Welcome to Today's Webinar!

We will begin at 2:00 pm Eastern.

Download the SSAE Grants Non-Regulatory Guidance

Go to: http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

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If you have questions about the SSAE program during or after today's webinar, please submit to:

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Overview of the U.S. Department of Education Non-Regulatory Guidance:

Student Support and Academic Enrichment (SSAE) Grants

Title IV, Part A of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA)

U.S. Department of Education
Office of Safe and Healthy Students

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- This is a "Listen-Only" online event.

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Title IV, Part A of ESSA
Student Support and Academic Enrichment Grants
Non-Regulatory Guidance Webinar Series

- **Thursday, January 26, 2017 at 2PM Eastern:**

  Role of State Educational Agencies; Local Application Requirements; and Implementing Effective SSAE Program Activities

- **Thursday, February 9, 2017 at 2PM Eastern:**

  Allowable Activities to Support Well-Rounded Educational Opportunities; Safe and Healthy Students; and Effective Use of Technology

Poll 1 What is your role? (Check all that apply.)

- ❑ State Education Agency (SEA) Director
- ❑ SEA Program Staff Person
- ❑ Teacher
- ❑ Parent
- ❑ Policymaker
- ❑ Researcher
- ❑ Advocate
- ❑ Student

- ❑ District Administrator
- ❑ Local Education Agency (LEA) Administrator
- ❑ Principal/School Administrator
- ❑ Specialized instructional support personnel
- ❑ Tribal organization staff
- ❑ Local government representatives
- ❑ Community-based organization staff

Poll 2

What do you hope to better understand as a result of this Webinar?

❑ Purpose and goals of the SSAE Grants

❑ Role of SEA in administering the SSAE grants

❑ Local application requirements

❑ Allowable activities to support well-rounded educational opportunities

❑ Allowable activities to improve school conditions for student learning

❑ Allowable activities to improve the use of technology to improve academic achievement and digital literacy for all students

❑ All of the above

❑ Other (Please share in the chat box.)

Today's Agenda

1. **Introduction**

   David Esquith, Director, Office of Safe and Healthy Students (OSHS)

2. **Role of State Educational Agencies; Local Application Requirements; and Implementing Effective SSAE Program Activities**

   Paul Kesner, Group Leader, Safe Supportive Schools, OSHS

3. **Well-Rounded Educational Opportunities**

   Eve Birge, Well-Rounded Educational Opportunities Unit Leader, OSHS

4. **Safe and Healthy Students**

   Bryan Williams, Safe and Healthy Students Unit Leader, OSHS

5. **Effective Use of Technology**

   Norris Dickard, Effective Use of Technology Acting Unit Leader, OSHS

6. **Wrap-up**

   David Esquith

Introduction

- President Obama signed the Every Student Succeeds Act (ESSA) into law in December 2015, which reauthorized the *Elementary and Secondary Education Act of 1965* (*ESEA*).

- Newly authorized under subpart 1 of *Title IV*, Part A of the *ESEA* is the Student Support and Academic Enrichment (SSAE) program.

- The SSAE program provides SEAs, LEAs, and schools the flexibility to tailor investments based on the needs of their unique student populations.

Non-regulatory Guidance

- The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this non-regulatory guidance.

- Information in this non-regulatory guidance is informed by research and gathered in part from practitioners.

- Educators, parents, advocates, administrators, and other concerned parties may find the examples and resources in the guidance helpful.

Purpose of the SSAE Grants

Intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to:

- provide all students with access to a well-rounded education;

- improve school conditions for student learning; and

- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Leveraging Federal, State, and Local Resources

- Where possible, the Department encourages coordination and integration of the SSAE program with activities authorized under other sections of ESSA.

- In order to maximize the use of the SSAE program resources, SEAs, LEAs, and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs), museums, and community organizations to offer programs and services to students.

- State and local leaders should consider how other Federal, State and local funds may be leveraged to support a holistic approach to a well-rounded education.

Speaking of Resources

- What do we know about funding as of today?

  - We know how much funding is authorized: $1.65 billion.

  - At this time, we are operating under a continuing resolution thru April 2017.

