



**OVERVIEW OF THE U.S. DEPARTMENT OF EDUCATION  
NON-REGULATORY GUIDANCE:  
STUDENT SUPPORT AND ACADEMIC ENRICHMENTS GRANTS  
TITLE IV, PART A  
NATIONAL TITLE I CONFERENCE  
FEBRUARY 2017 | LONG BEACH, CALIFORNIA**

# OBJECTIVES

- To provide key information on the provisions of the non-regulatory guidance under the Student Support and Academic Enrichment (SSAE) program, including a discussion of allowable uses of program funds, fiscal responsibilities, and the roles of the State educational agencies (SEAs) and local educational agencies (LEAs).
- To gain a better understanding of SEA and LEA technical assistance needs to support the reasonable and necessary performance of the SSAE program activities.



# AGENDA

1. Introduction
2. Role of the SEAs; Local Application Requirements; and Implementing Effective SSAE Program Activities
3. Well-rounded Education Opportunities
4. Safe and Healthy Students
5. Effective Use of Technology
6. Wrap-up



# PRESENTER

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# Introduction



# INTRODUCTION

- The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing the *Elementary and Secondary Education Act of 1965* (ESEA).
- Newly authorized under subpart 1 of Title IV, Part A of the ESEA is the 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 Student Support and Academic Enrichment Grants (October 2016)  
<http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>



# NON-REGULATORY GUIDANCE

- The guidance is non-binding and does not create or impose new legal requirements.
- The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in the non-regulatory guidance. The guidance contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information, informed by research and gathered in part from practitioners, is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion.

# NON-REGULATORY GUIDANCE

- The inclusion of links to items and examples in the guidance do not reflect their importance, nor are they intended to represent or be an endorsement by the U.S. Department of Education of any views expressed or materials provided.



# PURPOSE OF THE SSAE GRANTS

Intended to improve students' academic achievement by increasing the capacity of SEAs, 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

*Section 4101*



# LEVERAGING RESOURCES

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

*Section 4103(c)(2)(C)(i)*



# ALLOWABLE ACTIVITIES

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

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

# Q&A

**Question:** Since it is likely that States will not receive Title IV, Part A amounts until late spring (and therefore will not know how much each district will receive for purposes of 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 IV, Part A funds?

**Answer:** While awaiting funding levels, SEAs 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 grants once the funding levels are known. These could include, but are not be limited to, implementing effective program activities to maximize the impact of their SSAE grants, leveraging additional resources, and encouraging consortia.



# Q&A

**Question:** Do the “equitable services” requirements apply to the SSAE program?

# Q&A

**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. (continued)

# Q&A (CONTINUED)

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 on November 21, 2016 and is available online at: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.







# Role of the SEA

# BREAKDOWN OF SSAE GRANT FUNDS

Not less than  
95%

- An SEA must reserve at least 95 percent of its SSAE program allocation for **subgrants** to LEAs.

Up to 1%

- An SEA must not use more than one percent of its SSAE program allocation for **administrative costs**.

Remainder for  
TA+

- An SEA uses the amount remaining after these reservations for activities and programs designed to meet the purposes of SSAE program, which could include technical assistance and other activities described in section 4104(b) of the ESEA.



# ROLE OF THE SEA

- An SEA may use any remaining funds to support LEA activities and programs designed to meet the purposes of the program, which may include monitoring and providing technical assistance to LEAs.
- An SEA may wish to consider how the local application for funding may promote strategies to maximize the impact of the SSAE program funds and advance the State's goals related to implementation of the ESEA. For example:
  - *Needs assessment criteria and protocol*
  - *Matching funds*
  - *Encouraging consortia*

Section 4106





# Role of the LEA

# LEA APPLICATION REQUIREMENTS

- LEAs are required to submit an application to the SEA to receive their SSAE program allocation.  
*(sections 4105(a)(1) and 4106(a) of the ESEA)*
- An LEA may, if it chooses, apply for funds in consortium with one or more surrounding LEAs and combine funds each LEA receives.  
*(sections 4105(a)(2) and 4106(b) of the ESEA)*
- 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.  
*(section 4106(c) of the ESEA)*



# LEA STAKEHOLDERS

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 school support personnel
- Indian tribes and tribal organizations (when applicable)
- Local government representatives
- Others with relevant and demonstrated experience
- Community-based organizations

# LEAS RECEIVING MORE THAN \$30,000

An LEA, or a consortium, 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.

