

The Essential Guide to Title IV, Part A

Consolidated Finance & Applications Team

Molly M. Spearman
State Superintendent of Education

TITLE IV, PART A: Student Support and Academic Enrichment (SSAE)



Agenda



Overview



Fiscal Management



Allowable Use of Funds



Lunch



Needs Assessment/Logic Models



Table Talk



Question and Answer



Background and Overview

Jennifer Rhodes



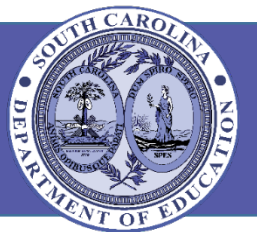
Background

- Under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015
- The South Carolina Department of Education first introduced this grant as the 18 Title IV grant.



Fiscal Management

Jennifer Rhodes



Allocations to LEAs



Background

- In general, the Department allocates the SSAE program funds to states by formula based on each state's share of funds under Title I, Part A of the ESEA (ESEA section 4103(b)).
- SEAs award SSAE sub-grants to LEAs by formula in the same proportion as to the LEAs' prior year's Title I, Part A allocations (ESEA section 4105(a)(1)).



LEA Allocations

- Reservation: State Administration - 1% of total
- Reservation: State Level Activities - 2% of total
- LEA Allocations: 97% - Remainder of total



Period of Performance

- Each grant is open for a 27-month period
 - 2020 Grant: July 1, 2019 - September 30, 2022
 - 2021 Grant: July 1, 2020 - September 30, 2022
 - 2022 Grant: July 1, 2021- September 30, 2023
 - 2023 Grant: July 1, 2022- September 30, 2024
- The state's fiscal year ends June 30th. Therefore, claims through June 30th of each year must be submitted in GAPS by August 15th.



Supplement, Not Supplant

- Title IV funds may be used only to supplement educational program activities provided with state and local funds.
- The LEA may not use Title IV funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.



Record Retention

- All financial and programmatic records and supporting documents must be kept for six years after the expiration of the grant.
- If any litigation, claim, negotiation, audit, or other action involving the records arises, records must be retained until resolution or until the end of the regular 6-year period, whichever is later.



Transferability of Funds

- LEAs may transfer funds to other ESSA programs.
- The funds transferred become subject to all rules and regulations for the grant they are transferred into.
- LEAs must consider how the transfer will impact the required set-asides (Title I) and equitable services.
- The SCDE Title IV program manager must be notified in writing about the LEA's intent to transfer funds to another grant prior to submitting an application and budget.
- Transfer forms must align with allocation amounts. Update and reupload when necessary.



Transferability of Funds Allowability

Title IV funds can transfer to the following programs:

- Title I
- Title II
- Title III
- Title V (if your district is a recipient of Title V funding)



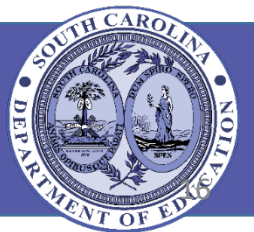
Content Area Overview

Leslie Bloss



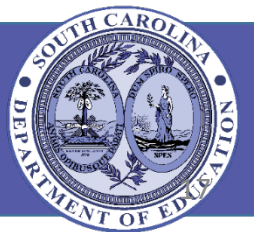
OVERVIEW

- The (SSAE) program is intended to improve student academic achievement by increasing the capacity of state educational agencies, local educational agencies (LEAs), schools, and local communities to:
 - provide all students with access to a well-rounded education,
 - improve school conditions for student learning, and
 - improve the use of technology in order to improve the academic achievement and digital literacy of all students.

