



Reflecting on Distance Learning to Inform Planning for the Effective Use of Technology for Title IV, Part A

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August 11-12, 2020

Objectives

By the end of this training, participants will be able to:

- Understand the purpose of the Title IV, Part A grant program.
- Learn about common approaches to address the Effective Use of Technology.
- Reflect on Distance Learning and Effective Use of Technology.
- Share ideas and collaborate with colleagues related to Distance Learning and the Effective Use of Technology.
- Identify opportunities for the upcoming school year to utilize Title IV, Part A funds to supplement, pilot, or innovate personalized or blended learning options.

What is your biggest concern about technology and potential distance learning in the fall?

1. Professional development for teachers to support distance learning (or educator capacity to use technology)
2. Access to learning for special populations (ELs and students with special needs)
3. Internet and device access
4. Other

Ten Minnesota Commitments to Equity



Ten Minnesota Commitments to Equity

1. **Prioritize equity.**
2. **Start from within.**
3. **Measure what matters.**
4. **Go local.**
5. **Follow the money.**
6. **Start early.**
7. **Monitor implementation of standards.**
8. **Value people.**
9. **Improve conditions for learning.**
10. **Give students options.**

Title IV, Part A: Student Support and Academic Enrichment Program

- Newest Title Grant, to improve student access to a holistic education.
- Opportunity to design and collaborate in three areas of activities:
 - Well-Rounded Education 
 - Safe and Healthy Students 
 - Effective Use of Technology 
- 15 percent spending cap on Technology Infrastructure in the Effective Use of Technology Category only.

Technology Infrastructure Spending Clarification

No more than 15 percent of funds for activities in Effective Use of Technology may be used for purchasing technology infrastructure (devices, equipment, software applications, platforms, digital instructional resources and/or one-time purchases).

Example: If an LEA puts \$5,000 in Effective Use of Technology, only \$750 may be spent on purchasing technology infrastructure (defined above). The remainder must be used on learning how to use technology effectively, professional development, mentors, and informal collaborations.

Innovation, Access and Equity Opportunities

Title IV, Part A grant program offers opportunities for:

Innovation:

- start-up, experimental, or pilot activities with outcomes that are directly tied to documented LEA needs (district or building level).

Equitably Expanding Access to:

- Well-rounded education, programs and activities that foster a safe and healthy supportive environment, technology.
- Professional Learning for the effective use of technology, culturally responsive teaching, implicit bias and more.

Well-Rounded Education

The purpose of a well-rounded education is to provide enriched curriculum and education experiences to all students. In general, an LEA can use Title IV, Part A funds for any program or activity that supports student access to, and success in, well-rounded educational experiences.

Examples: Increase access to STEM, social studies, the arts, health education, physical education, computer science, career-ready resources, gifted and talented services, and more.

See reference sheet for more examples.

Safe and Healthy Students

When students are healthy and feel safe and supported, they are more likely to succeed in school. Generally, Title IV, Part A program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.

Examples: Mental health services, counseling, Social Emotional Learning, trauma-informed practice, school climate and safety initiatives, Erin's law, integrated supports for students and families, and more.

See reference sheet for more examples.

