Title IV, Part A: Opportunities for Student Support and Academic Enrichment

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Georgia Department of Education

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Systems Framework of Continuous Improvement

If we build the capacity of leadership and professional learning communities to improve their organizational systems, then Georgia schools and districts will continuously improve.
Session Highlights


How to advocate for the resources and support needed to customize STEM/STEAM opportunities specifically for your classroom/school/district.

Strategies to use funds to support STEM/STEAM initiatives in schools/districts.

*Considerations for COVID-19*

Program Effectiveness
Essential Components for Title IV, Part A Implementation

District Grant Award

$30,000

Less Than vs. More Than

LEAs receiving $30,000 or more, funds must be distributed to support each of the three focus areas. Expending a minimum of 20% in WR & SH, and a portion in ET. LEAs receiving less than $30,000, must distribute funds to support at least one of the three focus areas.

Prioritization

- Are among the schools with the greatest needs;
- Have the highest percentages or numbers of low-income children/families;
- Are identified for comprehensive support and improvement;
- Are implementing targeted support and improvement plans, or
- Are identified as a persistently dangerous public elementary school or secondary school.
# Essential Components for Title IV, Part A Implementation

## Focus Areas

<table>
<thead>
<tr>
<th>Well-Rounded Educational Opportunities</th>
<th>Safe &amp; Healthy Students</th>
<th>Effective Use of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing experiences that nurture aptitude in critical thinking, problem solving and teamwork through an enriched curriculum in Core and/or Beyond the Core Curriculums.</td>
<td>Promoting environments that foster a safe, supportive and positive atmosphere conducive to learning and supporting the physical and mental health of students.</td>
<td>Utilizing technology to achieve academic success for students by promoting digital literacy and professional development for stakeholders.</td>
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</tbody>
</table>

## Community-Based Partners & Stakeholders

Partnerships with an Institutions of Higher Education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE program.
Advocate for STEM/STEAM Opportunities

- Classroom Educators/Team Leads
- School Building Level Administration
- LEA Administrative Team (Federal Programs Director)

- CLIPs
  Consolidated LEA Improvement Plan
- District Monitoring
- Technical Assistance
- Federal Programs
- Budgets

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
## Advocate for STEM/STEAM Opportunities

### CLIPs
Consolidated LEA Improvement Plan

### Comprehensive Needs Assessment

<table>
<thead>
<tr>
<th>Data Collection Analysis</th>
<th>Perception Data, Process Data, Achievement Data Demographic Data</th>
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<tbody>
<tr>
<td>LEAs identify the needs for all student populations (Economically Disadvantaged, Migrant, Homeless, Foster Care, Migrant, English Learners, IDEA)</td>
<td>Professional Capacity, Effective Leadership, Coherent Instructional, Student Achievement, etc.</td>
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<tr>
<td>Strengths &amp; Challenges based on trends and patterns</td>
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</tr>
</tbody>
</table>

### LEAs will delve more deeply into the root causes of the academic deficiencies of the school and populations

- Is this something we can affect?
- Impacted Programs to address root causes

### LEAs to identify the methods through which the intent and purpose(s) of each Federal program will be integrated into the LEAs’ existing academic achievement targets and efforts towards continuous improvement

- Create Goals & Action Steps for Implementation
### 2.3 Overarching Need #3

#### District Improvement Goals

**Action Step # 1**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Build capacity among administrators and teachers to support identifying gifted/accelerated students for at-risk/under-served populations through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title IV, Part A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Effective Leadership  
Professional Capacity  
Family and Community Engagement  
Supportive Learning Environment |
| Method for Monitoring Implementation | Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports |
| Method for Monitoring Effectiveness | Implementation of PI, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, RTI/PBIS data |
| Position/Role Responsible | District leaders, school leaders, community partners |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Yearly |

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

| Partners In Education (district and school-based), local churches, Private Schools (Our |
## Community-Based Partners & Stakeholders

Partnerships with an Institutions of Higher Education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE program.

### Support Partner
- Partners are involved in one project. The school has been contacted and the partner is connected with a teacher to collaborate on one project activity.

### Interactive Partner
- Partners are involved with more than one project or teacher in the STEMI STEAM program.

### Advocate Partner
- Partners are involved with multiple/long-term projects in the STEMI STEAM program and assist teachers with project ideas and development on a regular basis. There is collaboration with teachers to design real world projects/problems.

