STEM and STEAM:
Unlocking imagination, creativity and Ingenuity through Title IV, A

Georgia Department of Education
Federal Programs
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2018 West Georgia RESA STEM Conference
Preparing the Future
September 13-14, 2018
Georgia’s System of Continuous Improvement

Unified approach to improvement
- Common language framework
- Problem solving model
- Serving the Whole Child
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

The purpose of Title IV, Part A is to improve students’ academic achievement by increasing the capacity LEAs to:

LEA receives **$30,000 or more**, must budget —

- ≥ 20% for activities to support **well-rounded educational opportunities**
- ≥ 20% for activities to support **safe and healthy students**
- A portion of funds for activities to support **effective use of technology** (≤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.

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

☐ 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.

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Allowable Activities

Authorizes Activities in Three Focus Areas:

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)
Title IV, A

Well-Rounded Education

*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

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Well-Rounded Education

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
Supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming)
Providing students hands-on learning and exposure to STEM, including through field-based and service learning.
Facilitating collaboration among programs

Before or after school

During the school day

STEAM/STEM Instruction

To programs

Improve integration

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Integrating other academic subjects such as the arts into STEM curricula
Supporting the creation and enhancement of STEM-focused specialty schools
Effective Use of Technology
Supporting professional learning for STEM, including computer science

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.

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Collaboration and Coordination

Will it work for our district?
Does it address our needs?
SSAE Title IV, A Community Site Online Forum

- 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
Contact Information

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