The THROUGH-LINE to Developing Good Activities for Title IV-A Programs

That Support and Enhance Remote Learning

You do not have to write a lot. You do have to keep the focus on your need and how you will meet it. There should be clarity and detail that shows a definite through-line connecting each section of your grant application. There has to be strong, obvious connections that demonstrate a progression from need to outcome (meeting the need) to your measurement (of the outcome) to the activities selected to help meet your need. (which produces the outcome).

Take a look at the information in the Title IV-A toolkit at http://nheon.org/titleiva/.

The THROUGH-LINE in Theory

Activity ID:	
Please select a Category from the dropdown list below.	
Flex Transfer Well Rounded Opportunities Safe and Healthy Schools Effective Use of Technology	
Priority to be Addressed: (What is the Need and how did we determine it?)	
In the Priority section, use evidence and explain how your stakeholder group determined the need and prioritized it above others.	
ACTIVITIES: (What will we do to achieve our outcomes?)	
In the Activities Section, describe specifically what you will do to produce that outcome.	
Performance Measurement: (How will we prove that we have met our objectives?)	In Performance Measurement section, describe how you would measure that outcome to determine success. Identify the data would you collect and how would you collect it.
Outcome: (How do we address the need?)	In the Outcome section, describe the intended outcome that meets the need. It is not the activity, but the conditions that would remove the need.

The THROUGH-LINE in Practice 1

Activity ID:	
Please select a Category from the dropdown list below.	
Flex Transfer Well Rounded Opportunities Safe and Healthy Schools Effective Use of Technology	
Priority to be Addressed: (What is the Need and how did we determine it?)	
As The COVID-19 situation now requires online teaching, our stakeholder team identified the need for all teachers to have professional development in the areas of online teaching, learning, and assessment. While some of our faculty is comfortable making the transition, not all of our teachers are comfortable making the transition. Professional development in these areas are needed, along with devices for teachers to take home.	

As the school prepared to move to remote learning, the district took a survey of teachers in terms of preparedness to move to remote learning. About 23 % of the faculty were comfortable, 35% felt like they could make an honest effort, and 42% felt panicked about moving to remote learning. 87% of our educators had access to a mobile device they could take home to use for remote instruction.	
ACTIVITIES: (What will we do to achieve our outcomes?)	
We are going to contract with an online professional development provider to run three levels of online training for our staff. The beginner level will cover the basics of teaching and developing online activities and lessons. The intermediate level will be geared toward engagement in and assessment of online activities. The advanced level will focus on developing innovative projects and strategies for more in-depth and engaging online teaching and learning. Teachers will self-select which level to start with, and be allowed to take all three opportunities, should they be interested. The training will be run simultaneously to the remote instruction being provided, as we have no time to spare. All three training levels will be offered as soon as possible. The intermediate and advanced levels will be offered after the first set is completed, and finally, the advanced level will be offered a third time after the second round has finished. We will create a budget in which 75% of our staff will take 3 levels, 70% of the staff will be able to take 2 levels, and 65% will be able to take one level. XX PD trainings at $XXX.XX each for a total of $XXXX.XX We will budget 15% more in this Effective Use of Technology Category, in order for us to purchase XX devices which we can give to teachers who need them to take home.	
Performance Measurement: (How will we prove that we have met our objectives?)	We will tweak the questions originally asked in the pre-remote learning survey and ask them again after the training. We will also add a few questions about the effectiveness of the training itself, in order to determine whether to continue to use this professional development provider again, or find another provider for future training.
Outcome: (How do we address the need?)	At the end of this activity, we expect that the comfort level of all teachers will be increased due to the training. Our major outcome will be to bring 100% of our faculty to the fairly comfortable level of teaching online. We would like the percentage of teachers with a mobile device to take home to get to 95%.

