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Georgia's School Superintendent
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STEM and STEAM: **Unlocking imagination, creativity and ingenuity** **through Title IV, A**

**Georgia Department of Education
Federal Programs**

Dawna Hatcher, Title IV, A Program Specialist

2018 STEM/STEAM Forum

Building, Empowering, Inspiring Georgia's Future

The Classic Center-Athens, Georgia

October 22-23, 2018



Georgia's System of Continuous Improvement



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Unified approach to improvement

- **Common language framework**
- **Problem solving model**
- **Serving the Whole Child**

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Objectives



Title IV, A as a funding source
Federal Requirements
Allowability



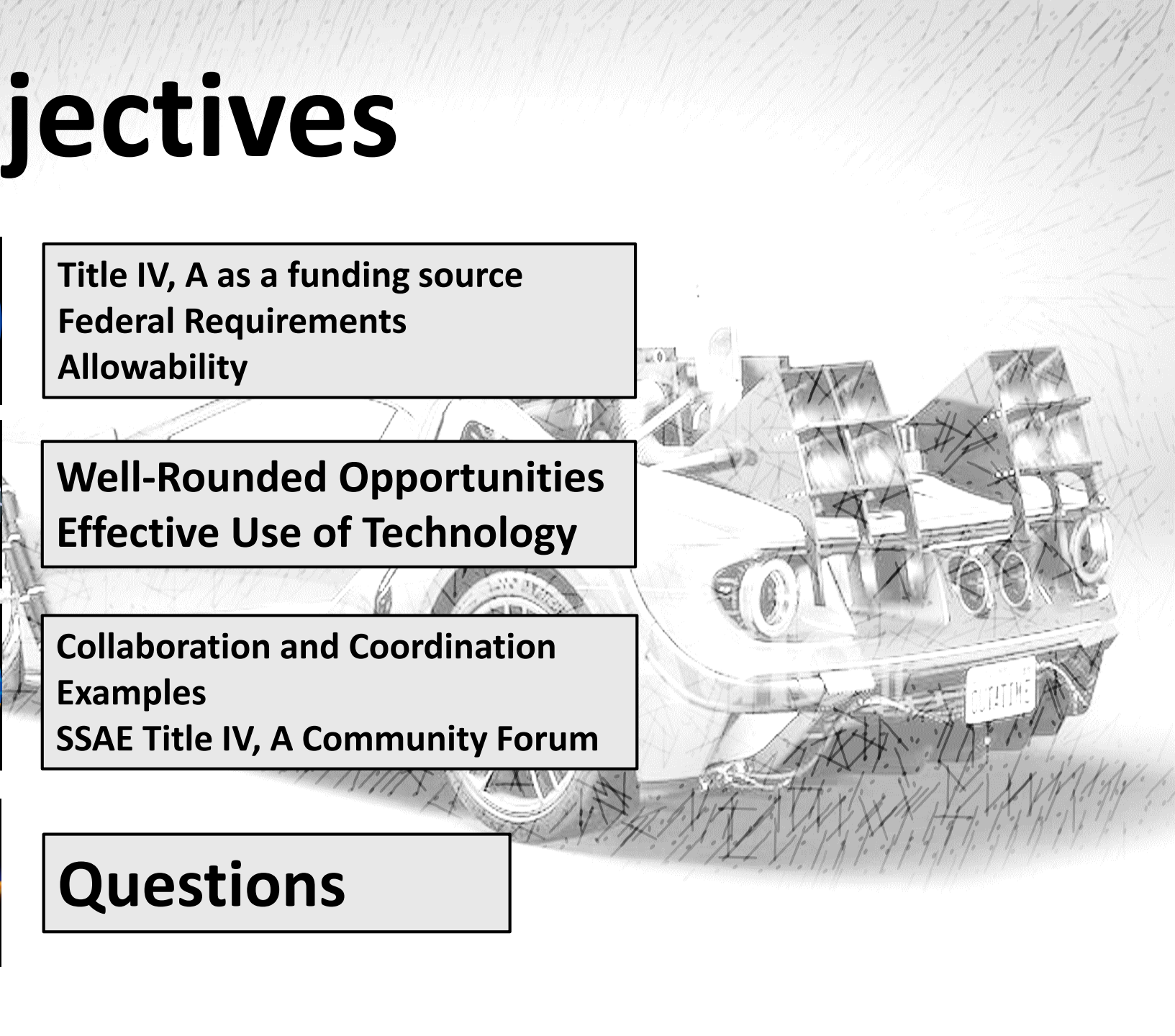
Well-Rounded Opportunities
Effective Use of Technology



