



FY23 Title IV, Part A Competitive Grants RFA

This document represents universal federal requirements for the expenditure of Title IV, Part A state activities resources as well as criteria specific to identified competitive grants offered during the fiscal year of allocation.

stART Arts Education Grant and STEM/STEAM Grant

Deadline for Receipt of Applications: 5PM June 24, 2022

Submit PDF of application template to: [gadoe.org/IVA Competitive Grants](https://gadoe.org/IVA/Competitive%20Grants)

Entities that submit incomplete applications are not eligible for grant funds.

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General Information

The Title IV, Part A program office has created a new **Title IV, Part A Competitive Grants RFA** in an effort to streamline the universal components of the competitive grant processes. This document represents the universal requirements for all Title IV, Part A supported competitive grants as well as specific criteria applicable to the individual grant opportunities offered during any given fiscal year of allocation.

Within this document, criteria specific to an individual competitive grant opportunity is identified and outlined separately as per the specific grant. Applicants may apply for all grant opportunities for which they are eligible.

STOP: Special Note

Each grant opportunity has its own specific application which is not interchangeable with another grant application.

Specific to FY23

For FY23, the Title IV, Part A program office will be supporting two competitive grants: **FY23 stART** and **FY23 STEM/STEAM** grants.

Introduction and Purpose

stART Grant

The Georgia Department of Education (GaDOE) has allocated Title IV, Part A funds for the FY23 stART Grant which is a GaDOE-administered, non-renewable, non-transferrable grant for up to ten thousand dollars (\$10,000) used to create and/or develop arts initiatives that support arts education and significantly increase student access to the arts during the school day. The arts initiatives developed as a result of stART funds must be directly tied to fine arts standards, and sustainable, lasting beyond the grant period.

A maximum of 20 FY23 stART Grants will be awarded for the 2022–2023 school year (FY23) in the amount of up to ten thousand dollars (\$10,000) each.

STEM/STEAM Grant

The Georgia Department of Education (GaDOE) has allocated Title IV, Part A funds for the 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 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 Rural Education Innovation STEM/STEAM Grant will be awarded for the 2022-2023 school year in amounts up to twenty-five thousand dollars (\$25,000) but no less than ten thousand dollars (\$10,000).

Eligible Applicants

Eligible Title IV, Part A Competitive Grant applicants must be public school local educational agencies (LEA) and charter LEAs that are eligible for the [Federal Rural Education Achievement Program \(REAP—Title V, Part B\)](#) as identified by [FY23 RLIS](#) or [SRSA](#) eligibility report from the U.S. Department of Education. A list of REAP districts is included in Appendices.

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

Providing Equitable Services

It is incumbent upon all eligible public school LEAs to communicate in writing to private schools all Title IV, Part A Competitive Grant opportunities to all geographically eligible non-public schools regardless of the public school LEA’s participation.

The LEA must communicate with eligible private schools in a timely manner so as to afford the private schools officials an equal opportunity to apply for a Title IV, Part A Competitive Grant within the allocated timeframe. Documentation of communication must be uploaded into the ES4PS portal, and the applicable remarks included on the RFA application. 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 LEA where the grant funding will be awarded and administered. Awarded non-public schools will receive 100% of the grant funds.

Provisions for Equitable Services

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 online 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 online portal as required within the designated timeframe. Applications not submitted to GaDOE via the application online 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 for notifying the non-public school entity of published SBOE resulting awards.

Good Faith Effort

If a private school declines to participate in the grant program(s) or does not respond to an LEA's request to consult in the given timeframe regarding the provision of services in a particular year, the LEA has no further responsibility to provide equitable services to students in that school during that school year. The LEA, however, must be able to demonstrate that it made a good faith effort to contact all the non-public schools in the LEA. The GaDOE considers a good faith effort to be more than one attempt to reach a private school following no-response. The second attempt should use a different method than the first attempt to reach out (letter, email, phone, certified mail, etc.) and may include verifying whether the original attempt was made to the correct point of contact at the school and/or the most up-to-date contact (correct phone number or email address).

Non-public school receives a grant award allocation

Awarded non-public schools will receive 100% of the benefit of grant funds specifically awarded for equitable services to the non-public school. The LEA will be designated 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.

As per 34 CFR 299.6-299.9., services must be supplemental and the fiscal agent is required to exercise continuing administrative control of, all property, equipment, and supplies that the fiscal agent acquires with grant funds on behalf of the non-public school.

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/emailed/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/emailed/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 required to participate in the meetings outlined in the RFA, independently implement all approved activities, and fulfil all programmatic reporting/monitoring/effectiveness requirements. In the event that 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.

Consolidation of Funds

- Eligibility: LEAs whose schools consolidate federal, state and local funds in

schoolwide programs through the GaDOE Consolidation of Funds initiative may consolidate funding received under stART Grants and STEM/STEAM Grants.

