2021-2022
Rural Education Innovation Grant for Science, Technology Engineering, and Mathematics (STEM) and Science, Technology, Engineering, Arts, and Mathematics (STEAM)

Grant Parameters and Application Instructions

A discretionary grant program funded under Title IV, Part A through the Georgia Department of Education (GaDOE)

**Deadline for Receipt of Applications:** **October 29, 2021 at 10:00 AM**

**Questions? Contact:** FY21steamgrant@doe.k12.ga.us

**Issued by:**
Georgia Department of Education
1758 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
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Part One: General Information

Introduction and Purpose

The Georgia Department of Education (GaDOE) has allocated Title IV, Part A funds for the FY22 Rural Education Innovation STEM/STEAM Grant which is a GaDOE-administered, one-year, non-renewable grant used to start or supplement existing STEM and STEAM programs/activities that focus on community and industry partnerships with schools in rural counties within First District and Southwest Georgia RESA regions.

The purpose of the FY22 Rural Education Innovation STEM/STEAM Grant is to assist rural districts and schools within First District and Southwest Georgia RESA regions with professional learning in collaboration with regional and local community partners to create and develop STEM/STEAM programs/activities that help students make connections between the content standards, their passions and curiosities, and strategic partnership experiences within the local or regional community. Access to STEM/STEAM learning opportunities help students become critical thinkers and productive members of society. This Request for Application (RFA) is specifically for professional learning for the creation of new STEM/ STEAM programs or the expansion of existing STEM/ STEAM programs.

The FY22 Rural Education Innovation STEM/STEAM Grant will be awarded for the 2021-2022 school year in amounts up to twenty-five thousand dollars but no less than ten thousand dollars.

Eligible Applicants

Eligible FY22 Rural Education Innovation STEM/STEAM Grant applicants must be (1) public schools, school districts, or charter schools located within First District RESA or Southwest Georgia RESA regions and (2) are eligible for the Federal Rural Education Achievement Program (REAP—Title V, Part B) as identified by FY22 RLIS or SRSA eligibility report from the U.S. Department of Education.

In an effort to expand the presence of STEM/STEAM-certified schools, the GaDOE is targeting far-southeastern and southwestern regions. Hence, the focus of this round of the grant competition is only available to the First District Regional Educational Service Agency (1st RESA) and Southwest Georgia Regional Educational Service Agency (SOWEGA RESA) regions. The purpose of limiting this grant to First District Regional Educational Service Agency (1st RESA) and Southwest Georgia Regional Educational Service Agency (SOWEGA RESA) regions is because Georgia’s Title IV, Part A program has specifically prioritized seeding STEM/STEAM in the First and Southwestern RESAs as a strategic priority.
Additionally, previous Title IV, Part A Competitive Grant awardees (stART, STEM, Summer Literacy) must have fulfilled all past grant requirements to be eligible to apply. Applicants that did not meet requirements of any previously awarded competitive grant funded through Title IV, Part A will be ineligible to receive the FY22 Rural Education Innovation STEM/STEAM Grant.

Eligible non-public schools must be physically located and operated within the geographic boundaries of the aforementioned public-school regions. An “eligible non-public school” is a non-public elementary school or secondary school that has a current non-profit status and is accredited or licensed or otherwise operates in accordance with State law.

A list of eligible REAP districts is included in Appendices.

Providing Equitable Services

It is incumbent upon all eligible public-school districts to communicate (via ES4PS) the FY22 Rural Education Innovation STEM/STEAM Grant availability to all geographically eligible non-public schools regardless of the public-school district’s participation in this grant. The non-public school’s participation in this grant is not dependent upon its participation in any other federally funded equitable provisions.

Non-public schools must apply through the public-school district where the grant funding will be awarded and administered. Awarded non-public schools will receive 100% of awarded grant funds.

For Further information, see Appendices.

Accountability and Monitoring the Use of Federal Funds

The GaDOE is responsible for establishing and monitoring the FY22 Rural Education Innovation STEM/STEAM Grant application and scoring process, distribution of funds to awardees, approved plan implementation, progress towards meeting goals/objectives/intended outcomes, data collection/results, and fiscal responsibilities. This grant award is made subject to the provisions of all applicable acts and regulations.

Each applicant awarded funding must:

- Meet the eligibility requirements for the grant described herein. The applicant must provide all required assurances that it will comply with all program implementation and reporting requirements established through this RFA.
- Appropriately use these funds as described in this application package and on the SBOE-approved plan.
☐ Implement activities funded through this application within the timeline in which the funds provided are to be used.
☐ Participate in four meetings (initial, midterm, pre-closeout and final) to discuss goals and objectives, implementation procedures and progress, and programmatic success and effectiveness.

To fulfill its monitoring responsibilities, the GaDOE requires awardees to submit appropriate fiscal and program documentation following guidance provided by the GaDOE program office.

**Part Two: FY22 Rural Education Innovation STEM/ STEAM Grant Program Requirements**

**Before applying** for the *FY22 Rural Education Innovation STEM/STEAM Grant*, please ensure the following criteria can be met by all applicable district/school leaders and program managers.

