

Student Support and Academic Enrichment Title IV, Part A: 2021-22 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:

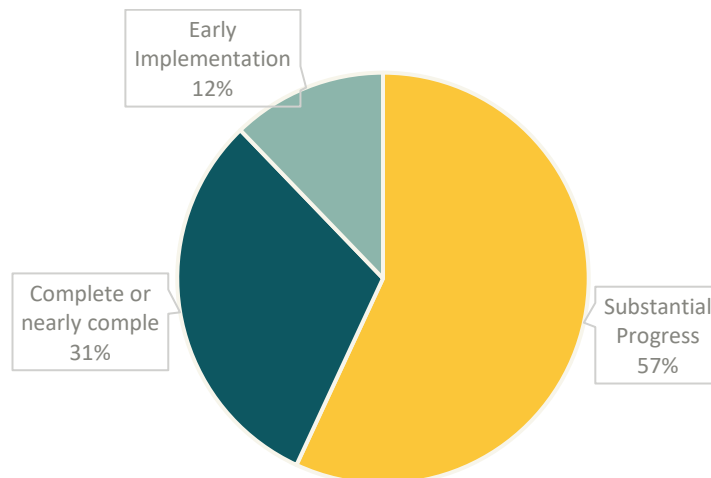
- Provide all students with access to a well-rounded education.
- Improve school conditions for student learning.
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

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.

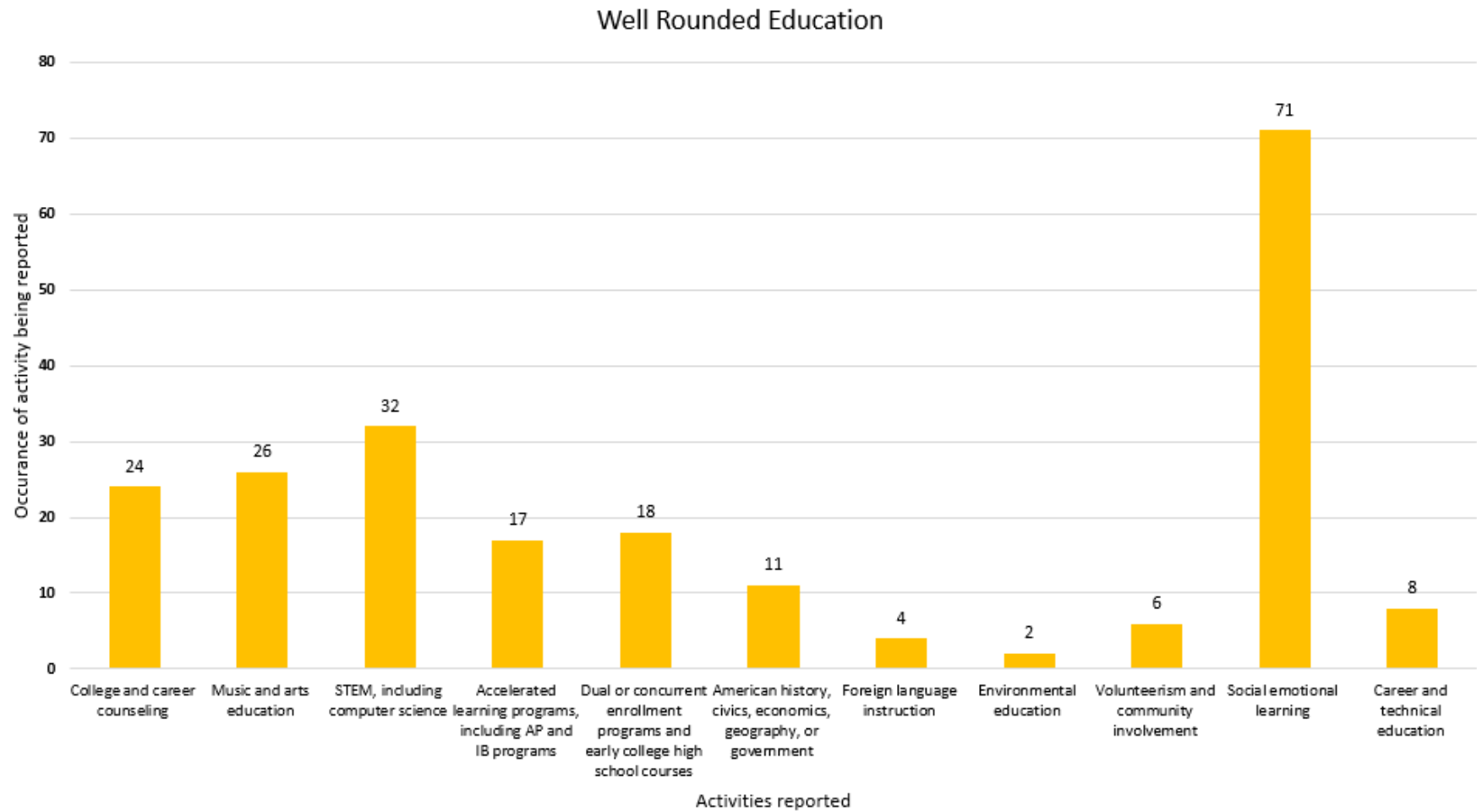
Program Overview: 2021-22

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 the extent to which they are accomplishing annual goals. Pages two through four (2-4) of this report present a high-level snapshot of how LEAs categorized activities funded by Title IV, Part A. Pages five through twenty (5-20) provide narrative examples of how LEAs described a success resulting from Title IV, Part A funding.

