Every Student Succeeds Act (ESSA)

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-allowable-activities-support-well-rounded-educational

If you have questions about the SSAE program during or after today's webinar, please submit to:
OESE.OSHS.TITLE.IV-A@ed.gov

Every Student Succeeds Act (ESSA)

U.S. Department of Education
Non-Regulatory Guidance

Student Support and Academic Enrichment (SSAE) Grants

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

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

Webinar Logistics

- This is a “Listen-Only” online event.

- If you are having any audio problems or other technical issues, please let us know by emailing ncssle@air.org or calling 1-800-258-8413.

- The Webinar recording and slides will be emailed to registrants and posted online within a week after today’s event.

Every Student Succeeds Act (ESSA)

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

Archived Webinars

- **Thursday, January 12, 2017 at 2PM Eastern:**
  Overview of the Department of Education Non-Regulatory Guidance: Student Support and Academic Enrichment (SSAE) Grants
  https://safesupportivelearning.ed.gov/events/webinar/overview-department-education-non-regulatory-guidance-student-support-and-academic

- **Thursday, January 26, 2017 at 2PM Eastern:**
  Role of State Educational Agencies; Local Application Requirements; and Implementing Effective SSAE Program Activities
  https://safesupportivelearning.ed.gov/events/webinar/essa-title-iv-part-role-state-educational-agencies-local-application-requirements-and

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

Introduction

Norris Dickard, Group Leader, Office of Safe and Healthy Students (OSHS)

Today's Agenda

1.Introduction

Norris Dickard, Group Leader, Office of Safe and Healthy Students (OSHS)

2. Well-Rounded Educational Opportunities

Eve Birge and Ivonne Jaime, Well-Rounded Educational Opportunities Unit, OSHS

3. Safe and Healthy Students

Bryan Williams and Loretta McDaniel, Safe and Healthy Students Unit, OSHS

4. Effective Use of Technology

Madeline Sullivan and Peter Eldridge, Effective Use of Technology Unit, OSHS

5. Wrap-up and Q & A

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

Background

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

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.

Non-Regulatory Guidance on SSAE

- 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.

Reminder about the Allowable Activities in the Guidance

Examples of allowable SSAE Program Activities listed in the Guidance and in the presentations 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.

Statutory Definitions

It is important to note that some terms related to the SSAE program are defined in the statute, including:

- Blended Learning
- Controlled Substance
- Drug
- Drug and Violence Prevention
- Dual or Concurrent Enrollment Program
- Evidence-Based
- Mentoring
- Pay for Success Initiative
- School-Based Mental Health Services Provider
- Stem-Focused Specialty School
- Technology
- Universal Design for Learning
- Well-Rounded Education

(Sections 4102 and 8101 of the ESEA, as amended by ESSA)

Prohibitions in ESEA, Title IV, Part A

- No funds under this title may be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.
- No child shall be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of—
  - receiving an evaluation or other service described under this title;
  - attending a school receiving assistance under this title.

(Sec. 4001(b) and (c) of the ESEA, as amended by ESSA)

Prohibitions in ESEA, Title VIII

No ESEA funds may be used—

- for construction, renovation, or repair of any school facility, except as authorized under this Act;
- for transportation unless otherwise authorized under this Act;
- to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- to operate a program of contraceptive distribution in schools.

(Section 8526 of the ESEA, as amended by ESSA)

Other Requirements Related to Allowable Activities

- Comprehensive needs assessment
- Application assurances
  - Use of funds
  - Prioritizing the distribution of funds to schools
- Stakeholder engagement
- Supplement not supplant provisions
- Federal civil rights laws

Q & A on LEA Funding Across Content Areas

Question: Is an individual LEA that receives an allocation of less than $30,000 in SSAE program funds required to use a certain percentage of funds for each of the three content areas?

Answer: No. ESEA Section 4106(f) allows an individual LEA receiving an allocation of less than $30,000 to use funds for only one of the three content areas in the SSAE program. Such an LEA may also use a percentage of the allocated funds in the other two content areas, but it is not required to do so.