**Programmatic Assurances**

The *FY22 Rural Education Innovation STEM/STEAM Grant* award must be used for professional learning to start or supplement existing STEM and STEAM programs/activities that focus on community and industry partnerships and be in collaboration with an identified local or regional partnership. The professional learning may focus on building educator capacity to:

☐ Plan and provide students hands-on learning and exposure to STEM/STEAM learning **AND/OR**
☐ Facilitate collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM/STEAM instruction in those programs **AND/OR**
☐ Integrate academic areas such as Mathematics, science, computer science, fine arts, humanities, and Career, Technical, and Agricultural Education (CTAE) into STEM/STEAM curricula **AND**
☐ supplement, not supplant, existing STEM/STEAM programming
☐ significantly increase access to STEM/STEAM education
☐ develop or supplement sustainable STEM/STEAM initiatives that support quality education
☐ address mode of instruction and assessment to include both a face-to-face and virtual models of delivery. A **virtual alternative model must be included for the application to be scored.**
be needs-based and directly related to measurable goals, objectives, and/or intended outcomes
be regularly monitored and formally assessed for effectiveness

Period of Performance

Awardees are expected to fully implement the SBOE-approved FY22 Rural Education Innovation STEM/STEAM Grant plan during the second semester of the 2021-2022 school year with activities involving educators and/or community partners extending into the summer. All applicable goods, services, instruction, activities, and assessments must be fully implemented and completed prior to September 30, 2022. Please note that funds earmarked for teacher-centric summer activities may not be diverted if the activity does not take place.

Should circumstances warrant any changes to the approved plan, the awardee must initiate an amendment request. It is important to note that the SBOE approved grant plan cannot be changed or altered by any party without an approved amendment. Furthermore, because the grant plan is approved by the SBOE, be aware that amending the budget and/or implementation plan will be limited.

The projected timeframe for the FY22 Rural Education Innovation STEM/STEAM Grant applicants and awardees are:

<table>
<thead>
<tr>
<th>Action/Event</th>
<th>Due Date</th>
<th>Applicable Links/Required Documents</th>
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<tbody>
<tr>
<td>RFA Released ONLINE SUBMISSIONS ONLY</td>
<td>October 18, 2021</td>
<td>gadoe.org/IVA Competitive Grants</td>
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</tbody>
</table>
| Application Deadline ONLINE SUBMISSIONS ONLY      | Not Later Than 10:00 AM on October 29, 2021 | ONLINE SUBMISSIONS ONLY
See file naming conventions in RFA                  |
<p>| Notification of SBOE results via email to district superintendents and designee | January 2022               |                                                              |
| Acknowledgement/Acceptance of Award email         | TBA                       | Email from district Federal Programs Director or designee to <a href="mailto:FY21steamgrant@doe.k12.ga.us">FY21steamgrant@doe.k12.ga.us</a>. |
| Attend virtual initiation session with GaDOE      | TBA                       | Webinar Link TBA                                             |
| Budget submission/approved by GaDOE               | TBA                       | Initiate supply requisitions immediately                     |
| Virtual Budget and Implementation Review Meeting  | TBA                       | Webinar Link TBA                                             |
| Initiate implementation of activities             | January 2022              |                                                              |
| Attend virtual midterm status session with GaDOE  | March 2022                | Webinar Link TBA                                             |</p>
<table>
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<tr>
<th>Event</th>
<th>Due Date</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit midterm report template</td>
<td>Not Later Than 5:00PM April 4, 2022</td>
<td>Midterm Report to <a href="mailto:FY21steamgrant@doe.k12.ga.us">FY21steamgrant@doe.k12.ga.us</a>. See file naming conventions in RFA</td>
</tr>
<tr>
<td>Attend virtual pre-closeout/final evaluation session with GaDOE</td>
<td>August 2022</td>
<td>Webinar Link TBA</td>
</tr>
<tr>
<td>Grant closes—Full implementation complete</td>
<td>No later than September 30, 2022</td>
<td></td>
</tr>
<tr>
<td>Closeout documents submitted to GaDOE</td>
<td>No later than October 30, 2022</td>
<td>Link for uploads—need all templates</td>
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</table>

Awardees are not required to expend 100% of the awarded funds; however, awardees are required to fully implement the SBOE approved RFA as written. If full implementation can be attained without expending 100% of the awarded funds, no action on the part of the district is required. Unused funds will be collected by GaDOE when the grant is closed. Expending less than 100% of awarded funds to fully implement the RFA will not negatively impact the district’s eligibility to participate in future competitive grants sponsored by Title IV, Part A.

**Reporting Requirements**

All awardee designated contacts must participate in GaDOE initiated virtual training/status sessions and submit various evidentiary and fiscal documents to GaDOE throughout the period of performance. While the school may designate a building-level program manager for the purposes of implementing activities in the classroom, it is required that the district Title IV, Part A coordinator and/or federal programs director participate as a designated contact. Many statutory requirements are within the scope of responsibilities of the aforementioned and successful grant completion is dependent upon a coordinated effort within the district to meet federal regulations.

