheet Sections



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Budget Details										
Fiscal Year	From Program	To Program	School	To Sub-Grant	Function	Object	Units	Price	Amount	Description

- School-based Distribution Priority. ESEA Section 4106(e)(2).
1. Greatest need
 2. High low-income families
 3. Comprehensive Support
 4. Targeted Support
 5. Persistently Dangerous

Multiple number of identical units

Upload Budget Summary Worksheet here

Programs	Planning	Prayer Certification	Attachments	Audit Trail
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Budget Tools

Intent and Purpose of Tech - Identifying the correct Focus Area



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What is the intent and purpose of the technology?

"When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities." (US ED SSAE Non-Regulatory Guidance)

- WR-specified content area
- SH-Is intent and purpose of the tech service to prevent cyberbullying and/or exposure to harmful content (SH) or to build and maintain a cyber environment that focuses and maximizes learner interface (ET)?

3c. Purpose
Arts (Visual/Performing)
Computer Science
English/Reading/Writing/Lang Arts
Foreign Language
Social Emotional Learning
Social Studies k-12

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Intent and Purpose of Tech



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- Not required to budget for devices, equipment or other one-time IT purchases
- STEM Professional Development can be ET

5. FOCUS AREA: Effective Use of Technology - An LEA receiving at least \$30,000 must use a portion of the funds for increasing effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students.

6. FOCUS AREA: Effective Use of Technology (15%)-LEAs may not spend more than 15% of funds for activities to support the Effective use of Technology on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Mental Health Training vs SH



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Senate Bill 401 - Mandated Sexual Abuse and Assault Awareness Education

Georgia's Statewide Human Trafficking Task Force, led by the Georgia Criminal Justice Coordinating Council, published a Technical Assistance Resource Guide (TARG) on Child Sexual Abuse and Exploitation Prevention. The TARG identifies best practices, principles of prevention, resources for the classroom, and age-appropriate teaching suggestions. It also explains how to develop a prevention plan and provides a detailed analysis of specific programs and guidelines for program implementation and evaluation. The TARG can be found online at Prevent Child Abuse Georgia.

The TARG identifies seven top programs that met the criteria established by the authors. These seven programs include:

- Child Safety Matters
- The Healthy Relationship Project
- Not a #Number
- **Second Step – Child Protection Unit**
- Speak Up Be Safe
- Think First & Stay Safe
- **Teen Lures TV Newscast School Program**

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Mental Health Training vs SH



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- \$1.6 million for mental health training until exhausted
 - Service provided by NAMI, billed through RESA
 - Contact currently being built
- FAQ on SB401 forthcoming
- Programs identified by TARG, may have met requirement

Additional and forthcoming information will be posted in Community forum.

If you have any questions, please contact Cheryl Benefield cbenefield@doe.k12.ga.us , Jeff Hodges jhodges@doe.k12.ga.us , Therese McGuire tmcguire@doe.k12.ga.us , or Mike Tenoschok mtenoschok@doe.k12.ga.us .

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School Safety Plans vs SH



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Legislation: HB 763, School Climate, Safety, and Training Requirements

As you know, several changes to current law and new laws will become effective July 1. One of those laws is House Bill 763, which requires the **addition of school climate to the student attendance protocol committee**, as well as the **requirement that school safety plans be prepared, drills be conducted, and staff be trained.**

\$16 million available for school safety improvements

June 4, 2018 – State School Superintendent Richard Woods provided detailed information to school districts today regarding \$16 million in bond funding available to help schools enhance student safety.

The funding was appropriated by the Georgia General Assembly this year. Every local school district will receive a base amount of \$25,000, and the remaining \$11.5 million will be allocated based on the amount of students enrolled in each district.

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School Safety Plans vs SH



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- Capital outlay and improvements reimbursement
 - Card readers
 - Security and/or surveillance cameras systems/upgrades
- Conduct discussion with your Facility Directors
 - Address overarching needs identified in CNA and School Safety Plan

Additional and forthcoming information will be posted in Community forum.

If you have any questions, please contact Cheryl Benefield at cbenefield@doe.k12.ga.us or Jeff Hodges at jhodges@doe.k12.ga.us

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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>

Carryover

For those districts with substantial carryover, please be mindful

- ✓ To remain cognizant of the carryover amount and identify plans for the total allocation
- ✓ That the allowable carryover from FY19 to FY20 will not be 100%
- ✓ If an original budget was approved prior to receiving carryover, a budget amendment be required and that *the grand total will be subjected to grant requirements*



LEAs may carryover up to 100% of their SSAE funds from FY18 to FY19

1. General Information		
Type of Budget	Date	
Original	5/31/2018	
2. Available Funds		
FY19 Award Amount	Carryover from FY18	Grand Total
\$0	\$0	\$0

AMENDMENT

NEW FY19 ALLOCATION subjected grant requirements

Questions...



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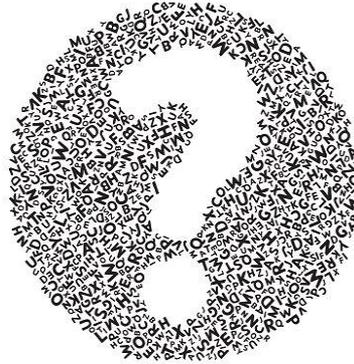
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...Thank You!