Collaboration and Coordination
Examples
SSAE Title IV, A Community Forum



Questions



Title IV, A as a funding source



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LEA receives **\$30,000 or more**, must budget –

- $\geq 20\%$ for activities to support **well-rounded educational opportunities**
- $\geq 20\%$ for activities to support **safe and healthy students**
- A portion of funds for activities to support **effective use of technology** ($\leq 15\%$ rule on technology infrastructure as described in ESSA section 4109(b))

ESSA, Title IV-A, Section 4106 (e)(2)(C-E)

Evidence-Based Interventions

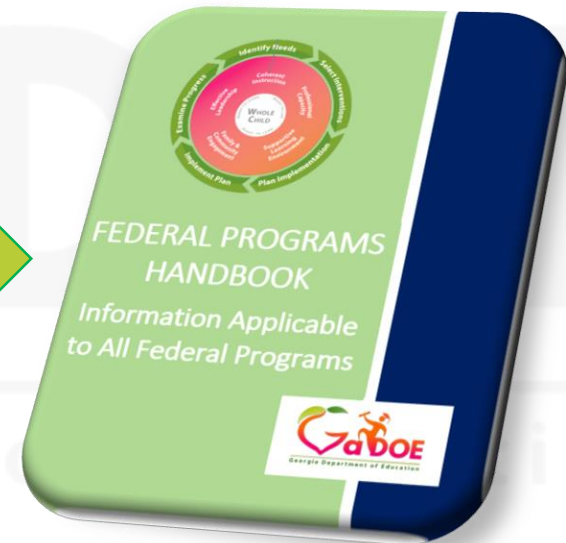
The ESSA and U.S. Department of Education (ED) regulations require districts and schools to spend federal funds in support of evidence-based interventions.



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Include the evidence-based level as described in the Federal Programs Handbook, Chapter 9, page 108. Refer to Supporting Resources on page 109 to locate the evidence that supports activity/intervention. If a rationale-based level (logic model) is to be submitted, please refer to Supporting Resources on page 118. Line items like program/activity administrators (program to be administrated will require evidence), travel expenses, subs, drivers and supplies do not require the annotation of the evidence-based level. *Special Note-Maintain the evidence-based documentation on file at district level.

LEA Guidance –
“Selecting
Evidenced-Based
Interventions”



Allowable Activities



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- ✓ Is the proposed activity part of the locally developed plan based on results of need assessment?
- ✓ Is the proposed activity consistent with the purposes of one of the three content areas?
- ✓ Is the proposed activity reasonable and necessary for performance of the grant? (Allowability in accordance with 2 CFR Part 200).
- ✓ Is the proposed activity supplemental?

Title IV, Part A

The Student Support & Academic Enrichment (SSAE) program provides LEAs the flexibility to tailor investments based on the needs of their unique student populations for a variety of activities with the intent and purpose of improving student outcomes and/or addressing the opportunity gaps identified through the needs assessment.





1

Provide all students
with access to a well-
rounded education
(WR)

2

Support safe and
healthy students
(SH)

3

Support the effective
use of technology to
improve academic
achievement and
digital literacy for all
students
(ET)

