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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 West Georgia RESA STEM Conference
Preparing the Future
September 13-14, 2018

West Georgia RESA
An Innovative Solution For Every Challenge, Every System, Every Day

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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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.

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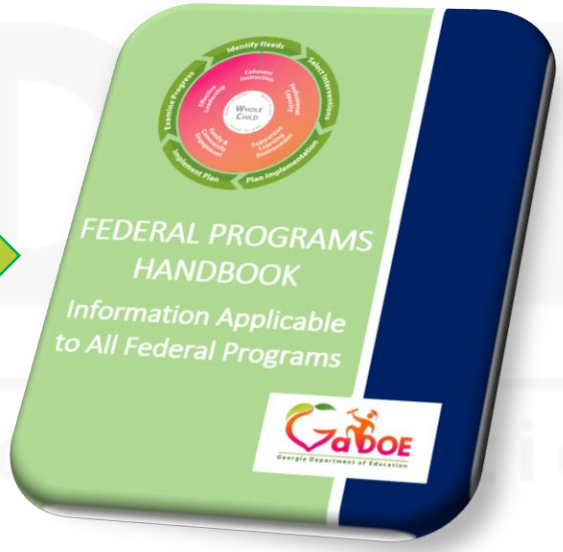
Include the evidence-based level as described in the Federal Programs Handbook, Chapter 9, page 108. Refer to Supporting Resources on page 109 to locate the evidence that supports activity/intervention. If a rationale-based level (logic model) is to be submitted, please refer to Supporting Resources 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.

NEW!

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

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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.

Allowable Activities

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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

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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

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Title IV, A
Well-Rounded Education

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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

Well-Rounded Education

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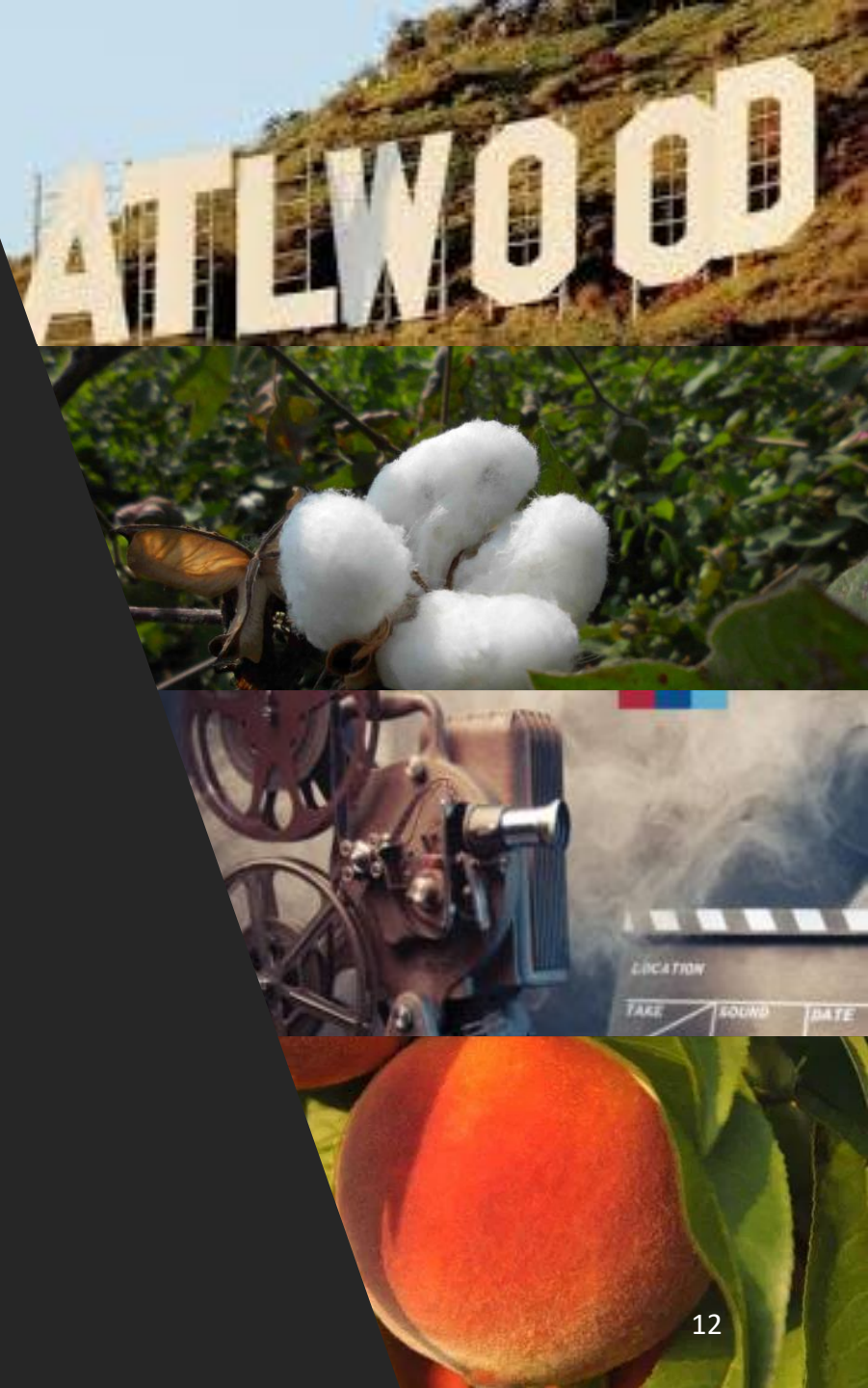
Science, Technology, Engineering, and Mathematics (STE(A)M)