**FY22 Rural Education Innovation STEM/STEAM Grant** awardees will be required to submit the following documents using the templates indicated:

- Midterm Report Template
  - The required logic model submitted with the application should be used as an ongoing tool to plan and evaluate the goals, objectives, and intended outcomes. The logic model is a living document and will evolve with implementation of the STEM/ STEAM programs/ activities. The logic model should be used to complete the midterm and final evaluations, and a copy of the logic model should be submitted with each report.
• Required artifacts at the midterm report include
  i. Photos and/or videos of progress on professional learning. All photos and videos submitted should be accompanied by a 3-5 sentence description of the grant activity showcased.
  ii. In progress project-based learning unit and/or lesson plans that have resulted from professional learning with community partner. A checklist of all requirements for the unit or lesson plan is in Appendix E. If the local school or district does not have a template, a template has been provided in Appendix A.

Final Evaluation Summary Report Template
• The required logic model submitted with the application should be used as an ongoing tool to plan and evaluate the goals, objectives, and intended outcomes. The logic model is a living document and will evolve with implementation of the STEM/STEAM programs/activities. The logic model should be used to complete the midterm and final evaluations, and a copy of the logic model should be submitted with each report.
• Evaluate/ describe the extent to which the goals/ objectives/ intended outcomes were achieved and the effectiveness of achievements in:
  i. Increasing access to STEM/STEAM learning opportunities
  ii. Planning and executing professional learning opportunities
  iii. Planning and executing activities with established local or regional community partnerships
  iv. Ensuring programmatic sustainability
• Benefit of each expenditure
• Required artifacts at the final evaluation report include
  i. Copies (a sampling of) of completed data collection tools
  ii. All evidentiary documentation of professional learning and collaborative sessions/activities with community partners.
  iii. Photos and/or videos of completed professional learning. All photos and videos submitted should be accompanied by a 3-5 sentence description of the grant activity showcased.
  iv. Completed project-based learning unit and/or lesson plans that have resulted from professional learning with community partner. A checklist of all requirements for the unit or lesson plan is in Appendix E. If the local school or district does not have a template, a template has been provided in Appendix A.
  v. If the school or district planned and executed a summer camp, as outlined in the allowable activities, photos and videos of the summer camp activities and teacher and community partner reflection on the experience of piloting the unit or lesson plans must be included.
Detailed Expenditure Report—formatted as by the LEAs financial management system
Supporting documents for received goods/services—as per the LEAs internal procedures
Federal Inventory Report (see template on STEM/STEAM/IVA website)
Completion Report—PDF of Consolidated Application portal report

Templates and artifact requirements are in Appendix E. All artifacts can be used by the GaDOE for future STEM/STEAM professional learning.

Authorized Activities

The FY22 Rural Education Innovation STEM/STEAM Grant applicants can use funds to achieve the following:

- In collaboration with identified local/regional community partner, plan, develop, and implement STEM/STEAM education curriculum, instruction, and assessment (virtual or in person) based on the Georgia Standards of Excellence or the non-public school’s academic standards and/or curriculum.
- Provide supplemental pay for STEM/STEAM educator to coordinate STEM/STEAM community partnership activities.
- Provide supplemental pay for grant activities including professional learning and externships that occur outside of the educators’ normally contracted work. Externships are defined in Appendix B and a resource document is linked in Appendix A.
- Fund in professional learning (in person or virtual) including, but not limited to, topics such as:
  - Increasing content collaboration with business/industry, post-secondary, and informal education partnerships.
  - Teacher externships to gain first-hand insight into a career or industry to make real-world connections to the skills and content required for students to pursue future studies and employment in the STEM/STEAM fields.
  - Increasing exposure to innovative teaching and learning that embodies an interdisciplinary, student-centered approach to the Georgia Standards of Excellence.
  - Including identified community partner in teacher collaborative planning practices to increase real-world connections with the Georgia Standards of Excellence.
  - Collaborating with community partner to show real-world application of the school problem-solving process.
- Fund in-state travel costs and substitute teachers.
- Provide ongoing professional learning for teachers and community partners through student summer learning opportunity. During this summer experience,
teachers will pilot outcomes from professional learning and reflect on the experiences for implementation the next school year.

- Purchase materials and equipment required for professional learning activities. Examples of expenses:
  - pH probes might be purchased to test healthy soil, but for the grant activity teachers would engage in professional learning on using those probes for their STEM/STEAM programs/activities
  - Supplies to create a school or community garden might be purchased, but for the grant activity teachers would engage in professional learning on how to create an interdisciplinary lesson with those supplies for the garden.

Unauthorized Activities

The FY22 Rural Education Innovation STEM/STEAM Grant funds may supplement, not supplant, existing STEM/STEAM programs. In other words, the funds may not be used to pay for existing levels of activities or services if the costs of those activities or services would have otherwise been paid with state or local funds in absence of the grant.