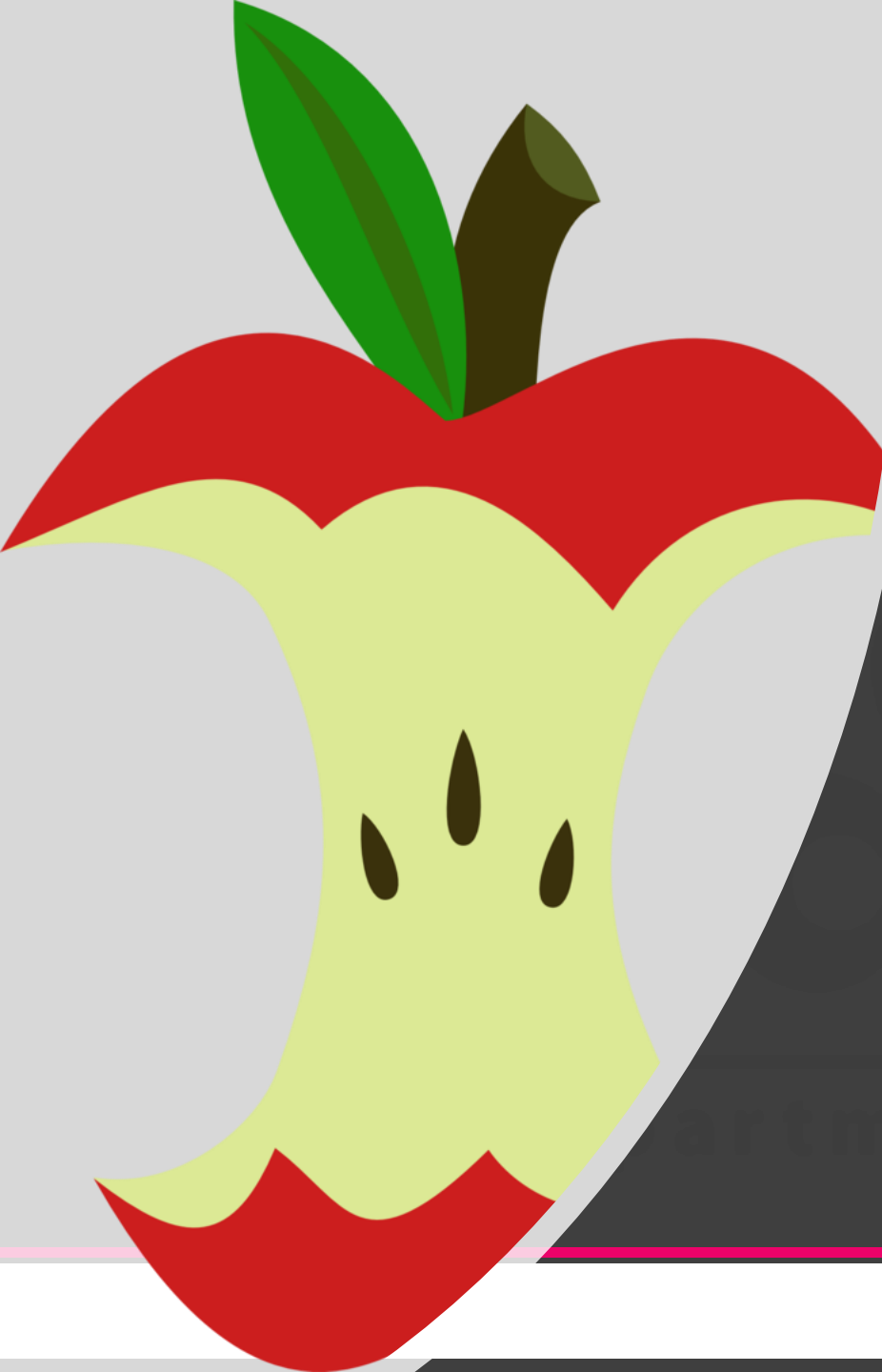
Focus Areas



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Title IV, A Well-Rounded Education

More than the core



Title IV, A

Well-Rounded Education



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Enriched curriculum and education experiences

Exploration and connection between studies and subjects, curiosities and skills

Promote a diverse set of learning experiences across a variety of courses



Title IV, A

Well-Rounded Education

ELA
Reading
Writing

Fine Arts
(Dance, Media
Arts, Music,
Theatre, Visual
Arts)

CTAE

History
Geography

Civics
Government
Economics

Foreign
Language

Computer
Science

Health and
Physical
Education

STEM
STEAM

*College and
Career
Planning*

*Social
Emotional
Learning*

*Environmental
Education*

*Out of School
Programing*

*Promoting
Volunteerism*

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Well-Rounded Education



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Science, Technology, Engineering, and Mathematics (STE(A)M)

In a high-quality STEM/STEAM opportunity, STEM/STEAM skills and content knowledge are integrated and learned through exploration, inquiry, problem solving, and often involve real-world contexts or applications.