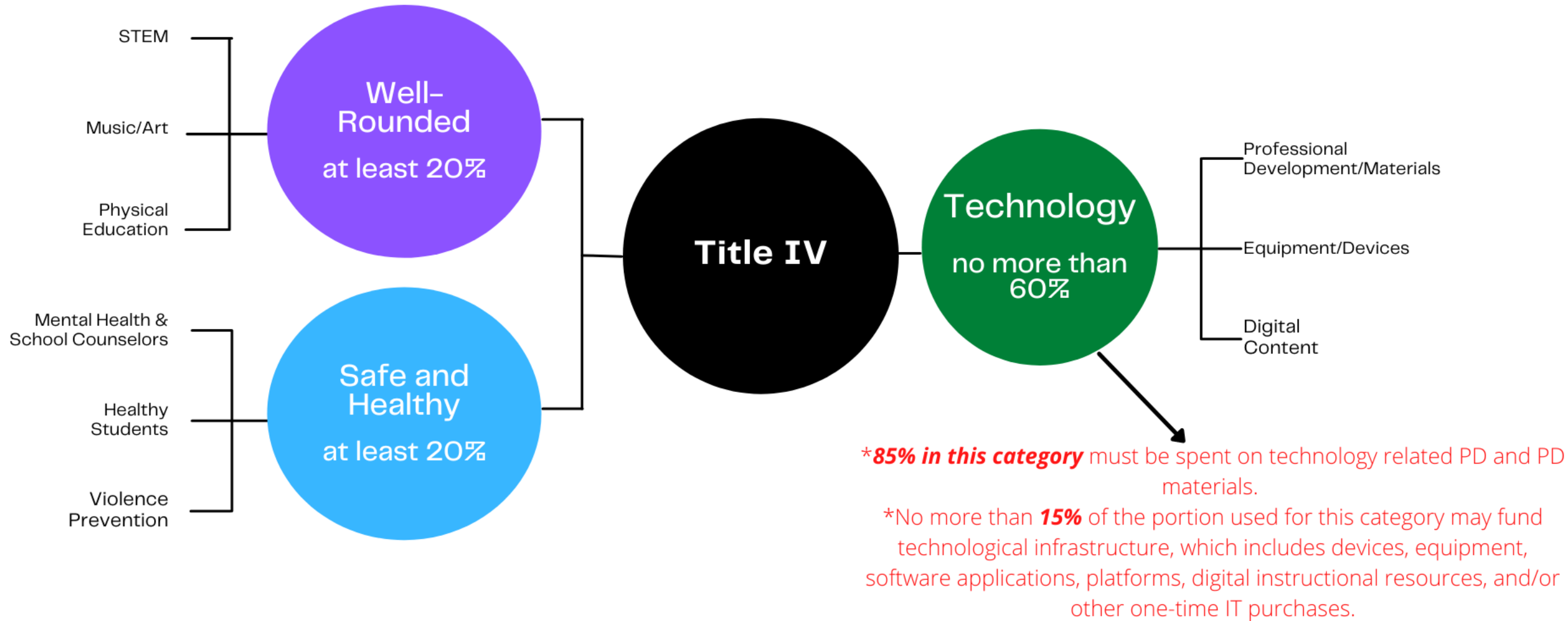


Three Content Areas

- Well-Rounded - at least 20% of funds
- Safe and Healthy - at least 20% of funds
- Technology - No more than 60% can be spent in this bucket BUT at least 85% of the educational technology funds must be used to support professional learning to enable the effective use of educational technology. LEAS may not spend more than 15% of funding in this section on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.



Districts or schools that receive above \$30,000 must do a needs assessment and spend:



Percentages Example

Total Allocation: \$60,000

Well-
Rounded
\$15,000

Safe &
Healthy
\$20,000

The Effective Use of
Technology
\$25,000

Professional
Development
\$21,250

Technology
Infrastructure
\$3,750



Content Area 1 – Well Rounded

- 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 computer science, and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs, and early college high schools
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education



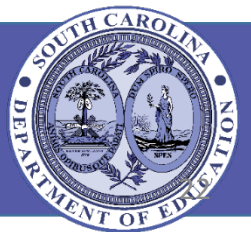
Content Area 2 – Safe & Healthy-Back to the Basics

- 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 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 skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships



Content Area 3 – Technology

- 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 *(initial professional learning for educators on effective blended learning model instruction, ongoing collaborative planning time, and ongoing, job-embedded professional learning opportunities to improve educator practice. These ongoing opportunities could include access to digital professional learning resources, a collaborative community of practice, and/or coaching).*
- 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 *(schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum for the student to receive a free appropriate education under the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act.)*



Technology

- The SSAE program funds can also be used to help educators *learn how to use technology to increase the engagement of Multilingual Learners(ML) students* and communication with parents and caregivers of MLs, as well as parents and caregivers who are not proficient in English.
- An LEA could choose to purchase and implement a professional learning platform or software that would support virtual coaching and/or provide just-in-time professional development that enables educators to learn how to use technology more effectively. *(Educators in rural areas, isolated community schools, and/or who are the sole teachers in their school or district of particular content, such as the arts or STEM, may especially benefit from such implementations).*



Activity

Is this purchase
subject to the
15% rule?



Is this purchase subject to the 15% rule?

ABC District's graduation rate has dropped over the last 5 years. Alarmed with this shift, they decide to begin a Credit Recovery Program for dropout prevention. They need to purchase 100 software licenses to run the program.

NO, because this purchase is necessary to run a Dropout Prevention program under Safe and Healthy Students.



