

Student Support and Academic Enrichment Title IV, Part A: 2020-21 Program Overview

Program Purpose

The purpose of the Student Support and Academic Enrichment grant program (Title IV, Part A) is to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs; also referred to as school districts) to:

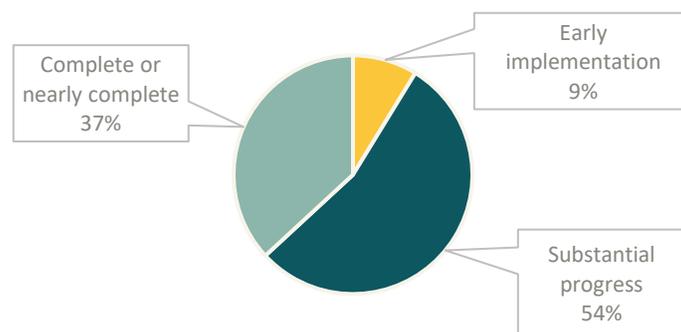
- Provide all students with access to a well-rounded education.
- Improve school conditions for student learning.
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Locally determined programs and activities carried out under Title IV, Part A must be coordinated with other school and community-based services and may be conducted in partnership with institutions of higher education and other entities

Program Overview: 2020-21

Local educational agencies (LEAs) implementing a Title IV, Part A program are required to annually complete a state report regarding how funds were used and to what extent they accomplished annual goals. Page two (2) of this report presents a high-level snapshot of how LEAs categorized activities funded by Title IV, Part A. Pages three through fifteen (3-15) provide narrative examples of how LEAs described a success resulting from Title IV, Part A funding.

Many of the LEAs reported disruptions to plans as a result of the COVID pandemic. When asked to reflect upon the goals and activities described in the grant application, they reported varying levels of success with implementation. Overall, Washington LEAs expressed gratitude for the flexibility of this funding source, particularly as students and communities expressed a broad range of new or expanded needs.



OSPI received approval from the US Department of Education to waive certain FY 2020 fiscal and programmatic requirements under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). Descriptions of how LEAs used those waivers are included on page sixteen (16.)



2020-21 Use of Title IV, Part A Funds

Program Area	Well-Rounded Education										
Activity Focus	College and career counseling	Music and arts education	STEM, including computer science	Accelerated learning programs, including AP and IB programs	Dual or concurrent enrollment programs and early college high school courses	American history, civics, economics, geography, or government	Foreign language instruction	Environmental education	Volunteerism and community involvement	Social emotional learning	Career and technical education
LEAs reporting	16	28	30	14	23	7	4	4	7	78	7
Program Area	Safe and Healthy Students										
Activity Focus	Strategies to improve school climate, including schoolwide positive behavioral interventions and supports	Trauma informed classrooms/schools	Drug prevention	School-based mental health services and partnership programs	Health and safety practices in school or athletic programs, including nutrition and physical education	Mentoring and school counseling	School dropout and re-entry programs	Integrated systems of student and family supports	Child sexual abuse awareness and prevention	Reduce exclusionary discipline practices	Site resource coordinator for community partnerships
LEAs reporting	91	53	5	32	18	23	5	33	1	17	12
Program Area	Effective Use of Technology										
Activity Focus	Professional development and capacity building to improve the use of educational technology	Provide professional development in the use of technology for STEM, including computer science	Implement blended learning strategies	Develop or deliver specialized or rigorous academic courses and curricula using technology	Provide students in rural, remote, and underserved areas with digital learning opportunities	Discover, adapt, and share educational resources, including open educational resources (OER)	Purchase digital instructional resources or content	Build technological capacity and infrastructure, including purchasing devices, equipment, software applications, or platforms	Make assistive technology available to students with disabilities	Use technology to support English learners	
LEAs reporting	60	13	34	22	25	8	32	33	5	12	

Title IV, Part A Program Examples for 2020-21

(as submitted by LEAs)

Using these funds we were able to provide music teachers with digital content. Moving from in person to remote learning was difficult for music and these funds gave them standards-based activities and lessons to use with all students.

These funds allow our district the opportunity to provide our students with additional music education and additional nursing hours, that help to accommodate more student needs.

Staff successfully utilized current and new instructional technology to deliver remote and hybrid instruction.

With the additional support of our Title IV funding, we were able to better engage youth during the pandemic closures. The Prevention and Intervention (PI) team conducted hundreds of home visits. On one occurrence, the visit conducted by a PI and an assistant principal interrupted a student's active intent to end his life. Their timely knock on the door and alert communication resulted in his becoming disarmed and in the arms of support. Our impact doesn't get any more real than that.

Title IV funds helped us continue our work with Positive Behavioral Intervention (PBIS) and suicide prevention. It also helped us strengthen our math curricula.