The THROUGH-LINE in Practice 2

Activity ID:
Please select a Category from the dropdown list below.
Flex Transfer
Well Rounded Opportunities
Safe and Healthy Schools
Effective Use of Technology
Priority to be Addressed: (What is the Need and how did we determine it?)
As The COVID-19 situation now requires online teaching, our stakeholder team identified the need for all teachers to be able to find and vet, or develop their own online content or activities. As many teachers will also be involved in professional development to improve their abilities to teach online, they may not have ample time to transform their curriculum for remote delivery and instruction.   As the school prepared to move to remote learning, the district took a survey of teachers in terms of preparedness to move to remote learning. About 21 % of the faculty thought they had enough resources to move effectively to remote learning, 43% felt like they could use or find better resources to more effectively connect to their curriculum. The 36% left, felt like they were overwhelmed by the thought of developing or finding resources which would work properly for remote learning.

ACTIVITIES: (What will we do to achieve our outcomes?)	
We will use funds to hire a digital learning specialist to help our teachers find and use resources that fit into their content areas and support their curriculum. The digital learning specialist will work with the faculty to find out what they need and then recommend activities and resources that they have found and vetted for teachers to use. They will also help with any new digital tools that might be needed, as well as check for compliance with the district student data privacy plan. XX% of the funding for this position will come from the Title IV-A funds in this category, and the remaining funds will come additional Title IV-A funds in another category, and from district and Title II-A funds.	
Performance Measurement: (How will we prove that we have met our objectives?)	We will tweak the questions originally asked in the pre-remote learning survey and ask them again after the activity. We will also add a few questions about the effectiveness of the additional digital learning specialist in providing resources and guidance in order to determine whether this additional position is useful and needed in the future, regardless of whether or not all learning is occurring remotely. Questions will also be added that ask staff to evaluate the person hired for the task in terms of their effectiveness.
Outcome: (How do we address the need?)	At the end of this activity, we expect that 100% of the teachers will have access to ample resources to deliver their curriculum remotely.

The THROUGH-LINE in Practice 3

Activity ID:
Please select a Category from the dropdown list below.
Flex Transfer
Well Rounded Opportunities
Safe and Healthy Schools
Effective Use of Technology
Priority to be Addressed: (What is the Need and how did we determine it?)
As The COVID-19 situation now requires online teaching, our stakeholder team identified the need for all students to be able to learn and interact appropriately in the online environment. As the school prepared to move to remote learning, the district took a survey of students to determine how familiar they were with acting and interacting appropriately online. The results indicated that many students were not familiar with proper information literacy and digital citizenship. In order for our students to remain safe and healthy in the online environment, it is important that they be given instruction in digital citizenship and information literacy.
ACTIVITIES: (What will we do to achieve our outcomes?)
The conclusion of the paper, "Teaching Digital Citizen's in Today's World - Research and INsights Behind the Common Sense K-12 Digital Citizenship Curriculum", Common Sense Media, Project Zero, 2019, states that "Common Sense Media advocates an approach aimed at supporting young people's skills and dispositions to think and act as good digital citizens. Their Rings of Responsibility framework encourages students to consider the effects of their choices on themselves and on others near and far. Common Sense Media advocates promising pedagogical practices including the use of thinking routines, authentic activities, and digital dilemmas as powerful vehicles to help students develop needed skills and dispositions, including "slowing down," "exploring perspectives," "seeking facts and evidence," "envisioning options and possible impacts," and "taking action." These dispositions are foundational to thoughtful decision-making when adults aren't around to say "think before you post."" https://d1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/tlr_component/common_sense_education_digital_citizenship_research_backgrounder.pdf Common Sense Media provides free materials and resources for teachers and students to use.

This activity will partially fund a digital learning specialist, who will provide students with lessons in digital citizenship in order for them to remain safe and secure online. They will also provide resources for teachers to use to increase their understanding of proper digital citizenship.

XX% of the funding for this position will come from the Title IV-A funds in this category, and the remaining funds will come additional Title IV-A funds in another category, and from district and Title II-A funds.

Performance Measurement: (How will we prove that we have met our objectives?)	We will tweak the questions originally asked in the pre-remote learning student survey and ask them again after the activity. We will also add a few questions about the effectiveness of the digital citizenship and information literacy activities provided to them. Students will also take an online assessment to determine their level of understanding of the content provided to them.
Outcome: (How do we address the need?)	All students understand proper practices for acting and interacting, communicating and collaborating online, at least at a basic level. They will also understand how to vet an online source for accuracy of information.