



Non-Regulatory Guidance
*Student Support and Academic
Enrichment Grants*

The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this non-regulatory guidance document. This guidance contains examples of, adaptations of, and links to resources created and maintained by other public and

improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and

Table 1. Overview of Examples of Allowable SSAE Uses of Funds*

Overview of Allowable SSAE Program Activities	
Well-Rounded	

assessment are located in the “Implementing

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.

Supplement not Supplant Requirement

In considering how to use SSAE program funds, SEAs and LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non--

allocation, an SEA must submit a plan to the Secretary of Education that, if submitted individually for the SSAE program,⁹ must include the in *ESEA* sections 4103(c)(2)(A)-(C).

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, including public reporting on how LEAs are using the funds and the degree to which LEAs have made progress towards meeting identified objectives and outcomes. (*ESEA* section 4104(a)(1) and (2)). SEAs award SSAE subgrants to LEAs by formula¹⁰ in the same proportion as to the LEAs' prior year's *Title I*, Part A allocations. (*ESEA* section 4105(a)(1)). 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; identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of the program; and otherwise supporting LEAs in carrying out activities in the three SSAE program content areas. (*ESEA* section 4104(a)(3)).

SEAs are also responsible for developing the application that LEAs must submit to receive their funds from the State. At a minimum, the application must contain the elements described in the "Local Application Requirements" section of this guidance, and may include such other information as the SEA may reasonably require. (*ESEA* section 4106(a)(1)). An SEA may wish to consider how the local application for funding may promote strategies to maximize the impact of the SSAE program.

(ESEA section 4106(e)(2)(C)-(E)).

- x Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).¹³
- x Complete an annual State report regarding how funds for the SSAE program are being used. (ESEA section 4106(e)(2)(F)).

Key Questions

- 1) May an LEA use a single activity to address more than one of the ~~app~~lication)(

addition, LEAs may find it particularly helpful to include such partners in the needs assessment process.

3) If LEAs apply for

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

- 7) Do the application assurances regarding use of funds in the three main content areas apply to the schools to which an LEA distributes funds?

No. The application assurances regarding use of funds in the three SSAE program content areas apply at the LEA level. These assurances serve to establish minimum expenditure requirements (i.e., not less than 20 percent of funds for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion for activities to support the effective use of technology) that an LEA must meet with respect to its entire allocation. In meeting these requirements, an LEA has flexibility in determining the amount of funds to distribute to a school and for which activities, provided its determinations are consistent with its needs assessment and school prioritization. An LEA might, for example, use 20 percent of its funds for an arts program in only two of its elementary schools and use 40 percent of its funds for a district-wide school climate program, consistent with its assurance to prioritize schools most in need.

- 8) In the case of a consortium of LEAs, do the application assurances regarding use of funds in the three content areas apply to the consortium as a whole or to each member LEA?

The application assurances regarding use of funds apply to the consortium as a whole, i.e. each LEA in a consortium is not required to meet the expenditure requirements individually with respect to its allocation. Thus, a consortium may, for example, spend less than 20 percent of a single member LEA's allocation of SSAE program funds for activities to support well-rounded educational opportunities in that LEA, provided the consortium spends at least 20 percent of its aggregate funds for those activities.

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IMPLEMENTING EFFECTIVE SSAE PROGRAM ACTIVITIES

While LEAs must comply with local application requirements as outlined 100-18(e)4MC /P <</MCID 9 >>BD

safe and healthy environment for students, and effective use of technology. (*ESEA* section 4106(d)). LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years.¹⁴ As noted in the “Local Application Requirements” section, when embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of

- ¾ Does the district have the capacity to implement this activity or intervention, (time, people, money)? If not, would additional staff development help, or should an alternative activity be considered?*
- ¾ Does the potential outcome of an activity or intervention justify its costs, or are there other activities that would be a more cost-effective way to address identified needs?*
- ¾ How will the selected activity be sustained over time (e.g., are ongoing funding sources available)?*