  - ED does not have a final appropriation for Fiscal Year 2017, so it is uncertain what level of funding may be available under the program.

A Question about SEAs Planning with LEAs Before Funding levels are Known

Question: Since it is likely that states will not receive Title IVA amounts until late spring (and therefore will not know how much each district will receive for purposes on the minimum amount and the ability to join consortia) how do you suggest states (who use consolidated applications) work with districts for planning purposes (and whether they join a consortia) for using Title IVA funds?

Answer: While awaiting funding levels, SEA may find it useful to share strategies, suggestions, and information with LEAs on a variety of topics that will inform LEAs' decisions on how to use their SSAE grant once the funding levels are known. These could include, but not be limited to, implementing effective program activities to maximize the impact of their SSAE grants, leveraging additional resources, and encouraging consortia.

Program Requirements: Supplement, Not Supplant

- SEAs and LEAs should be mindful that SSAE program funds may be used only to <u>supplement</u>, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the SSAE program.

  - In general, SEAs and LEAs may not use SSAE program funds for the cost of activities in the three SSAE program content areas – well-rounded education, safe and healthy students, and technology – if the cost of those activities would have otherwise been paid with State or local funds in the absence of SSAE program funds.

Program Requirements: Federal Civil Rights

- SSAE grant recipients must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

- Section 427 of the *General Education Provisions Act* (20 U.S.C. §1228a(a)) requires SSAE grant recipients to include in its application for the SSAE program funds, a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

A Question about Equitable Services

Question: Do the "Equitable Services" requirements apply to the SSAE program?

Answer: Yes, under sections 8501- 8504 of the ESEA, LEAs and SEAs receiving funds under Title IV, Part A must provide for the equitable participation of private school students, teachers and other educational personnel in private schools located in areas these agencies serve in Title IV, Part A-funded activities, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs. The equitable services requirements that apply to this program are contained in section 8501. Also, one of the required assurances in ESEA section 4106(e)(2)(b), as part of the LEA SSAE application to the SEA, states the LEA will comply with section 8501. New or changed requirements that affect the equitable participation of private school students, teachers and other educational personnel under the ESEA was addressed in guidance released November 21, 2016 and available online at: www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf.

Role of the State Educational Agency

- The SEA plays an important role in ensuring equitable access to an excellent education. In general, the Department allocates the SSAE program funds to States by formula based on each State's share of funds under *Title I*, Part A of the *ESEA*.

- An SEA must reserve at least 95 percent of its SSAE program allocation for subgrants to LEAs and not more than one percent of its SSAE program allocation for administrative costs.

- SEAs award SSAE subgrants to LEAs by formula in the same proportion as to the LEAs' prior year's *Title I*, Part A allocations.

  - SEAs are responsible for developing the application that LEAs must submit to receive their funds from the State.

A Question about Ratable Reductions

Question: If the State's allocation has to be dramatically reduced due to current budget proposals that don't fully fund Title IV-A, does that justify the State allowing school districts to accept an award of less than $10,000?

Answer: If the SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of $10,000, it must ratably reduce the LEA allocations, as required by section 4105(b) of the Elementary and Secondary Education Act (ESEA), as amended by ESSA. This means that the SEA must reduce all LEA allocations proportionately to fit the funds that the SEA has available for LEA allocations. Ratable reduction ensures that all of the LEAs will receive allocations of some amount.

A Question about Carryover Requirements

Question: What are the carryover requirements for Title IVA?

Answer: Consistent with the Tydings Amendment in section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)), for formula grant programs, a State and its subgrantees have a total of 27 months to obligate and expend funds awarded on July 1 of the Federal fiscal year in which the funds were appropriated. Fiscal year (FY) 2017 would be the first time that funds have been awarded under the SSAE program. Therefore, with respect to an allocation of FY 2017 SSAE funds, the potential for carryover would not exist until after the first 15 months of funding, i.e., not until October 1, 2018. The carryover year for any FY 2017 SSAE funds would be October 1, 2018 – September 30, 2019.

Local Application Requirements: Overview

- LEAs are required to submit an application to the SEA to receive their SSAE program allocation.