The FY22 Rural Education Innovation STEM/STEAM Grant applicants shall not use funds for the following:

- To support out-of-state activities and/or travel, graduate-level courses, or professional memberships.
- To support activities that are not completed or are encumbered by the end of the 2021-2022 school year.
- For new construction/renovation or capital improvements to existing structures such as carpet, furniture, and laminate coverings.
- To support before/after school or summer activities/programs in isolation of STEM/STEAM practices or exposure.
- To supplant, existing STEM/STEAM programming. In other words, the funds may not be used to pay for existing levels of activities or services if the costs of those activities or services would have otherwise been paid with state of local funds in the absence of the grant funds.
- To purchase incentives such as food, toy prizes, treats, etc.
- To purchase technology infrastructure or equipment including printers and computers not directly tied to professional learning goals outlined in the grant activities.
- To fund student transportation and field trips.
- Administrative/Audit/Indirect Costs
Application Submission

Procedures

Please review the following directions very carefully prior to submitting the application into the portal:

- **APPLICATION PORTAL.** The deadline for submission is 10 AM October 29, 2021. The application must be submitted on or before the deadline via the application portal at gadoe.org/IVA Competitive Grants. Applicants will receive a confirmation email once their application has been received. If an automated email is not received within a few minutes, please contact Dawna Hatcher at dhatcher@doe.k12.ga.us.

- **SUBMIT EARLY.** Applications cannot be accepted after the deadline. Please factor unexpected delays and/or technical issues at the point of origin. The GaDOE is required to enforce the established submission deadline to ensure fairness to all applicants. Faxed, emailed, or paper applications are not acceptable and will not be reviewed by the GaDOE.

- **USE PROVIDED APPLICATION TEMPLATE.** Supplemental or revised application formats, attachments, or information, either from the applicant agency or other sources will not be accepted.

- **SUBMIT ONE DOCUMENT.** The MS WORD template is a fillable document to be submitted into the portal as a single PDF document. Submit one application into the portal at a time.

- **MULTIPLE SUBMISSIONS.** Due to the extremely high volume of submissions and to ensure that each submission is correctly identified and acceptable, file naming conventions are critical. Public school districts may have multiple submissions provided each is from a different school within the district.

- **SUBMIT PDFs ONLY.**

- **FILE NAMING CONVENTIONS.** APPLICABLE TO ALL FILES SENT TO GADOE VIA APPLICATION PORTAL OR EMAIL. To ensure accuracy when GaDOE downloads applications and to avoid confusion and potential mistakes in assigning scores, the file name must follow the name convention outlined below. File names are not case sensitive.

  - Step 1: **Name of the Public School District.** ALWAYS begin with the name of the public school district followed by an underscore—do not use abbreviations, initials, or include.
the words “County Schools” or “Charter School Academy”. Ex: APPLING_; PATAULA_; JEFF DAVIS_.

- Step 2: **Official Full Name of the School (if applicable)** FOLLOWING the name of the district, insert the official full name of the school if applicable (when the district is submitting multiple building-level applications for different schools).
  - If the district is submitting only one application for the district where funds will be distributed to all schools, do not include a school’s name.
  - However, if the district is submitting only a single application, but the application is for a specific school in the district, please include the official full name of the school. Ex: APPLING_APPLING COUNTY ELEMENTARY SCHOOL; JEFF DAVIS_JANE MORRIS MIDDLE SCHOOL; BERRIEN_SUMPTER_BLANKENSHIP COUNTYLINE COMPREHENSIVE HIGH SCHOOL; WARD 6TH GRADE ACADEMY.

- Step 3: **Private School (if applicable)**. If the district is submitting an application on behalf of a private school, enter the private school’s official full name as the building-level school. Ex: APPLING_ROGERS ACADEMY PRIVATE SCHOOL_

- Step 4: **File Name**. End each file name by identifying the content of the file. Ex: APPLING_FULL NAME OF SCHOOL_APPLICATION APPLING_FULL NAME OF SCHOOL_MIDTERM REPORT
  APPLING_FULL NAME OF SCHOOL_LESSON PLAN
  APPLING_FULL NAME OF SCHOOL_ARTIFACT 1
  APPLING_FULL NAME OF SCHOOL_FINAL SUMMARY

### Part Three: Application Components

**Application Template—Narrative Responses**

The purpose of the **FY22 Rural Education Innovation STEM/STEAM Grant** is to assist rural districts and schools within First District and Southwest Georgia RESA regions with professional learning in collaboration with regional and local community partners to create and develop STEM/STEAM programs/activities that help students make connections between the content standards, their passions and curiosities, and strategic partnership experiences within the local or regional community.

For the purpose of this grant, STEM/STEAM learning is defined as:

- implementation and exposure to STEM/STEAM practices fostered by a culture that includes collaboration, innovation, and inquiry.
- a classroom environment that promotes collaboration, student decision-making, and teacher facilitation.
- learning experiences that intentionally connects standards-based learning to employability skills and STEM/STEAM careers.
- meaningful, effective, and continuous professional learning opportunities that support student-centered, project-based learning, and community-focused and industry-focused pedagogy.
- innovative teaching and learning that embodies an interdisciplinary, student-centered approach to standards.

For the purpose of this grant, community partner is defined as: the formal and informal local/regional community businesses, industry, and post-secondary institutions working together to share information through community partnerships, collaborative projects, and relationships that advance the school's learning goals. Partnerships are not limited to but may include post-secondary institutions, local and regional employers, local chambers or government agencies, nonprofit organizations, and cultural institutions.

For the purposes of this grant, professional learning should be personalized to meet the school or district’s goals related to expanding STEM/STEAM programs/activities. Professional learning may include, but is not limited to, expanding teacher capacity in planning, building capacity in project-based learning and other elements of STEM/STEAM learning, and collaborative activities with local and regional community partners including meetings, planning sessions, and externships.