Is this purchase subject to the 15% rule?

Walker Elementary has had the lowest test scores in their district for 3 years. The principal wants students to practice test taking strategies on a computer every week. To run this program, he wants 3 laptop carts for the 5th grade classrooms.

YES, this infrastructure purchase is subject to the 15% rule since it is not required to run a program under Well-Rounded Education or Safe and Healthy Students.



Is this purchase subject to the 15% rule?

Arts Ed Middle School is starting a photography program. To successfully run this program, they need to purchase 10 cameras, 10 laptops, and 10 software licenses.

NO, this purchase is not subject to the 15% rule since the infrastructure is needed to run an arts program under Well-Rounded Education.



Is this purchase subject to the 15% rule?

An LEA would like to purchase a new learning management system in all their schools. Their total allocation is \$100,000. They have allocated \$40,000 in the Effective Use of Technology category.

YES, this technology infrastructure purchase would be subject to the 15% rule. Based on their Effective Use of Technology allocation, the maximum amount they could spend on this learning management system is \$6,000.



ALLOWABLE USE OF FUNDS- EXAMPLES

Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
ACCESS & OPPORTUNITY A Students' Civil Right!	<i>Evidence-based activities</i>	<i>Evidence-based activities</i>
<ul style="list-style-type: none"> ➤ Arts Education ➤ Advanced Learning (AP/IB/Dual Enrollment, etc.) ➤ American History, Economics, Civics, Environmental Ed ➤ College & Career Counseling ➤ Foreign Language ➤ Gifted Education ➤ Physical Education ➤ Professional Development ➤ Social & Emotional Learning ➤ STEM / STEAM ➤ And Much More! 	<ul style="list-style-type: none"> ➤ Community Partnerships ➤ Conscious Discipline ➤ Dropout Prevention ➤ Mental Health Services and Counseling ➤ Parent and Family Engagement ➤ Professional Development ➤ PBIS and SEL programs ➤ Physical Activity/Wellness ➤ Restorative Justice 	<ul style="list-style-type: none"> ➤ PD for teachers, students, administrators to effectively <u>use</u> technology ➤ Blended Learning ➤ Flipped Classrooms ➤ Independent Study ➤ Technology Integration PD ➤ Technology Infrastructure* <p style="margin-top: 10px;">*may be subject to the 15% Special Rule</p>



CHANGES TO GEMS-Program Details Page

[Administer Funding Applications](#) > [2023 Title IV Part A](#) > [Title IV Part A - Program Details - Title IV Part A SSAE Program - Page Details](#) > [Preview Page](#)

[Return](#)

Title IV Part A funds are made available to LEAs for student support and academic enrichment.

Instructions

Transferring Title IV, Part A Funds page must be completed prior to completing this page. Item 1-Transfer to Other Title Grants will auto-populate, based upon what is entered on the transfer page.

Select the check box in front of the items for which Title IV-A funds will be assigned.

In completing the text descriptions below for each of the three activities/focus areas (boxes 2, 3, and 4), be sure you describe: (a) the activities (evidenced based programs and practices), (b) the objectives, (c) the intended outcomes, and (d) the method that will be used to evaluate the effectiveness of the activity (what data will be collected regularly and how will that inform future implementation).

Validation rules on this page.

If the LEA has an adjusted allocation (Title IV allocation minus transfers) of \$30,000 or more:

- 1) All three "Activities" areas must be supported, with amount and description provided.
- 2) The amounts assigned to Well Rounded Educational Opportunities and Safe and Healthy Students must each be at least 20% of the adjusted allocation; minimums are indicated below.
- 3) At least some funds must be spent for Effective Use of Technology.

Special Rule for Infrastructure: Funds specific to infrastructure cannot exceed 15% of the amount allocated to Technology.

If the LEA has an adjusted allocation of less than \$30,000, at least one "Activity" or focus area must be supported, and there is no minimum amount. Be sure to provide both the amount and a description of the initiative(s).

The sum of Options 1 through 6 below must equal the Title IV Part A grant allocation for the district.

When completing the budget, there is a new tag group "Focus Area" which lists the options 1-6 below. The amounts for each tag item must equal the the amounts below. For example, the total for all details marked as Well-Rounded Educational Opportunities in the budget must equal the amount entered below for that option.

1. Transferred Funds

	Amount
Total from Transferring Title IV, Part A Funds page	\$ <input type="text"/>



Program Details Page

4. Activities to support Effective Use of Technology

LEAs with an adjusted allocation of \$30,000 or more must use some funds for Effective Use of Technology.

Amount

* \$

Description of Strategy (Must reflect public and private school uses)
Please describe only the technology strategies that are NOT related to infrastructure in this box.