- An LEA may, if it chooses, apply for funds in consortium with one or more surrounding LEAs.

- During the design and development of applications, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA.

  - Such stakeholders must include, but are not limited to, the following:

• Parents • Teachers • Principals • Students • School leaders	• Charter school teachers, principals, and other school leaders, when applicable • Specialized instructional support personnel • Indian tribes or tribal organizations, when applicable	• Local government representatives • Others with relevant and demonstrated expertise • Community-based organizations

Local Application Requirements: Comprehensive Needs Assessment

- An LEA that receives at least $30,000 in SSAE program funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas:

  - Well-Rounded Educational opportunities;
  - Safe and Healthy Students; and
  - Effective Use of Technology

- The needs assessment must occur at least once every three years.

A Question about LEA Applications

Question: How does an LEA access grant applications for ED technology?

Answer: Once the SSAE program is funded, States will begin implementing the program and will develop applications for LEAs that wish to receive SSAE funds.

Funding Allocations

- LEAs or a consortium of LEAs must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:
  - i. are among those with the greatest needs, as determined by the LEA;
  - ii. have the highest numbers of students from low-income families;
  - iii. are identified for comprehensive support and improvement under *Title I, Part A of the ESEA*;
  - iv. are implementing targeted support and improvement plans under *Title I, Part A of the ESEA*; and/or
  - v. are identified as a persistently dangerous public school under section 8532 of the *ESEA*.

Funding Allocations

- Based on the results of the comprehensive needs assessment, the LEA or a consortium of LEAs must use:

  - At least 20 percent of funds for activities to support well-rounded educational opportunities;
  - At least 20 percent of funds for activities to support safe and healthy students; and
  - A portion of funds for activities to support effective use of technology.

A Question about Transferring Funds

Question: If a school district is set to receive less than $10,000 in Title IV funds, can it just transfer those funds?

Answer: Under the ESEA, SEAs and LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which an SEA or LEA may transfer funds and removing limits on the amount of funds that may be transferred. The SSAE grant program is one of the programs for which funds may be transferred from and to.

A Question about LEA Eligibility

Question: Given that Title IVA funds are based on a Title IA formula, would only districts receiving Title IA funds be eligible for Title IVA funds? Or are all school districts eligible?

Answer: If an LEA did not receive an ESEA Title I, Part A allocation in the preceding year, it would not be eligible to receive an SSAE subgrant award.   SEAs award SSAE subgrants to LEAs by formula in the same proportion as to the LEAs' prior year's Title I, Part A allocations. (ESEA section 4105(a)(1)).

Implementing Effective SSAE Program Activities

1. Identify local needs

2. Select relevant, evidence-based activities

3. Plan for implementation

4. Implement activities

5. Examine and reflect

Reminder about the Examples in the Guidance

Examples of allowable SSAE Program Activities listed in the presentations to follow are not an exhaustive list, but rather describe a range of practices that are illustrative of the possibilities under the law.

Well-Rounded Educational Opportunities

- The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students.

- A well-rounded education helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society.

- Research supports the benefits of a well-rounded education.

Well-Rounded Educational Opportunities

- An LEA or consortium of LEAs receiving an SSAE program allocation of at least $30,000 must use at least 20 percent of the SSAE program funds for activities under section 4107 that support student access to a well-rounded education.

- In general, an LEA may use funds under section 4107 for any program or activity that supports student access to and success in well-rounded educational experiences.

Well-Rounded Educational Opportunities

- Program and activities that support a well-rounded education may include:

• Science, technology, engineering, and mathematics (STEM) • Music and arts • Foreign language instruction • High school redesign with dual or concurrent enrollment and early college high schools	• Civics instruction • College and career counseling • Social emotional learning • Environmental education • Accelerated learning programs

A Question about Physical Education

Question: Is physical education an allowable use under the "Safe and Healthy Student" section or the "Well-Rounded Education Opportunities" section?

Answer: There may be certain activities an LEA wishes to fund that could fit into more than one of the SSAE program content areas and could be used to address the application assurances regarding use of funds in each area. In such cases, the LEA should explain in its application to the SEA how the activity fits in more than one content area. The SEA will ultimately approve or disapprove the activity through its application approval process consistent with relevant statutory application requirements.