The narrative responses should ensure that all grant activities include both a face-to-face and virtual delivery methods.

Budget

The budget table is included in the application template, and both the narrative response section and budget calculations must be submitted as a single PDF document.

The budget portion of the application will not be assigned points; however, an inaccurate, unreasonable, unjustified, or non-itemized budget will result in the application being excluded from consideration.

The proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the proposed programming/activities. If applicable, annotate additional funding (local/federal/in-kind) sources utilized to support planned program/activity.

**SPECIAL NOTE:** If applicable, all salary benefits must be included in application budget. Applicable benefits omitted from approved application budget cannot be added to budget after approval of grant.
<table>
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<tr>
<th>Goods or Service—Must align to submitted budget (Include salaries, benefits, PD/PL, materials, supplies, etc.)</th>
<th>Explain rationale for Purchase</th>
<th>Object Code Supplies/Equipment will require a federal inventory</th>
<th>Costs Not to exceed requested grant funding amount</th>
<th>Describe any additional funding (local/federal/in-kind) sources and estimated dollar amount if applicable</th>
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Rubric

Programmatic Basics (15 points)

- Location
- Teachers, leaders, and/or contracted service providers directly involved in the implementation of the STEM/STEAM program
- Total number of students, and/or participants in the program/grant activities
- Description of current STEM/STEAM program
- Description of need/rationale for funding. Include data and evidence specific to your school or district that establishes the need and supports your STEM/STEAM goals.

Proposed STEM/STEAM Community Partner and Professional Learning Activity Description (24 points)

- Identify strategic regional community partner(s) including name of business or organization and primary contact for the partnership
- Fully describe components of the proposed community partnership professional learning activity. If you elect to host a summer camp for students as part of your professional learning activity, fully describe how that camp will serve as professional learning for teachers.
- Connect your program/activity to at least one of the three identified programmatic assurances:
  - Provide students hands-on learning and exposure to STEM/STEAM learning AND/OR
  - Facilitate collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM/STEAM instruction in those programs AND/OR
Integrate academic areas such as Mathematics, science, computer science, fine arts, humanities, and Career, Technical, and Agricultural Education (CTAE) into STEM/STEAM curricula.

- Virtual component (Virtual Alternative Option Required): Fully describe a virtual option for partnership professional learning in activity box below. Alternative virtual model required for application to be scored.

**Standards Implementation (21 points)**

- Identify Georgia Standards of Excellence (or non-public school’s equivalent) connected to program or activity with proposed community partner
- Describe the planning process that will be used to align community partnership activities with Georgia Standards of Excellence
- Include information about instructional strategies, student assignments/tasks/and assessments, performance requirements, and/or professional learning experiences that will be used to connect the partnership activity to standards-based learning

**Goals/Objectives/Intended Outputs/Outcomes (28 points)**

- State the shared goals, objectives, and intended outputs and professional learning outcomes between the STEM/STEAM program/activity and community partner.
- Discuss how the STEM/STEAM program/activity and community partnership will help provide students with skills and knowledge necessary to succeed in their regional economy.
- Describe how activities will be measured for progress and effectiveness. Include the types of data, methods of collection and analysis.
- Address how funding will improve instructional quality, connect curricula or programs to regional business and industry, and/or increase access to STEM/STEAM education for all students.
- Describe how you will use the logic model as a tool to plan goals/objectives/outputs/ and professional learning outcomes.

**Sample Logic Model to Measure Outcomes**

| Goal(s) What do you hope to achieve? | Objective(s) What specific achievements are you striving for? | Activities What will the team do? | Outputs (Quantity) How many (students, teachers, community members) will be involved? | Outcomes How will quality be measured? |
Example: Professional learning for teachers to become curriculum leaders in STEM/STEAM schools

Examples:
- Develop a list of teacher leaders.
- Develop units for STEM/STEAM that are local/community based.
- Develop a sustainable plan for annual community task force input/collaboration.
- Get 20 schools prepared for STEM/STEAM certification.
- Develop collaborative partners across districts.

Examples:
- Teachers engage in externships.
- Teachers and community partners engage in meetings to create lesson or unit plans.

Examples:
- Number of teachers participating in externships.
- Number of units developed.

Examples:
- Surveys assess quality of alignment of content and industry expectations.
- Peer review (rubric for quality).

<table>
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<tr>
<th>What deliverables may be developed?</th>
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<tr>
<td>Examples:</td>
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<tr>
<td>Teacher engagement in externships</td>
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<tr>
<td>Teachers and community partners</td>
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<tr>
<td>participate in external meetings</td>
</tr>
<tr>
<td>to create lesson plans</td>
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<tr>
<td>Number of units developed</td>
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</table>

**Sustainability (12 points)**

☑ Explain how programming/activities will be institutionalized after the end of the grant period.

**Scoring and Funding Recommendations**

During the review process, each application will be reviewed and scored by five GaDOE approved and trained readers. Federal program departmental staff or the grant organizer may not be selected as readers/scorers.