Plan for Implementation

An implementation plan, developed with input from stakeholders, sets up LEAs and schools for successful implementation (see here for an example of a Department-funded implementation planning and monitoring tool). Such plans typically include the following components:

- 9 A logic model, which demonstrates a theory of action by visually connecting the activity to expected outcomes that are stated as well-defined and measurable goals and clarifies how the activity

Science, technology, engineering, and mathematics (ESEA section 4107(a)(3)(C)). An LEA may use funds for programming and activities to improve instruction and student engagement in STEM subjects. STEM activities may include: increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming); providing students hands-on learning and exposure to STEM, including through field-based and service learning; supporting the creation and enhancement of STEM-focused specialty schools; facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM instruction in those programs; and integrating other academic subjects such as the arts into STEM curricula. In a high-quality STEM opportunity, STEM skills and content knowledge are integrated and opport 5b, STEM

where the student body is 80 percent Hispanic and more than 90 percent are eligible for free and reduced-price lunch, the arts are a critical component of the school's vision for success. In the initial data collected for the Boston Public Schools Arts Expansion initiative, Otis Elementary was providing some visual arts and music but wanted to ensure access for all students and provide additional arts disciplines. Through the Arts Expansion Initiative, in 2011 the school began adding arts disciplines by engaging in partnerships and hiring additional arts teachers. Arts integration collaborations between arts specialists and classroom teachers focused on making content connections across the curriculum. Partnerships with local arts institutions broadened students' artistic horizons and deepened their learning. A number of indicators have improved at the school, which could possibly be attributed to the arts expansion initiative. In the 2015-16 Student Climate Survey, Otis Elementary outscored other elementary schools in six of seven indicators and had a 94.8 percent attendance rate in 2014-15. Since its arts expansion, student proficiencies on the Massachusetts Comprehensive Assessment System in English language arts and mathematics have increased, and the school has moved from tier 3 to tier 2 in the district accountability and assistance levels.

Foreign language instruction (ESEA section 4107(a)(3)(F)). An LEA may use funds to support instruction in foreign languages, which is essential for students to fully participate in today's global economy and increasingly diverse communities. The American Council on the Teaching of Foreign Languages finds that language learning can support academic achievement, provide cognitive benefits, and positively affect attitudes and beliefs about language and other cultures.²³

Accelerated learning programs (ESEA section 4107(a)(3)(D)). An LEA may use funds for efforts to raise student academic achievement through accelerated learning programs, including by: reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program examinations;()]]TJw ()Tj 0.02 Tc - (,)Tj 0.26 0 Td ()1(9)-2(n)-20(a)-16(t)-62(i

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According to the *Indicators of School Crime and Safety 2015*³¹ report, schools have made significant progress toward improving school safety and on many measures schools are safer than they have ever been. However, significant challenges still remain:

- In 2014, about 33 out of every 1,000 students ages 12-18 reported being the victim of a non-fatal crime at school. This was down from 85 students out of 1,000 in 2000.³²
- The percentage of students who reported being bullied was still significant but lower in 2013 (22 percent) in comparison to every prior survey year (28 percent in 2005, 2009, and 2011 and 32 percent in 2007).³³
- Twenty-two percent of students in grades 9–12 in 2013 reported that illegal drugs were made available to them on school property.³⁴
- The percentage of public schools reporting student sexual harassment of other students at least once a week was lower in 2013-2014 (1.4 percent) than prior

children ages 8 to 15 had a diagnosable mental disorder in a given year.⁴⁰ In summarizing studies on the relationship between children's emotional distress and academic achievement, researchers found that students with frequent feelings of internalized distress (such as sadness, anxiety, or depression) showed diminished academic functioning and those with externalized distress (such as anger,

Generally, the SSAE program funds may be used under section 4108 for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff. As indicated in Table 2, the authorized LEA activities in section 4108 may be categorized by topic as: 1) Safe and supportive learning environments; and 2) Student physical and mental health, including substance abuse prevention. Three of the authorized activities--mentoring and school counseling, schoolwide positive behavioral interventions, and pay for success initiatives--are cross-cutting and are applicable to both topics.