Transferability – for LEAs and SEAs

An LEA may transfer to certain other programs its SSAE funds regardless of the size of the allocation received, consistent with the transferability provisions in ESEA Section 5103(b), and as explained in the guidance below. Funds may also be transferred to the SSAE program from other programs. Similar rules apply to **SEAs**, which may also transfer funds.

ED's (Nov. 2016) *Fiscal Changes and Equitable Services Guidance* (https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf)

Q & A on Equitable Services

Question: The Title IV Part A guidance mentions equitable services. Does this apply to the program and, if so, how do you calculate the share?

Answer: LEAs are required to provide equitable services for private school students and teachers under the SSAE program. Consistent with equitable services requirements in ESEA, expenditures for equitable services be equal to expenditures for the public school program, taking into account the number and educational needs of the children to be served. As discussed in ED guidance on this issue, many LEAs calculate equal expenditures based on relative enrollment of private and public school students; however, LEAs may consider other factors in addition to enrollment.

Just as a reminder, the LEA must always maintain control of SSAE program funds as well as title to all materials, equipment, and property purchased with federal funds (section 8501(d) of the ESEA).

ED's (Nov. 2016) *Fiscal Changes and Equitable Services Guidance*
(https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf)

Uniform Guidance: Cost Principles

Under 2 CFR 200.403 the Uniform Guidance cost principles apply to the use of SSAE program funds, including the standards below:

- Necessary and reasonable
- Allowable
- Allocable to the program
- Adequately documented

More detailed information is available at:
https://www2.ed.gov/policy/fund/guid/uniform-guidance/cost-principles.html

Every Student Succeeds Act (ESSA)

Well-Rounded Educational Opportunities

Eve Birge and Ivonne Jaime, Well-Rounded Educational Opportunities Unit, OSHS

Purpose

The first purpose of the SSAE program is to provide all students with access to a well-rounded education.

<u>Well-rounded education</u> means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Benefits of Well-Rounded Educational Opportunities

- 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. For example, research has found that:
  - **Students are better able to understand a text when they have had exposure to the knowledge and experiences referenced in that text.**
  - **Children think creatively and develop language skills in other languages when exposed to the arts.**

Note: For more information and supporting citations, see the SSAE Non-Regulatory Guidance.

Stakeholder Engagement

During design and development of its application, an LEA or consortium must engage with stakeholders in the area served by the LEA. Such stakeholders **must** include, but are not limited to:

- 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

Allowable Activities for Well-Rounded Educational Opportunities

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

- College and career guidance and counseling programs
- Music and the arts
- Science, technology, engineering, and mathematics, including computer science (STEM)
- Accelerated learning programs
- Foreign language instruction
- Environmental education
- Volunteerism and community involvement
- Programs and activities that integrate multiple disciplines
- Other programs that support well-rounded education experiences

Allowable Activities for Well-Rounded Educational Opportunities

STEM—Activities may include:

- Increasing access for groups of underrepresented students to high-quality courses;
- Supporting participation in nonprofit competitions (e.g., robotics, science research, math competitions, etc.);
- Providing students with hands-on learning and exposure to STEM to enhance the student's understanding of STEM subjects; and
- Integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education.

Allowable Activities for Well-Rounded Educational Opportunities, continued

Accelerated Learning Programs—Activities may include:

- Reimbursing low-income students to cover all or part of the costs of Advance Placement (AP), International Baccalaureate (IB), or other accelerated learning program examination.
- Increasing the availability of, and enrollment in AP or IB programs, dual or concurrent enrollment programs, early college high schools, and other accelerated learning options.

Q & A on Accelerated Learning Examinations

Question: May an **LEA** use funds to pay for accelerated learning examinations taken by low-income students?

Answer: Yes. Consistent with section 4107(a)(3)(D)(i), an LEA may use funds to reimburse the costs of accelerated learning examinations for low-income students. Under the **special rule** in section 4107(b) of the ESEA, an LEA may use FY 2017 funds to cover part or all of the fees for AP, IB, or other accelerated learning examinations taken by low-income students in both the 2016-2017 school year and 2017-2018 school year.

Q & A on Accelerated Learning Examinations

Question: May an **SEA** use funds to pay for accelerated learning examinations taken by low-income students?