The readers will individually assign points (1-100) and record ratings using the scoring rubric. Readers may raise certain questions for clarification or issues of concerns to the grant organizer. Questions regarding allocability and/or allowability will be referred to the Title IV, Part A program manager. Readers will annotate comments that support the ratings given to the applicant.

The highest and lowest scores will be dropped, the remaining three scores will be averaged, and a final score will be rendered. Based on the ratings, a list of applicants within the competitive range will emerge and a provisional selection will be made.

The Title IV, Part A program manager will conduct a final review of all scores and only those applications receiving a final score of 70 or more points will be recommended for approval by the SBOE. In the likely event that the number of applications receiving a
qualifying score exceeds the number of available grants, only the highest, rank-ordered applications will be recommended for funding. *In the event of a tied score and reaching maximum allowable grant awards, the tie will be decided by which application has the earlier time stamp in the application portal.

All applicants whose application was scored will be notified via email after the State Board has rendered a decision/approved grants

All applicants may request a copy of the final scores and anecdotal notes of readers scorers by writing the grant organizer.

Grant Award Acknowledgement and Grant Award Notices (GANs)

To ensure clarity and continuity of support services, awardees must formally acknowledge receipt of, agree to the stated terms, and accept the award via email to the grant organizers and program manager. Please include the following information in the email:

Name, position, and contact information of individual(s) responsible to receive/send communication from/to GaDOE regarding the FY22 Rural Education Innovation STEM/STEAM Grant throughout the period of performance.

Name, position, and contact information of individual(s) responsible to ensure all evidentiary and fiscal documentation will be submitted as per terms of the RFA.

Grant Award Notices (GANs) will be uploaded into the LEAs Consolidated Application portal by the program office summarizing the program, the amount and length of the award, and any other relevant information.
Part Four: Appendices

Appendix A – Useful Links

**STEM/ STEAM Georgia Department of Education**

**STEM/ STEAM Business and Community Partnerships Field Guide**

Templates:
- Community Partnership Planning Template
- STEM PBL Planning Template
- STEAM PBL Planning Template
- Interdisciplinary Planning Template

**Educator Externship Packet**

Includes letter to potential externship partner

**Title IV, Part A, Georgia Department of Education**

- IVA Handbook
- The *FY22 Rural Education Innovation STEM/STEAM Grant* RFA
- Competitive Grant reporting templates
- Amendment Templates

**Federal Program Handbook**

Find information regarding the utilization of federal funds.

**State Ombudsman**

Find information regarding providing equitable services.
Appendix B – Definitions of Terms Used

**Community Partner**: the formal and informal local/regional community businesses/industry/post-secondary institutions working together and to share information through community partnerships, collaborative projects, and relationships that advance the school’s learning goals.

**Career Technical Agricultural Education (CTAE)**: is an educational option that provides learners with the knowledge and skills they need to be prepared for college and careers. It gives purpose to learning by emphasizing real-world skills and practice knowledge within a selected career focus.

**Evaluation**: a description of the procedures and methods by which progress toward goals and objectives will be regularly assessed and monitored.

**Externship**: a temporary training program offered in the workplace of a local or regional community partner to teachers and leaders that gives short, practical experiences to connect the Georgia Standards of Excellence to business, industry, and other community partner’s work.

**Georgia Standards of Excellence**: state standards adopted by the Georgia Department of Education and are available for all content areas (English language arts, Mathematics, science, social science), including fine arts (dance, media arts, music, theatre, visual art).

**Logic Model**: a visual representation of an action plan that that showcases plans that include: goals, objectives, activities, output, and outcomes. This is used as a planning, monitoring, and evaluation tool. More information on education logic models can be found at “[Logic models: A tool for effective program planning, collaboration, and monitoring.”](#)

**Professional Learning**: personalized learning experiences that meet the school or district’s goals related to expanding STEM/ STEAM programs/ activities. Professional learning may include, but is not limited to, expanding teacher capacity in planning, and executing project-based learning and other elements of STEM/ STEAM learning and collaborative activities with local and regional community partners including meetings, planning sessions, and externships.

**Project-Based Learning**: a student-centered approach to pedagogy where standards-based learning is authentically connected to real-world scenarios. Students are introduced to and engage with interdisciplinary standards as they move through the project-based learning units as opposed to engaging with a project after receiving direct instruction.
Regional Education Service Agency (RESA): 16 service agencies strategically located in districts throughout Georgia that were established to share services and improve the effectiveness of the educational programs of member school systems.

Science, Technology, Engineering, and Mathematics (STEM): An approach to standards-based instruction driven by inquiry and project-based learning that integrates academic contents, builds learning experiences in collaboration with strong community and industry partners, and prioritizes collaboration among all teachers, including CTAE and humanities, as a foundational part of the planning process.

Science, Technology, Engineering, Art, and Mathematics (STEAM): An approach to standards-based instruction driven by inquiry and project-based learning that integrates academic contents, builds learning experiences in collaboration with strong community and industry partners, emphasizes the role of arts in design in creative problem solving, and prioritizes collaboration among all teachers, including CTAE, fine arts, and humanities, as a foundational part of the planning process.

