Title IV, Part A 101

FASFEPA – September 11, 2018

Title IV, Part A – Describe How You Really Felt

- Choose a picture that best represents how you first felt about Title IV, Part A.

Title IV, Part A – Describe How You Really Felt

- Introduce yourself to a partner and explain why you chose your picture.
  - Discussion Points
  - Name
  - District
  - Length of time with Title IV, Part A
  - Previous position
  - Picture

What is Title IV, Part A?

- What is the title of the grant?

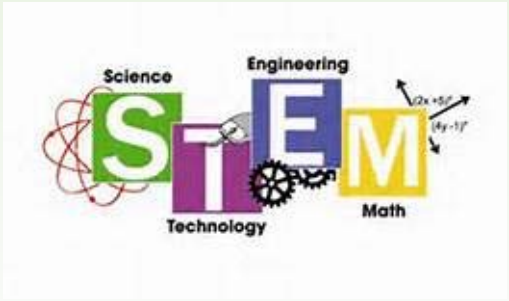
- Student Support and Academic Enrichment Grant

Student Support and Academic Enrichment Grant

- The of the grant is to improve student academic achievement by increasing the capacity of state and districts in the following areas:
- providing all students with access to a well-rounded education,
- improving school conditions for student learnings to support safe and healthy students, and
- improving the use of technology in order to advance digital literacy of all students.

Well-rounded Education

- The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students.
- Think about things your students would not normally experience.
- Consider the integration of multiple academic disciplines.



Well-Rounded Educational Opportunities (ESEA section 4107)
• Improving access to foreign language instruction, arts, and music education. • Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA. • Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups. • Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IP) programs, dual or concurrent enrollment programs and early college high schools. • Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.

Safe and Healthy Students

- Any programs or activity that fosters safe, healthy, supportive, and drug-free school environments.
- Includes safe learning environment and student mental and physical health.
- Many programs can fit across an entire school and district.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Safe and Healthy Schools (ESEA section 4108)
• Promoting community and parent involvement in schools. • Providing school-based mental health services and counseling. • Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline. • Establishing or improving dropout prevention. • Supporting the re-entry programs and transition services for justice-involved youth. • Implementing programs that support a healthy, active lifestyle (nutritional and physical education). • Implementing systems and practices to prevent bullying and harassment. • Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse. • Establishing community partnerships.

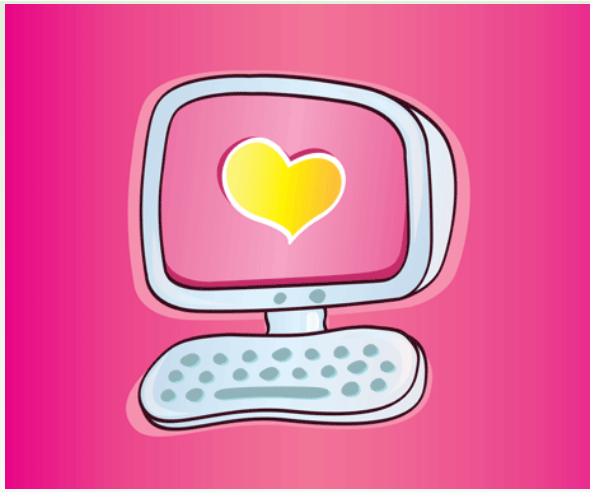
Improving the Use of Technology

- Funds are used for increasing effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students.
- Limited funds for actual technology purchases.
- Focus should be on professional development and helping students use technology.