Effective Use of Technology

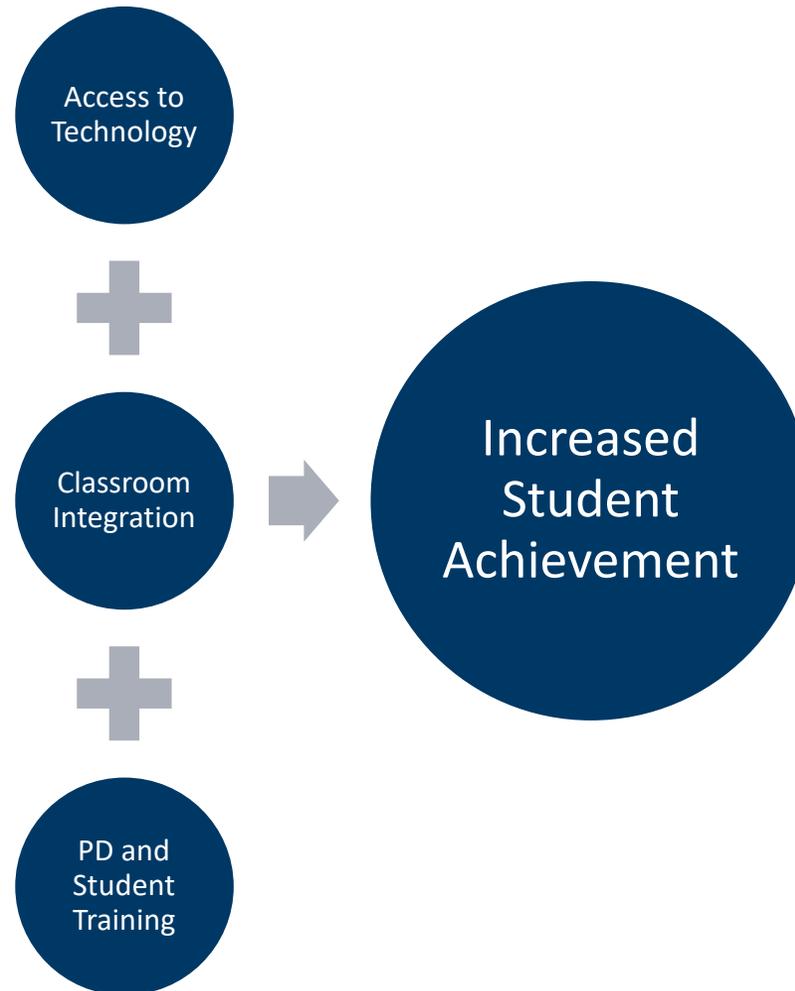
Thoughtful and carefully utilized technology can:

- improve academic achievement and digital literacy for all students,
- amplify evidence-based programs in other Title IV-A priority areas (well-rounded education, safe and healthy students), and
- expand opportunities for historically under-represented and disadvantaged students.

Examples: Instructional support, specialized professional development, blended and personalized learning, securing open and free resources, infrastructure, devices, hardware, software and more.

See reference sheet for more examples.

Multiple Factors to Improve Outcomes



- Plan instruction that considers students' readiness, learning needs, and interests.
- Use a range of technology tools to engage learners at varying levels.
- Use a range of technology tools to engage learners in multiple ways.
- Use a range of technology tools to offer students options for demonstrating mastery.

Effective Use of Technology Common Approaches

- Building teacher capacity with professional development including personalized professional development
 - [Personalized Learning for Future Ready Leaders](#)
 - [Future Ready Schools](#)
 - [ISTE Standards for Educators](#)
- Use technology to personalize learning for all students (use Universal Design for Learning (UDL) tools to ensure accessibility for all students)
 - [Using Technology to Personalize Learning K-12](#)
- Use technology to expand access (mobile hotspots, Wi-Fi-enabled school buses)
 - [Rural Students: Technology, Coursework, and Extracurricular Activities](#)

[T4PA Center Supporting Effective Use of Technology Information Sheet](#)

Reflecting on Distance Learning

Discussion:

- What was your LEA's vision and goal for distance learning? Did your technology tools (hardware and software), professional learning and implementation planning support distance learning?

Focus on the Bright Spots

Discussion:

- Where are the bright spots? What solutions are you seeing to address challenges exposed by distance learning?