Check if your proposed grant includes expenditures for technology infrastructure. LEAs may not spend more than 15 percent of funding in this content area on infrastructure, including devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

\$

* Enter the amount included in your Technology amount entered above that will be spent for infrastructure, not to exceed 15% of the amount for the Technology focus area.

* Describe the strategy for funds used for technology infrastructure.

Check Spelling

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LUNCH



Needs Assessment (NA)

Martha Walker



Needs Assessment Stakeholders

- Teachers
- Principals
- Other School Leaders
- Instructional Support Personnel
- Private School Administrators
- Parents
- Students
- Local Government Representatives
- Community Based Organizations



Implementing Effective Activities

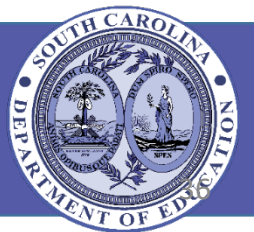
Non-Regulatory Guidance (pages 15-18)

- NA must be comprehensive and examine areas for improvement related students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.
- Select evidence-based activities that are more likely to improve student outcomes



Implementing Effective Activities

- Plan for Implementation- such plans typically include the following components:
- A logic model, which demonstrates a theory of action by visually connecting the activity to expect outcomes that are stated as well-defined and measurable goals and clarifies how the activity will work;
- Well-defined, measurable goals with implementation timelines;
- Clearly outlined roles and responsibilities for people involved, including the people responsible for the activity's success;
- Identified resources required to support the activity;
- A process to monitor implementation;
- An outreach strategy to regularly engage stakeholders.



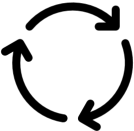
Examine and Reflect

- The final step for improving effective implementation is to examine how the activity is working and then use that information to make decisions for next steps.
- Performance Monitoring
- Rigorous Evaluations (answer questions about the impact of a specific activity on measured outcomes)
- These activities produce information that should be used to guide future investments.




Program Evaluation Essentials

Process Evaluation

- 
- Focuses on the implementation process
 - Is the activity working as intended?
 - Is the activity going according to plan?

Outcome Evaluation

- 
- Focuses on achievement of stated goals and objectives
 - Does the activity have the intended impact?
 - Did the activity accomplish what it was designed to accomplish?



Program Evaluation, Cont.

- Both process and outcome evaluation questions are critical to ask, as they provide insight into how and why interventions either succeed or fail.
- Collecting ongoing evidence ensures that the program is being carried out the way it is intended and gives the LEA feedback throughout program implementation.



Continuous Cycle of Evaluation

1. Ask Questions
2. Organize the Evaluation
3. Create Goals/Benchmarks
4. Design Measurements/Indicators
5. Carry Out the Evaluation
6. Report Results



[Source - T4PA Center - Evaluation Guide \(ed.gov\)](#)



LEA Example

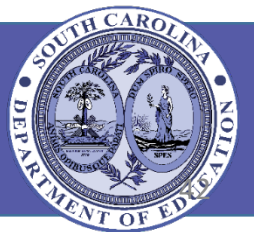
Restorative Practices to Reduce Exclusionary Discipline

- ABC High School's stakeholders identified a concern that exclusionary disciplinary practices resulted in high numbers of academically at-risk students missing a combined total of 1,234 days of school in the 21-22 school year due to out-of-school suspensions.
- ABC High School plans to use Title IV-A funds to implement restorative practices to promote Safe and Supportive Learning Environments in the Safe and Healthy Students category by **hiring a Restorative Practices Facilitator** and providing all staff with national training on restorative practices.



Step 1: Ask Questions

- Determine what your LEA and other stakeholders are trying to learn from this evaluation and what pieces of information are needed to get there.
- LEA example questions for evaluation:
 - Process Evaluation: How do restorative practices address behavior concerns?
 - Outcome Evaluation: Did numbers of out-of-school suspensions decline in the following school year?



Step 2: Organize the Evaluation

- Once an LEA identifies the best use of Title IV-A funds through a needs assessment, the next step is to develop a “**logic model**”
- A Logic Model plan helps to visually connect activities to expected outcomes.
- Setting a plan in place will let stakeholders know what to expect.



Step 2: Organize the Evaluation, Cont.