- Grant Application(s), SWPs and Intent and Purpose Statements: Competitive grants funded by SEA Activities funds are distributed as discretionary grants so LEAs must ensure that consolidating schools faithfully fulfill all action steps outlined in their application. Because LEAs and their schools must fulfill all action steps included in their application, LEAs and schools are not required to make amendments to schoolwide plans or intent and purpose statements.
- ConApp Budgets and Fund 150 Allocations Worksheets: LEAs are required to budget and keep local accounting documentation in accordance with guidance found in the Consolidation of Funds Manual. LEAs must develop or amend Fund 150 budget allocations templates to accommodate the funds consolidated and ensure new percentages are applied to school Fund 150 expenditures year-to-date.
- Monitoring: Consolidated grants are subject to the monitoring requirements outlined in the RFA. While LEAs are not required to tie back expenditures to individual programs, they are required to demonstrate in monitoring that all application components have been fulfilled.

Accountability and Monitoring the Use of Federal Funds

The GaDOE is responsible for:

- timely and thorough advertising of the grant parameters
- establishing and monitoring the Title IV, Part A Competitive Grant application and scoring process
- notifying applicants, the results of competition
- providing applicable Grant Award Notices
- reviewing invoice applications for reimbursement of funds
- monitoring progress towards meeting goals/objectives/intended outcomes
- review/monitor submitted closing documents/evidence for compliance via the SLDS
- review/approve applicable Corrective Action Plans

The Title IV, Part A Competitive Grant award is made subject to the provisions of all applicable acts and regulations. To fulfill its monitoring responsibilities, the GaDOE requires awardees to submit appropriate fiscal and program documentation following guidance provided by the GaDOE program office.

Each Awardee (including school-level awardees) receiving funding through the Title IV, Part A Competitive Grant must:

- meet the eligibility requirements for the grant described herein
- 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 three meetings (initial, midterm, final) to discuss goals and objectives, implementation procedures and progress, and programmatic success and effectiveness
- where applicable, resolved Corrective Correction Plan (CAP) from previous Title IV, Part A Competitive Grant Monitoring

Grant Award Acknowledgement

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 respective grant mailbox.

Please include the following information in the acceptance email:

- Name, position, and contact information of individual(s) (to be recognized by GaDOE as the official Designated Contact(s))--
 - Please note that an individual other than the LEA Title IV, Part A Coordinator may correspond with the assigned grant organizers regarding activity implementation and performance standards; however, The LEA Title IV, Part A Coordinator/Federal Programs Director is responsible to communicate with the GADOE title IV, Part A program manager and is responsible for ensuring all evidentiary and fiscal documentation will be submitted/mailed/uploaded to the SLDS as per terms of the RFA.

Grant Award Notices (GANs)

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. Please note that the Title IV, Part A Competitive Grant funds are federal funds thus are subject to all applicable federal regulations as per ESEA.

Invoice Application Reimbursement

Once Awardees have an approved budget, funds can be encumbered. For reimbursement of funds, Awardees will submit the applicable invoices for review by the Title IV, Part A program manager via the GRANTS APPLICATION menu in the Consolidated Application Portal. Invoices may be submitted at any time prior to the closing of the grant.

Reimbursement is based upon the invoices aligning to the approved RFA/budget.

Grants Application-Invoice Application

1. Log into the Consolidated Application portal

2. Select Grants Application
3. Select Manage Invoices
4. Select Fiscal Year
5. Select the applicable grant
 - a. Title IV, Part A stART Grant
 - b. Title IV, Part A STEM Grant
6. Select the fund month that you are processing; click Add
7. Populate invoice information; click Add
8. Upload required invoices or documentation to support the expense

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).
 - 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.
 - 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.

[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 the 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.

[Program Requirements](#)

Awardees are expected to fully implement the SBOE-approved Title IV, Part A Competitive Grant. All applicable goods, services, instruction, activities, and assessments must be fully implemented and completed prior to the end of the period of performance. 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.

[Period of Performance](#)

The funds supporting the Title IV, Part A Competitive Grants is derived from the state activities portion of the Title IV, Part A Student Support and Academic Enrichment federal allocation and is subject to the fiscal year of the awarded allocation.

The projected timeframe for the Title IV, Part A Competitive Grants is:

Action/Event	Due Date	Applicable Links/Required Documents
RFA Released	June 1, 2022	gadoe.org/IVA Competitive Grants
Application Deadline	Not Later Than 5PM on June 24, 2022	
Notification of SBOE results via email to district superintendents and designee	TBA	

Acknowledgment/Acceptance of Award email	August 31, 2022	Grant Mailbox
Attend virtual initiation/TA session with GaDOE (Meeting 1)	First week of September 2022	Webinar link TBA
Budget submission via Consolidated Application Portal	Initiate supply requisitions immediately Expenditures to be approved by GaDOE via Invoice Application (Only expenditures of items identified on RFA budget will be approved)	
Attend a virtual midterm status session with GaDOE (Meeting 2)	January 2023	Webinar link TBA
Submit midterm report (SLDS)	Not Later Than 5PM on February 10, 2023	SLDS
Attend virtual pre-closeout/final evaluation session with GaDOE (Meeting 3)	August 2023	Webinar link TBA
Submit ALL final grant documents-(as grant is not subject to Tydings Amendment)	Not Later Than 5PM on September 30, 2023	SLDS

Designated Contacts

Designated contacts are responsible to communicate with the GaDOE content area grant organizer and the Title IV, Part A program manager throughout the period of performance. The grant organizers are responsible to provide technical assistance regarding the content specific implementation of the SBOE approved RFA, and the Title IV, Part A program manager provides technical assistance regarding fiscal issues and equitable services to private schools.