Answer: Yes. Consistent with section 4104(b)(3)(A)(ii), a State may also use funds not reserved for LEA subgrants or State administrative costs to reimburse the costs of accelerated learning examinations for low-income students. Under the **special rule** in section 4104(c), a State may similarly use funds to pay for accelerated learning examinations taken by low-income students in the 2016-2017 school year and 2017-2018 school year.

Distribution of State Funds

Not less than 95% of allotment reserved for LEA subgrants

Not more than 1% of allotment for administrative costs

Remaining funds for state activities, including costs of accelerated learning examinations for low income students

Resources

- A Comparison of the College Outcomes of AP and Dual Enrollment Students

  http://research.collegeboard.org/sites/default/files/publications/2015/10/a-comparison-of-the-college-outcomes-of-ap-and-dual-enrollment-students.pdf.pdf

- Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics

  National Research Council on Highly Successful Science Programs in K-12 Science Education

- President's Council of Advisors on Science and Technology (PCAST)

  https://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stem-ed-final.pdf

Every Student Succeeds Act (ESSA)

Safe and Healthy Students

Bryan Williams and Loretta McDaniel, Safe and Healthy Students Unit, OSHS

Purpose

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:

1. Are coordinated with other schools and community-based services and programs;
2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
3. Promote the involvement of parents in the activity or program;
4. 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
5. May include a wide variety of programs and activities.

Allowable Activities to Support Safe and Healthy Students

Authorized activities under Safe and Healthy Students may be categorized by topic into three areas:

- Safe and Supportive Schools
- Student Physical and Mental Health
- Cross-Cutting Activities

Allowable Activities to Support 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, including:

- 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 & promoting supportive school discipline
- Suicide prevention

Allowable Activities to Support Student Physical and Mental Health

Schools that support the physical and mental health of their students increase the likelihood of students' academic success. Allowable activities include:

- 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

Q & A on Health Services

Question: What health services are part of the SSAE program?

Answer: Section 4108(5)(C)(ii) allows SSAE funds to be used for programs that support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities, and programs that may address chronic disease management.

Note: LEAs must comply with the prohibitions, as applicable, in Sections 4001 and 8526 and discussed in the introduction to this webinar.

Allowable Cross-Cutting Activities

The SSAE program presents an opportunity for LEAs and schools to promote safe, healthy, and affirming school environments that are inclusive of all students. Some examples are:

- Mentoring and School Counseling
- Schoolwide Positive Behavioral Interventions and Supports
- Pay for Success Initiatives

Resources

Safe and Supportive Schools

The National Center on Safe Supportive Learning Environments

http://safesupportivelearning.ed.gov

Student Physical and Mental Health

Center for School Mental Health

http://csmh.umaryland.edu/index.html

Cross-Cutting Activities

National Technical Assistance Center on Positive Behavioral Interventions and Supports

www.pbis.org

Every Student Succeeds Act (ESSA)

Effective Use of Technology

Madeline Sullivan and Peter Eldridge, Effective Use of Technology Unit, OSHS

Purpose

The third purpose of the SSAE Grants is supporting the effective use of technology.

SSAE grants are intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Benefits of Effective Use of Technology

When carefully designed and thoughtfully applied, technology can:

- Amplify and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy learning environments, and enable well-rounded educational opportunities;
- Expand group opportunities for all students; and
- Afford historically disadvantaged students greater equity of access to high-quality learning materials, experts, and personalized learning.

Allowable Activities to Support the 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.

Allowable Activities to Support the Effective Use of Technology, continued

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.

Meeting the Needs of Students with Disabilities

- 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 SSAE funds are used to provide 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 on Braiding Technology Funding

Question: Can Title IV and Title II funds be braided to provide ongoing professional development to help educators learn how to use technology to increase the engagement of English Learner (EL) students? Can students and parents participate in the training with the teachers as they learn together as a community of learners?

Answer: SSAE program funds may be used along with other program funds to support professional development for educators to learn how to better use technology to increase the engagement of English learner (EL) students. Students and parents can participate in this training.