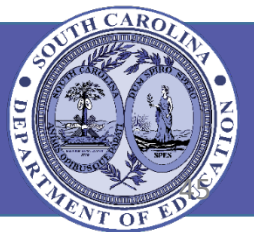
- Logic Model Components

- Many components of a logic model may have been identified in a needs assessment.
- These components include:
 - inputs
 - activities
 - benchmarks
 - outcomes



Logic Model Components

- **Inputs** - refer to the features and people in your LEA who will be impacted by the intervention
- **Activities** - represent the program itself
- **Benchmarks** - the individual outcome targets that students need to meet in order to consider the intervention successful
- **Short-Term Outcomes** - what happens soon after program implementation
- **Long-Term Outcomes** - the "wish" factors or ultimate desired result after the intervention is finished and the students have moved on



Sample Logic Model

INPUTS

- Students & Staff at Creosote High School
- Victims of Student Behavior

ACTIVITIES

- Staff & Students learn restorative practices
- Restorative practices facilitator implements program
- LEA collects exclusionary discipline data & surveys assessing perception of school environment

BENCH MARKS

- **Year 1:** CHS reduces out of school suspensions by 40% & graduation rate of academically at risk students increases 25%
- **Year 2:** CHS reduces out of school suspensions by 60% & graduation rate of academically at risk students increases 35%
- **Year 3:** CHS reduces out of school suspensions by 75% & graduation rate of academically at risk students increases 50%.

SHORT-TERM OUTCOMES

- Academically at risk students spend more time in school learning.

LONG-TERM OUTCOMES

- Students and Staff feel safe & supported at school.
- Graduation rate of academically at risk students improves.



Step 3: Create Goals/Benchmarks

- SMARTIE Goals are

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound
- Inclusive
- Equitable

- SMARTIE Goal Example:

ABC High School will increase the graduation rate of academically at-risk students by 25% by the end of the first year.



Step 4: Design Measurements/Indicators

- Measurements and indicators
 - Assess whether a goal or outcome was reached
 - Should be aligned to the goals of the program
- In our example, LEA math test scores would not be the best indicator.
- Graduation and suspension data would be more relevant to the Title IV-A program.



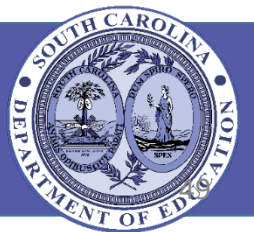
Step 4: Design Measurements/Indicators, Cont.

- **Quantitative Measurements/Indicators**

- Survey Numbers
- Tests
- School Data
- Etc.

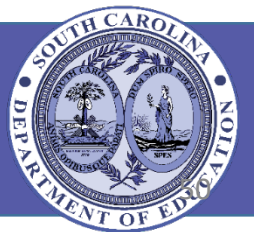
- **Qualitative Measurements/Indicators**

- Survey Narrative Responses
- Observations
- Focus Groups
- Case Studies
- Etc.



Step 5: Carry Out the Evaluation

- Once the evaluation begins, it is a good practice to let the stakeholders know and keep them informed of its progress.
- As the evaluation progresses, schedule regular intervals to revisit the evaluation process to ensure that what is supposed to be measured is actually being measured.



Step 6: Report Results

1. **The need for the project in the school:** What arose from the needs assessment that necessitated this program/project/activity?
2. **Who was involved:** Who were the key players - teachers, students, or both?
3. **What was the program:** What project, activity, or intervention was selected, and what were its key features?
4. **How the intervention worked:** How was the intervention implemented?
5. **The results of the evaluation:** What did you discover as a result of the evaluation?
6. **Any changes or modifications:** How will the intervention be changed as a result of the evaluation?



Step 7: Repeat

- It's important to remember that good evaluation is ongoing and will last until the intervention is complete or a new intervention or evaluation takes its place.
- As the changes occur, evaluation indicates when additional changes may be necessary.



Title IV

School District of Pickens County

Amy Turner
Coordinator of Federal & Special Programs



Getting Started in Spring 2018

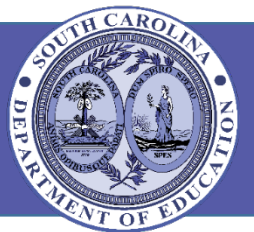
- What is Title IV?
 - Reviewed guidance from SCDE
 - Reviewed guidance from USDE
- Considered needs presented throughout the 2017-2018 school year (data days, district leadership team meetings, instructional department team meetings, conversations with principals, etc.) and SDPC Vision, Mission & Belief Statements
- Various data sources - 2018 District Strategic Plan and ASCD School Improvement Survey Tool, 2016-2017 Chronic Absenteeism, 2017-2018 Chronic Absenteeism Quarter Three report, school report cards, and MAP data

- Meetings with various stakeholders
 - Various stakeholders contributed to the revision of our district strategic plan.
 - Teams met to discuss data such as drop-out rates, overage/retentions, attendance, referrals/suspensions, state testing results, and more.
 - Throughout this process, it was determined that schools in the Liberty attendance zone had a higher chronic absenteeism rate, a lower graduation rate, and overall lower academic achievement than the other three attendance areas within our district.