Effective Use of Technology (ESEA section 4109)

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement.
- Building technological capacity and infrastructure.
- Carrying out innovative blended learning projects.
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

Blending Categories

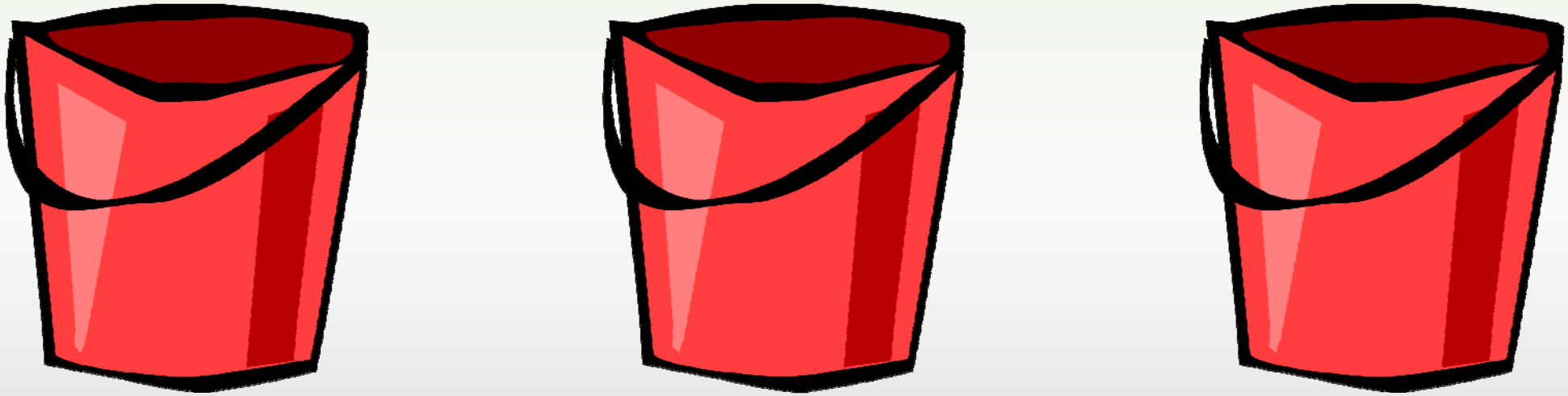


- Projects may fall into multiple categories.
- Your application should clearly explain how the program fits into more than one category.
- The required “percentage” would be shared between the two categories.

STEM Science, Technology, Engineering, Mathematics

STEM in the Gym™

What Bucket?



- Place a program or activity into a category and explain why it belongs there.

What Bucket? # 1

- Creating a collection of project-based learning lesson plans with an art specialist.
- Well-rounded education

What Bucket? # 2

- Hiring a physical education teacher to teach physical education and health. Books and materials are also provided.
- Safe and healthy schools
- Well-rounded education