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

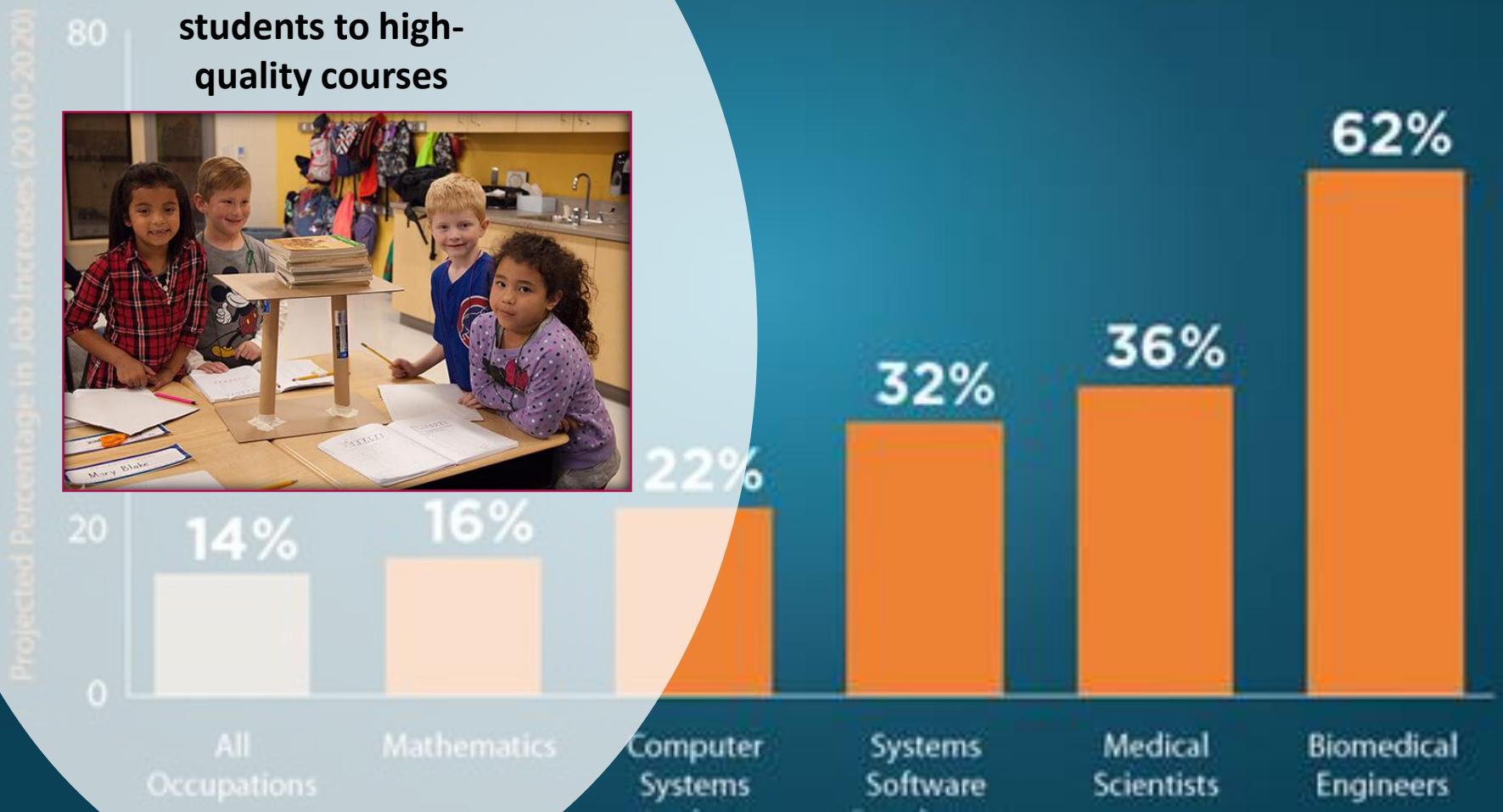
The creative industries in Georgia represent a combined **$37 billion in revenue**, including 200,000 employed with $12.1 billion in earnings, and **$62.5 billion in total economic impact**. The creative industries represent 5 percent of all employment and 4 percent of all business revenue in the state.