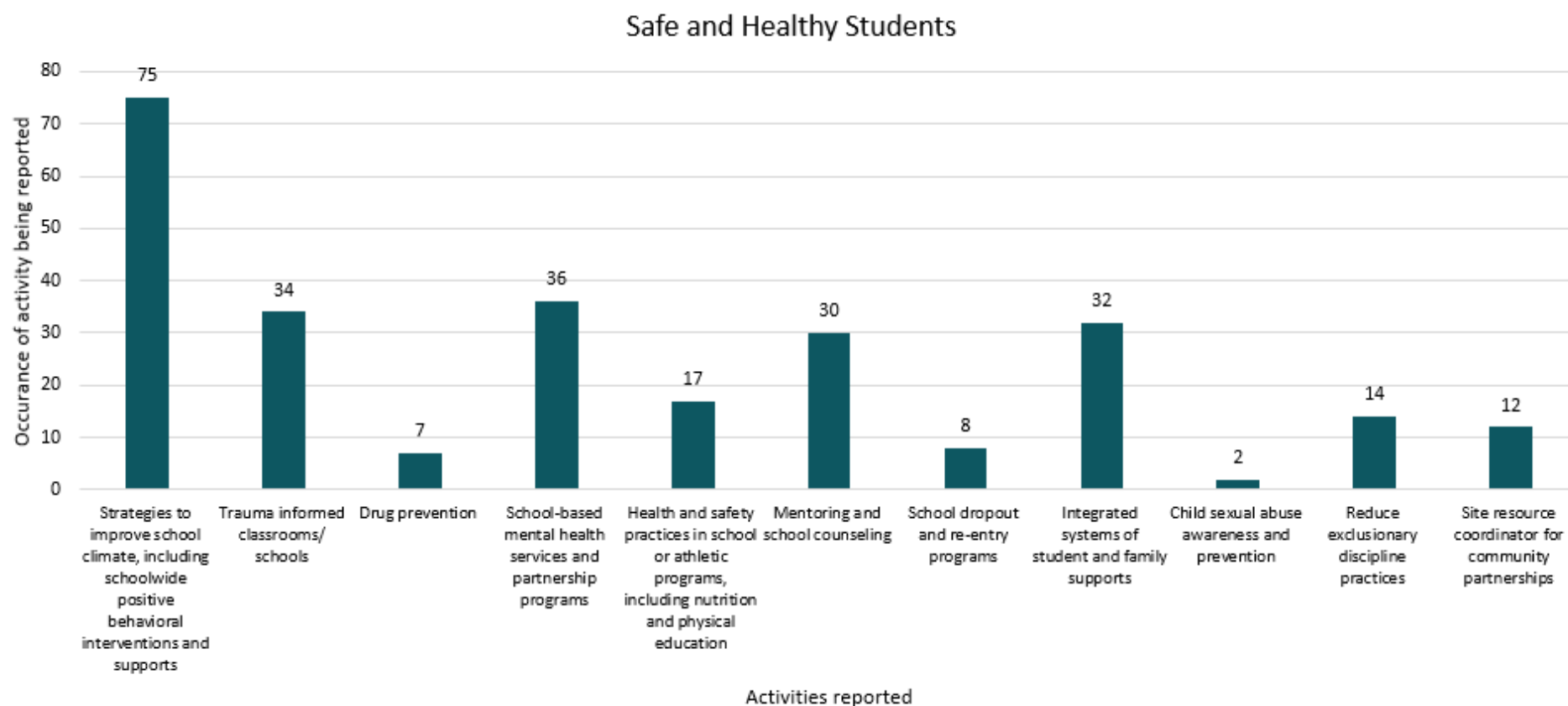
Through end of year reports, LEAs indicated the extent to which they were accomplishing the activities and goals described in their annual plans. In many cases where activities were not completed, both funding and plans were carried forward to the following year to continue the work. The table below provides a snapshot of LEA progress on the 2021-22 program plans.