During this time of immense needs in mental health areas the use of Title IV funds to partially fund the position of Mental Health Coordinator in our district has been a definite success and a proven need.

We were able to increase student outreach and engagement with mental health counselors by offering online services to the high school students. Some of our students were reluctant to be seen getting support on campus, so this allowed them to get the help needed in a setting they were comfortable in.

Secondary students who live in remote areas had access to learning on campus during COVID by hiring paraeducator staff. A variety of Social and Emotion Learning (SEL) instructional materials and tools went out to the staff quickly, while important before, this was critical during the 2020–2021 SY. Got foundational Multi-Tiered System of Supports (MTSS) professional literature out to all schools. Sent over 80 staff to Dr. Lane's Introduction to Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T), which is foundational knowledge for MTSS in our district. Ensured numerous low income students were able to take the Dual Language Credit Proficiency course at no charge.

The 20–21 SY title IV dollars focused on enhancing our technology access due to pandemic response, supporting staff in the realm of our advanced learners, and supporting our migrant/English Language Learners (ELL) students. The data collected thru the Center for Educational Effectiveness (CEE) survey, work with Highly Capable learners, support for migrant/ELL and access to technology enhanced the district's ability to build a solid data driven strategic plan, equitably support our ELL/migrant and Highly Capable (HiCap) learners and those needing help with technology and remote access.

Our Character Strong program is doing well in our district by providing students and staff the tools they need to make a better environment for learning. We have been able to help fund dual credit courses for some of our most in need students, helping them gain college credit and be college ready. We want to expand our dual credit courses in the future too.

2020-21 Use of Title IV, Part A Funds

Due to the purchase of the Chromebooks, students in grades K-4 were able to access important distance learning programs such as Zoom, Moby Max, Lexia, and Google Classroom. We also leveraged Title IV funds to purchase jet packs for students without home internet access.

Well-Rounded Education — a robust College in HS program. We make it financially possible for all students to participate in this program by funding f/r CinHS students with Title 4 funds. School Safety — We continue to make safety improvements to our facility with Title IV funds, most recently updating our Visitor Sign-in system to an electronic database. Effective use of technology — these funds are used to train and prepare technology support personnel, including Google Suites, Apple systems, and JAMF security systems.

We were able to invest in our music club and students were able to participate in the music club even during COVID! We held weekly virtual Lego clubs. We focused on different challenges to get the students to use their problem solving and engineering skills. During that time we allowed students to share what legos they used, how they figured out how to use them, and what part was challenging to them. We helped them understand how mistakes and when we work on things that are challenging benefits our brains and helps them grow. We also provide Science, Technology, Engineering and Math (STEM) kits to several classrooms. A book was read with a problem that needed to be solved. The students then used the materials from the kits to come up with different ideas to solve to the problem. The students loved it! One of the best ways to take good care of your brain and optimize cognitive performance is to get daily physical activity. Exercise stimulates the release of chemicals that help maintain healthy cells and blood vessels in the brain which contribute to better mood, sleep and overall cognitive performance. There is also fascinating research that demonstrates how drumming affects the brain in positive ways. It accesses the whole brain — right and left hemispheres—and creates new neuronal connections throughout. Teachers who have used this program nationally reported seeing benefits carried over to "academic" classes after a DrumFIT workout— better mood, focus, engagement, creativity and overall cognitive performance. These benefits are undoubtedly connected to the powerful effects of combining aerobic exercise and drumming for a complete brain and body workout! Using our Title IV funds, we were able to purchase a complete classroom set of DrumFit stability balls and drumsticks to engage students in aerobic activities set to music. Our PE teacher, has already utilized some of the video lessons online this past school year and is anxious to expand those to in person PE classes this coming school year. She will coordinate with our new music teacher, and we hope to include some student performances in upcoming assemblies.

The School Resource Officers presence on campus daily has helped the staff and student feel more safe at school. When they feel safe, they are able to focus on their academics because they are not worried about their safety.

We were able to provide an excellent professional development activity consisting of a student focused book of trauma informed practices and debrief time with the author. All staff across the district was able to participate and have discussions leading to common practices.

These purchases has helped district offer STEM classes to students in rural school.

Though not our original plan, the increased flexibility with Title IV-A (T-IV) funds allowed us to continue using instructional resources that were familiar to students and teachers by purchasing a digital version. This practice also provided us with better capacity to support home libraries of leveled student texts (incorporated into the digital curriculum we purchased).

2020-21 Use of Title IV, Part A Funds

The Student Assistant Professional has provided ongoing behavioral health counseling to more than 30 individual students each school year, and assisted with dozens of student crises. Data from the 20–21 school year show 87.5% of participating students found the services somewhat or very important, with 60% saying they are more likely to attend school because of this program. The Student Assistance Professional has been an active member of our Pandemic Electronic Benefits Transfer (PBIS) Leadership team, and has assisted with the development of Tier 1 and Tier 2 services. Their participation in our substance use discipline policy updates helped align our student services with best practices and OSPI guidelines.