Fine Arts and the GA Economy

The creative industries in Georgia represent a combined **\$37 billion in revenue**, including 200,000 employed with \$12.1 billion in earnings, and **\$62.5 billion in total economic impact**. The creative industries represent 5 percent of all employment and 4 percent of all business revenue in the state.

The Creative Industries are surpassing Agriculture as the **CASH CROP** of Georgia.

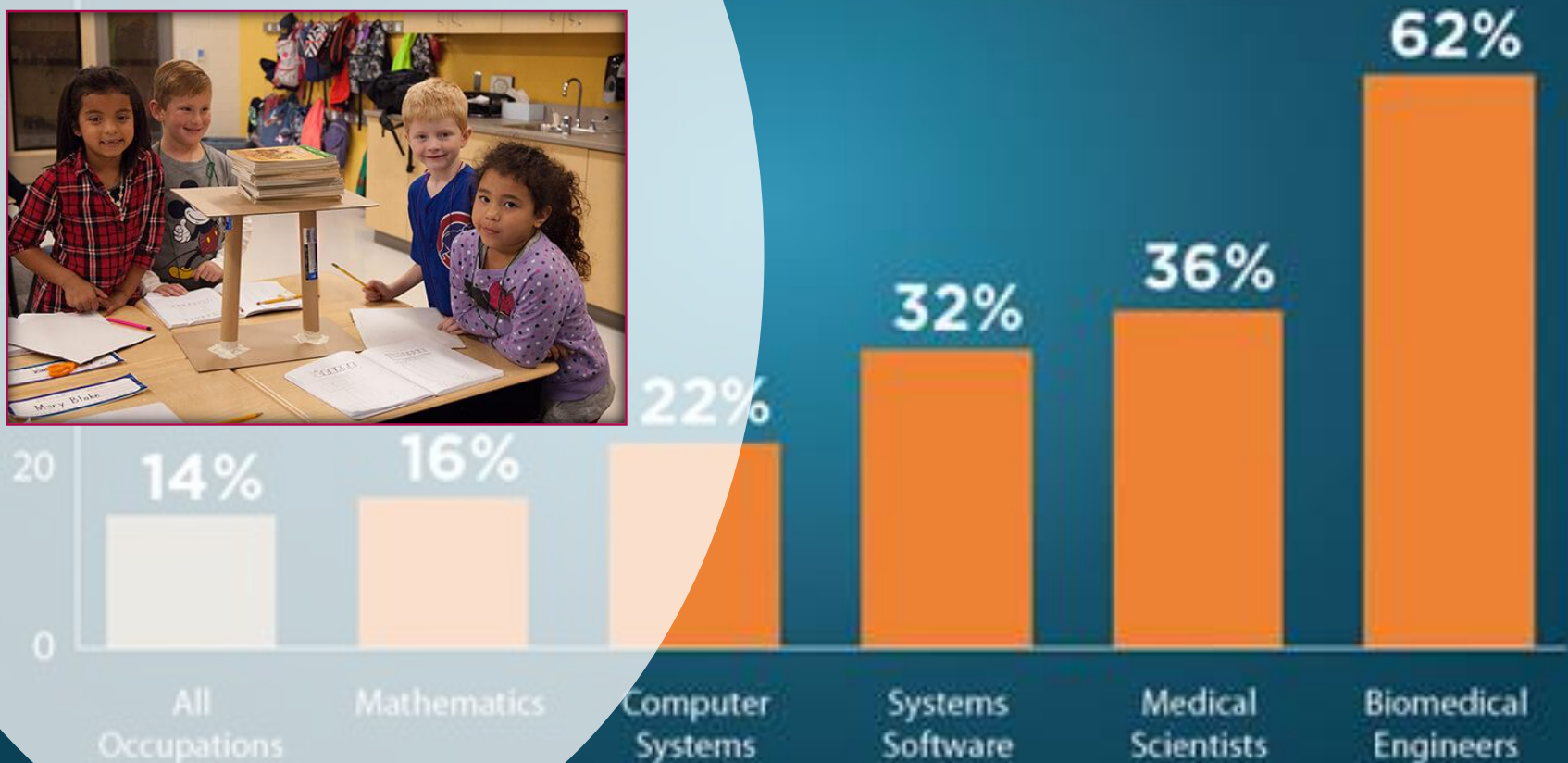



PROJECTED PERCENTAGE INCREASES IN STEM JOBS: 2010-2020

Increasing access
for groups of
underrepresented
students to high-
quality courses



Projected Percentage in Job Increases (2010-2020)






Supporting participation
in nonprofit
competitions (e.g.
robotics, math
competitions, computer
programming)