Distance Learning Exposed Areas of Need

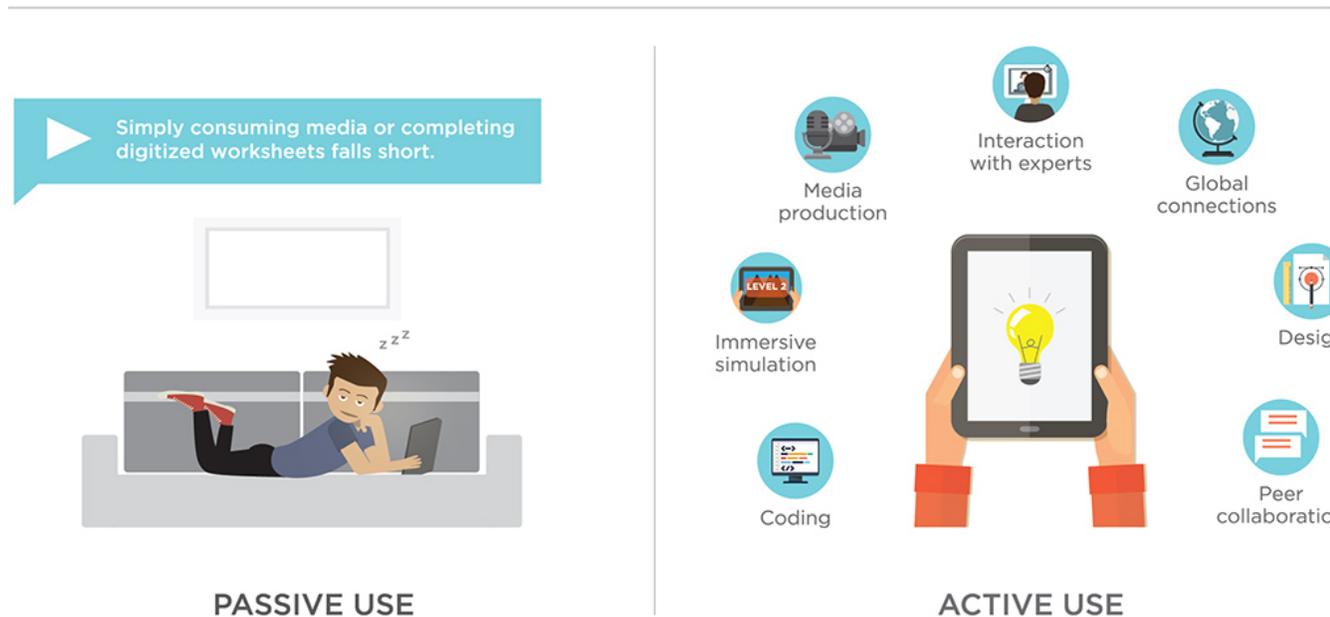
Discussion:

- What are your greatest needs for potential distance learning in the fall?
 - Access to devices and internet.
 - Equity for all learners including English Learners and students with special needs to engage in creative productive learning using technology.
 - Professional development on best practices for teaching with technology and personalized learning.

Digital Use Divide – National Technology Education Plan

DIGITAL USE DIVIDE

While essential, closing the digital divide alone will not transform learning. We must also close the digital **use** divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content.



- What are the implications for your work?
 - How are you using Title IV, Part A funds during the 2020-21 school year?
 - How are you planning for potentially moving between the three scenarios throughout the 2020-21 school year?
 - What is your long-term vision to effectively utilize technology to impact outcomes for all learners?

FITTING THE PIECES TOGETHER



Digital Equity and Access to Technology Resources

- [Strategies to Support Learning Along a Continuum of Internet Access](#)
- [SETDA Coalition for eLearning](#)
- [Keep Calm and Connect All Students](#)
- Office of Educational Technology
 - [Equity](#)
 - [Connectivity](#)
- [National Education Technology Plan](#)

Supporting Diverse Learners Resources

- [Simply Said: Understanding Accessibility in Digital Learning Materials](#)
- [Universal Design for Learning Guidelines](#)
- [Virtual IEP Meetings Tip Sheet](#)
- [National Center on Accessible Educational Materials](#)

Thank you!

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