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



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

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

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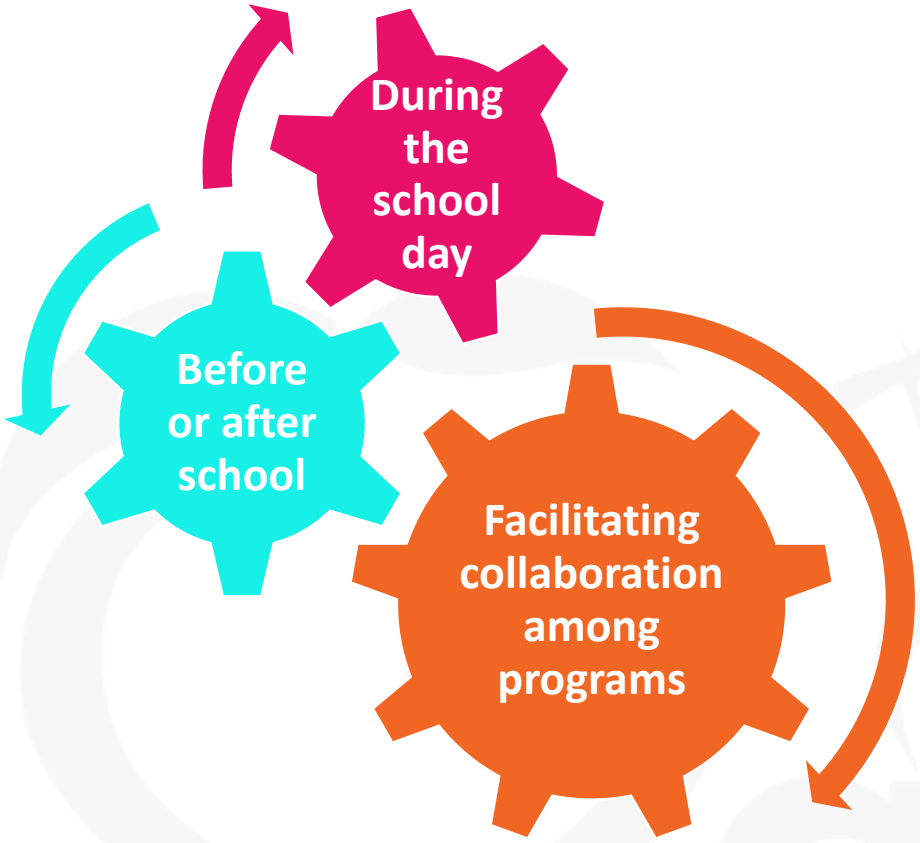