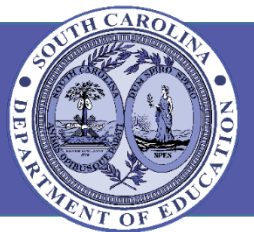
Findings

1. Higher chronic absenteeism rate in Liberty attendance zone contributes to lower graduation rate and higher drop-out rate. Thirteen percent of elementary students, 6.4% of middle school students, and 5.7% of high school students in the Liberty area meet the ESSA definition of chronic absenteeism according to the most recent quarter three data report.
2. Higher retention/over-age percentages in the Liberty attendance zone contributes to lower graduation rate. 17.75% of the fifth graders and 27.6% of the eighth graders in 2016-2017 had been retained.
3. Liberty High had the highest drop-out rate in the district in 2015-2016 (4.4%).
4. Liberty High had the lowest graduation rate in the district in 2015-2016 (74.2%).
5. The graduation rate for Liberty High School was lower than the other three high schools in our district in 2015-2016 and 2016-2017.
6. The overall mean score on the SAT for Liberty High students was the lowest in the district in 2017.
7. The percentage of Liberty High students passing AP exams was the lowest in the district in 2017.



Findings, Cont.

8. On 2017 SC Ready, the Liberty area attendance zone had the highest percentage of students scoring does not meet in ELA in third and eighth grade and the second highest percentage in fifth grade.
9. MAP math percentiles for Liberty area kindergarteners in the fall 2016 are lower than their peers in other attendance zones. Reading percentiles are the second lowest in the district.
10. MAP math percentiles for second graders in the Liberty area in spring 2017 are the second lowest in the district. Reading percentiles are the lowest in the district. A higher percentage of second graders in the Liberty area are at-risk of not being ready for third grade and the expectations of Read to Succeed.
11. MAP math percentiles for fifth graders in the Liberty attendance zone in spring 2017 are lower than any other area in the district. Reading percentiles are the second lowest.
12. MAP math percentiles for eighth graders in the Liberty area in spring 2016 are the lowest in the district. Reading percentiles are tied for the lowest.
13. The Liberty attendance area has the second highest percentage of students identified as McKinney-Vento homeless in the district. Between the four schools in Liberty, 6.8% of the students are considered homeless.
14. According to the ASCD perception survey (Whole Child, Whole Community, Whole Child Model), schools in the Liberty area need to engage students and families more, as well as address the health and nutritional concerns of staff, students, and families.



Next Steps after analyzing findings...

- Identify desired outcomes based on needs evidenced by data
- Determine measurable program goals
- Work backwards and develop a timeline of evidence-based activities that align with the guidelines of Title IV
- Establish a plan for program evaluation

Year One SDPC Title IV Plan

Goal(s): Increase the graduation rate in the Liberty attendance area from 80% to 90% by the end of the 2022-2023 school year. Decrease the dropout rate to less than 2% in the Liberty attendance zone by the end of the 2022-2023 school year. To increase family engagement in the Liberty attendance zone.