When the Awardee formally accepts the grant award, a designated contact must be identified. Because many statutory requirements are within the scope of responsibilities federal programs (to include access to the Consolidated Application portal/ES4PS/SLDS), the Title IV, Part A District Coordinator must be designated to communicate with the Title IV, Part A program manager. It is recommended that the district identify a second individual designated to communicate with the content area grant organizers regarding the content specifics related to implementing the approved activities.

All awardee designated contacts must participate in the scheduled virtual training/status sessions.

Reporting Requirements

All awardee designated contacts must participate in GaDOE initiated training/status sessions (virtual or in person) and submit identified 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, the Awardee must designate an individual to be responsible to communicate with GaDOE regarding the grant. It is recommended that the district Title IV, Part A coordinator, and/or federal programs director serve as the 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.

stART Grant

Awardees will be required to complete and submit the following:

1. Midterm Report Template
2. Lesson Plan Template
 - a. Each Arts teacher involved in the grant project must develop a Lesson Plan using the GaDOE Fine Arts Template that focuses on at least one Georgia Standards of Excellence in a fine arts subject area that was part of the application Narrative and taught during the grant period. Non-public school teachers must develop and submit the required Lesson Plan following the non- public school’s instructional program requirements.
3. Acceptable Artifacts
 - a. Photos
 - b. Videos
4. Final Evaluation Summary Template
5. Federal Inventory Report
6. Completion Report—PDF of Consolidated Application portal report

STEM/STEAM Grant

Awardees will be required to complete and submit the following:

1. Midterm Report Template
2. Logic Model
 - a. 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.
3. Lesson Plan Template
 - a. Project-based learning units and/or interdisciplinary lesson plans that has resulted from professional learning. 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 template A.
4. Acceptable Artifacts
 - a. Photos
 - b. Videos
5. Final Evaluation Summary Template
6. Federal Inventory Report Template
7. Completion Report—PDF of Consolidated Application portal report

Authorized Activities

Applicants are encouraged to plan activities that are reasonable and attainable within the grant's period of performance. Expenditure of funds after the period of performance is not allowable. Funds dedicated to an activity that did not occur may not be repurposed for other activities.

STOP: Special Note

STOP: Special Note

Applicant must verify that building/classrooms can accommodate equipment requiring specialized locations (i.e. Kilns) as renovation costs are not allocable to Title IV, Part A competitive grants.

Equipment exceeding \$4999 **requires** Expenditure Prior Approval Form attached to and submitted with the initial RFA application.

stART Grant

Applicants can use funds to achieve the following:

Note—Ensure planned activities do not supplant activities funded through other sources and that they occur during the Period of Performance.

1. Plan, develop, and implement arts education curriculum, instruction, and assessment based on the Georgia Standards of Excellence for Fine Arts or the non-public school's Fine Arts Standards and/or curriculum.
2. Hire certified or provisional arts educators, or similarly credentialed arts educators under a non-public school's requirements, for the creation of new arts programs and supplementing existing arts programs. These funds can be used for full- or part-time positions.
3. Provide content-specific professional development programs for arts specialists in dance, dramatic arts, media arts, music, and visual art and/or elementary classroom teachers who will be teaching music and art in their classroom.
4. Provide funding for arts teachers to receive Advanced Placement certification in studio art, art history, or music theory. This funding can include in-state travel costs and substitute teachers.
5. Purchase equipment needed for mastery of the Georgia Standards of Excellence or the non-public school's Fine Arts Standards and/or curriculum in an arts subject area. Including but not limited to kilns, slab rollers, drying racks, instruments, microphones including lavaliers, and art supplies.

STEM/STEAM Grant

Applicants can use funds to achieve the following:

1. 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.

2. Provide supplemental pay for STEM/STEAM educator to coordinate STEM/STEAM community partnership activities.
3. Provide supplemental pay for grant activities including professional learning and externships that occur outside of the educators' normally contracted work.
4. Fund in professional learning (in person or virtual) including, but not limited to, topics such as:
 - a. Increasing content collaboration with business/ industry, post-secondary, and informal education partnerships.
 - b. 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.
 - c. Increasing exposure to innovative teaching and learning that embodies an interdisciplinary, student-centered approach to the Georgia Standards of Excellence.
 - d. Including identified community partner in teacher collaborative planning practices to increase real-world connections with the Georgia Standards of Excellence.
 - e. Collaborating with community partner to show real-world application of the school problem-solving process.
5. Fund in-state travel costs and substitute teachers.
6. 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.
7. Purchase materials and equipment required for professional learning activities. Examples of expenses:
 - a. 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
 - b. 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