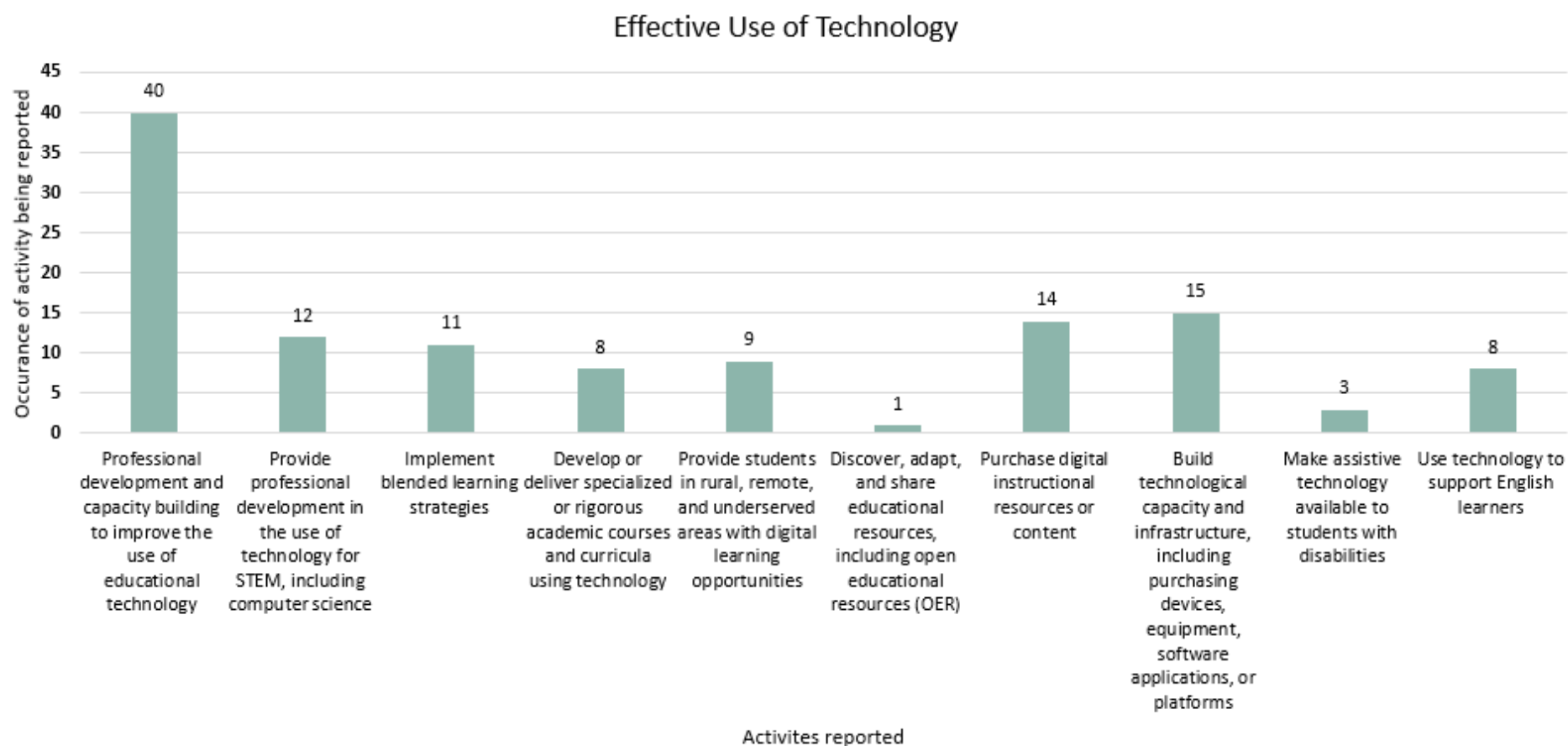
Use of Funds: Well-Rounded Education



Use of Funds: Safe and Healthy Students



Use of Funds: Effective Use of Technology



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Success Stories: As submitted by Local Education Agencies

Aberdeen School District: The biggest need that was met through use of these funds would be the partnership with BHR and curriculum to meet the SEL needs of our students. Many students came back to face-to-face instruction with significant social-emotional learning needs.

Adna School District: The supplemental funding for music enrichment has provided our students a program that otherwise would not be feasible in our small rural school.

Auburn School District: The middle school leaders in all of our schools were able to receive direct professional development and coaching on Restorative Practices. This is a phenomenal opportunity we would not have otherwise been able to provide!



Battle Ground Public Schools: A major success of our Title IVA program is our Freshman transition activities at our two comprehensive high schools. Freshman are partnered with peer mentors and oriented to the new campus. Additionally, grant funds allowed us to hire a graduation success coaches (classified positions) at each of the comprehensive high schools to support high school students with their courses.

Bellingham Public Schools: Title IV funding has allowed us to provide support in the necessary areas of student well-being and safety, especially where mental health is concerned. We have been able to put tiered systems of supports in place for students and families in these areas.



Blaine School District: Blaine built a partnership with a local university to have mental health interns in the district to support our students. The district mental health counselor also received specialized training so that she can mentor and evaluate the interns. This will allow us to build strong relationships with upcoming mental health professionals and help them develop to best support students at our schools.

Bremerton School District: Title IVA helped to provide ongoing summer STEM activities for students to stay connected and engaged! Our private school partners used their equitable share to provide a theatre program for students which helped to mitigate some of the effects they saw from distance learning and masking on language development.

Bridgeport School District: Last year there was a residential shooting (close proximity to school) that occurred right at the end of the school day. Our SRO quickly notified the school and

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demanded a lockdown to keep kids in the buildings and safe until the threat was over. We are extremely thankful for this.

Burlington-Edison School District: These funds have made it possible to partner with our county and create a School Social Worker position at our highest need elementary building. These funds have made it possible to have a certificated lead for Social/Emotional Learning at each of our elementary buildings.

Cashmere School District: The program provides students who normally would go home without parental supervision to be involved in our after-school program. One of our 2nd grade students who attends Kid Zone comes to us with a background filled with trauma and a living situation that is far from ideal. His favorite part of the day is Kid Zone. He enjoys the structure, is able to complete his homework and nightly reading goals, and benefits from positive interactions with peers and Kid Zone staff.



Central Kitsap School District: Due to the impact of COVID-19 on both student and staff wellbeing, we were able to provide all teachers in every building a set of Mindfulness Practices cards that they could incorporate into daily or weekly meetings with students. They are quick and easy to implement and give an immediate boost to Tier 1 SEL strategies in the classroom.