### Advocate Level Artifact Examples for Project Based Learning
1. Partner works regularly (weekly or more often) with teachers to develop PBLs and day-to-day interdisciplinary lessons
2. Partner provides materials/resources for teachers to develop PBLs
3. Partner serves as advisor/mentor during PBL lessons
4. Partner may teach a lesson or run the entire project

### Student Hosting and Internships
- Partners may host students on a field trip experience, a job shadowing experience, or internship.
- Partners may host students on multiple field trips, job shadowing or internship experiences.
- Partners may host students on multiple field trip experiences, job shadowing, or internship experiences that are ongoing and has developed as a part of the curriculum of the STEMI STEAM program.

### Advocate Level Artifact Examples for Student Hosting
1. Partner schedules field trips for students with specific aspects of the curriculum in mind
2. Partner schedules on-going job shadowing opportunities for students

### Mentorships
- Partners provide one or two mentorships or come and speak to a class or present at a STEMI STEAM Career Day or Night.
- Partners provide multiple mentorships for students and may speak to a class as a part of a series. Virtual collaboration with partners.
- Partners provide multiple mentorships for students and teachers and partner for research/engineering projects.

### Advocate Level Artifact Examples
1. Partner offers many mentorships for students
2. Partner offers summer or weekend internship opportunities for teachers
Program Effectiveness
Federal Guidelines

Every Student Succeeds Act
ESSA Section 4106(e)(2)(F)

(F) Annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

The Administrator’s Handbook on EDGAR
2 CFR §200.301

The Federal awarding agency must require the recipient to use OMB-approved governmentwide standard information collections when providing financial and performance information. As appropriate and in accordance with above mentioned information collections, the Federal awarding agency must require the recipient to relate financial data to performance accomplishments of the Federal award. Also, in accordance with above mentioned governmentwide standard information collections, and when applicable, recipients must also provide cost information to demonstrate cost effective practices (e.g., through unit cost data). The recipient’s performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program outcomes, share lessons learned, and spread the adoption of promising practices. The Federal awarding agency should provide recipients with clear performance goals, indicators, and milestones as described in §200.210 Information contained in a Federal award. Performance reporting frequency and content should be established to not only allow the Federal awarding agency to understand the recipient progress but also to facilitate identification of promising practices among recipients and build the evidence upon which the Federal awarding agency’s program and performance decisions are made.
# Program Effectiveness

**SAMPLE School District**

**LEA CLIP Information**

**Fiscal Year: 2020**

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Action Step:</th>
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<tbody>
<tr>
<td>DIP Goal 2</td>
<td>Action Step 2</td>
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<table>
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<tr>
<th>Name of Community: Based Partnership with demonstrated/relevant expertise specific in support of the action step.</th>
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<td>Local Library</td>
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**List IV-A Funded resources purchased to supplement action step**

- Identify expended activities, resources and/or programs annotated on the LEA’s approved fiscal year Title IV, Part A budget, including equitable services’ items, that specifically supplemented the stated action step.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Effectiveness</th>
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<tbody>
<tr>
<td>Childcare services to eliminate a barrier for parent attendance at evening APTT meetings.</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>Non-Certified Substitutes for Teachers to attend APTT training/planning sessions</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>Supplies: academic instructional materials for parents to use at home with students from APTT meetings</td>
<td>Effective-Adjust</td>
</tr>
<tr>
<td>Translation services for APTT meetings for non English speaking and hearing impaired parents.</td>
<td>Effective-Maintain</td>
</tr>
<tr>
<td>9 months of Kajeet data service for bus internet</td>
<td>Effective-Maintain</td>
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**Effectiveness**

Briefly explain the results observed from the LEA’s measurement tool to assess the fidelity and impact of the implemented action step on student outcomes.

