Title IV, Part A Deep Dive

FASFEPA

September 12, 2018

Introduction – Please complete each of the following on a Post-it.

Oh YES!

- Write down one Title IV, Part A success that occurred in your district.
- This can be a program, activity, procedure, something during application development, best practice, etc.
- Share something that deserves the spotlight and might help other districts.

Oh NO!

- Write down one Title IV, Part A occurrence that made you say "Well, we'll NEVER do that again."
- This can be a program, activity, procedure, something during application development.
- What could other districts learn from this occurrence?

What is Title IV, Part A?

- In a group, describe Title IV, Part A.
  - How would you explain the grant to a new person?
- Place your response on chart paper and be prepared to present.

What is Title IV, Part A?

- The purpose 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 learning to support safe and healthy students, and
  - improving the use of technology in order to advance digital literacy of all students.

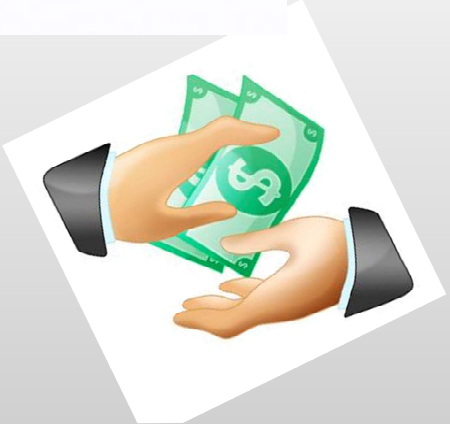
What is Title IV, Part A?

Enriched curriculum and educational experiences	Programs and activities that foster safe, healthy, supportive, and drug-free school environments	Increasing effective use of technology

Title IV, Part A is Not…

- What are some weird Title IV, Part A funding requests you have received in your district?
- Did someone ask you for something you did not think was the best use of funds?
- What's wrong with those requests?

Title IV, Part A is More than…



- The title of the grant is **Student Support and Academic Enrichment**.
- Federal guidance lists direct services for students and professional development for teachers and administrators as primary areas of concern.
- Salaries and supplemental educational resources are listed after.

Needs Assessment

All costs should relate back to the 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.

Necessary, Reasonable, Allowable, Allocable

"Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities, and expected outcomes."

~Year 2 RFA

- Listed Unallowable Expenses
  - Cell phones, smartphones, and service plans
  - Meals, refreshments, snacks
  - Celebrations
  - Promotional or marketing items
  - Incentives
  - Gift cards
  - Capital improvements and permanent renovations
  - Out-of-state travel without FDOE approval

Necessary, Reasonable, Allowable, Allocable Exercise

- Discuss the provided scenario with your group. Question if the proposed project or activity would be allowed under Title IV, Part A.
- Be prepared to share your response and a few discussion points that support the response.

Scenario # 1

- An LEA would like to take an educational field trip to Animal Kingdom. Teachers in the district worked on an animal unit with lessons they will present to students prior to the trip. They also provided state standards to support what they will see and do while at the park.

Scenario # 2

- An LEA would like to establish and expand choral and band programs throughout the district. Some schools do not have established programs and others are lacking supplies that could enrich the program. Other schools need supplies to help with performances. The LEA would like to purchase items such as sheet music, soundtracks, instruments (tuba, piano, cello), audio equipment (speakers, sound system), choral risers, and instrument stands.

Scenario # 3

- An LEA would like to support students traveling to competitions, specifically band and science. Often parents drive multiple students to the competitions. Students and parents will meet at the school, and everyone will follow school personnel to the competition destination. The LEA would like to provide fuel to the parent drivers. The LEA would like to contract with a local fuel company. This would allow parents to obtain fuel prior to meeting at the school site. The LEA would then pay the contract using grant funds.

Scenario # 4

- An LEA would like to expand their CTE offerings to include welding and carpentry. The LEA has taken steps to offer the courses by hiring a dual-certified instructor, remodeling an existing vocational building, and surveying student interest. The district would like to use Title IV, Part A funds to purchase welding machines and program consumables such as sheet metal. The LEA would also use funds to purchase safety equipment such as face shields, goggles, and gloves. While the equipment may pose some risk, the LEA feels these courses will allow hands-on application to the skills learned from course textbooks. Students will also be able to gain experience and knowledge necessary for industry certification.

Scenario Presentations

Supplementing vs. Supplanting

Supplement vs. Supplant

- SSAE funds may not be used if the cost of the activities would have otherwise been paid with State or local funds in the absence of the SSAE program funds.