STEM/ STEAM learning/ pedagogy:

- implementation and exposure to STEM/STEAM practices fostered by a culture that includes collaboration, innovation, and inquiry.
- a classroom environment that promotes collaboration, student decision-making, and teacher facilitation.
- learning experiences that intentionally connects standards-based learning to employability skills and STEM/STEAM careers.
- meaningful, effective, and continuous professional learning opportunities that support student-centered, project-based learning, and community-focused and industry-focused pedagogy.
- innovative teaching and learning that embodies an interdisciplinary, student-centered approach to standards.
## Appendix C – List of Eligible REAP Districts

<table>
<thead>
<tr>
<th>List of Eligible Rural Districts in Grant Approved Regions</th>
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</thead>
<tbody>
<tr>
<td>First District RESA</td>
</tr>
<tr>
<td>Southwest Georgia RESA</td>
</tr>
<tr>
<td>Appling County</td>
</tr>
<tr>
<td>Baker County</td>
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<tr>
<td>Bulloch County</td>
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<tr>
<td>Calhoun County</td>
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<td>Candler County</td>
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<tr>
<td>Decatur County</td>
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<tr>
<td>Early County</td>
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<tr>
<td>Evans County</td>
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<tr>
<td>Grady County</td>
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<tr>
<td>Jeff Davis County</td>
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<tr>
<td>Long County</td>
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<tr>
<td>Miller County</td>
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<tr>
<td>Mitchell County</td>
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<tr>
<td>Pataula Charter Academy</td>
</tr>
<tr>
<td>Pelham City</td>
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<tr>
<td>Screven County</td>
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<tr>
<td>Seminole County</td>
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<tr>
<td>Tattnall County</td>
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<tr>
<td>Terrell County</td>
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<tr>
<td>Thomas County</td>
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<tr>
<td>Thomasville City</td>
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<tr>
<td>Toombs County</td>
</tr>
<tr>
<td>Vidalia City</td>
</tr>
<tr>
<td>Wayne County</td>
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<tr>
<td>Worth County</td>
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</tbody>
</table>
Appendix D – Grant Amendment Process

Awardees will have limited ability to change the program operating plan and scope of services as originally outlined in their approved grant application. Any changes subsequent to receiving the award will be required to go through a formal program or budget amendment and approval process.

Awardees must obtain the prior approval of GaDOE via an amendment whenever any of the following actions are anticipated:

☐ Revisions of the scope or objectives of the project (regardless of whether there is an associated budget revision).
  o Note: Revisions are limited in scope due to the award being approved by the State Board of Education. Amendments will be considered on a case by case basis.

☐ A request for prior approval of any budget revision resulting in a 5% variance of a given function and/or object code.
  o Unbudgeted expenses, items, change in salary rate, number of personnel, change in nature of expense, responsibility and other significant situations will also require a budget amendment.

☐ A downloadable Competitive Grant RFA/Budget Amendment form can be found HERE.

See sample below.

<table>
<thead>
<tr>
<th>Competitive Grant Amendment Form</th>
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</thead>
<tbody>
<tr>
<td><strong>Today's Date</strong></td>
</tr>
<tr>
<td><strong>Full/Total/Amount of Competitive Grant</strong></td>
</tr>
<tr>
<td><strong>Date of Approval</strong></td>
</tr>
<tr>
<td><strong>Awardee #</strong></td>
</tr>
<tr>
<td><strong>Full Name of School</strong></td>
</tr>
<tr>
<td><strong>Principal/Program Director</strong></td>
</tr>
<tr>
<td><strong>Contact/Name/E-mail/Phone</strong></td>
</tr>
<tr>
<td><strong>Awardee LEA Title IV</strong></td>
</tr>
<tr>
<td><strong>Program Title IV Coordinator</strong></td>
</tr>
<tr>
<td><strong>Name/E-mail/Phone</strong></td>
</tr>
<tr>
<td><strong>Amendment Requested</strong></td>
</tr>
<tr>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Required Signatures</strong></td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
</tr>
<tr>
<td><strong>Program/Project Manager</strong></td>
</tr>
<tr>
<td><strong>School Principal</strong></td>
</tr>
<tr>
<td><strong>Title IV, Part A District Coordinator</strong></td>
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</tbody>
</table>

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<tr>
<th><strong>GaDOE Actions</strong></th>
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SIGNED DATE
Appendix E – Templates and Artifacts Requirements

Unit or Lesson Plan Artifacts

For any unit or lesson plans submitted as artifacts, please include the following:

- Georgia Standards of Excellence addressed
- Description of the learning plan and instructional strategies
- Description of community partner’s role in learning plan
- Description of project-based learning and/or integration opportunities
- Student work samples, pictures, and/or videos as artifacts of learning

Logic Model Template

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Objective(s)</th>
<th>Activities</th>
<th>Outputs (Quantity)</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you hope to achieve?</td>
<td>What specific achievements are you striving for?</td>
<td>What will the team do?</td>
<td>How many (students, teachers, community members) will be involved?</td>
<td>How will quality be measured?</td>
</tr>
<tr>
<td>Example: Professional learning for teachers to become curriculum leaders in STEM/STEAM schools</td>
<td>Examples: Develop a list of teacher leaders. Develop units for STEM/STEAM that are local/ community-based. Develop a sustainable plan for annual community task force input/collaboration Get 20 schools prepared for STEM/STEAM certification Develop collaborative partners across districts</td>
<td>Examples: Teachers engage in externships Teachers and community partners engage in meetings to create lesson or unit plans.</td>
<td>Examples: Number of teachers participating in externships Number of units developed</td>
<td>Examples: Surveys assess quality of alignment of content and industry expectations Peer review (rubric for quality)</td>
</tr>
</tbody>
</table>
Optional Planning Templates:

Community Partnership Planning Template
STEM PBL Planning Template
STEAM PBL Planning Template
Interdisciplinary Planning Template
Appendix F -- Declination of awarded competitive grant funds

Once the Georgia State Board of Education has approved the RFA and awarded funds to the awardee, the total amount of the award can be returned. Once funds are declined, they cannot be reallocated during the fiscal year of the declined grant. Districts may apply for future grants the following fiscal year provided the grant is being offered and the district maintains all eligibility requirements.

Competitive grant funds may be declined if the district does not intend to fully implement the grant as approved. In the event that expenditures have been charged to the grant prior to declining funds, the district will be required to initiate a return of all funds to the grant account. The district’s superintendent must submit a letter (on district letterhead) formally declining the funds to GaDOE, Title IV, Part A program manager. Once the letter has been received, the program manager will initiate the collection of 100% of the grant award via GAORS.
Appendix G—Provisions for Equitable Services

It is incumbent upon all eligible public school LEAs to communicate (via ES4PS) all Title IV, Part A Competitive Grant opportunities to all geographically eligible non-public schools regardless of the public-school LEA’s participation. The non-public school’s decision to participate in any competitive grant opportunity is not dependent upon its participation in any other federally funded equitable provisions.

To submit an application, the non-public school must adhere to all published application processes; however, the application must be submitted by the designated public school official to be known as the Co-applicant. The non-public school designated official must provide to the LEA Co-applicant an application package which will be submitted by the LEA into the application portal on behalf of the non-public school(s). The LEA Co-applicant is not responsible for the development or review of the private school’s application.

Non-public school applicants must coordinate with the Co-applicant and establish an internal process to submit the application into the portal as required within the designated timeframe. Applications not submitted to GaDOE via the application portal will not be accepted.

During the application process, the non-public school applicant is encouraged to contact the Title IV, Part A program manager directly to ascertain the parameters of allowability when constructing the required budget. For further information, contact Dawna Hatcher at dhatcher@doe.k12.ga.us.

The co-applicant will be responsible to notify the non-public school entity of published SBOE resulting awards.

Subsequent reviews and scoring of non-public school applications will be executed as published in the RFA.

**Non-public school receives a grant award allocation**

Awarded non-public schools will receive 100% of the grant funds specifically awarded to the non-public school. At this point, the LEA will be known as the LEA Fiscal Agent for the non-public school Awardee. To ensure clarity and continuity of support services, the non-public school Awardee must formally acknowledge receipt of, agree to the stated terms, and accept the award in collaboration with the Fiscal Agent via email at FY21steamgrant@doe.k12.ga.us.

Please include the following information in the email:
Name, position, and contact information of individual(s) (to be recognized by GaDOE at the official Designated Contact)--

- **Non-Public School Awardee Official**—responsible to:
  - receive/send communication from/to GaDOE regarding the competitive grant throughout the period of performance. *GaDOE/Grant Organizers will communicate directly with the Non-Public School Awardee Official. The LEA Fiscal Agent will be copied on all correspondence.*
  - ensure the SBOE approved application is fully implemented.
  - ensure all evidentiary documentation will be submitted/emails/uploaded as per terms of the RFA.

- **LEA Fiscal Agent Representative**—responsible to:
  - ensure requirements requiring access to the Consolidated Application Portal (budgets, expenditures, Completion Report) will be submitted/uploaded as per terms of the RFA.
  - execute processes and maintain applicable to federal fiscal and physical rules and regulations (as per the LEAs internal procedures and the Federal Programs Handbook).
  - ensure all fiscal documentation not accessible to the Non-Public School Awardee will be submitted/emails/uploaded as per terms of the RFA.

Grant Award Notices (GANs) will be uploaded into the LEA Fiscal Agent’s Consolidated Application portal by the program office summarizing the program, the amount and length of the award, and any other relevant information. The Non-Public School Awardee Official will also receive a copy.

*Non-Public School Awardee Responsibilities*

As an awardee, the Non-Public School Awardee Official is responsible to meet all grant components, requirements, and criteria. Grant Organizers will systematically communicate, collaborate, and monitor programmatic implementation and progress.

The Non-Public School Awardee Official will be responsible to participate in all required meetings outlined in the RFA, independently implement all approved activities, and fulfill all programmatic reporting/monitoring/efficacy requirements. If the Non-Public School Awardee is unable to meet the outlined requirements and/or implementation criteria, all grant award funds will be returned to GaDOE.

As required by law, the GaDOE has a designated state ombudsman appointed to monitor and enforce the equitable services requirements. The ombudsman also will serve as the primary point of contact for responding to and resolving any complaints regarding equitable services that the SEA receives under its ESEA complaint.
procedures. Further information can be found in the GaDOE Equitable Services Consultation Guide and Handbook.