NOTE: For more information about how funds across the ESEA may be used to support technology, please see: https://tech.ed.gov/files/2017/01/2017.1.18-Tech-Federal-Funds-Final-V4.pdf.

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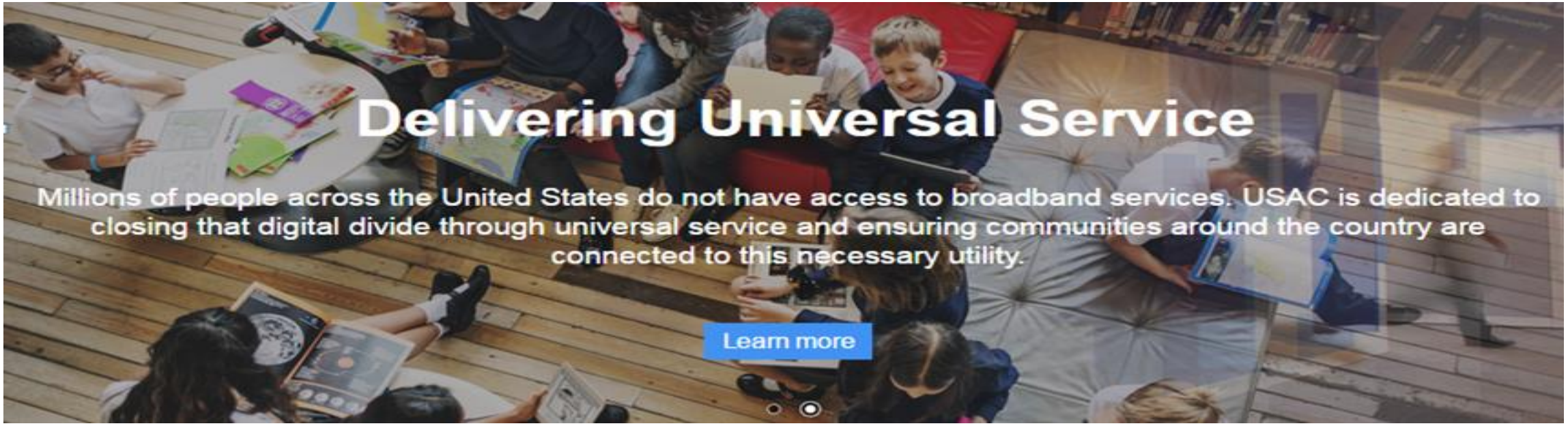
Coordinating and Leveraging Other Funds

- In order to maximize the use of SSAE funds in all three content areas, SEAs, LEAs, and schools may partner with organizations such as nonprofits, museums, and IHEs.

- At the local level schools may use other ESEA funds to coordinate and strengthen complimentary services.

E-Rate Schools and Libraries Program



http://www.usac.org/sl

ESEA Section 4107(b) Special Rule

The statute states that LEAs may not use more than 15 percent for purchasing technology infrastructure as described in section 4109(a)(2)(B) which states: "purchasing devices, equipment, and software applications to address readiness shortfalls" and in section 4109(a)(4)(A) which states: "blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases."

Q & A on the Educational Technology Special Rule

Question: For the Sec. 4109(b) Special Rule, is the 15 percent based on the entire allocation or do we take into consideration the set-aside requirements for well-rounded opportunities and supporting safe and healthy student activities?

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)."

Internet Safety Provisions

- There is a Section 4121 requirement around internet safety that LEAs using funds in the educational technology category should be aware of.