We live in a geographically challenging and remote area. While the mountains are absolutely beautiful, they are an obstacle when trying to provide remote teaching and learning. Flexibility in funding allowed us to ensure that each and every staff member and student had a device and wifi access to continue with their learning (we needed up to 6 different vendors to get everyone WiFi). While COVID and our work to ensure continuous learning was challenging....prior to COVID we begged teachers to get up to speed with using 1:1 and had several obstacles in our way. This push and flexibility with funding, permitted (and even forced) everyone to work together without crossing arms, and now we have a great plan of how, where, and what device and WIFI access we need to provide our families with remote learning (and we really didn't know this prior to COVID!)

1. Partnerships with community-based organizations (CBOs) to offer summer programming for students 2. MTSS launch at the secondary level through a collaboration with a consultant 3. Partnership with Mental Health organization to offer extended counseling for students.

We were able to create certificated consultant/coordinator stipend positions in each of our elementaries to facilitate the consistent and effective use of our SEL/PBIS curriculum/programming.

Since we are unable to fund a 1:1 ratio of computers to students, we utilize the Title IV funds to purchase/update computers within the district. This past year was successful as we were able to get a computer into the hands of each student we were working with virtually during the COVID 19 shutdown.

We were able to go remote and have devices available. That was really helpful!

Provided support and access to content rich material to students and families via on online format.

We use Title IV funds for a staff member to assist the counselor with school climate and culture, mentoring students who have significant behavioral health issues, and to provide direct support to students as we implement our SEL programs to shift the culture away from exclusionary discipline practices.

Title IVA funds were used to support extended learning opportunities for at risk students. It provided 3 weeks in August of in-person engagement with teachers and paraeducators to help with the transition from online school to in-person school.

Our Elementary focused on trauma informed practices and worked on developing calming strategies for student.

Academic enrichment opportunities were provided in Lego Robotics: student materials and team competition registrations.

2020-21 Use of Title IV, Part A Funds

We used some of our Title IV funds for 20–21 to support the use of a concierge mental health referral service for our students who experienced a crisis. One of our areas of focus last school year and again this school year is supporting the social-emotional health and well-being of our students. Providing access to mental health support enabled school staff to quickly meet emergent student needs and quickly get them and their families connected with the appropriate mental health supports. Consistent feedback from all stakeholders in our district was that providing this service was incredibly important and helped us to meet this need in our system. We also used Title IV funds to provide scholarships for low income students to access college in the high school courses. This has allowed us to greatly increase the number of students who are taking CHS courses in each of our high schools by removing the barrier of lack of financial resources for this student group.

District teachers were provided valuable professional development in Pre-AP utilizing Title IV, Part A funding, which directly supported student access to accelerated learning opportunities.

For the 2020-21 school year, Title IV funds allowed our team the opportunity to provide professional development (PD) to all staff regarding the effective use of educational technology. This was extremely beneficial as we navigated COVID.

We provided professional development to all of our staff on Learning Management Systems such as Seesaw and Google Classroom. Other training on useful web based technologies such as Screen Castify, Zoom, and curriculum platforms was needed as well.

Elementary music teachers now have access to classroom sets of rotating resources to extend students' hands-on experiences with music.

The district engaged with The Learner First to implement a Change Team process focused on the overall climate of the district using tools to gauge current state and create action plans. This process moved us into Family Connections, student interviews, and a well-being focus. With the combination of grants, including Title IV, we were able to provide each student with a Chromebook when we had to teach remotely during COVID closures, along with providing "hot spots" to low income families. We also purchased Airtame display devices so the teachers could move around in their classrooms while teaching online instruction to the students that were at home during COVID.

Staff received professional development from a Certified Behavioral Analyst Certification Board (BCBA). This greatly enhances prevention and response to use researched practices when addressing student behavior.

Title IV has been used to support the implementation of social and emotional learning supports, services and student materials . This is much needed to integrate SEL lessons and supports greatly impacting our students as they returned full time onsite in all schools K-12.

Title IV monies provided the district the opportunity to allow students in rural, remote, and underserved areas with digital technology that otherwise could not have been purchased. Title IV funds allowed for the purchase of interactive technology required to provide equity and educational access to students needing assistive technology due to the restrictions of COVID. Additionally, the district utilized title IV funds to integrate systems of student support to students and families through addressing the attendance gap that is often impacted by mental health and safety.