What Bucket? # 3

- Providing teachers with this book.
- Effective use of technology

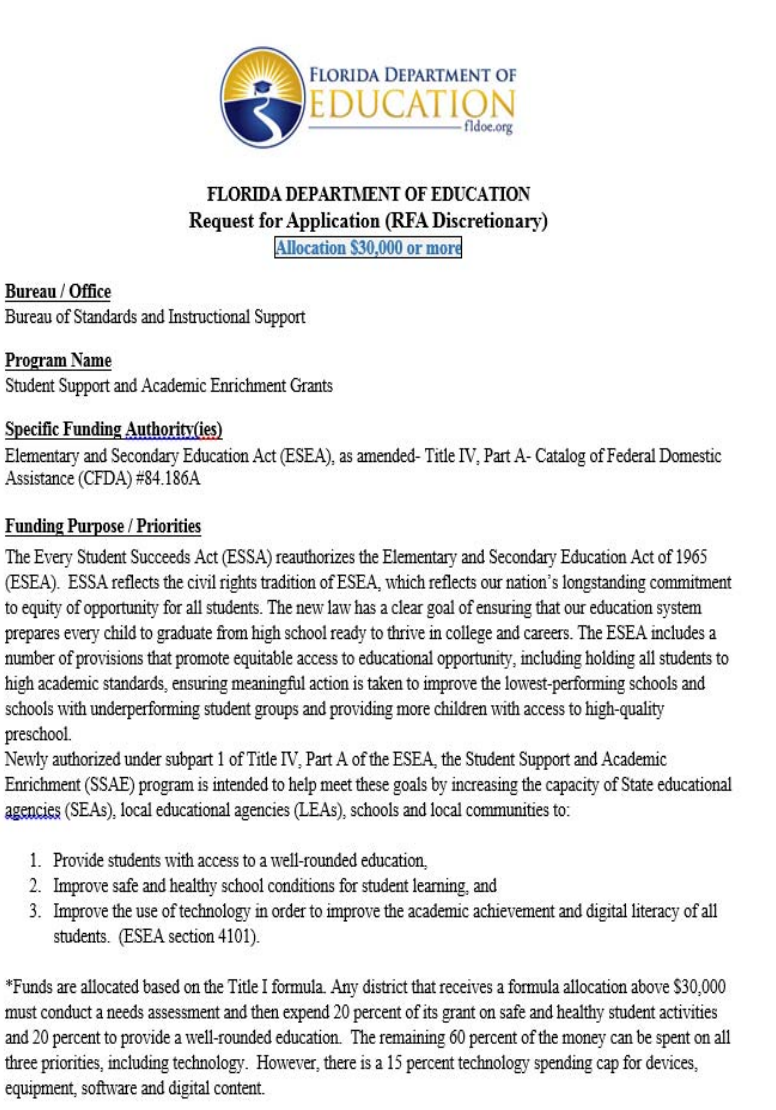
What Bucket? # 4

- Hosting weekly parent nights to discuss homework, grades, and promotion.
- Safe and healthy schools/students

A Note on Percentages

- Most districts must work in all three categories.
- Well-rounded education – minimum of 20%
- Safe and healthy schools/students – minimum of 20%
- Technology - No minimum. District may use 1% to 60% of budget
  - This is any part of remaining amount not used in previous two categories.
- No more than 15 percent of technology funds may be used to purchase technology infrastructure such as, but not limited to: *devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.*
  - *It is 15% of overall amount used for technology.*
  - *It is not 15% of total allocation.*
  - *Any technology in any category counts toward 15% cap on technology infrastructure.*

RFA Overview



FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA Discretionary)
Allocation $30,000 or more

Bureau / Office
Bureau of Standards and Instructional Support

Program Name
Student Support and Academic Enrichment Grants

Specific Funding Authority(ies)
Elementary and Secondary Education Act (ESEA), as amended- Title IV, Part A- Catalog of Federal Domestic Assistance (CFDA) #84.186A

Funding Purpose / Priorities
The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA reflects the civil rights tradition of ESEA, which reflects our nation's longstanding commitment to equity of opportunity for all students. The new law has a clear goal of ensuring that our education system prepares every child to graduate from high school ready to thrive in college and careers. The ESEA includes a number of provisions that promote equitable access to educational opportunity, including holding all students to high academic standards, ensuring meaningful action is taken to improve the lowest-performing schools and schools with underperforming student groups and providing more children with access to high-quality preschool.
Newly authorized under subpart 1 of Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program is intended to help meet these goals by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:

1. Provide students with access to a well-rounded education,
2. Improve safe and healthy school conditions for student learning, and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

*Funds are allocated based on the Title I formula. Any district that receives a formula allocation above $30,000 must conduct a needs assessment and then expend 20 percent of its grant on safe and healthy student activities and 20 percent to provide a well-rounded education. The remaining 60 percent of the money can be spent on all three priorities, including technology. However, there is a 15 percent technology spending cap for devices, equipment, software and digital content.

Application Development

- **What did you do to begin developing your application?**

- **It is important to consult with a variety of stakeholders.**
- **This group should provide input on perceived district need, propose programs and activities, and assist**
- **This is in addition to consultation with private schools.**

- Parents
- Teachers
- Students
- Charter school teachers
- Principals and other school leaders
- Specialized instructional support personnel
- Indian tribes or tribal organizations
- Local government representative
- Others with relevant and demonstrated expertise

RFA Overview –Needs Assessment

A needs assessment includes

- District statistics in the areas that need work (state assessment scores, attendance, discipline, graduation rates etc.)
- Charts/graphs to support the information
- What the district may lack and why

How to Conduct a Needs Assessment

- Some districts structure their needs assessment around their district's strategic plan.
- Survey or meet with stakeholders to rank programs and activities they would like to see implemented.
- Using district statistics, explain need of target populations as listed in RFA.