Title IV, Part A Competitive Grant funds may **NOT** be used:

- ⊗ to support out-of-state travel, graduate-level courses, conference attendance/presentations, or professional memberships.
- ⊗ to support activities that are not completed or are encumbered by the end of the school year (specific Period of Performance of awarded grant).
- ⊗ for new/improvement construction or capital improvements to existing structures

such as furniture, carpet, paint, laminate coverings, renovations/adaptations to install equipment

- ⊗ Capital Equipment not accompanied by a Capital Expense Pre-Approval Form attached—Applications that include equipment qualifying as Capital Outlay must have a completed/attached Capital Expense Pre-Approval Form
- ⊗ to supplant existing 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 or local funds in the absence of the grant funds.
- ⊗ to support internal/external evaluators/evaluating services
- ⊗ to purchase incentives such as clothing, badges, security materials (for field trips), incentives, favors, food/candy/beverage, toy prizes, treats, etc.
- ⊗ to support live plant/animals/seeds/seedlings
- ⊗ for Certification/licensure testing fees
- ⊗ for Administrative/Audit/Indirect Costs
- ⊗ for line items not specifically submitted with RFA budget or RFA approved amendment

stART Grant

Title IV, Part A Competitive Grant funds may **NOT** be used:

- ⊗ for the purchase of technology infrastructure (computers, printers, charging carts, cabling/wiring, white boards, projectors, technology equipment)
- ⊗ to support after school or summer programs.
- ⊗ for STEAM or arts integration programs in isolation of STEM/STEAM practices or exposure.
- ⊗ line items not specifically submitted with RFA budget or RFA approved amendment

STOP: Special Note

STOP: SPECIAL NOTE

stART Grant funds may NOT support

- ⊗ **for the purchase of technology infrastructure (computers, printers, charging carts, cabling/wiring, white boards, projectors, technology equipment)**
- ⊗ **after school or summer programs.**
- ⊗ **STEAM or arts integration programs in isolation of STEM/STEAM practices or exposure.**
- ⊗ **for the purchase of copyrighted material including sheet music, theatrical scripts, or textbooks.**

STEM/STEAM Grant

Title IV, Part A Competitive Grant funds may **NOT** be used:

- ⊗ to support before/after school or summer activities/programs in isolation of

STEM/STEAM practices or exposure.

- ⊗ 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.
- ⊗ line items not specifically submitted with RFA budget or RFA approved amendment

Programmatic Assurances

Before applying for the Title IV, Part A Competitive Grant(s), please ensure the following criteria can be met by all applicable district/school leaders and program managers.

stART Grant

The Fine Arts Initiative/Activity must:

- supplement, not supplant, existing arts programming
- significantly increase access to arts education
- develop or supplement sustainable arts initiatives that support quality arts education
- serve as the foundation to excellence in arts instruction and the growth of dance, music, theatre, media, and visual arts programs in Georgia schools
- be implemented as a part of a graded Fine Arts course during the regular school day schedule. Awarded funds are specifically for graded arts courses that occur during the school day with a state-approved fine arts course number.
- address mode of instruction and assessment to include both face to face and virtual models of delivery. A virtual alternative model must be included in order 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

STEM/STEAM Grant

The FY23 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

Application Submission

Procedures

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

- **APPLICATION PORTAL.** All applications must be submitted on or before the deadline via the online application portal at [gadoe.org/IVA Competitive Grants](http://gadoe.org/IVA%20Competitive%20Grants).
- **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 screened by the GaDOE or forwarded to the readers/scorers.
- **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 IN THE ONLINE APPLICATION PORTAL.**
- **FILE NAMING CONVENTIONS.**

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

Application Narrative Responses

Narrative responses must include both a face to face and virtual method on instructional delivery.

stART Grant

The primary goal of the proposed stART Grant program/activity must be to significantly improve access to well-rounded education through fine arts and student achievement in the arts through curriculum, instruction, and assessment based on the implementation of the GSE or the non-public school’s Fine Arts Standards or their equivalent.

STEM/STEAM Grant

The primary goal of the proposed FY23 Rural Innovation Education Grant for STEM and STEAM program/activity must be to significantly improve access to well-rounded education through STEM/STEAM education and student achievement through curriculum, instruction, and assessment based on implementing real-world knowledge to acquire 21st century thinking skills when learning the Georgia Standards of Excellence.

Budget

The budget table is included in the application template and is a required component to the RFA application PDF.

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. See Authorized and Unauthorized Activities.

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.

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.