2020-21 Use of Title IV, Part A Funds

<p>Our district was able to utilize the Title IV funding to increase Full-time equivalency (FTE) for engagement coordinators in order to ensure successful engagement in remote and return to in person learning throughout the school year.</p>
<p>Title IVA supports our entire district in moving toward full implementation of our technology for learning vision. Our Technology for Learning team guides ongoing data-based improvements each year. Among our data points this year is the information that we gained through pre- and post- assessment of teachers' ability to leverage technology for learning, aligned with the Substitution, Augmentation, Modification, and Redefinition (SAMR) model and our technology vision.</p>
<p>We were able to have incoming Kinders come to Kinder Camp during summer session to learn the rules and processes for school and screen any incoming kinders that had not been in our 4 year old preschool program. Also, Kinder Camp allowed our incoming Kindergarteners to be inside the main building of the school to learn about the lay out and rules of the school as in preschool they were in portables and did not interact with the main section/population of the school.</p>
<p>We utilized some funds to train staff in Dialectical Behavior support to help students learn to manage their emotions, ask for help, and resolve conflict effectively. We also held a virtual learning event around trauma-informed practices.</p>
<p>The first is related to art. We had huge success with engaging all middle schoolers in a Native American mural art project. Some of the funds were utilized for technology subscriptions to engage students during online learning.</p>
<p>Our success is a reduction in the number of students who need to have one to one behavior support from the para in the program.</p>
<p>We were able to acquire instructional materials and train staff to address student learning needs for early literacy intervention.</p>
<p>TITLE IV funding allowed us to provide intentionally delivered student supports for students coming back to school from virtual learning. Leading with SEL (from TITLE IV funds) was instrumental in our return "to normal."</p>
<p>We were able to quickly provide Jeff Utetch's Shifting Schools PD to 150 teachers during hybrid learning last year. We had 7 teams participate in Destination Imagination last year.</p>
<p>Our Title IV funds supported our district in having an additional MTSS coach. This coach focused on development of SEL calendars, mental health screening, and coaching schools in MTSS practices.</p>
<p>Students were issued a 1:1 iPad for remote, hybrid and in-classroom instruction. Teachers were able to implement Google Classroom across the board to support all students in their academics.</p>
<p>We have used the funds to implement a district wide SEL to help our students and to create a better work environment for our staff. Character Strong has made a big impact on our students and staff because they take pride in our school by demonstrating positive characteristics with one another.</p>
<p>Teachers trained on MTSS strategies are better able to support students and families.</p>

2020-21 Use of Title IV, Part A Funds

<p>Title IV funds helped provide supports to remote students in COVID who were struggling to complete work.</p>
<p>Each of our buildings now currently have a Trauma Informed Leadership Team that meets monthly to focus on Tier 1 supports and positive behavioral interventions.</p>
<p>We have been able to purchase equipment to get the kids more active. One huge success was to purchase frisbee golf sets to help kids get more movement in during physical education. This has become an activity used in the summer, during physical education and even after school. Over the summer I know of 6 students who actually went to a Frisbee Golf Course and played recreationally. This never would have happened without the exposure they received from this grant and the purchase of our equipment.</p>
<p>Combined with the professional learning we provided staff using Title IIA funds, we crafted a robust distance learning model based on best practice for distance learning.</p>
<p>Implemented daily SEL lessons for high school (HS)and elementary students. Facilitated 2 Youth Mental Health First Aid Classes.</p>
<p>We used Title IVA funds to send teachers to virtual Advancement Via Individual Determination (AVID) professional development where the trainers used digital tools and resources to deliver the training and then teachers were able to scaffold and use these strategies and tools in their remote classrooms immediately. Many reported higher student engagement as a result.</p>
<p>From our HS Site Coordinator: My top accomplishment during virtual learning was connecting with families and helping them access both school and community resources. I was able to get to know many students and families virtually, connect them with teachers, and help facilitate conversations regarding grades and attendance. In addition, I helped families with reduced-cost internet, hotspots, P-EBT, housing assistance, and basic needs (food, clothing, hygiene items). In November, I collaborated with the area's Farmers' Market Association and coordinated a Food Distribution event for local families.</p>
<p>Using Title IV funding, we were able to once again monitor, intervene and support students struggling to attend school regularly.</p>
<p>We used the funds to purchase curriculum for Character Strong to further implement into our middle and high school. This was important in supporting students during remote and once we returned to in-person instruction.</p>
<p>Title IV funds were used primarily to support STEM initiatives, as well as Career and Technical Education (CTE) coursework for teachers pursuing CTE certification as part of our district-wide college and career pathways initiative.</p>
<p>2020–2021 was year 2 of a school-wide implementation of a SEL program, and we believe is a contributing factor in corresponding significant reductions in playground and disciplinary issues.</p>
<p>Our instructional technology coach, who is partially funded out of Title IV was able to provide one on one and group PD for strategies to enhance blended learning and also effective and/or best practices for the use of technology in the classroom.</p>
<p>Having three options for students' academic learning last year (blended, full time face-to-face, and online remote learning) this grant gave us opportunities to work with students, staff, and community.</p>

2020-21 Use of Title IV, Part A Funds

Success was challenging during the pandemic, as lower attendance rates and changing school schedules (i.e., moving from remote only, to hybrid two-day, and then to four-day in-person services) adversely impacted students and staff. Our success was specific to learning how to provide effective interventions through videoconferencing, as well as shifting our model to more push-in interventions for students during in-person instruction.