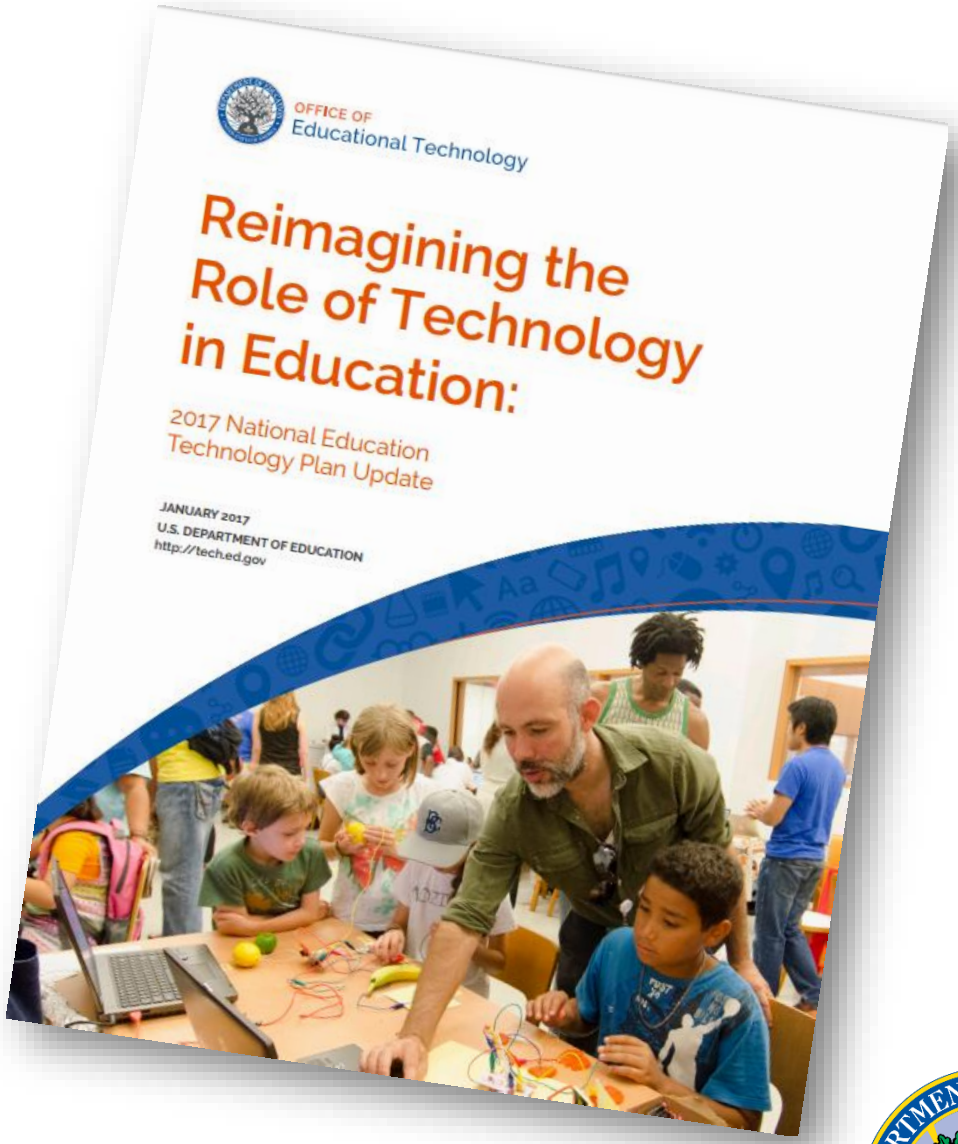
- No funds made available under Title IV, Part A to an LEA for an elementary or secondary school that does not receive E-Rate funds may used to purchase computers used to access the Internet, or to pay direct costs associated with accessing the Internet, for such a school unless the school, school board, LEA, or other authority responsible for administration of such school that has in place a policy of Internet safety as outlined in ESEA Section 4121.

NOTE: These provisions are virtually identical to the internet safety provisions under No Child Left Behind (the ESEA before it was amended by ESSA).

Resource

- The National Education Technology Plan – 2017 Update

  https://tech.ed.gov/netp/



Wrap-Up and Q & A

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

Your Questions?

Please submit your additonal questions by emailing
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Thank you for participating in today's webinar!

- A link to a recording of today's session and slides will be available on the National Center on Safe Supportive Learning Environment (NCSSLE) Website at https://safesupportivelearning.ed.gov/events/webinar/essa-title-iv-part-allowable-activities-support-well-rounded-educational.
- We will also email the slides to those who registered.
- If you have questions about access to today's materials or future webinars, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.
- If you have SSAE program questions, please email OESE.OSHS.TITLE.IV-A@ed.gov.

Feedback on Today's Webinar

Please provide us with your feedback about today's webinar.