Centralia School District: The Title IVA dollars were of great benefit to the district in many different ways. Alternative High School Counselor support helped increase course work completion. The use of SWIS/PBIS allowed buildings to successfully track, analyze, and intervene in the area of behavior in the buildings using PBIS. Funding of the CEE survey and connect summer work allowed the district to kick off great work in the buildings in the areas of climate and culture. Re-setting behavioral expectations in common areas and classes as well as renewing efforts in MTSS. Support for staff in the area of technology continues each year as new staff arrive in the district.

Chehalis School District: Safe & Healthy Students - Title IVA has supported the needs of our School Security Officers through training and programs to make our district a system that others are modeling SSO programs after. Well-rounded Education - We provide opportunities for low-income students to participate with their peers in College in the High School courses and other testing that is needed for advanced education or credit support. Effective Use of Technology - the ability to engage our technology staff in training programs to advance their skills has resulted in advanced support of technology opportunities for our students.

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Chewelah School District: Low-income students were able to earn college credit while in high school at no cost to them.

Chimacum School District: Support for college in high school, dual credit program for low-income students.

Cle Elum-Roslyn School District: A training that was provided to an instructional coach gave her new tools in her toolbox to help a student better understand the content and its importance.

Clover Park School District: Due to COVID constraints and shortage of transportation, we were able to flex our Extended Day STEM program to be virtual and serve more students across the district this way. In addition, we were able to provide an arts program all summer to students in four school locations.

Columbia School District: We have had success with training staff how to meet the SEL needs of students. Staff is provided equity training, teacher efficacy, with the work on creating a positive school culture.



Concrete School District: The Student Assistance Professional provided ongoing Behavioral Health counseling to 41 students in the 21-22 school year, with 85% of surveyed students reporting they are glad they participated in the program. He also participated in over 60 universal prevention activities, including the direct delivery of 24 health education, prevention, and SEL lessons to Middle and High school students.

Conway School District: We now have a coordinated effort with the NWESD for school based mental health counseling with an emphasis on the students of highest need. Additionally, the counselor can now respond to and assist the school counselor with emergent events.

Deer Park School District: We have focused on increasing our SEL strategies, curriculum, and support for the district. There continues to be support at the secondary level regarding the high school and beyond planning.

Easton School District: We have implemented new STEM Classes for the 2022-2023 school year including Animal Science, Applied Algebra, and Publishing. We have implemented new community service hour options including the support of our Memorial Day Parade as well as starting a Junior Fire Support Program. All elementary school teachers collaborated to create SEL and computer science lessons throughout the school year. Additionally, new social studies books were purchased and a new sequence of courses was created for the 2022-2023 school year.

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Eatonville School District: Training on blended learning.

Edmonds School District: A portion of our Title IVA resources were used to help us support the implementation of the AVID program. We were able to successfully launch AVID at two middle schools and two high schools and we are now preparing to widen our implementation to other middle and high schools in the district. This aligns with our goals to eliminate barriers for students from our diverse communities by supporting increased access to advanced programming and college planning for a segment of our student population that has traditionally been underserved. We are excited to continue this work and make AVID a successful program in Edmonds.

Ephrata School District: A success related to the use of these funds is that we were able to purchase materials for Lego Robotics and support registration and attendance for teams to attend a regional competition.

Everett Public Schools: Title IVA funds were used by one private school to provide equitable access for students otherwise not able to participate in their school's Lego Robotics team, which emphasizes team collaboration, introduces engineering, and teaches programming concepts.

Evergreen Public Schools: EPS is now positioned to expand CTE and extracurricular robotics offerings at our middle schools. Our plan supports creating a cohesive and coherent thread of robotics opportunities across grades 5-12. We had anticipated beginning the extracurricular offerings in the spring of 2022 but needed more preparation time to support identifying the right staff and ensuring adequate initial professional development. As such, our full launch begins this fall, focusing on middle school interdistrict robotics league and CTE courses, then moving into launching robotics after school activities for 4th and 5th graders to create an interest pipeline into feeder middle schools.

Finley School District: We provided three days of professional development to our teachers, administrators, and classified paraeducators, allowing us to make great progress in MTSS initiatives.

Franklin Pierce Schools: Introductory professional learning for all certificated staff in equity-driven trauma-informed practices. Hands-on computer science materials were added to all elementary school libraries. Musical instruments, supplies added at all grade bands.



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Goldendale School District: The district developed a Change Team and contracted with the Learner First Organization to deliver training related to implementation of contributive education with an outcome of a system change and leadership growth resulting in student and staff wellbeing.

Grand Coulee Dam School District: Coordinating with the ESD for Behavioral Health Services to create plans for students that foster improved academics and positive social behaviors. A student was able to transition from half-day instruction to full-time, was able to maintain more in social settings, and participated in an end-of-the-year ceremony.

Grandview School District: Funds primarily used to support the safety and overall health of students through the integration of school-based supports specifically: mental health therapist services K-12 and K-12 supports. This has been instrumental post-pandemic and has had a great impact on student learning.

Granger School District: Title IVA funds help to support .25 site resource/attendance coordinator which help to engage students who became disconnected from school due to COVID.

Granite Falls School District: Title IV, A funds allowed us to access expertise to provide a systems-approach to utilizing PLCs to support student academically, behaviorally, and in the area of social-emotional learning.

Griffin School District: The ability to provide quality, beneficial professional development opportunities for our staff.