	Fully describe Goods/Materials/Supplies or Service	Fully explain rationale for Purchase	Costs Not to exceed requested grant funding amount Capital Equipment must have pre-approval form attached to application.	Describe any additional funding (local/federal/in-kind) sources and estimated dollar amount if applicable
1			\$	
2			\$	
3			\$	
4			\$	
5			\$	
6			\$	

Scored Components of Rubric

All applications will be scored using the rubric. Each application will be read/scored by five different Readers/Scorers who will assign points based on the merit of the program/activity described. Each section has a maximum allowable number of points. Readers/Scorers will tally all earned points to render a raw score. GaDOE will verify the raw scores. The program manager will present only those applications receiving a final score of 70 or more points to the SBOE. Please refer to the Title IV, Part A Handbook for further information.

stART Grant

Programmatic Basics (20)

- Description of current arts programming
- Description of need/rationale for funding
- Location
- Total number of students, and/or participants in the program
- Impacted state-approved Fine Arts course(s)

- Arts teachers, leaders and/or contracted service providers directly involved in the implementation of the program/activity. Include relevant qualifications and experience in the arts.

Proposed Arts Education Program/Activity Description (30)

- Fully describe all significant components of the proposed program/activity. Ensure budget alignment.
- Include instructional strategies, student assignments/tasks/assessments, performance requirements, and intent to involve stakeholders and community.
- Face to face component
- Virtual component (Virtual Alternative Option Required)

Program Rigor (10)

- Identify GA Standards of Excellence in Fine Arts (or the non-public school's equivalent).
- Explain program alignment to state-approved Fine Arts course number. Provide course numbers.

Identify Goals/Objectives/Intended Outcomes (30)

- Articulate the program/activity's goals/objectives/intended outcomes.
- Describe how activities will be measured for progress and effectiveness. Include type of data (standards) and methods of collection.
- Address how funding will improve instructional quality and increase access for all students.

Sustainability (10)

- Explain how programming/activities will be institutionalized after the end of the grant period.
- If applicable, annotate additional funding/support services that are intended to increase sustainability.
- Provide a detailed description of how the program is designed as part of a sustainable graded state approved course number during the school day for the current (2022-2023) school year.

STEM/STEAM Grant

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? What deliverables may be developed?	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)

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 for all Title IV, Part A Competitive Grant applications, each application will be reviewed and scored by five GaDOE approved and trained readers/scorers. Federal program departmental staff or the grant organizer may not be selected as readers/scorers.

The readers/scorers will individually assign and record points (1-100) using the scoring rubric. Readers/Scorers may ask grant organizers clarifying questions regarding allowability; however, grant organizers may not speculate or offer opinions regarding the

applicant's intent. Readers will annotate comments that support the ratings given to the applicant.

The highest and lowest raw scores will be dropped, the remaining three raw 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 list of recommendations will be created.

The Title IV, Part A program manager will verify all scores and only those applications receiving a final score of 70 or more points will be recommended for approval to 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.

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

Decisions are final and an appeal process is not available.

Appendix A—Useful Links

stART Grant	STEM/STEAM Grant
<ul style="list-style-type: none"> • Email communications: stARTgrant@doe.k12.ga.us • Fine Arts Webpage • Title IV, Part A Webpage • Federal Program Handbook • State Ombudsman • 	<ul style="list-style-type: none"> • Email communications: steamgrant@doe.k12.ga.us • STEM/ STEAM Georgia Department of Education • STEM/ STEAM Business and Community Partnerships Field Guide • Templates: <ul style="list-style-type: none"> ○ Community Partnership Planning Template ○ STEM PBL Planning Template ○ STEAM PBL Planning Template ○ Interdisciplinary Planning Template • Educator Externship Packet • Title IV, Part A Webpage • Federal Program Handbook • State Ombudsman

Appendix B—Definitions/Terms

stART Grant	STEM/STEAM Grant
<ul style="list-style-type: none"> • Georgia Standards of Excellence for the Fine Arts - State standards adopted by the Georgia Department of Education and are available for all academic subject areas, including dance, media arts, music, theatre, and visual art. • Arts Education - The arts are taught as an academic subject that is graded and uses a state course number within the school day, such as a public school, private school, arts school, or a program administered by a nonprofit organization or government agency. • Arts Classes - Courses offered in various arts disciplines, including visual art, dance, music, theatre, and media arts. • Arts Integration - The integration of arts instruction with other academic subjects. Instruction should connect the art form with another subject in a way that meets standards and objectives for both the arts subject area and the non-arts subject. • Arts Educators/Specialists - Arts specialists are trained and certified to teach in an arts subject in a K-12 setting. Their training includes child development, pedagogy, and classroom management, in addition to advanced training in their art form. • Comprehensive Arts Program—A comprehensive sequential arts program includes dance, media arts, music, theatre, and visual arts based on the GSE for Fine Arts. The arts program articulates from kindergarten through twelfth grade and grows in the depth and scope of the arts form that is taught. Instruction in the arts is delivered by arts specialists. Arts specialists are teachers appropriately trained and licensed and certified by the state of Georgia to teach dance, music, theatre, or visual arts. • Evaluation—A description of the procedures and methods by which progress toward goals and objectives will be regularly assessed and monitored. 	<ul style="list-style-type: none"> • 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