Physical education activities could fit under either or both safe and healthy students and well-rounded education.

Safe and Healthy Students

- The second purpose of the SSAE program is to improve school conditions for student learning.

- When students are healthy and feel safe and supported, they are more likely to succeed in school.

- Schools have made significant progress toward improving school safety and on many measures schools are safer than they have ever been. However, significant challenges remain.

Safe and Healthy Students

- An LEA or consortium of LEAs that receives $30,000 or more in SSAE program funds must use at least 20 percent of those funds to develop, implement, and evaluate comprehensive activities and programs that:
    - Are coordinated with other schools and community-based services and programs;
    - Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
    - Promote the involvement of parents in the activity or program;
    - May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities authorized under section 4108; and
    - May include a wide variety of program and activities.

Safe and Healthy Students

Safe Supportive Schools

- ESSA provides LEAs with numerous options for enhancing their efforts to provide students and school staff with a positive school climate, which in turn can promote academic achievement.

  - Preventing Bullying and Harassment

  - Relationship-Building Skills

  - School Dropout Prevention

  - Re-entry Programs & Transition Services for Justice Involved Youth

  - School Readiness and Academic Success

  - Child Sexual Abuse Awareness and Prevention

  - Reducing Use of Exclusionary Discipline Practices & Promoting Supportive School Discipline

  - Suicide Prevention

Safe and Healthy Students

Student Physical and Mental Health

- Schools that support the physical and mental health of their students increase the likelihood of students' academic success.
  - Drug and Violence Prevention
  - Health and Safety Practices in School Athletic Programs
  - School-Based Health and Mental Health Services
  - Healthy, Active Lifestyle, Nutritional Education
  - Physical Activities
  - Trauma-Informed Classroom Management
  - Preventing Use of Alcohol, Tobacco, Smokeless Tobacco, Electronic Cigarettes
  - Chronic Disease Management

Safe and Healthy Students

Cross-Cutting Topics

- The SSAE program presents an opportunity for LEAs and schools to promote safe, healthy, and affirming school environments that are inclusive of all students, including reducing bullying and harassment and implementing school-wide PBIS and a wide-range of evidence-based programs that can work to prevent risk factors associated with substance abuse, bullying, and violence as well as promotion of mental health and wellness.
  - Mentoring and School Counseling
  - Schoolwide Positive Behavioral Interventions
  - Pay for Success Initiatives aligned with the purposes of *Title IV*

Effective Use of Technology

- The third purpose of the SSAE grant is to improve the use of technology and thus improve the academic achievement and digital literacy of all students.

- A portion of the SSAE program funds – if $30,000 or greater – must be used for increasing effective use of technology.

- A Special Rule states that no more than 15 percent of funds in this content area may be spent on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Effective Use of Technology

- SSAE program funds may be used to provide educators, school leaders, and administrators with the professional learning tools, devices, content and resources to do the following activities, among other allowable uses:

    - Provide personalized learning;

    - Discover, adapt and share high-quality resources;

    - Implement blended learning strategies; and

    - Implement school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning.

Effective Use of Technology

- Funds can also be used to:

  - Help educators learn how to use technology to increase the engagement of English Learner (EL) students;
  - Develop or implement specialized or rigorous academic courses using technology, including assistive technology; and
  - Support professional learning for STEM, including computer science.

Effective Use of Technology

- Schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum for the student to receive a free appropriate public education (FAPE) under the *Individuals with Disabilities Education Act* and section 504 of the *Rehabilitation Act.*

- When a school provides technology to students without disabilities, the benefits provided by that technology must also be made available to students with disabilities in an equally accessible and equally integrated manner.

A Question about the Educational Technology 15% Rule

Question: For the 15% technology infrastructure requirement, is the 15% based on the entire allocation or do we take into consideration the 20% requirement for well-rounded opportunities and supporting safe and healthy students?

Answer: The 15 percent Special Rule does not apply to the total SSAE subgrant an LEA may receive. The Special Rule in the SSAE program states that no more than 15 percent of funds for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (*ESEA* section 4109(b)).

Your Questions?

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