One of our successes for the 20/21 school year was our partnership with Communities in Schools and their ability to make personal connections with many families and students during our remote/hybrid school year. They worked hard to provide support to the highest struggling students and provide support to the families and students in remote/hybrid learning. We were also able to get some Tech items that helped create STEM projects for Students that were sent home to complete and have interactive remote instruction.

Despite moving into remote learning, the district was able to access much of the social emotional curriculum to assist students in dealing with the difficulties of the pandemic. We were able to train teachers in trauma and social emotional enhancement as well as make an impact on students during such a difficult time.

Many of our students were able to utilize the additional counseling services because of the recent pandemic and the isolation from their peers. We also had some tragic deaths that occurred that many of our students needed the help of the outside services. We also were able to add more SEL to our students who needed the guidance and support during the pandemic. We were also able to provide more equipment for our well rounded fitness program. This also helped with the mental and physical health of our students. This was so successful, we continued the program into the summer.

This past year, we dedicated safe and healthy funds for each building counseling department to use for their age group of students. They had significantly different needs, but our alternative high school purchased best selling books on financial management, parenthood, life skills, etc. Students that were lacking motivation and engagement instantly checked them out and read through them.

The greatest success was bringing additional STEM offerings to our middle school students as a result of this iGrant. We were able to train and add additional STEM courses for middle school...an area of need.

SEL Training was very well received and applicable in the current pandemic environment.

Copies of book titles were purchased for the Race and Identity Book Program.

Our students were able to participate in community-based virtual field trips in science. Our students also had enhanced and expanded music and art programming.

We were able to provide a fully online school for students that were not comfortable returning to school due to Covid/health reasons. We were able to maintain it for the full year and hope to continue to provide this for our students for the 2021-22 SY, to offer other resources for students that are not comfortable attending in-person learning.

We were able to utilize the Panorama Education tool as a Social Emotional Screener and were able to collect information from the student voice perspective to share with our School Board, District Leadership, and other stakeholders. This was integral during the COVID-19 closure and reopening.

2020-21 Use of Title IV, Part A Funds

<p>Suicide prevention Group counseling guidance.</p>
<p>By expending Title IV funds to support STEM, we were able to also combat COVID issues by purchasing lab materials for individual use and by purchasing sanitizing equipment for lab materials and lab safety materials to make using them with multiple groups at the high school and middle school possible.</p>
<p>During covid, we worked to provide staff with resources to support the social-emotional needs. These funds were essential for making this happen.</p>
<p>We provided students who otherwise would not have financially been able to earn dual credit through our college in the HS program with Title 4 funds.</p>
<p>We are able to financially assist students with college high school courses. Before students had to pay tuition on their own, which meant many students did not or could not take these courses — now all our students have opportunity, no matter thier financial state.</p>
<p>We had a group of 10 multilingual Vietnamese\English (Vie/Eng) speaking high school students that were failing their STEM courses due to the remote learning teaching and learning modality. We were able to hire an expert tutor that spoke Vietnamese, who worked with these students over a period of a semester. She coordinated with teachers, counselors, the family, and the student to align expectations, modify assignments, and tutor students in not only the content, but study skills and online resources available for additional support. We are very proud to report every student earned a C or better in their coursework by the end of the year. Many of these students this year are excelling in-person due to the study skills, confidence, and perseverance they learned from this support.</p>
<p>Purchase of Social Emotional Learning curriculum, Character Strong. Teachers were trained in the implementation of the curriculum and schedules were created to deliver SEL lessons throughout the school year.</p>
<p>Creation of MTSS processes and teams at each building.</p>
<p>Title IV funds have continued to support our efforts in ensuring that students get the highest quality Hands on, Minds on STEM education that connects them to future STEM related careers.</p>
<p>Improved services to students who need extra support due to homelessness, drug use, poverty, health issues. While in CVOID-19, the navigators are also helping with Immediate support for our most difficult mental health students and initial counseling services with a program plan for our second level. Additionally with the support of True Star Behavior Health students were able to work directly with counselors at the school sites to address mental health, alcoholism, opioid addiction and substance abuse.</p>
<p>The district used a portion of Title IV funds to purchase Chromebooks for our students. These additional resources, along with the support of community organizations to provide hot spots for all students who needed internet access, allowed us to provide 100% of our students with a working technology device and access to the online curriculum provided by teachers during the school closures. While we had many partners come together to make this happen, Title IV resources were a major contributor to these efforts!</p>
<p>We were able to get more students in to arts electives.</p>

