



## **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





## Download the SSAE Grants Non-Regulatory Guidance

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

**If you have questions about the SSAE program please submit to:**

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





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

- **Thursday, January 12, 2017 at 2PM Eastern:**  
*Overview of Student Support and Academic Enrichment (SSAE) Grants*
- **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.*





# 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.





Intended to increase capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to:

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

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





## Leveraging Federal, State, and Local Resources

- 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.





## Program Requirements: Supplement, Not Supplant

- SEAs and LEAs should be mindful that SSAE program funds may be used only to supplement, 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.





## 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.





## 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:

<ul style="list-style-type: none"><li>• Parents</li><li>• Teachers</li><li>• Principals</li><li>• Students</li><li>• School leaders</li></ul>	<ul style="list-style-type: none"><li>• Charter school teachers, principals, and other school leaders, when applicable</li><li>• Specialized instructional support personnel</li><li>• Indian tribes or tribal organizations, when applicable</li></ul>	<ul style="list-style-type: none"><li>• Local government representatives</li><li>• Others with relevant and demonstrated expertise</li><li>• Community-based organizations</li></ul>
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## 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.





## 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.





## 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





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 allowable activities 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





## 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.





## Questions?

***Please submit your  
questions by emailing***  
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**For more information and to register, go to**  
<https://safesupportivelearning.ed.gov/resources/essa-title-iv-part-A-SSAE-non-regulatory-guidance-webinar-series>.





# Thank you for participating in our session today!

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<https://www.surveymonkey.com/r/SSAEG>