STEM Science, Technology,
Engineering, Mathematics

Supporting the creation and enhancement of STEM-focused specialty
schools



**Integrating other
academic subjects such
as the arts into STEM
curricula**

October 2018

Providing students hands-on learning and exposure to STEM, including through field-based and service learning.

A graphic with the words 'Service-Learning' in a large, black, handwritten-style font. The text is centered over a background of white, leafy branches on a gray field. A faint, large 'GaDOE' watermark is visible in the background.

Service-Learning





Title IV, A

Safe and Healthy Students **Improving school conditions for student learning.**

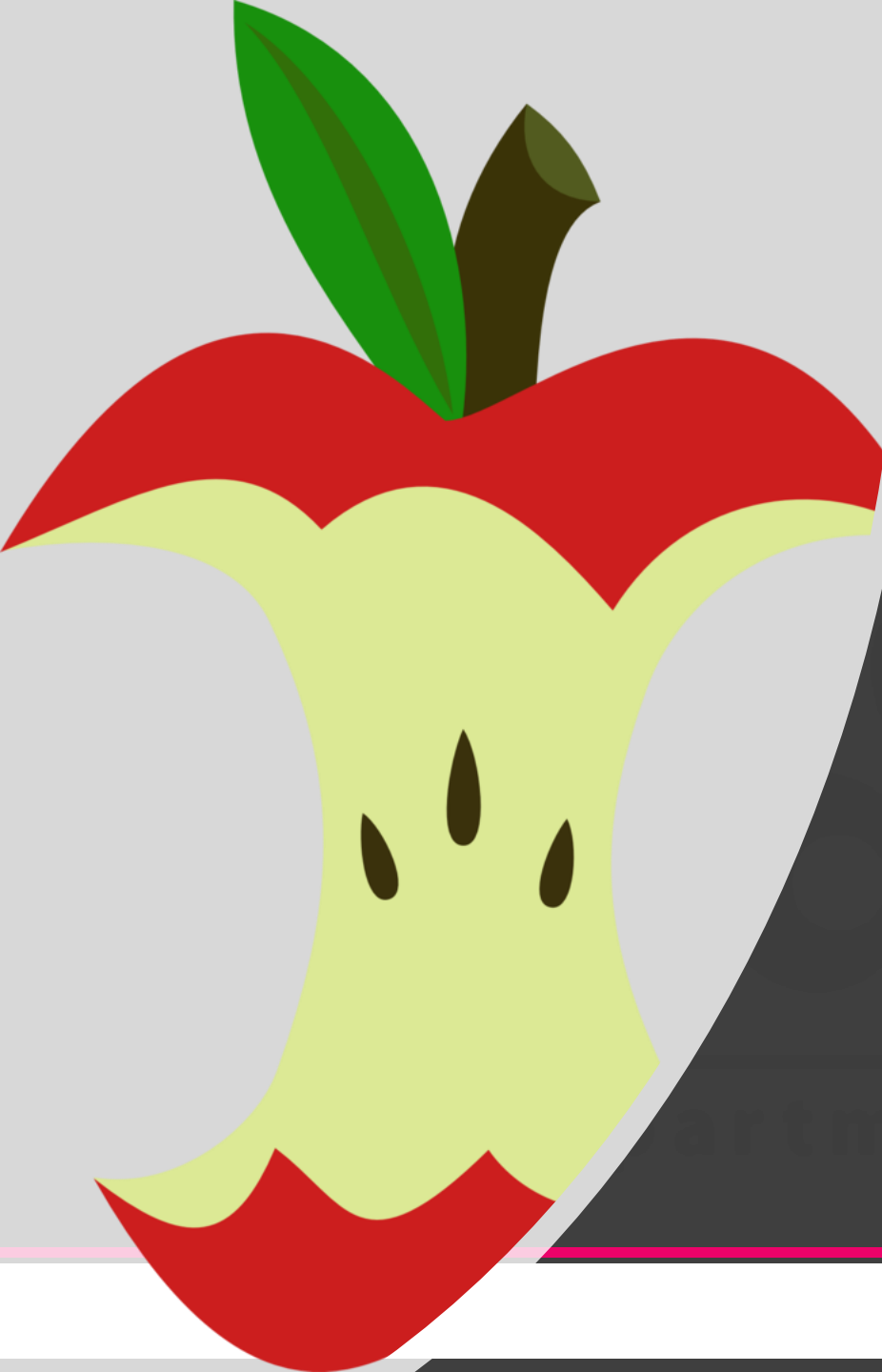
SSAE program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.