Scenario # 1 Supplementing or Supplanting

- An LEA would like to increase dual enrollment in career and technical education courses. A few courses require additional supplies that students would have to provide. Specifically, barbering and cosmetology students need cutting and styling kits. The LEA would like to use Title IV, Part A funds to purchase kits for students enrolled in those courses.

Supplementing or Supplanting

Scenario # 2 Supplementing or Supplanting

- An LEA would like to make a STEM camp available to every student in the district. It would involve a great deal of supplies and teacher stipends. The campers will also need to go on two trips. One would allow them to test their robots and the other would be a competition. The LEA would like to use Title IV, Part A funds to make this camp available to all students.

Supplementing or Supplanting

Scenario # 3 Supplementing or Supplanting

- An LEA has an increased number of students eligible to take dual enrollment courses. This gives more students an opportunity to experience an advanced curriculum through exposure to the rigor of college courses. The LEA would like to use Title IV, Part A funds to cover all dual enrollment costs for these students.

Supplementing or Supplanting

Scenario # 4 Supplementing or Supplanting

- An LEA would like to increase the security presence on school campuses. The security guards would be a combination of law enforcement officers and general security. The officers would also assist with safety drills and give presentations on school safety (bullying, harassment, suspicious items, etc.) The LEA would like to use Title IV, Part A funds to cover some of those security costs.

Supplementing vs. Supplanting

- Sometimes this does not seem clear. A question you can ask is

"Would we still have to do this if we didn't have these additional funds?"

District Projects

District Projects in Each Category – Year 1

- Professional Development
- STEM/STEAM Programs (Lego League, Robotics team, *LittleBits Code Kits)*
- College Readiness

- Professional Development
- Hiring (guidance counselors, graduation coaches, resource)
- Social Emotional Learning (MindUp, PBIS)

- Additional Technology Equipment (3-D printers, cameras, camcorders, charging carts)
- Professional Development
- Additional Software (*Codecraft Works, SeaPerch, ST EMspiration)*

District Projects in Each Category – Year 2

- Professional Development (reading, math, science)
- Teachers on Special Assignment
  STEM/STEAM Clubs and Summer Camps

- Social Emotional Learning
- (Cloud 9, Ripple Effects, Panorama, HERO, Suite 360)
- Student Mental Health Services
- Restorative Justice
- Youth Mental Health Training

- Computers and tablets
- Software
- Industry Certification
- Technology fees

District Highlights

- **Student Health Clinic** – In partnership with local health department, the district will establish a student health clinic on a high school campus.
- **Industry Certifications** – Districts are providing drones, welding equipment, and Agri science materials to give students hands-on experience.
- **Districtwide Restorative Justice** – conflict resolution through mediation repairing relationships.
- **Transition Camps** – One district is starting incoming 6th graders a week early, and another district will target incoming 9th graders for additional Algebra I assistance.

Always Looking for New Ideas

- Given additional resources, what would most benefit your district?
  - Keep in mind earlier discussion and district projects.
  - Must fit within parameters of Title IV, Part A.
  - Place responses on Post-its and place in a category. Make a note if it blends categories.

State Role

What is the role of the "state?" What do we do?

- Allocate funds
- Review applications and amendments
- Technical assistance
- Monitoring
- Statewide PD
- Support LEAs (share programs and activities)
- Provide encouragement – We really do want district programs and activities to succeed

Monitoring

- Application Review – The first step of monitoring is working with districts on projects and activities that fit within the grant and meet the needs of their students.
- Phone and Digital Meetings – We really do want to talk to you and hear about the great things you are doing in your district.
- **Site Visits– We are asking districts to volunteer for site visits.**

Amendments

- Year 2 Amendments – Accepted quarterly beginning in October
- Planning Best Practices
  - Project goals alignment
  - Project timeline and deliverables awareness
  - Disbursement and budget monitoring

Contractors, Vendors, and Partnerships

- We are always looking for outstanding partners that demonstrate their work fits the purpose of Title IV, Part A.
- We will share information on contractors, vendors, and partners once we ascertain credentials and obtain work samples.

- Some include
- Selah Freedom
- OrganWise Guys
- Fool Proof
- EVERFI
- Living Stones
- Pearson

Upcoming Events and Reminders

- We will continue weekly updates.
- September 26, 2018 - External Partners Webinar (pre-*recorded*)
  - EverFi
  - Explore Learning
  - National Inventors Hall of Fame
  - OrganWise Guys
  - Selah Freedom
- Carryover/Tyding Amendments conference call in October
- One-on-One conference calls
- Awards and Applications will be posted online
  - Year 1 - FDOE Title IV, Part A website
  - Year 2 - Title IV, Part A program website

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.