Highland School District: We were able to have four 4 year-old nights during the 2021-2022 school year in which parents and students were able to participate in ELA and Math activities interacting with the Pre-School, Kindergarten and Transitional Kindergarten (TK) staff. Materials were also sent home at the conclusion of each 4 year-old night so that parents could duplicate strategies learned at the 4 year-old night to promote kindergarten readiness.

Highline Public Schools: Highline continues to see success with partial funding of ISS coordinators at our comprehensive secondary schools. Highline is able to provide in school options for re-engagement and ongoing positive adult relationships encouraging students to stay in school while inspiring self-resourcing and assisting pathway to completion of HS graduation requirements.

Hoquiam: With the help of the Title IVA grant, all certificated staff in the Hoquiam School District have ViewBoards and received professional development on how to use these tools.

Issaquah School District: Staff at Liberty High School participated in two workshops focused on building student engagement and relationships in a culturally responsive way. Thirty-five of our secondary students participated in weekly small group meetings designed to increase a

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sense of belonging and learned about self-advocacy. Anecdotal observations include students beginning to support one another in classrooms and passing periods. Students were identified for small groups based on their attendance and engagement.

Kennewick School District: Working with consultants on PBIS implementation and the Tiered Fidelity Inventory that buildings completed helped buildings identify growth in programs and next steps for implementation.

Kent School District: Utilizing our Title IVA funding, we have supported the MTSS systems within all of our schools in the district. The capacity of our district to support behavioral MTSS Systems has increased from 14% in 2014 to 81% in 2022 according to the District Capacity Assessment.



Kiona-Benton City School District: We are seeing the benefits of having a program like Character Strong in our school buildings. The program builds relationships among students, helps teachers bond with students and helps administrators create an atmosphere of positive social bonding in the building.

La Center School District: Title IV, A funds, have allowed us to provide professional development and implement resources for our multi-tiered system of supports.

La Conner School District: Title IVA helped fund a cultural and community liaison who planned activities like a totem pole installation to honor a LCHS student who died in WWII.

Lake Chelan School District: One of our goals this year was to increase the capacity of our staff around universal design for learning. This year, we had six lab classroom teachers and next year we have 15! The professional learning for these teachers are funded out of Title IVA, and are innovative spaces for all teachers to come and observe UDL in action.

Lake Stevens School District: We had great success in strengthening MTSS in our schools by providing intensive training on PBIS this summer to our PBIS teams. We have already seen this school year the impact on fidelity of implementation, and on school climate. We also created an Equity Stakeholders Team and that team developed an equity policy, as well as procedures around interrupting hate speech. The resources developed were in turn used to train staff, and we will continue this during the 22-23 school year.

Lakewood School District: Our Kindergarten students benefitted from having additional staff support as they transitioned into school. Many of these students were unable to take part in

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pre-school activities due to COVID. Additionally, the science and social studies decodable readers promoted background learning which assist in overall reading comprehension.

Lynden School District: We were able to deliver over 100 telehealth sessions to students, two sessions of Youth Mental Health First Aid to staff.

Manson School District: PD each year on health and safety practices annually results in improved conditions for students. Staff are aware of reporting and support for a variety of typical health related situations that could escalate if not handled properly.

Mary Walker School District: The availability of the Title IV, A funds was very useful in that we were able to utilize mental health professional services for our students who needed that service. Those services are valuable to our demographic and student scores improved.

Marysville School District: We used our Title IVA funds to improve instruction district wide by teaching teachers how to better support learners from all cultural backgrounds using a wide variety of teaching strategies. We observed teachers putting this training to use in their daily lessons.

Medical Lake School District: We had Communities in Schools Site Coordinators in each of our buildings who supported approximately 102 students district-wide with basic needs, as well as academic and behavioral support. These coordinators provided a mentoring program in our elementary schools and increase student connection and attendance.

Mercer Island School District: Our school district, particularly 6-12 grades where we focus our efforts due to need, continues to maintain stronger attendance (decreased school avoidance) since creating a position partially funded by Title IVA.

Meridian School District: We were able to utilize Title IVA funds to provide much needed training on inclusion and equity. Specifically, we brought in a trainer to lead our staff through PD focused on supporting all of our students - the trainer focused on gender, race, and spoke about barriers to success of these and all students. The PD was focused on the elementary school from January through June and in May, they provided professional development to the rest of the district. This training was very well received by staff. As a district we will attempt to bring them back for additional training this year.

Moses Lake School District: Teachers are requesting more professional development on technology use in the classroom. Positive social media presences were celebrated and created to outnumber the negative ones; this was student driven.

Mount Vernon School District: The Mount Vernon School District utilized Title IVA funds to help support students in a variety of ways. These included direct services to help support safe and healthy students, access to additional credit opportunities, exposure to the arts for an increased number of students, and our community summer literacy initiative.

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Mukilteo School District: In partnership with Connect Casino Road, we provided funding for six 90-minute parent training sessions in Spanish for up to 30 Mukilteo School District families (in person and via Zoom). Topics included community conversation to determine the content of three sessions and prioritize the order of the chosen and predetermined sessions - Effects of Violence on Academic Success I / Bullying; Effectives of Violence on Academic Success II / Drugs and Gangs - Overview and prevention strategies / and three topics chosen by the participating parents from the following choices - K-12 system, parent involvement contributing to a safer school and community environment, special education, and transitions.