*Section 4106(d)*



# LEAS RECEIVING LESS THAN \$30,000

An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment.

An LEA that receives an allocation of less than \$30,000 is required to provide only one of the LEA assurances in section 4106(e)(2)(C)-(E) of the ESEA (i.e., only one of the three SSAE content areas: well-rounded, safe and healthy, and technology).



# LEA ASSURANCES

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:

- are among those with the greatest needs, as determined by the LEA;
- have the highest numbers of students from low-income families;
- are identified for comprehensive support and improvement under Title I, Part A of the ESEA;
- are implementing targeted support and improvement plans under Title I, Part A of the ESEA; and/or
- are identified as a persistently dangerous public school under section 8532 of the ESEA.

*Section 4106(e)(2)*



# FUNDING ALLOCATIONS

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

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

*Section 4106(e)(2)(C)-(E)*



# Q&A

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

# Q&A

**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.

*Section 5103*



# Q&A

**Question:** If LEAs apply for funds as a consortium, how is the consortium's funding determined?

**Answer:** The State must make allocations to its LEAs based on each LEA's share of funds under Title I, Part A. The LEAs may form a consortium and combine the allocation that each LEA in the consortium receives to jointly carry out allowable activities.

- The funding for a consortium is the sum of the allocations of its member LEAs.

*Section 4105(c)(3)*

# Q&A

**Question:** Given that Title IV, Part A funds are based on a Title I, Part A formula, would only districts receiving Title I, Part A funds be eligible for Title IV, Part A 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.