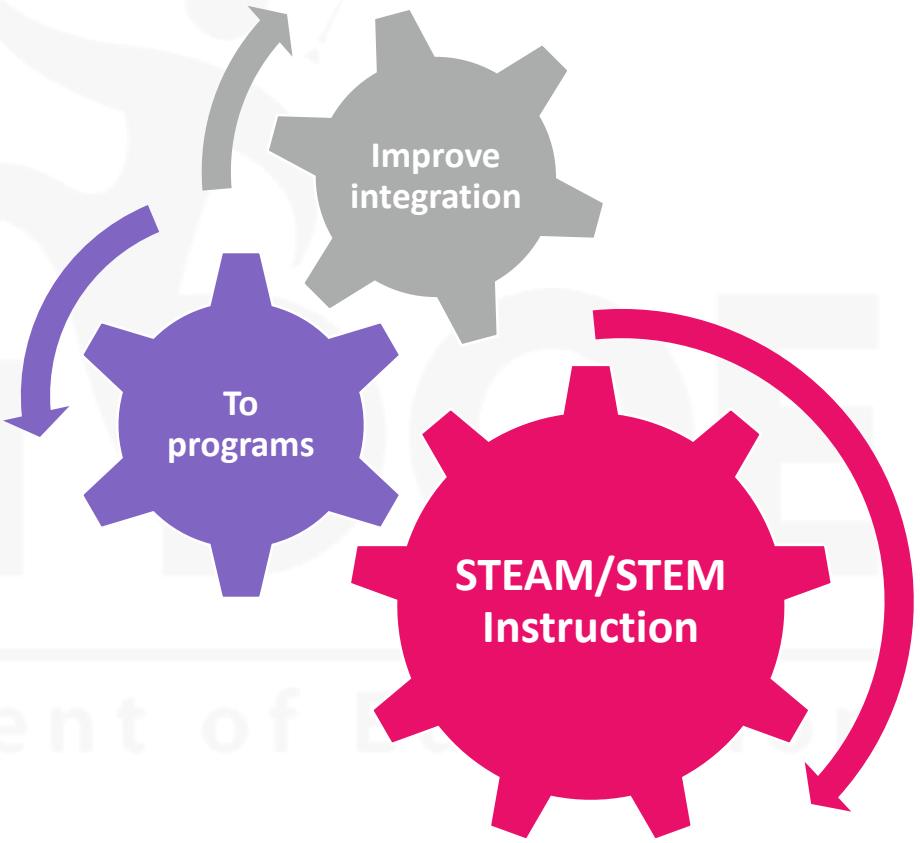

Integrating other academic subjects such as the arts into STEM curricula

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STEM Science, Technology, Engineering, Mathematics

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.

Collaboration and Coordination

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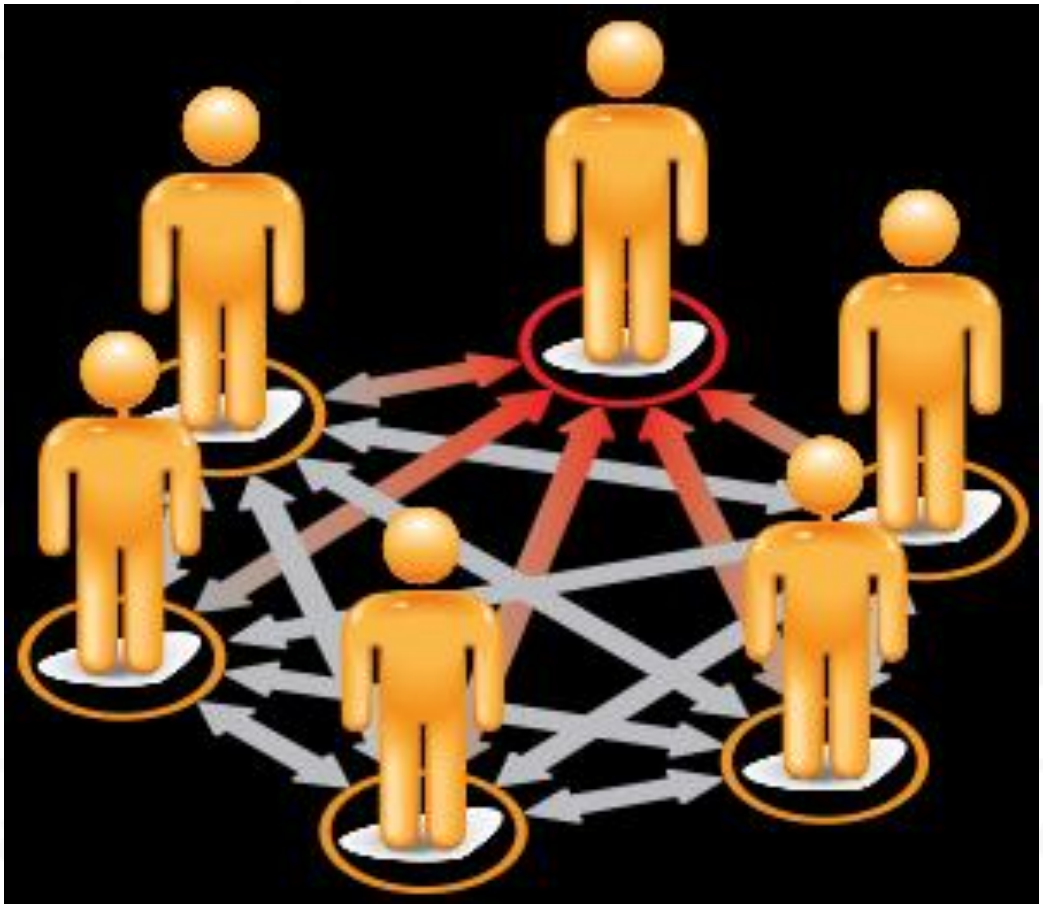
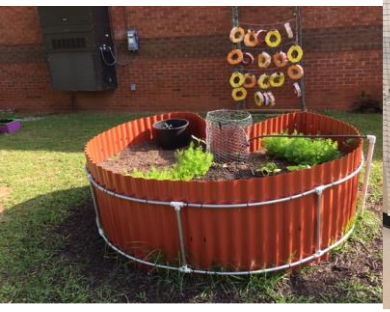