RFA Overview – Equitable Services

- Must provide for the equitable participation of private school students, teachers and other educational personnel in private schools
- Engage in timely and meaningful consultation with private school officials during the design and development of application.
- There is no calculation formula for Title IV, Part A.
  - May use the calculation methods from other federal title programs.
- **We are looking for consultation dates, meeting points, services discussed and provided, and allocation in budget (if chosen).**

General Education Provisions Act

- Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs

GEPA

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: **http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf**

- No person shall, on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
- The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap

RFA Overview – Narrative

- **Narrative should include the**
  - **name or title of the program**
  - **full description of project or activity**
  - **purpose of project or activity**
  - **implementation details**
  - **proposed benefit**
  - **proof it is an evidence-based practice**
  - **evaluation of project or activity**
- This may be included in paragraph format after the bullet lists.
- Provide detailed duties, roles, and/or responsibilities for each salaried and supplemental position.
- Describe all professional development materials and sessions.

RFA Overview – Evidence-based Practices

- **ESSA requires that federal funds are used to purchase evidence-based programs. Based on the What Works Clearinghouse, there programs or strategies must have rating of "moderate" or "strong" evidence. https://ies.ed.gov/ncee/wwc/**

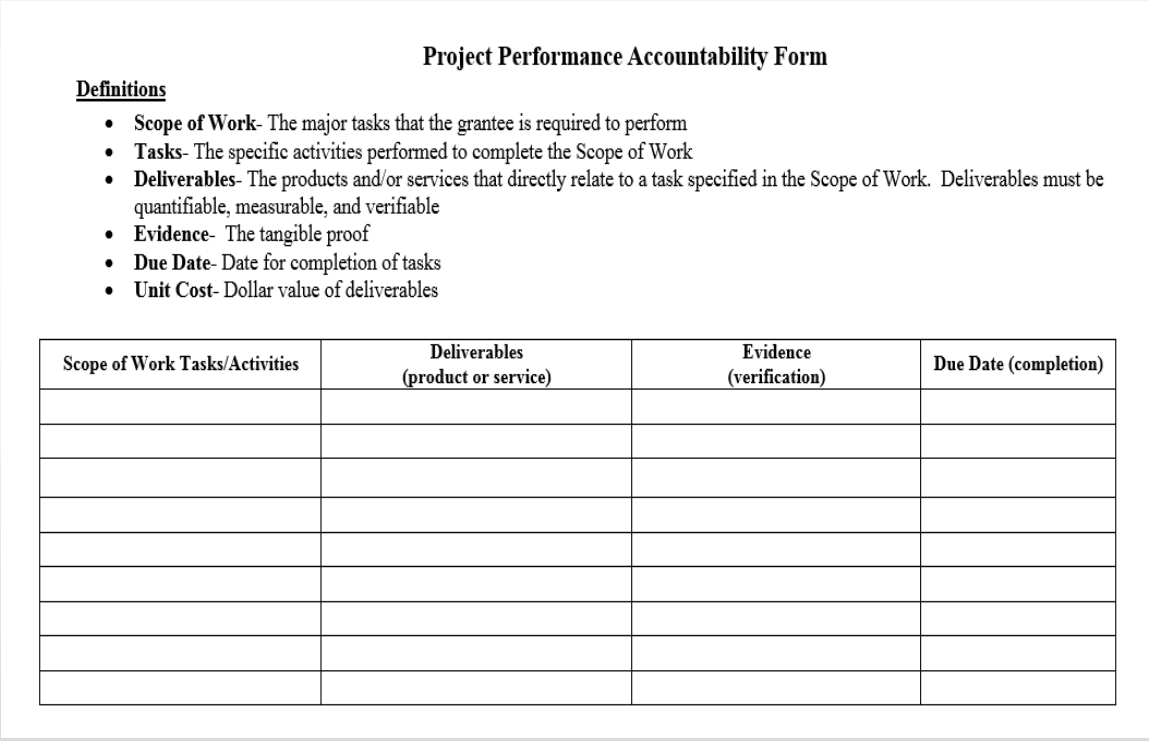
No evidence on What Works?