	<p>educational programs of member school systems.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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.
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Appendix C—List of Eligible REAP Districts

stART Grant		STEM/STEAM Grant First District RESA Southwest Georgia RESA		
	FY23 REAP		First District RESA FY23 REAP	Southwest Georgia RESA FY23 REAP
1	Appling County	1	Appling County	Baker County
2	Atkinson County	2	Bulloch County	Calhoun County
3	Bacon County	3	Candler County	Decatur County
4	Baker County	4	Evans County	Early County
5	Baldwin County	5	Jeff Davis County	Grady County
6	Ben Hill County	6	Long County	Miller County
7	Berrien County	7	Screven County	Mitchell County
8	Bleckley County	8	Tattnall County	Pelham City Schools
9	Brantley County	9	Toombs County	Seminole County
10	Brooks County	10	Vidalia City	Terrell County
11	Bulloch County	11	Wayne County	Thomasville City Schools
12	Burke County	12		Worth County
13	Calhoun County			
14	Candler County			
15	Charlton County			
16	Chattahoochee County			
17	Chattooga County			
18	Clay County			
19	Clinch County			
20	Coffee County			
21	Colquitt County			
22	Cook County			
23	Crawford County			
24	Crisp County			
25	Decatur County			
26	Dodge County			
27	Dooly County			
28	Dublin City			
29	Early County			
30	Echols County			
31	Elbert County			
32	Emanuel County			
33	Evans County			
34	Fannin County			
35	Franklin County			

36	Furlow Charter School
37	Gilmer County
38	GlascocK County
39	Grady County
40	Greene County
41	Habersham County
42	Hancock County
43	Haralson County
44	Hart County
45	Heard County
46	Irwin County
47	Jeff Davis County
48	Jefferson County
49	Jenkins County
50	Johnson County
51	Lamar County
52	Laurens County
53	Lincoln County
54	Long County
55	Macon County
56	Madison County
57	Marion County
58	McDuffie County
59	Meriwether County
60	Miller County
61	Mitchell County
62	Montgomery County
63	Pataula Charter Academy
64	Pelham City
65	Pierce County
66	Polk County
67	Pulaski County
68	Putnam County
69	Quitman County
70	Randolph County
71	Schley County
72	Scintilla Charter Academy
73	Screven County
74	Seminole County
75	Southwest Georgia S.T.E.M. Charter
76	Spring Creek Charter Academy
77	Stephens County

78	Stewart County
79	Sumter County
80	Talbot County
81	Taliaferro County
82	Tattnall County
83	Taylor County
84	Telfair County
85	Terrell County
86	Thomaston-Upson County
87	Thomasville City
88	Tift County
89	Toombs County
90	Treutlen County
91	Trion City
92	Troup County
93	Turner County
94	Twiggs County
95	Vidalia City
96	Ware County
97	Warren County
98	Washington County
99	Wayne County
100	Webster County
101	Wheeler County
102	Wilcox County
103	Wilkes County
104	Wilkinson County
105	Worth County

Appendix D—Submission of documents to SLDS/CLIP

Directions: Adding competitive grant monitoring folders to the CFM document sharing platform within the SLDS CLIP.

1. Log in to the 2022-2023 CLIP as the District Administrator or District User.
2. Navigate to the “Cross Functional Monitoring” menu.

Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard | School SIP | **Cross Functional Monitoring**

School Year: 2021 - 20... District: Dundee County You are logged in as: District User

Selected Option: CLIP Online

Fiscal Year: 2021 - 2022	Start Date	End Date	Extension End Date
CLIP Application Dates	3/1/2021	7/31/2021	NA
CLIP Amendment Application Dates	9/1/2021	9/30/2022	NA

Latest State Submission

No changes can be made to the current state copy as it is already approved by state.

Current Status: Approved By State
Sign Off By (Superintendent): LISA HERRING
Sign Off Date (Superintendent): 8/24/2021
Date Approved By State: 8/30/2021

[View State Submission Copy](#) [Print State Copy](#)

State Submissions History

Fiscal Year	Name	Application	Superintendent	State
		Last Updated		

3. Create additional folders following the steps below.
 - Select **INDICATOR 1** from the left column.
 - Select **Monitoring Programs** from the right column.
 - Right click on the blank space on the right side.
 - Select **“New Folder”** from the list.
 - Enter the new folder name **“FY23 Start Grant”** or **“FY23 STEM Grant”** on the pop up.
 - Within the folder “Start Grant”, right click on the blank space and create new folders.
 - a. Name the folder:
 1. **()-FY22 Start Grant**
 - a. (Sub folder)-Midterm Reports
 - b. (Sub folder)-Final Reports
 2. **()-FY22 STEM Grant**
 - a. (Sub folder)-Midterm Reports
 - b. (Sub folder)-Final Reports

Consolidated LEA Improvement Plan (CLIP)

- Home
- CLIP
- SandBox
- Data Dashboard
- School SIP
- Cross Functional Monitoring**

School Year : 2021 - 20...