Naches Valley School District: The Naches Valley School district was able to broaden its implementation of programs such as Character Strong and PBIS that build resilience, self control, and empathy skills as well as other social emotional learning outcomes. The district implemented a program to target students at risk and in need of individualized strategies. The district implemented a more robust advisory program and a check in check out procedure with at risk students.



Napavine School District: We have over 40 students in the summer using our gym and facility to improve their physical fitness and mental health well being. We have used Title IVA funds to help with counseling services for those students who don't qualify based on their insurance.

Newport School District: Through the use of Title IVA funds, our College in the High School instructor was able to take our students on a fieldtrip to the campus, tour the facilities, and attend a play on campus that aligned with the book they were reading in the class. This motivated students to further explore post-secondary options and younger students to strive to excel so they could take the honors College in the High School course.

Nine Mile Falls School District: Because of our Title IVA dollars, students were able to participate in American History activities, we have been able to expand our STEM activities for our students, and we have a focused-online curriculum to help students caught with tobacco or vaping on school grounds.

Northshore School District: We were able to successfully start a program named the Northshore Virtual Program. This program provided post pandemic support for students who had anxiety regarding returning to in-person instruction during the 2021-2022 school year. Over 1300 students were supported through the Northshore Virtual Program.

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North Thurston Public Schools: Exposure to theater- all elementary school students attending junior programs. Expansion of dual credit opportunities for low-income students. Enhanced ability to regulate emotions and build resiliency due to social emotional supports.

Oak Harbor Public Schools: One success that we would like to share is the use of Title IVA funds to purchase a variety of STEM professional development opportunities to support STEM integration across our schools and provide in-house opportunities for our educators to meet the STEM clock hour requirement.

Ocean Beach School District: The number of students with significant barriers who are taking and accepting the college credits through dual credit opportunities has more than doubled.

Okanogan School District: In today's world, two-thirds of all jobs require some post-high school training or education. Taking dual credit is connected to higher high school graduation rates, college enrollment, and degree completion. Using Title IVA funding to offset these costs will provide an equal opportunity for our low income students to participate. More students will have the opportunity to enroll in these courses and more of our low income students will enroll and have the opportunity to participate and receive college credits that otherwise would not be possible.

Olympia School District: Building the high school mentorship program has been the greatest success--student voice and representation has dramatically increased in decision-making arenas.

Onalaska School District: We use these for a variety of purposes to include implementation of SEL curriculum, professional development for staff around SEL, and supplemental materials supporting SEL. With full implementation, there is SEL instruction occurring weekly and there has been a reduction in negative student behaviors.

Orondo School District: Our staff coordinated with staff from Communities in School to assist students with social and emotional supports. This social and emotional support helped students overcome barriers that they were facing and impeding with their learning. New strategies were implemented for behavior management and we have seen an improvement in behavior since then. Partnerships have been established, an example of that is now having a food bank available to our community.

Pasco School District: We have successfully increased and implemented STEM professional development that is specific and targeted for all who attend. This year we began a specific set of professional development courses for a cohort of current STEM building administrators.

Pioneer School District: This grant provided us the opportunity to send 5 educators to a training session covering Peer Coaching to Improve Teaching and Learning. Those educators came back with some fantastic ideas about what we can do better to improve our school

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climate. This grant also allowed us to build upon our technology capacity and provide some training related to improving the use of technology within our district.

Port Angeles School District: A successful partnership with TruStar Counseling and Clallam County Juvenile Services has allowed students to receive counseling during the school day based on teacher referrals.



Port Townsend School District: Both the high school and elementary school used a portion of the funds to run our school gardens, by incorporating lessons on nutrition and health foods into our curriculum. The outdoor education opportunity also got students out of the classroom, and in the fresh air! The high school garden produced food that was shared in our school kitchens, and with the local food bank.

Prosser School District: We've been able to expand our College in the High School program to our low-income students. We have an Afterschool Program Bricks for Kids for 3-5 elementary students, a coding program in our middle school. Character Strong has been an incredible opportunity to support our students in their SEL.

Pullman School District: We used some of our well rounded education funds to pay for College in the High School tuition for low income students. Using these funds, 13 eligible students were able to earn college credits for French, European Civilization, and psychology courses. Without these funds, these students would not have been able to earn credits.

Puyallup School District: Title IVA provides opportunities to fund projects and activities that we don't have allocations out of BEA. Our Communities In Schools partnership is funded through this grant and they currently have eight schools that they serve with site coordinators. We have Safe Zone trainings to provide professional learning for teachers around awareness and safety specifically with our LGBTQ+ community.

Quilcene School District: Dozens of students were able to receive mental health services as a result of this grant that otherwise would not have been able to.

Quincy School District: We supported more time for a school social worker who helped connect families really impacted by the pandemic to services and classified staff that supported students and families with using digital education tools.

Rainier School District: The Title IVA Funds were used to purchase Panorama which provided a system to check in with the well being of our students to better serve their Social Emotional needs.

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Renton School District: Our 3rd-5th grade teachers selected their SEL Signature practices this year and we were able to establish peace corners in every 3-5 grade classroom in the district, with teacher led support and strategies.

Richland School District: We were able to provide several music enrichment opportunities for students. We were able to purchase instruments and provide students with access to the arts.