The coordinator for Academic Parent Teacher Teams created action plans that included teachers in professional learning modules of how to engage parents in their child’s academic progress. Six professional learning sessions were conducted in the areas of Fostering Cameradity With Parents, Monitoring Student Progress, Sharing Student Achievement Data and Empowering Parents to Help Their Children. A survey was conducted at the end of each PL and 53% of teachers feel they benefitted from the information provided to them and 43% of teachers stated they would like more resources to provided to parents to assist with their students’ academic progress. The APPTT meetings have a focus on improving reading as a focus skill and providing more resources to increase the assessment level of students in this area. The Kajeet data service has shown an increase in the usage of students utilizing the service in their homes, monthly data reports that over 50% of users are utilizing the service where installed. Parent surveys concluded that the childcare services rendered assisted in their decision to attend the APTT meetings due.
There is Something for Everyone

- Exploration
- Readiness
- Installing
- Emerging
- Operational
- Distinguished

- Urban
- Rural
- Suburban
- Exurban

Create and implement authentic programming that meets the needs of your students to build a skillset for a global definition of S.T.E.M./S.T.E.A.M.

Well-Rounded Educational Opportunities
- Spark Student Interest
- Competitions (Robotics, Math, & Computer Programming)
- Hands on Learning
- Science-Engineering Fairs
- Pay AP Exam Fees (Low-socioeconomic students only)
- Exposure
Strategies to use funds to support STEM/STEAM Programming

- Field Trips
- Substitutes
- Travel for Personnel to PD.
- Web-based Software

If tied to academic achievement, and there is a need, IV-A can supplement not supplant.
Strategies to use funds to support STEM/STEAM Programming

Well-Rounded Educational Opportunities

**Contracted Services**
- Hire a local teaching artist through Georgia Council of the Arts that will facilitate storytelling, music, dance, and theater for cross-curriculum integration for students. OR

**PAIR, the Professional Arts Integration Resource, a STEAM integration program developed by the Springer Opera House (the state theater of GA) in Columbus, GA, ETC...**

**Supplies**
- Wooden dowels, springs clamps, leather and suede cords, Tubing for robotics; coating for robotics; beams, shocks, rubber band, and cable anchors for robotics; filament for replicator. ETC...

**Infrastructure**
- (WR if specifically used in S.T.E.M classes only)
- Chromebooks, I-pads, printers, camera tripods; flash recorders, cameras, ETC...

**Professional Learning/Endorsements**
- S.T.E.M Endorsements, Google Certification, ETC...
Strategies to use funds to support STEM/STEAM Programing

- Contracted Services
- Travel for Personnel to PD.
- Supplies
- Infrastructure (SH if specifically used in S.T.E.M classes only)
- Parent Engagement (S.T.E.M/ S.T.E.A.M Nights)
- Web-based Software
- Substitutes
- Professional Learning/Endorsements
- Establishing Community Partnerships

If tied to academic achievement, and there is a need, IV-A can supplement not supplant.
Strategies to use funds to support STEM/STEAM Programming

S.T.E.M & S.T.E.A.M

P.B.I.S

School Climate

- Focus on trusting and workable relationships.
- Empowering people to take a lead in their own care process.
- Working in collaborative ways on mutually agreed upon goals.
- Drawing upon the personal resources of motivation and hope.
- Creating sustainable change through learning and experiential growth.
Strategies to use funds to support STEM/STEAM Programming

**Effective Use of Technology**

- Contracted Services
- Supplies
- Infrastructure (ET if specifically used by S.T.E.M teacher only)
- Professional Learning/Endorsements
- Contracted Services

**Carrying out innovative blended learning projects.**

- Travel for Personnel to PD.
- Substitutes
- Stipends

**Materials for project**

- Confer with administration and team to discuss possible materials to purchase.

**Curriculum & Pacing Guide**

- Work smarter, not harder. Cross-curriculum planning days based on student data.

**Colleagues**

- Confer with colleagues that are skilled in any of the areas or endorsed for guidance or class partnerships.

**Scheduling**

- Create consistency within the implementation. Create a routine that will allow implementation with fidelity.

**From a Georgia District:** Art, Music, and PE teachers in HCSD will be meeting with core content area teachers within their school to plan integrated curriculum and enhance the rigor and implementation of STEAM within their classrooms and their school.

Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
Prevention, Intervention, & Enrichment

Where possible, the U. S. Department of Education encourages coordination and integration of the SSAE program with activities authorized under other sections of the law, as well as other federal programs to improve outcomes for students. The U. S. Department of Education notes that ensuring all students have access to a holistic well-rounded education is central to the shared work across programs in ESSA. -Non-Regulatory Guidance

For more information, visit: Title IV, Part A Webpage
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Success Through Collaboration

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Offering a holistic education to each and every child in our state.
Thank you for your time and attention!

Do you have any questions?