



# 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>

## Download Copy of Today's Presentation

Go to: <https://safesupportivelearning.ed.gov/events/webinar/essa-title-iv-part-role-state-educational-agencies-local-application-requirements-and>

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

[OESE.OSHS.Title.IV-A@ed.gov](mailto:OESE.OSHS.Title.IV-A@ed.gov)



# **ROLES, RESPONSIBILITIES AND ADMINISTRATION of 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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## Webinar Logistics

- This is a “Listen-Only” online event.
- The Webinar recording and slides will be emailed to registrants and posted online within a week after today’s event.
- If you are having any audio problems or other technical issues, please let us know by emailing [ncssle@air.org](mailto:ncssle@air.org) or calling 1-800-258-8413.





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

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

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





## Polling Question

### 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





# Introduction

Paul Kesner



## Today's Agenda

### **Introduction**

Paul Kesner, Group Leader, Safe Supportive Schools, OSHS

### **Background and Purpose of SSAE**

Christine Pinckney, State Team Coordinator, OSHS

### **Responsibility and Roles of SEAs**

Hamed Negron-Perez, State Team Coordinator, OSHS

### **Responsibility and Roles of LEAs**

Nicole White, State Team Coordinator, OSHS

### **Leveraging Resources**

Carlette KyserPegram, State Team Coordinator, OSHS





# Background and Purpose of SSAE

Christine Pinckney



## Introduction

- The Every Student Succeeds Act (ESSA) was signed 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 on SSAE

- Non-regulatory guidance is available at:  
<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>
- 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.
- 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.





## Role of OSHS in Administering SSAE

- Receive and review State plans.
- Monitor and provide technical assistance to SEAs.





## 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.





# Responsibility and Roles of SEAs

Hamed Negron-Perez



## 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.

(Section 4104(a) of the ESEA)





## 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 State Educational Agency (continued)

- 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*





## State Educational Agency Plans (continued)

A SEA has the option to submit to the Secretary a consolidated State plan covering multiple ESEA programs including the SSAE program (see Section 8302 of the ESEA) OR to submit an individual SSAE plan.





# Responsibility and Roles of LEAs

Nicole White



## Local Application Requirements: Overview

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





## Local Application Requirements: Overview (continued)

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





## Local Application Requirements: Comprehensive Needs Assessment

### LEAs Receiving \$30,000 or More

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.

(section 4106(d) of the ESEA)





## Local Application Requirements: Comprehensive Needs Assessment

### 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).





## Funding Allocations – 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) 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.

(section 4106(e)(2)(C)-(E) of the ESEA)





## Q/A on Fund Allocations Within a Consortium

**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.





## Q/A on LEA Distribution of Funds

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

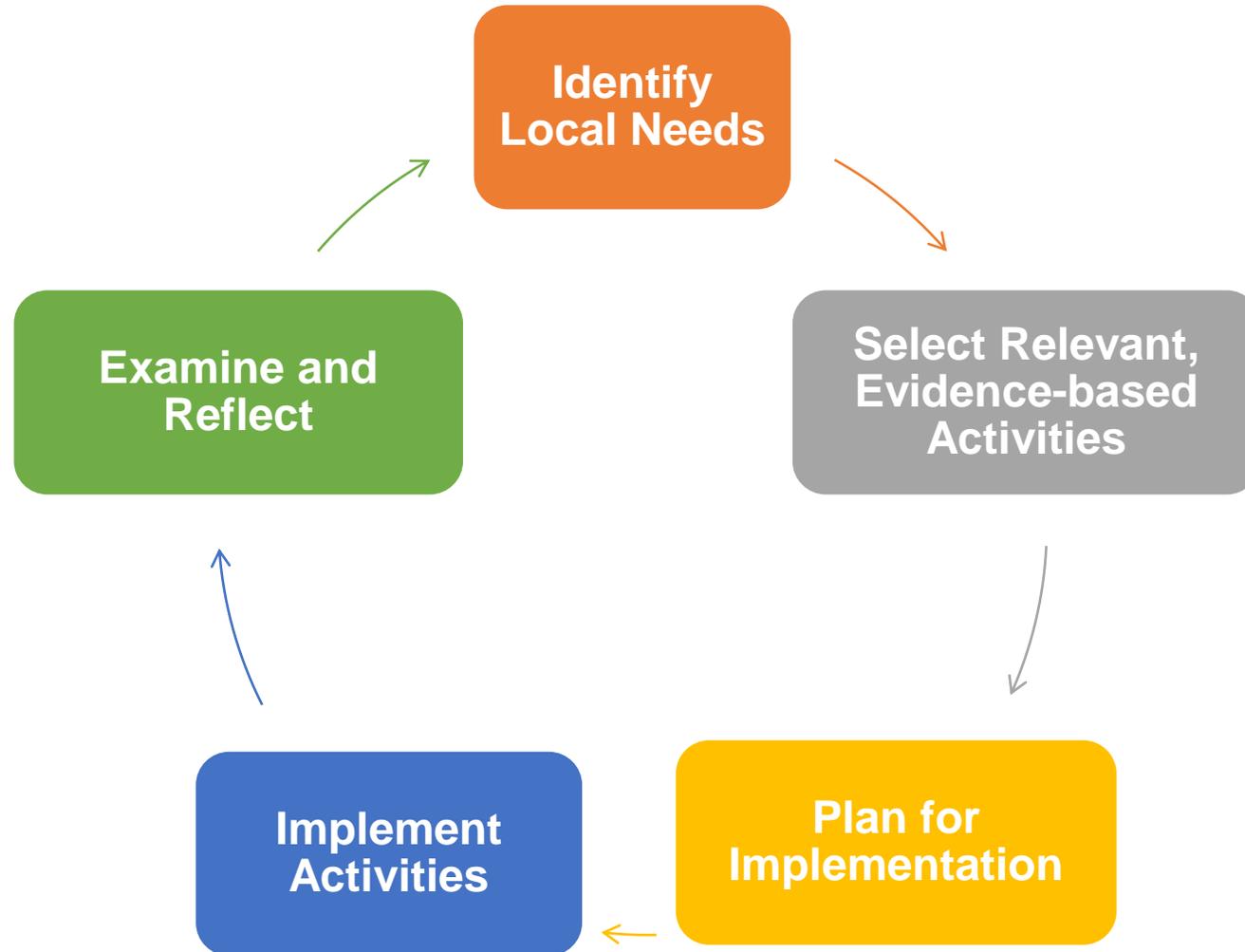
**Answer:** An LEA is not required to distribute SSAE program funds to each of its schools.