Ridgefield School District: Funds were prioritized for our Family Resource. With the full time coordinator, we are able to meet families needs and provide quick access to resources such as food, clothing, school supplies, personal care items, and resources to community support programs. The Resource Center also supports our individual site Connection Centers. These Centers are there to support the social-emotional, behavior, and basic needs of students at sites. The Resource Center helps provide food, clothing, school supplies, and further resources for meeting students need at their schools. Funds were further used to help support the Multi-Tiered Systems of Support (MTSS) tiered curricular material needs. Curriculum was purchased to help support the tier 2 and 3 interventions that psychologists and counselors provide for the area of social-emotional and/or behavioral needs. The psychologists and counselors are ready to provide interventions to our student needs this year with the use of research-based materials.

Riverside School District: There has been a dramatic increase in low-income students accessing dual/concurrent college and high school credit in the past year, especially coming out of COVID-19 restrictions.

Riverview School District: We went from 65% tier I implementation to 79% district wide for tier I. In Elementary we went from 50% implementation to 80% implementation for tier II.

Royal School District: We have been able to grow a strong robotics program to provide a well rounded educational opportunity in STEM for our students. We have had success in competitions and last year hosted a robotics meet for the east side of the state.

San Juan Island School District: The success is evident in the development of a working school improvement goal that addresses the academic and social-emotional needs of students. Implementation from 21-22 has carried over into 22-23.

Seattle Public Schools: As we come out of the pandemic school closures the use of Title IV, A funds on district and school based social emotional supports has been priority. Through the trauma informed practices the district implemented in the initial years of Title IVA, we were able to support students and staff through the past two school years. Without these funds to initially start the work, the district would not have been able to support the impact the pandemic has had on school level climates.

Sedro-Woolley School District: Good progress made on our MTSS Ci3T school plans for schoolwide student supports.

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Selah School District: Professional development for staff through Title IVA funds allowed our counseling department to be more aligned and develop a comprehensive school counseling plan aligned to ASCA. We also saw success regarding our organization's ability to be able to use a protocol to have courageous conversations surrounding race.

Sequim School District: Our entire district learned about UDL through sessions delivered using UDL. It is rare when an entire district shares the same content PD and are able to do so in a way that meets their personal and pedagogical needs.

Shelton School District: In the 2021-22 school year we focused on providing staff with PD for MTSS, Schoolwide PBIS and Positive discipline. We also spent time training for and providing staff and students with transition activities that would help support students' transitions between buildings and grade levels. The work that we did last year helped to create a smoother and much more successful transition into the 2022-23 school year.

Snohomish School District: The district leadership team has increased their understanding of the areas of success and areas of growth in supporting Multi-Lingual Learners in the classroom and have a working plan on how to move forward to improve school climate through improving the inclusion and instruction of all learners, but specifically our Multi-Lingual Learners.



Snoqualmie Valley School District: We provided the opportunity for all students to take either the SAT, PSAT/NMSQT or PSAT simultaneously during the school day. This is aligned to our goal of creating a college-going and post-secondary focused climate in our high schools that includes all students. We follow up with whole-group conversations about post high school plans during the school day advisory classes after the scores come in where all kids participate.

South Bend School District: These funds provided both counseling and nursing services for students.

South Kitsap School District: The most impactful use of Title IVA funds was with AVID and CHAMPS training for teachers to better support students as they returned from the chaos in their learning from Covid. In addition, we have coached teachers to successfully engage student when they were forced to stay home due to Covid or other reasons this year.

South Whidbey School District: Title IV, A Funds allowed for students who are often stigmatized because of their identities or unable to participate in enrichment activities due to costs to participate in free after school and summer programs led by adults with shared life experiences. Comments from parents: My girls had a great time exploring their creative ideas,

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painting and sharing with one another. The artists/teachers were so kind, enthusiastic and gracious with the whole class. Having a way for my kids to connect with other community youth in a fun and safe environment and with wonderful teachers was a highlight for them

Spokane Public Schools: Especially given the impacts of COVID, the support of Title IVA dollars allowed us to provide for staff, students and community to engage in remote learning, hybrid learning as well as school based learning in an engaging way.

Sunnyside School District: Because of our lack of enrichment programs due to our rural location and lack of city funding for a Parks and Rec program or Boys and Girls Club, the variety of programs we can provide for our students has increased exponentially because of Title IVA Well Rounded Education opportunities. We have things like guitar lessons, and a Culinary Business course, and Digital Literacy, as well as Girls Who Code all in part funded by Title IVA.

Tacoma Public Schools: Our Title IV, A supported Instructional Facilitator for Advanced Placement, Academic Equity and Access created a video series for students and educators to build awareness and educator practice in support of student agency and independent skills development, and increasing academic equity and access.

Tenino School District: Students learned strategies to engage with their coursework and with each other (like Socratic Seminars) with the goal of creating a sense of belonging and successful learning in their school.

Thorp School District: Based on our MTSS 3 tiers of support for SEL our students showed growth on SEL screeners and diagnostics. We have several students with significant behavioral challenges and we were able to provide this with extra curricular karate that helped improve their acting out behaviors.

Toledo School District: All K-5 students received general music instruction on a regular basis as part of our special programs.

Toppenish School District: We are running a modified school calendar and Title IVA funds were used to offer enrichment activities during our Friday Wildcat Academies.