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Title IV, A Effective Use of Technology

More than the core



Effective Use of Technology

Supporting professional learning for STEM/STEAM

Provide funding for teachers to participate in-

- virtual
- blended
- face-to-face courses and workshops

Intended to increase their capacity to offer high-quality STEM courses, such as computer science, engineering, game design and/or other STEM-related courses.

Opportunities to learn how to embed STEM elements, such as engineering design principles, computational thinking, and app design, within other learning experiences can also be included.



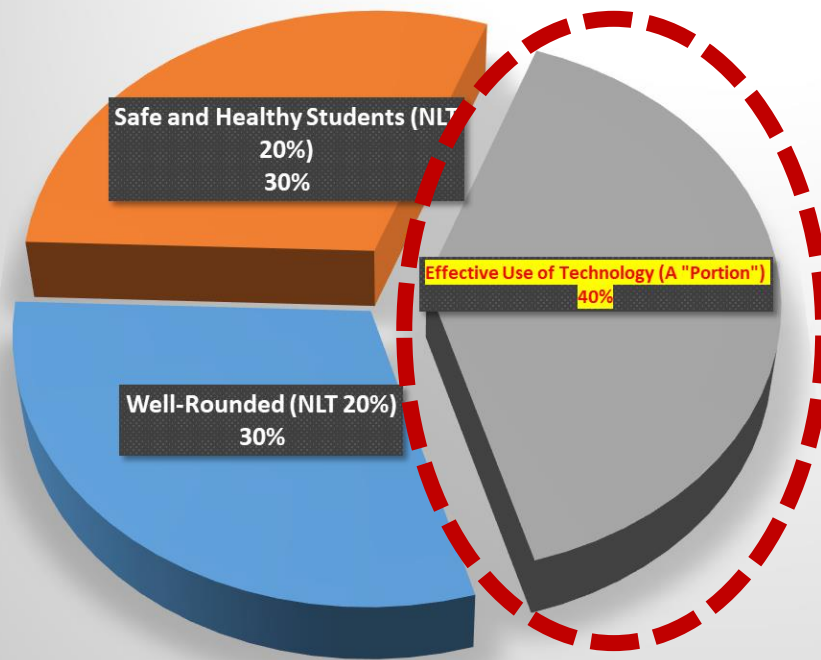
Effective Use of Technology

Increasing effective use of technology to improve academic achievement, academic growth and digital literacy

- ***Expand growth opportunities to disadvantaged students via equity of access to--***
 - High quality learning materials
 - Field experts
 - Personalized learning
 - Tools for planning future education
- ***Increase capacity for educators to--***
 - Create blended learning programs*
 - Have access to content/resources
 - Utilize tech to increase engagement of EL and communicate with parent/caregiver who lack English proficiency
- ***Professional Development for educators***
 - Sustained/Intensive/Collaborative/Job-embedded/Data Driven/Classroom focused
 - Learning to use tech effectively (includes STEM/STEAM activities)
 - Support and mentoring for tech users
- ***Infrastructure*****
 - Devices/Equipment
 - Computers/laptops/handheld/printers/keyboards/mice/headphones/etc.