2020-21 Use of Title IV, Part A Funds

<p>Increased number of students earning Dual Credit. Improved tech resources to increase access. Support for SEL.</p>
<p>The use of these funds has helped to ensure that all staff are trained in and are using restorative practices in all of our schools..</p>
<p>Title IV has allowed our district to provide professional learning time for Safe Zones Training, which is to train teachers on how to create a safe environment and culture for our LGBTQ+ students and families. We've had ongoing training for a couple of years now with many benefits to having this group lead conversations and provide advocacy. We are also able to fund many of the educational apps that provide social emotional learning, additional reading support, and visual thinking strategies.</p>
<p>Many students were able to access mental health services that otherwise would not have been able to.</p>
<p>We utilized most of our Title IV Funds to pay for purchased services (for professional development) for a "train the trainer" model in Guided Language Acquisition Design (GLAD) to improve teaching and learning across all grade levels in all subjects. We also provided staff with training in SEL, particularly in building a multi-tiered system of support for every student.</p>
<p>We felt that this past year with the COVID situation our schools rallied to provide families the social emotional support through home visits, drive through support, and general mental health support with remote sources of strength activities. Making the most of difficult situations.</p>
<p>The funds were used to support scholars at all different grade levels. We were able to ensure that scholars who opted for in person or online only instruction received the necessary technological supports with digital music in addition SEL supports were readily available to all scholars in a variety of formats.</p>
<p>We were able to continue our focus on meeting the social and emotional needs of our students in an intentional way, even while they were going to school remotely.</p>
<p>We also contracted with Boys/Girls Club (BGC) to offer enrichment activities for students during our hybrid model. Students received only reading and math through schools and BGC provided extended day science and enrichment SEL activities. We were also able to provide virtual STEM opportunities (through Destination Imagination) for our students. We had several teams compete.</p>
<p>We use these funds to support our Family Resource Center. Our Coordinator has worked tirelessly with our community to partners to support our families throughout the pandemic. She has successfully maintained strong relationships with students and families to help with meeting their basic needs.</p>
<p>We were able to continue our efforts with Character Strong training and SEL in general, Behavior Communication and counseling-suicide training among other training such as reducing anxiety in students.</p>
<p>With our Title IV money we were able to continue to work, on our PBIS/MTSS Teams and provide behavioral supports, work on positive cultural while remote and when we came back.</p>
<p>We were able to train 60+ teachers on MTSS. The new learning is currently being implemented this school year and put into practice. The work is ongoing with those staff members in their buildings.</p>

2020-21 Use of Title IV, Part A Funds

Providing arts and music in the elementary as enrichment provided opportunity for students to experience a well rounded education. Our partnerships with local health provider enabled us to support students physical, social and emotional health during a period in life with so many unknowns. And finally, the STEM work has increased and continues to grow in our district as a result.

Expansion of our SEL curriculum and training.

We have been working very hard to develop multi-tiered integrated supports for students and families. We have four schools fully implementing MTSS through the Comprehensive Integrated Three Tiers of Support (Ci3T), five schools beginning their implementation this school year. By the 2022-23 school year, all 10 schools in the district will have fully developed (although consistently reviewed for improvement) MTSS through the Ci3T Framework developed by Dr. Kathleen Lane at Kansas University.

Nearly 50 staff members, certificated and classified from across all schools and departments in Selah engaged in a book study and professional development around the history of race in the United States and learned a protocol in order to discuss race in a productive manner.

We were able to purchase digital music curriculum resources for the music specialists, choir and band teachers of Sequim. These resources enabled them to provide excellent music instruction for our students - particularly during this pandemic when the way we are able to teach and interact with our students is so drastically different. Teachers had the professional development resources, online learning platforms, and equipment to benefit the learning environment in person, hybrid or remotely.

The Ed Tech facilitators were instrumental in providing professional development of technology to teachers, empowering them to integrate technology into daily instruction, enhancing student outcomes.

All buildings now have Social/Emotional curriculum and trained staff to deliver services to our students. We now have consistency and predictability with updated action plans. With Canvas technology our secondary students now have a learning management system enabling them to have access to synchronous and asynchronous activities and lessons as well as access to all curriculum for their classes. Our secondary level teachers have gained skills necessary to becoming 21st century educators, which in turn meets our district goals.

Professional development for all Kindergarten teachers the Kindergarten Guide and implementation in Kindergarten academy in 20-21.