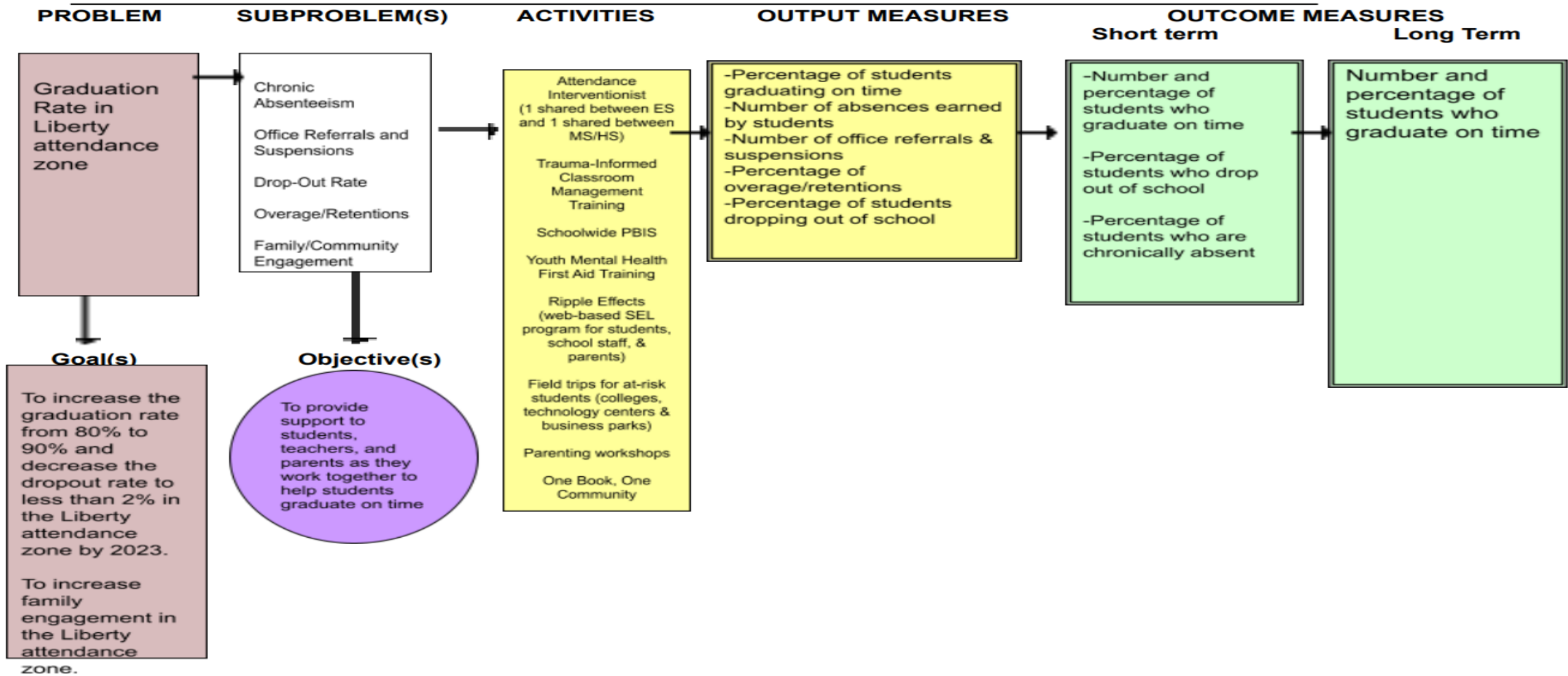
Objective(s): To provide support to students, teachers, and parents in the Liberty attendance area as they work together to help students graduate on time

Intended Outcome(s): Percentage of students who graduate on time will increase. Percentage of students who drop out of school will decrease. Percentage of students who are chronically absent will decrease. Percentage of students who are retained will decrease.

Evaluation of Effectiveness: Graduation rate, drop-out rate, chronic absenteeism rate, retention rate, sign-in sheets and agendas from family engagement activities



LOGIC MODEL TEMPLATE
 Pickens Title IV, Part A Student Support and Academic Enrichment Grant