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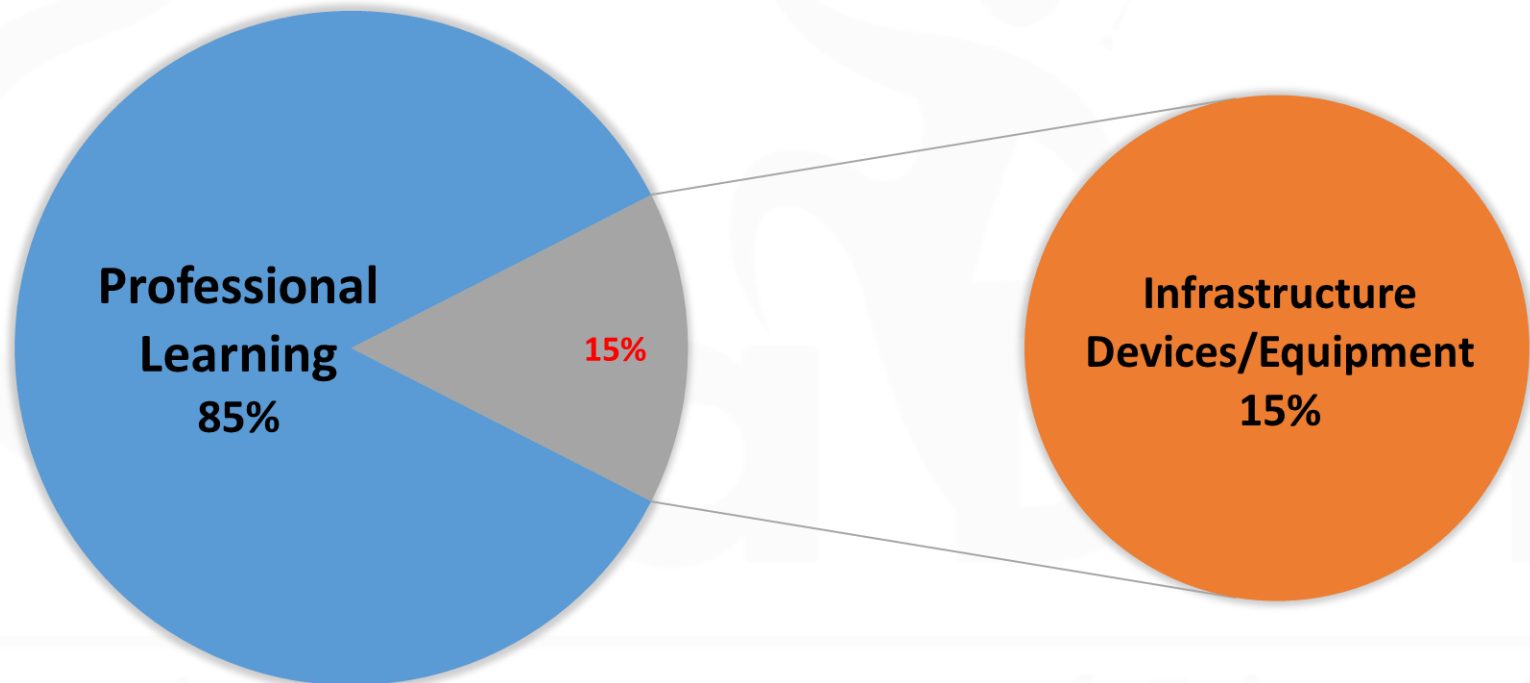
Total Title IV A Allocation to LEA



- Well-Rounded (NLT 20%)
- Safe and Healthy Students (NLT 20%)
- Effective Use of Technology (A "Portion")