A 12th grade migrant student with a passion for dentistry and service to others worked with our Migrant Liaison. Together they worked on college admission process, recommending summer activities, one-on-one essay writing workshops, application coaching and recommendations to private schools, scholarship referrals, and connecting her with mentors from schools that she has applied to. This student was awarded a \$22,500 academic achievement award to Seattle University and a robust financial aid package. She was also awarded the Washington Opportunity Baccalaureate Scholarship.

With using remote and then hybrid instruction, the technology funds help tremendously in moving teachers to implement technology and best practices in schools to keep student engaged and moving forward. Middle schools implemented Character Strong to support students that are struggling and falling behind while creating safe schools.

2020-21 Use of Title IV, Part A Funds

We trained 17 staff members on the Since Time Immemorial curriculum, and lessons are designed/included in our scope/sequence for history. Teachers effectively used the SWIVL devices thanks to professional development to provide higher-quality instruction for students learning remotely. This allowed us to loop in students who were at home when we operated in a hybrid model, providing 5 days of instruction for all students. Success with the STI curriculum and SWIVL are continuing in to the 2021–22 school year, as we focus on inclusionary practices through these continuing initiatives. Several seniors were able to meet the graduation pathway requirement through successful completion of criteria through the SAT. Additionally, juniors received valuable information through PSAT data, and we had 9 National Merit Scholars.

Helps us provide counselor and nursing services to students.

In partnership with community organizations, we were able to support the individual needs of students in very intentional ways including online tutoring and as a result, we did not lose contact with them even though the school building were closed for a sustained period of time. Services were successfully wrapped around students and their families to support connection to school and to community mentors for social/emotional recreational activities. Basic need resources were delivered to porches, as needed. When public health mandates allowed in-person enrichment activities attracted over 150 students outside of school hours.

Elementary students accessed Dreambox to increase academic achievement in mathematics whether learning was in person or virtual with this focus, students were able to increase their knowledge of academic standards at grade level and beyond.

TCI Social Studies digital services allowed students digital access to content at school and while at home during remote learning.

The software program allowed the school student support staff to identify specific time and locations of discipline challenges so appropriate supervision could be implemented. The software also allowed student assistance teams to provide specific interventions for individual student.

A success was a high number of students during the pandemic were still able to receive Dual Credit even though they were isolated and many families were experiencing financial hardship.

Over 50 certificated staff engaged in 6 sessions of professional development around the Minecraft EDU Platform. Teachers from grades 2-12 learned the amazing capacities of this platform and how it can provide students with a variety of ways to show their learning through a popular gaming platform. Teachers then took this learning and immediately had students engaging in activities ranging from area and perimeter, pixel art lessons, solving math problems, engaging in e-sports and collaborating on shared tasks with small groups. At one school, students across several classrooms created an end of the year slide show to share with everyone to share their creations. With every student having access to this platform, we are sure to see new and inventive ways for students to engage in all content areas in the upcoming school year!

Students were exposed to greater opportunities beyond graduation. Using the AVID program, students (especially at MS and HS level) were able to start the process of career planning and see that success after high school is possible.

Music instruction has been shown to improve student learning in math and ELA. Test scores at the elementary school have increased as a result of this and other programming. With this grant, every student in the elementary school receives music instruction including instruction on playing an electronic keyboard.

2020-21 Use of Title IV, Part A Funds

<p>Enrollment in our instrumental music program has increased.</p>
<p>Being able to increase our capacity and offering of art education and after school activities gives our students safe experiences.</p>
<p>Using technology we have surveyed and set up break out sessions with families to inform them about opportunities in college and career. Using talking points to provide two way communications between multilingual students and teachers and school.</p>
<p>Use of funds to purchase PE equipment for students to use to stay active while in virtual/hybrid learning environment was ecstatically received by students and families. We also have virtual Zumba with students with our community partners as well as a virtual Zumba family night. These activities are well received by students/families each year and we were excited to be able to provide them even in a virtual environment.</p>
<p>With the Title IV A funds we have been able to contract a mental health therapist that services our district P-12. In that, we have one of our incoming kindergarten students, who was a student at our early learning center, receiving services through the summer. The student started receiving services in late spring. We are excited to see a smooth transition into kindergarten for this friend as a result of the services.</p>
<p>We were able to promote safe and supportive learning environments and reduce the use of exclusionary discipline practices by investing in two Restorative Practices Coaches and an Education Ombuds.</p>
<p>Professional Development related to love and logic as well as trauma response was provided to all related and direct service staff. Some of our students experienced trauma due to isolation during the pandemic; our staff were able to reach out to them through technology and provide caring and nurturing support during this time. The PD gave them the tools to do this and the additional technology ensured that we were able to reach the students.</p>
<p>We were able to respond quickly to the social emotional needs of our students as we conducted ongoing home visits and re-engaged students throughout the school year. Our successes include enhancing our arts program at our high school to ensure more inclusive lessons of student voice. In regard to our SEL practices, we have made significant advancements in our work to align programming across buildings and build capacity at each site to address Tier I and Tier II systems.</p>
<p>We increased our SEL program to include middle school and high school. One of our largest accomplishments was to train staff on our Tier 2 PBIS process.</p>
<p>We have SEL Curriculum for all grade levels and all buildings have Tier 2 PBIS Teams in place</p>
<p>We have been able to support concentrated work on building multi-tiered systems of support using a dedicated teacher on special assignment. This has allowed us to respond to the needs of students impacted by COVID related school closures and missed instruction due to quarantining or isolation. This focus on educating the whole child was needed during this challenging time and we were pleased to be proactive in supporting students.</p>
<p>We have really been working with these funds to expand our offerings in the PE/Health, Music and Arts areas. We are a small District and often have to use our other funding to focus on Reading (ELA) and Math and interventions for the same. With this funding, we have been able to capture student interest in these</p>