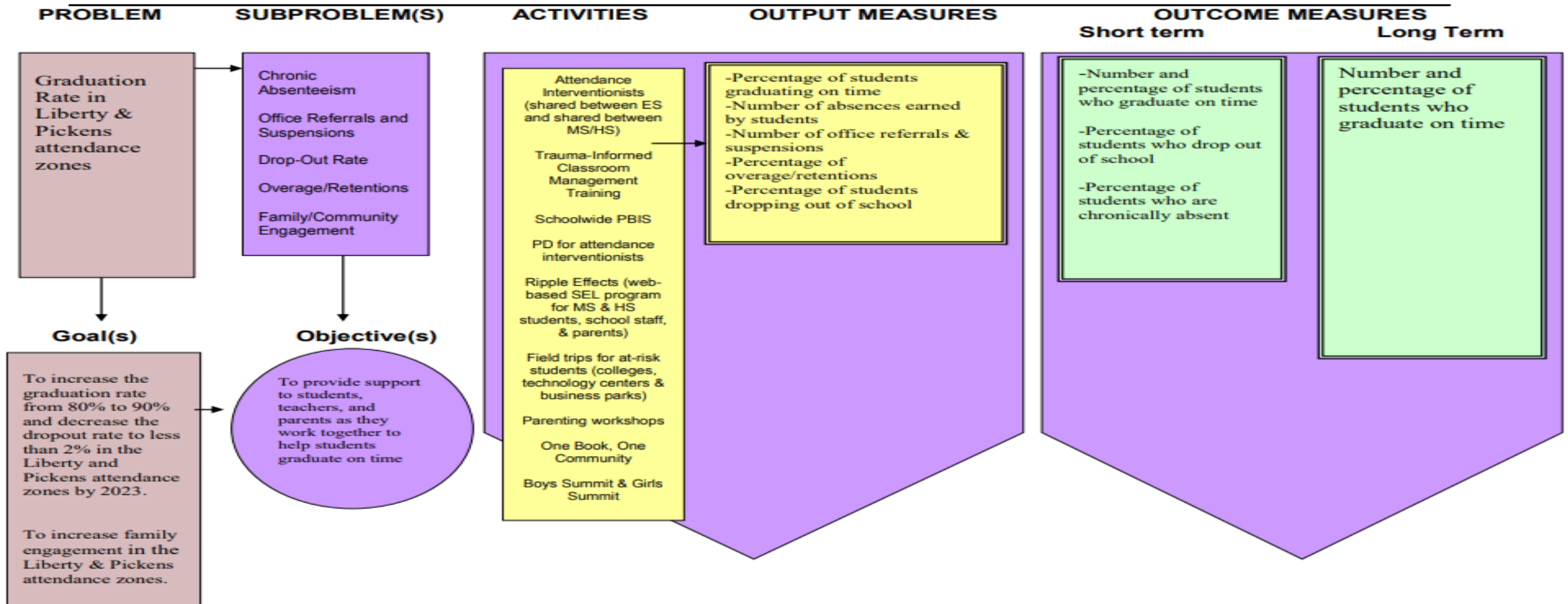


Program Evaluation

- Year One data reviewed
- Report to local School Board and Superintendent
- Continued meetings with various stakeholders
- Team determined that year one activities should be expanded to include Pickens attendance area (increased Title IV funding)
- Logic model updated after examining data & reflecting on stakeholder input
- Ongoing program evaluation...Did the activities help us make progress toward our program goals and desired outcomes?



LOGIC MODEL TEMPLATE
 Pickens Title IV, Part A Student Support and Academic Enrichment Grant

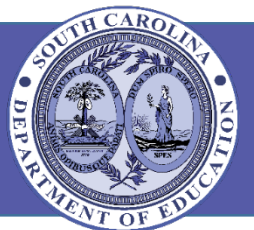


PICKENS TITLE IV, PART A GRANT | SPRING 2019



Where are we now?

- 2022-2023 will be a continuation of the activities in current plan
- Program goals should be met by the end of the 2022-2023 school year
- Effectiveness of activities will be evaluated
- Input will be collected from stakeholders
- Data will be analyzed (current and trend data)
- Team will decide what is next for Title IV in SDPC



Online Applications

Jennifer Rhodes



Online Applications

- Based on needs assessment and allocation awarded
- Follow guidance from USED and SCDE when developing plan
- Needs Assessment/Plan for Implementation and Stakeholder agendas/sign in/minutes will be uploaded in the 23 Title IV GEMS project



TABLE TALK



What are some ways that your district already is or could use Title IV funds for Well Rounded opportunities?



Content Area 1 – Well Rounded

- 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 computer science, and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs, and early college high schools
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education



What are some ways that your district already is or could use Title IV funds for Safe and Healthy opportunities?



Content Area 2 – Safe & Healthy-Back to the Basics

- 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 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 skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships



What are some ways that your district already is or could use Title IV funds for Technology PD opportunities?



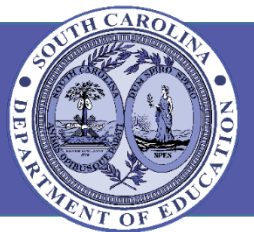
Content Area 3 – Technology

- 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 *(initial professional learning for educators on effective blended learning model instruction, ongoing collaborative planning time, and ongoing, job-embedded professional learning opportunities to improve educator practice. These ongoing opportunities could include access to digital professional learning resources, a collaborative community of practice, and/or coaching).*
- 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 *(schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum for the student to receive a free appropriate education under the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act.)*



Additional Resources

- [Non-Regulatory Guidance Student Support and Academic Enrichment Grants -- October 21, 2016 \(PDF\) \(ed.gov\)](#)
- [Title IV 21st Century Schools - Office of Elementary and Secondary Education](#)
- [Developing Stakeholder Relationships to Support School Programming \(ed.gov\)](#)
- [Selecting Evidence-Based Programs and Practices for Title IV, Part A Activities](#)



Sources

- Title IV, Part A Technical Assistance Center. (2022). *T4PA Center Evaluation Guide*. <https://t4pacycenter.ed.gov/Docs/ProductResource/EvaluationGuide508C.pdf>
- Title IV -A Technical Assistance Center (T4PA Center). (2021, February). *Spotlight On: Arizona Title-IV Implementation*. <https://T4pacycenter.Ed.Gov/Index.aspx>.
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Question and Answer



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