THE "PORTION" FOR EFFECTIVE USE OF TECHNOLOGY

$\$ \$ \text{ BUDGETED IN ET}(85\%) \times .15 = \$ \$ \text{ ALLOWABLE TO USE FOR PURCHASING INFRASTRUCTURE}$



Examples

Needs-based and Supplemental

- ☐ Salaries
- ☐ Substitutes
- ☐ Stipends
- ☐ Professional Training/Development
- ☐ Conferences
- ☐ Travel
- ☐ Fees
- ☐ Contracted Services
- ☐ Resource Materials
- ☐ Supplies
- ☐ Software
- ☐ Screeners
- ☐ Coaches
- ☐ Field Trips
- ☐ Transportation
- ☐ Train the Trainer
- ☐ Guest Speakers
- ☐ Dual Enrollment Activities
- ☐ AP Testing for low-income students
- ☐ Direct Serve Professional Services



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Collaboration and Coordination

**Will it work for our
district?
Does it address our
needs?**



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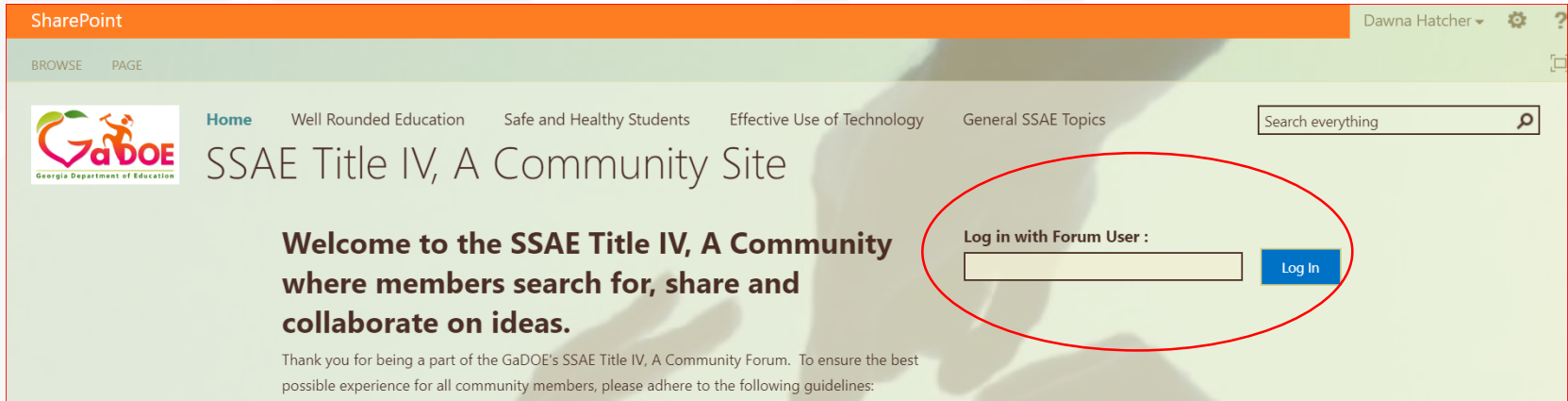




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SSAE Title IV, A Community Site Online Forum

A screenshot of a SharePoint web page for the SSAE Title IV, A Community Site. The page has an orange header bar with 'SharePoint' on the left and 'Dawna Hatcher' on the right. Below the header is a green navigation bar with links: 'Home', 'Well Rounded Education', 'Safe and Healthy Students', 'Effective Use of Technology', and 'General SSAE Topics'. A search bar is on the right of the navigation bar. The main content area has a green background and features the GaDOE logo on the left. The title 'SSAE Title IV, A Community Site' is centered. Below the title is a welcome message: 'Welcome to the SSAE Title IV, A Community where members search for, share and collaborate on ideas.' A red oval highlights a login section on the right with the text 'Log in with Forum User :', a text input field, and a blue 'Log In' button. Below the welcome message is a paragraph of text: 'Thank you for being a part of the GaDOE's SSAE Title IV, A Community Forum. To ensure the best possible experience for all community members, please adhere to the following guidelines:'.

- Log into the community forum using your official school email address.
- Adhere to posted guidelines.
- If you have questions/comments or are unable to log in, please contact Dawna Hatcher.

<http://ssae.gadoe.org>

Questions

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