2020-21 Use of Title IV, Part A Funds

other important content areas, and expand what we are doing to motivate students who may really excel in these underfunded areas of the curriculum. In this way, the students can receive a more well-rounded education and we can offer more options for them in these important and motivational content areas. We have also gotten to expand our services in the area of SEL with our counselors seeing the benefit of interacting with the students in a variety of ways in this area. Having the waiver the past two years has also given us the option of adding to our technology infrastructure where that was more limited in the past.

The primary use of Title IV funds allowed us to provide exceptional digital learning support and training for students, teachers, and parents. This was a critical need in our response to online learning and other Covid related learning impacts.

The district implemented a summer kickstart program K-5 to help students feel more connected to school and prepare them for re-entry to in-person learning after virtual learning and hybrid learning. Over 300 students participated and teachers engaged students in fun learning activities to get them excited to be back in school. Teachers raved about the program and would like it to continue into future years.

New offerings such as Ram Radio and French are are enticing to students. Students are working on these activities even outside of activity time.

We had a high rate of engagement with our Ready! for Kindergarten classes this past year, as parents engaged in online learning modules due to COVID requirements. As this program promotes early literacy, we are hopeful we will see the fruits of this work in the next few years as students enter our PS and Kindergarten programs.

We were able to increase counseling hours to provide additional support for improving positive behavior and to address mental health issues in grades K through 3.

We had a successful implementation of AVID to our students, which directly impacted our incoming freshman class and meeting the needs of students at most risk of academic struggle.

Because some of our students live within 20 miles of WSU-Vancouver, they have to pay tuition for College in the HS (CHS) courses while our students who live outside of 20 miles of WSU-Vancouver don't have to pay. We used Title IV "Well-Rounded Educational Opportunities" to make it equitable for all of our students to have 5 credits of CHS tuition paid for, regardless of where they live in relation to WSU-Vancouver.

Successful summer program serving over 800 students. Improvement of art and drama programs Addition of PBL platform. In the past five years, there has been no intentional art education in the PreK-5 grades. With the Title IV funding, we have been able to train over 50 elementary staff and purchase a digital program and tool to begin the integration of art back into the primary grades.

Title IV, Part A Use of Waivers

Examples for 2020-21

(as submitted by LEAs)

A significant portion of funds were used to purchase digital curricula and doc cams to support remote and hybrid instruction.
Allowed the purchase of online platforms and supplemental digital tools for math, science and art that supports and further contributes to the safety, health, and well-rounded education of our students.
Expenditures for instructional technology related to remote learning.
Extended learning opportunities into the summer.
Greater opportunities for arts education and experiences; increased opportunity for STEM and foreign language instruction and experiences.
Implementation of extended learning opportunity program.
Making technology accessible to our youngest learners through repairs.
Purchase of technology (Chromebooks and jet packs) for our elementary students.
Purchase of curriculum for SEL work at the middle level.
Purchase of learning management system (LMS) and student technology to support remote learning.
Purchase of technology and professional learning on technology for remote learning
Purchase of technology for remote learning, virtual PD provided by consultants, access to digital foreign language materials, STEM bilingual afterschool tutors, additional Guided Language Acquisition Design (GLAD) trainers to work virtually with classroom teachers remotely.
Purchase of technology to engage and involve both students in the classroom and those quarantined at home simultaneously.
Purchase technology for two elementary schools to support blended learning.
Purchased Student SEL instructional materials.
Safe and Healthy Students: MTSS training for k-6 staff.
Social workers home visits were part of last year program to support families and students during remote learning.
The District purchased Dreambox site licenses to facilitate remote.
Virtual instructional technology training for educators.
We needed additional technology to assist with tutoring services for our students during remote and hybrid learning.
We requested use of funds to support scholars learning remotely with digital curriculum programs and SEL activities.