*Section 4105(a)(1)*

# Q&A

**Question:** Does an LEA have to distribute SSAE program funds to each of its schools?

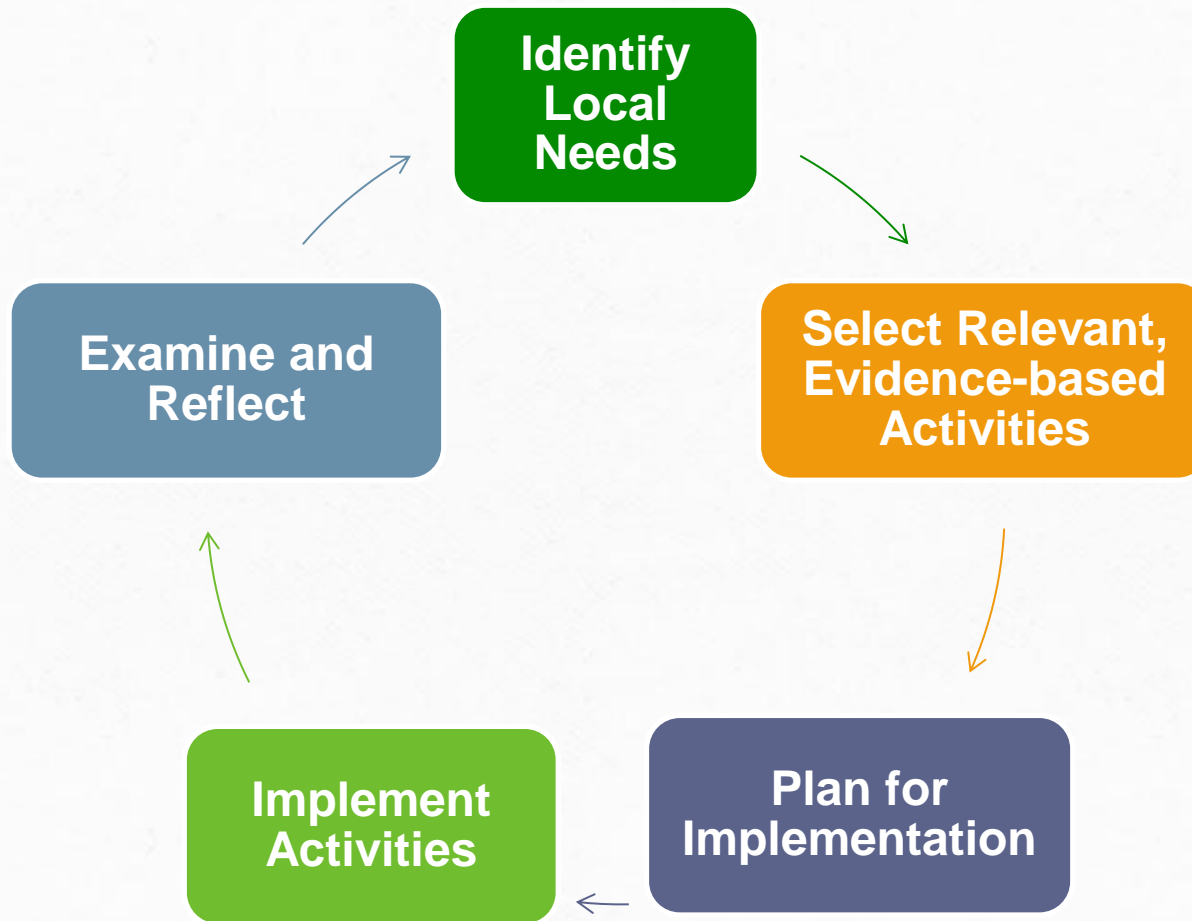
# Q&A

**Answer:** An LEA is not required to distribute SSAE program funds to each of its schools.

- In prioritizing the distribution of funds, an LEA that provides district-wide services must focus those services on schools with the greatest need identified in ESEA section 4106(e)(2)(A).



# IMPLEMENTING EFFECTIVE ACTIVITIES



# REMINDER

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



# WELL-ROUNDED EDUCATION

- An LEA or consortium of LEAs receiving an SSAE program allocation of at least \$30,000 must use at least 20% of the SSAE program funds for activities under section 4107 that support student access to a well-rounded education.  
*Section 4106(e)(2)(C)*
- 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 EDUCATION

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

*Section 4107(a)(3)*



# Q&A

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

# Q&A

**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





# SAFE AND HEALTHY STUDENTS

An LEA or a consortium of LEAs that receives \$30,000 or more in SSAE program funds must use at least 20% 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 programs and activities.



# SAFE SUPPORTIVE SCHOOLS

ESEA 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 and transition services for justice involved youth
- School readiness and academic success
- Child sexual abuse awareness and prevention
- Reducing use of exclusionary discipline practices and promoting supportive school discipline
- Suicide prevention

*Section 4108(5)*



# 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

*Section 4108(5)*



# 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 positive behavior intervention systems (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
  - School-wide positive behavioral interventions
  - Pay for Success Initiatives aligned with the purposes of Title IV

*Section 4108(5)*





# Effective Use of Technology



# EFFECTIVE USE OF TECHNOLOGY

- The third purpose of the SSAE program 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.

*Section 4106(e)(1)(D)*

- A Special Rule states that no more than 15% 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.

*Section 4109(b)*



# 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.

*Section 4109(a)*



# 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.

*Section 4109(a)*





# 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.



# Q&A

**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% 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% 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% of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

*section 4109(b)*



# RESOURCES & NEXT STEPS

Download the SSAE Grants Non-Regulatory Guidance

<http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

View the Title IV-A Webinar Series

<https://safesupportivelearning.ed.gov>

If you have questions about the SSAE program

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