- Include other credible research with citations.
- Use a logic model to demonstrate rationale specific to your district and the project.

- **We are looking for thoughtful, credible research that demonstrates past successes of the program or activity. This includes hiring.**

RFA Overview – Project Performance Accountability Form

- Think of this as the table version of your project narrative.
- May help you to ensure you have primary components of the narrative.
- Must include the project or activity, deliverables, evidence, and estimated date of completion.
- **Looking for specific deliverables and evidence.**



Project Performance Accountability Form

Definitions

- **Scope of Work**- The major tasks that the grantee is required to perform
- **Tasks**- The specific activities performed to complete the Scope of Work
- **Deliverables**- The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence**- The tangible proof
- **Due Date**- Date for completion of tasks
- **Unit Cost**- Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)

RFA Overview – Budget

- Function Code
- Object Code
- Account Title and Narrative
- FTE Position
- Amount
- % Allocated to this Project

Supplies: For professional development for Reading Recovery implementation at 12 high-needs schools (professional development resource books, tripod, web camera, children's literature books, Reading Recovery teaching materials, chart paper, paper, folders, markers, notebooks)

Lead Teacher books - 13 sets at $342 = $4,446
Literature books for training - 13 sets at $4,838 = $62,894
Tripod - 1 at $16.5
Webcam/microphone - 1 at $150
Chart paper - Pack of 4 x 4 at $90 = $360
Paper - 13 cases of paper at $30 = $390
Markers - 26 at $7 = $182
Notebooks - 26 x $6.50 = $169
Sentence Strips - 13 x $6.50 = $84.50
Magnetic letters - 52 x 13.50 = $702
Journals - 39 x $17 = $663
Response boards - 13 x $8 = $104
Timers - 13 x $10 = $130

Detailed Budget

evidence based programs that can be used to provide tiered intervention: Skillstreaming for the Adolescent - 1 Per secondary school - 18 kits to include a manual, work book and skill cards - Total $92.76 per kit X 20 = $1855.20 Zones of Regulation - 1 per elementary + 1 for social workers/interventionists - Total $64 per book X 30 = $1920; Coping Cat - 1 manual and 1 workbook for each elementary school and social workers/interventionists - Total $48.40 X 30 = $1452.00 The CAT Project for Anxious Adolescents 1 manual and 1 workbook for each secondary school and social worker - $50.95 X 20 = $1019.00		6,246.20
Media Center Specialist to open center		

Material and Supplies: Activity 1.4a STEM Hands-on-Kits (kits ranging from $1,215 to $1,650 for 3rd-5th grade at 7 schools for $49,500), Activity 2.1 Teacher CPR/AED training and certification (at $20 per person * 104 = $2,080)

RFA Review

RFA Review

- Review this sample RFA and discuss the components with a partner.
- Refer to the RFA Checklist and Review for guidance.
- Be sure to note the following:
  - If all components are present
  - Projects or activities in each category
  - Strengths and/or concerns
  - Any general notes or questions about the process

Work Session

- Specific questions on RFA?
  - This is for those needing in-depth assistance to complete an RFA.

I really need…

- How can we help?
- On a Post-it, please write any T4A-related assistance or information your district needs.

The T4A Team

- Michelle Gaines, Director - Michelle.gaines@fldoe.org

- Cassandra Brown – cassandra.brown@fldoe.org
- Tierra Elbert – tierra.elbert@fldoe.org
- Hope Williams – hope.williams@fldoe.org

- We can all help. Please copy the entire team with T4A questions and concerns.