Will it work for our district?
Does it address our needs?



GaDOE

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SSAE Title IV, A Community Site Online Forum

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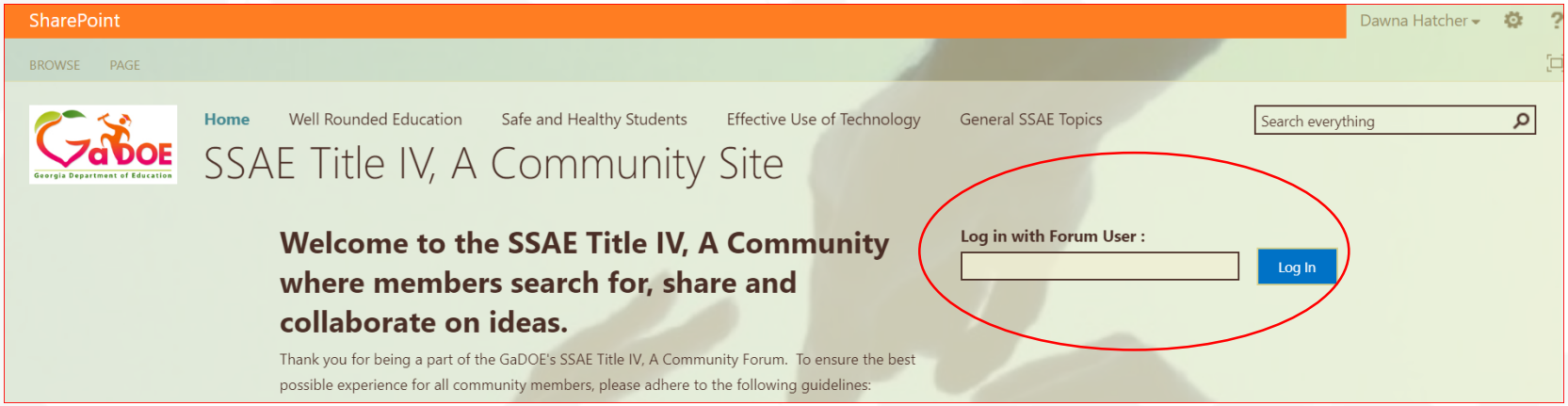

- Log into the community forum using your official school email address.
- Adhere to posted guidelines.
- If you have questions/comments or are unable to log in, please contact Dawna Hatcher.

http://ssae.gadoe.org

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Questions

Contact Information

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