Tukwila School District: Title IVA funds helped the district hire a College and Career Readiness Counselor to support students in accessing information about college and careers of interest as well as financial aid available. College Bound Scholarship Projection: 99 students earned this scholarship valued at \$3,824,876. Total scholarships earned by students including the College Bound Scholarship: \$5,543,322

Tumwater School District: Title IV, A funds allowed us to implement social-emotional learning curriculum for all secondary students in grades 6-12 to improve school climate.

Union Gap School District: Summer Sports Camp was a huge success. The attendance, enrollment, and engagement was exactly what the students craved after the COVID closure. The

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students arrived early every morning to start the day. The physical and mental health education opportunities were exactly what they wanted.

Valley School District: This past year we used our Title IVA funds to pay for a mental health counselor. This made a huge impact on students and our ability to support the mental health needs in our schools.

Vancouver Public Schools: Restorative Justice coaches provided direct support to students, created professional development courses in restorative practices, and worked closely with building administrators to provide professional development for building-level staff at our middle schools. This is significant in that we saw an overall reduction in exclusionary discipline in our schools.

Walla Walla Public Schools: We were able to support each building to develop and/or enhance their SEL teams with ongoing collaboration, support from an outside expert, and use of a Fidelity Inventory to set goals and measure success.

Wapato School District: We have developed a district wide focus on SEL for students and adults.

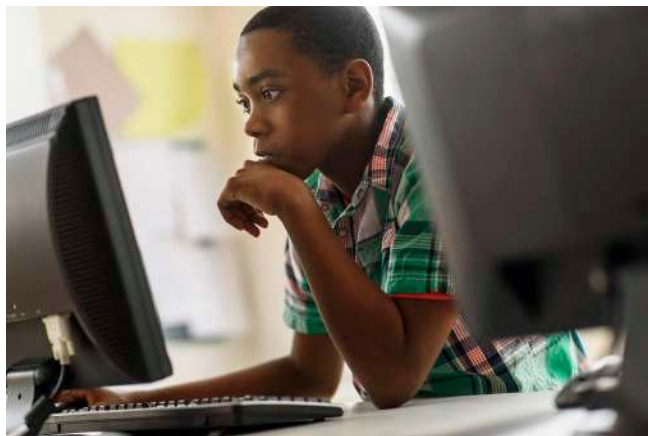
Warden School District: We were able to partner with the Association of Washington Student Leaders to provide some opportunities for student voice and social emotional learning for students. We have been able to expand our opportunities for students to provide more art education in our middle school. We have also been able to increase opportunities in high school fine arts. We have expanded our Physical Education and Health programs to include CPR instruction and also life-long fitness activities for students.

Washougal School District: We used funds to pay for the MTSS TOSA who was devoted to the MTSS Implementation. She has increased the number of staff trained in PBIS. She has made sure that she included all professions in the trainings she conducts and not just the teachers.

Wenatchee School District: In the wake of the Covid pandemic and subsequent remote learning, Wenatchee School District used Title IVA funds to support a .5 FTE Instructional Technology support. This Instructional coach worked directly with certificated teachers, paras, students, and families to support and enhance the online learning experience to keep teaching and learning meaningful and ensure our online spaces were safe and engaging for students.

West Valley (Spokane) School District: Title IVA funds were used to provide an engaging civics opportunity to 150 5th-12th grade students who met with WA State Supreme Court

2021-22 Title IV, Part A Program Examples



Justice Stephens on the Eastern Washington University Campus. Students went through several civics activities and were able to tour the campus.

West Valley (Yakima) School District:

We were able to provide two nights a week of activities for approximately 125 students per season. We included transportation in order to provide equitable access to these activities.

White River School District: With students making a full return to school this year there were many instances of students exhibiting behaviors not seen before. Counselors spent a great amount of time this year engaging in restorative conversations with students, helping them to see the connection between their behavior and the impact on others. This resulted in a gradual decrease in the need for certain interventions and increase in class time.

White Salmon Valley School District: Title IVA funds were used to provide FTE for two school counseling positions (K-3, and 4-6) that provide mental health and social-emotional supports to students. This was a critical investment during the reopening of schools after the COVID-19 pandemic, given the increase in mental health and social-emotional crisis in our student population. Furthermore, as a long-term investment, given the limited mental health resources in the Gorge area, where our school district is located, being able to provide embedded mental health and social emotional supports through school counseling is almost necessity in our district, otherwise students would go without.

Winlock: Title IVA funds were used to develop a middle and high school media center that provides a space for clubs and student-centered activities to congregate and study. This space includes learning resources, learning spaces, and technology to support online curriculum and collaborative tools.

Woodland School District: One success related to the expenditure of Title IV, A funds is adding counseling staff to serve students in both our regular and our alternative high schools.

Yakima School District: There are a number of successes that we have seen across all grade levels. In cooperation with our local theatre, we were able to take students in grades 3-12 to performances by traveling groups of artists. The artists brought Peruvian music, Shakespearean theatre, electroluminescent plays and hip hop to our students. Students attended a special interactive performance of the local symphony around music and story telling. A portion of the tickets and the transportation could be provided due to Title IVA funding, giving our students, who are over 83% low income, experience with the performing arts that they would not have

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had. Many of our students were inspired to take band and orchestra because of their experience.

Zillah School District: We saw an increase in participation and interest based on stakeholder interviews in high school physical education classes and elementary music. Student groups also had increased access to culturally diverse literature in the elementary setting related to instruction in social studies.