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 SSAE Program Activities





# Implementing Effective SSAE Program Activities

## IDENTIFY LOCAL NEEDS

- Conducting the needs assessment is not only an important aspect of the SSAE program, it is required for those LEAs receiving more than \$30,000.
- The needs assessment must be comprehensive and examine areas related to students' access to effective program activities.
- LEAs must engage in a meaningful discussion with a broad range of stakeholders.





## Q/A on Needs Assessment

**Question:** What tools and data may be available for an LEA to use in its comprehensive needs assessment and to help in choosing evidence-based programs and practices?

**Answer:** The Department does not require or endorse any specific tools.

The Non-Regulatory Guidance includes a list of resources and examples that LEAs might find helpful in conducting a needs assessment and choosing programs and practices.





## Q/A on Needs Assessment

**Question:** What if no evidence of effectiveness is available for an activity to address an identified need?

**Answer:** If there is no evidence of effectiveness for an activity to address an identified need, an LEA should use a logic model to demonstrate a rationale for why an activity will address the need.

The logic model should use prior research or data from performance monitoring to provide support that the activity is likely to improve the relevant outcome.





## Implementing Effective SSAE Program Activities

### SELECT RELEVANT, EVIDENCE-BASED ACTIVITIES

- The evidence-based activities should address identified needs.
- The district should have the capacity to implement the activity or intervention.
- Does the potential outcome of the activity justify its costs?
- How will the selected evidence-based program or activity be sustained over time?





# Implementing Effective SSAE Program Activities

## PLAN FOR IMPLEMENTATION

An implementation plan, developed with input from stakeholders, allows LEAs and schools a chance for successful implementation. Successful plans contain several essential components:

- A logic model
- Well-defined, measurable goals
- Clearly outlined roles and responsibilities
- Identified resources
- A process to monitor implementation
- An outreach strategy





# Implementing Effective SSAE Program Activities

## IMPLEMENT ACTIVITIES

- Is the plan being implemented with fidelity?
- Are there mid-course adjustments to improve implementation?
- Do resources need to be realigned or timelines adjusted?
- What are barriers to successful implementation?





## Implementing Effective SSAE Program Activities

### EXAMINE AND REFLECT

- What are reasonable expectations of success at the beginning, middle, and end of an activity or intervention?
- How should success be measured?
- Is performance data sufficient or is a more rigorous evaluation needed?
- What interim progress or performance milestones should be collected?





# Leveraging Resources

Carlette KyserPegram



## Leveraging Federal, State, and Local Resources

Under the law, SEAs must review existing resources and programs across the State and coordinate any new plans and resources under the SSAE program with existing resources and programs. (*ESEA* section 4103(c)(2)(C)(i)).

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.





## Leveraging Federal, State and Local Resources (continued)

At the local level, schools may use other ESEA program funds to coordinate and support complementary services.

The SSAE grant can also be used in conjunction with other titles within ESEA to support specific interventions, activities, or services.

SEAs, LEAs, and schools may partner with local or state organizations (i.e. nonprofits, institutions of higher education (IHEs), museums, and community organizations) to offer programs and services to students.





## Leveraging Federal, State and Local Resources (continued)

Additionally, LEAs may consider leveraging other federal resources such as AmeriCorps funds by partnering with grantees that provide similar programs or services in low-income schools and communities.

LEAs may also consider applying for funds in consortium to implement programs across districts. Working together, LEAs may be able to more efficiently deliver services through economies of scale that enable them to serve more students at lower cost and reduce administrative overhead.





## Q/A on Availability of Funds

**Question:** When will the SSAE funds be available to States and LEAs?

**Answer:** If there is an FY17 appropriation, ED will make awards to SEAs by September 30, 2017. Each SEA determines the application and approval process for dissemination of funds to the LEAs.





## Q/A on Leveraging Federal, State and Local Resources

**Question:** Since it is likely that states will not receive Title IV, Part A amounts under (sic) 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 IV, Part A 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.





## Q/A on Leveraging Federal, State and Local Resources (continued)

### *As of today:*

We know how much funding is authorized in the program statute: \$1.65 billion.

We are operating under a continuing resolution through April 2017.

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





# Wrap Up

Paul Kesner



## Your Questions?

***Please submit your  
questions by emailing  
[OESE.OSHS.Title.IV-A@ed.gov](mailto:OESE.OSHS.Title.IV-A@ed.gov)***





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

### Next Webinar

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

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

**For more information and to register, go to**

**<https://safesupportivelearning.ed.gov/events/webinar/essa-title-iv-part-allowable-activities-support-well-rounded-educational>**.





## Thank you for participating in today's webinar!

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