District : Dundee county

You are logged in as : District User

Current Status: Started

Filename	Size	Modified By	Modified Date
INDICATOR 1			
INDICATOR 2			
INDICATOR 3			
INDICATOR 4			
INDICATOR 5			
INDICATOR 6			
INDICATOR 7			
INDICATOR 8			
INDICATOR 9			
INDICATOR 10			
INDICATOR 11			

School Year : 2021 - 2022

District : Dundee county

You are logged in as : District User

Current Status: Started

Filename	Size	Modified By	Modified Date
Start Grant			
Test.zip	480		

- Open
- Delete
- Rename
- New Folder**
- Upload
- Copy
- Paste



.*Please add FY22

Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard | School SIP | Cross Functional Monitoring

School Year : 2021 - 2022 | District : Dundee County | You are logged in as : District User

Current Status: Started

Filename	Size	Modified By	Modified Date
Final Reports			
Mid-Term Reports			

The screenshot shows a web interface for the Consolidated LEA Improvement Plan (CLIP). At the top, there are navigation tabs: Home, CLIP, Sandbox, Data Dashboard, School SIP, and Cross Functional Monitoring. Below the tabs, the current school year is set to 2021-2022 and the district is Dundee County. The user is logged in as District User. The main content area shows a tree view of folders under "Cross Functional Monitoring". The "Start Grant" folder is selected and highlighted in orange. To the right of the tree view is a table with columns for Filename, Size, Modified By, and Modified Date. The table contains two rows: "Final Reports" and "Mid-Term Reports".

4. **UPLOAD** the required documents into the applicable folders as per the published RFA.

Appendix E—FY23 stART Grant Application

STOP: Special Note

STOP: SPECIAL NOTE

See/Use fillable MS WORD document when submitting application into application portal.

stART Grant Application Form

Submit PDF to gadoe.org/IVA **Competitive Grants**

Review the RFA instructions carefully prior to submitting a PDF copy of this application.
Submit application responses using only this template. Altered applications and/or attachments will not be accepted.

Please print/save a copy of this document for your files.

LEA/District:	
Superintendent Name/Contact Info	
If single grant award if for a single school within the district, provide name of school and contact information of building-level individuals involved with the implementation of the activity.	
Include, but not limited to, the principal and the teacher responsible for implementing activities with students.	
Title IV, Part A District Coordinator Name/Contact Info	
Funding Amount Requested (not to exceed \$10,000):	

Verification of Provisions for Equitable Services					
List all eligible private schools that are operating within the district's geographic boundary regardless of participation.					
	School Name	Address/Location	Contact Date <small>Upload communication document into ES4PS</small>	Participating Yes/No <small>If YES, separate application submission required.</small>	Non-Profit Status Check Yes/No <small>If participating Upload Status Check documentation to ES4PS</small>
1.					
2.					
3.					
4.					

If this application is for the **entire district** and multiple schools will be served with a **single grant award**, please list the school or schools that will be served.

	SCHOOL NAME	SCHOOL ADDRESS
1.		
2.		
3.		

Narrative Responses Section

Describe Programmatic Basics (20 possible points)

- Description of current arts programming
- Description of need/rationale for funding
- Location
- Total number of students, and/or participants in the program
- Impacted state-approved Fine Arts course(s)
- Arts teachers, leaders and/or contracted service providers directly involved in the implementation of the program/activity. Include relevant qualifications and experience in the arts.

Type narrative response in this box.

Describe Proposed Arts Education Program/Activity Description (30 possible points)

- Fully describe all significant components of the proposed program/activity. Ensure budget alignment.
- Include instructional strategies, student assignments/tasks/assessments, performance requirements, and intent to involve stakeholders and community.
- Face to face component
- Virtual component (Virtual Alternative Option Required)

Type narrative response in this box.

Describe Program Rigor (10 possible points)

- Identify GA Standards of Excellence in Fine Arts (or the non-public school's equivalent).
- Explain program alignment to state-approved Fine Arts course number. Provide course number(s).

Type narrative response in this box.

Identify Goals/Objectives/Intended Outcomes (30 possible points)

- Articulate the program/activity's goals/objectives/intended outcomes and a clear definition of success in expanding arts education.
- Describe how activities will be measured for progress and effectiveness. Include type of data (standards) and methods of collection.
- Address how funding will improve instructional quality and increase access for all students.

Type narrative response in this box.

Plan For Sustainability (10)

- Explain how programming/activities will be institutionalized after the end of the grant period.
- If applicable, annotate additional funding/support services that are intended to increase sustainability.
- Provide a detailed description of how the program is designed as part of a sustainable graded state approved course number during the school day for the current (2022-2023) school year.

Type narrative response in this box.

Budget Section

	Fully describe Goods/Materials/Supplies or Service	Fully explain rationale for Purchase	Costs Not to exceed requested grant funding amount Capital Equipment must have pre-approval form attached to application.	Describe any additional funding (local/federal/in-kind) sources and estimated dollar amount if applicable
1			\$	
2			\$	
3			\$	
4			\$	
5			\$	
6			\$	

Please check that your application packet includes the required components.

