Targeting Title IVA funds

*With the exception of single school districts, districts are required to prioritize the distribution of Title IVA funds to schools with the greatest needs, have the highest percentages or numbers of children in poverty, are identified for support and improvement, are implementing targeted support and improvement plans, or are identified as a persistently dangerous public elementary school or secondary school under section 8532. This procedure is likely to be a part of the district’s overall annual Needs Assessment process.*

The following sample is not an official Massachusetts Department of Elementary and Secondary Education document. It is intended for informational and illustrative purposes only. It may not cover all aspects relevant to all specific needs or requirements.

# Targeting Title IVA Funds – Sample

The process for prioritizing the distribution of Title IVA funds to schools within our district is guided by a thorough review of data and alignment with district strategies. Our elementary school has a low-income rate of 33.9%, and our middle school has a low-income rate of 26.1%. These rates are relatively close, as are the percentages of subgroups in each school. Given this, the allocation of funds requires a strategic approach that considers both schools' needs holistically.

Our Leadership Team and School Instructional Leadership Teams conduct a comprehensive review of data as part of our Institutional Self-Evaluation. This evaluation helps to identify district-wide needs and informs funding priorities. Through this process, it was determined that both the elementary and middle schools could benefit from an increased sense of belonging among students. This finding is particularly significant as it aligns with the district’s strategic goals:

* 2.1 Establish a research-based model of safe and supportive classroom and school environments that develops the social and emotional competencies students need to face the challenges of transitioning from a young child to a young adolescent and beyond.
* 2.2 Ensure all SEL resources and training are aligned to the district’s model of safe and supportive classrooms and schools.

In response, Title IVA funds will be prioritized to support Responsive Classroom implementation in both the ABC Elementary School and the XYZ Middle School that fosters a sense of belonging and enhances social-emotional learning (SEL) resources in both schools. This includes:

* Materials for Responsive Classroom such as quiet chimes for all classrooms, Responsive Classroom Books (course books for staff training), Center City Kids (SEL children’s books from Responsive Classroom), Morning Meeting Book, and Yardsticks Guides for Parents

By directing Title IVA funds towards these areas, we aim to strengthen the social and emotional competencies of our students, ensuring they have the necessary support to navigate their educational journey successfully. The distribution of these funds will be continually assessed to maximize impact and effectiveness in meeting the needs of both schools.