<input type="checkbox"/>	The LEA has met all requirements relating to the applicable provisions for providing Equitable Services outlined in the RFA, Title IV, Part A Handbook, Federal Programs Handbook, and GaDOE Equitable Services Consultation Guide and Handbook.
<input type="checkbox"/>	I acknowledge that I have read and understand the eligibility requirements and federal assurances.
<input type="checkbox"/>	I have verified that all budgeted equipment can be physically supported at the required location.
<input type="checkbox"/>	Where applicable, I have attached the Capital Expenditure Pre Approval Form to this RFA Application
<input type="checkbox"/>	I acknowledge that awarded funds cannot be transferred or carried over.
<input type="checkbox"/>	Where applicable, I acknowledge I have discussed Consolidation of Funds responsibilities with program office.
<input type="checkbox"/>	I acknowledge that I must formally accept awarded funds as per RFA.
<input type="checkbox"/>	Application signed by all parties—Required

I hereby certify that I am the authorized signatory of the fiscal agent for which the application is submitted, and that the information contained in this application template is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the application packet.

Signature Section—Required*

***Title IV, Part A District Coordinator Contact—Print/Signature/Date**

***Superintendent—Print/Signature/Date**

For Participating Private School—Required for the provisions of Equitable Services**

****Non-Public School Official—Print/Signature/Date)**

****LEA Co-Applicant—Title IV, Part A District Coordinator Contact—Print/Signature/Date**

****LEA Co-Applicant—Superintendent—Print/Signature/Date**

Appendix F—FY23 STEM/STEAM Grant Application

STOP: Special Note

STOP: SPECIAL NOTE

See/Use fillable MS WORD document when submitting application into application portal.

STEM/STEAM Grant Application Form

Submit PDF to gadoe.org/IVA Competitive Grants

Review the RFA instructions carefully prior to submitting a PDF copy of this application. Submit application responses using only this template. Altered applications and/or attachments will not be accepted.

Please print/save a copy of this document for your files.

LEA/District:	
Superintendent Name/Contact Info	
If single grant award if for a single school within the district, provide name of school and contact information of building-level individuals involved with the implementation of the activity. Include, but not limited to, the principal and the teacher responsible for implementing activities with students.	
Title IV, Part A District Coordinator Name/Contact Info	
Funding Amount Requested (not to exceed \$25,000):	

Verification of Provisions for Equitable Services

List all eligible private schools that are operating within the district's geographic boundary **regardless of participation.**

	School Name	Address/Location	Contact Date Upload communication document into ES4PS	Participating Yes/No If YES, separate application submission required.	Non-Profit Status Check Yes/No If participating Upload Status Check documentation to ES4PS
1.					
2.					
3.					
4.					

If this application is for the entire district and multiple schools will be served with a single grant award, please list the school or schools that will be served.

	SCHOOL NAME	SCHOOL ADDRESS
1.		
2.		
3.		

Narrative Responses Section

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.

Type narrative response in this box.

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.

Type narrative response in this box.

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

Type narrative response in this box.

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

Type narrative response in this box.

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.

Type narrative response in this box.

Sustainability (12 points)

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

Type narrative response in this box.

Budget Section

	Fully describe Goods/Materials/Supplies or Service	Fully explain rationale for Purchase	Costs Not to exceed requested grant funding amount Capital Equipment must have pre-approval form attached to application.	Describe any additional funding (local/federal/in-kind) sources and estimated dollar amount if applicable
1			\$	
2			\$	
3			\$	
4			\$	
5			\$	
6			\$	

Please check that your application packet includes the required components.	
<input type="checkbox"/>	The LEA has met all requirements relating to the applicable provisions for providing Equitable Services outlined in the RFA, Title IV, Part A Handbook, Federal Programs Handbook, and GaDOE Equitable Services Consultation Guide and Handbook.
<input type="checkbox"/>	I acknowledge that I have read and understand the eligibility requirements and federal assurances.
<input type="checkbox"/>	I have verified that all budgeted equipment can be physically supported at the required location.
<input type="checkbox"/>	Where applicable, I have attached the Capital Expenditure Pre Approval Form to this RFA Application
<input type="checkbox"/>	I acknowledge that awarded funds cannot be transferred or carried over.
<input type="checkbox"/>	Where applicable, I acknowledge I have discussed Consolidation of Funds responsibilities with program office.
<input type="checkbox"/>	I acknowledge that I must formally accept awarded funds as per RFA.
<input type="checkbox"/>	Application signed by all parties—Required

I hereby certify that I am the authorized signatory of the fiscal agent for which the application is submitted, and that the information contained in this application template is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the application packet.

Signature Section—Required*

***Title IV, Part A District Coordinator Contact—Print/Signature/Date**

***Superintendent—Print/Signature/Date**

For Participating Private School—Required for the provisions of Equitable Services**

****Non-Public School Official—Print/Signature/Date)**

****LEA Co-Applicant—Title IV, Part A District Coordinator Contact—Print/Signature/Date**

****LEA Co-Applicant—Superintendent—Print/Signature/Date**