Table 2. Overview of Authorized Topics Under Section 4108 of the ESEA*

Safe and Supportive Schools	Student Physical and Mental Health
<ul style="list-style-type: none"> x Preventing Bullying and Harassment x Relationship-Building Skills x School Dropout Prevention x Re-Entry Programs and Transition Services for Justice Involved Youth x School Readiness and Academic Success x Ch2.238(1)(d) 1)(3.548 02.643 (E S b 	

Safe and Supportive Learning Environments. As noted in Table 2, section 4108 of the *ESSA* provides LEAs with numerous options

one or more forms of trauma,

are most needed. The project director recently received the California Association of School Psychologists 2015-2016 Outstanding School Psychologist of the Year Award.

Cross-cutting. Also as noted in Table 3, section 4108 supports programs, activities, and professional development and training activities that are cross-cutting in nature and that can positively impact both safe and supportive learning environments as well as physical and mental health. For example, the SSAE program presents an opportunity for LEAs and schools

(ESD) specially trained staff to provide comprehensive support and case management for youth transitioning out of juvenile detention centers. The program helps youth overcome barriers to return successfully to school; and facilitates school coordination activities for youth returning to or reengaging in school. The challenges these youth face call for a coordinated, collaborative, and multifaceted intervention. EAs are tasked with facilitating this challenging transition process using a multi-tiered, public health model. This model enables the effective management of student caseloads by identifying three tiers of services distinguished by their intensity and students' needs. EAs use State-level educational data to assess and monitor students' progress.

In School Year 2014-2015, ESD 112 released an EA evaluation report (Maiké & Nixon, 2015) summarizing the process and outcome of the EA program in Vancouver, Washington serving 78 youth between the ages of 15 and 17. The report showed that enrollment in the EA program was associated with improved academic outcomes and lower rates of recidivism. Prior to receiving EA services, 53 percent of youth participants (those with available academic data) failed to pass any classes; at follow-up, 73 percent of these students had passed at least one class during the most recent grading period. In terms of school engagement, of the 40 youth who transitioned back into secondary education, 73 percent continued to remain enrolled in school 90 days post re-entry. Among the 78 youth receiving EA services, 91 percent did not re-offend during their enrollment in the program.

To assist LEAs and SEAs in improving their reentry strategies, ED recently released a [Reentry Education Tool Kit](#). The guide is designed to help education providers and their partners create a reentry education continuum in their communities.⁴⁸

Activities to Support the Effective Use of Technology

In addition to supporting a well-rounded education and safe and healthy schools, a portion of the SSAE program funds, if \$30,000 or greater, must be used for increasing effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students.

When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities. Technology can expand growth opportunities for all students while affording historically disadvantaged students greater equity of access to high-quality learning materials, field experts, personalized learning, and tools for planning for future education. Such opportunities can also support increased capacity for educators to create blended learning opportunities for their students, rethinking when, where, and how students complete different components of a learning experience. However, for technology to be truly transformative,

⁴⁸ RTI International. (n.d.) Reentry Education Tool Kit. Accessed from <http://lincs.ed.gov/reentryed/>.

at state-level STEM competitions, that otherwise would have been impossible with traditional resources. Williamsfield also attributes its status of 21st most improved district in Illinois from 2014 to 2015 to its shift to using openly licensed educational resources.

Implement blended learning strategies (ESEA section 4109(a)(4)). These strategies include a formal education program

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*After the initial successful pilot with 49 teachers, an additional 151 faculty members elected to earn a micro-credential on personalized learning.*⁵⁴

The SSAE program funds can also be used to help educators learn how to use technology to increase the engagement of English learner (EL) students and communication with parents and care.

- 2) Can the SSAE program funds be used to develop and implement emergency operations plans?

Yes. Any activity that fosters safe, healthy, supportive, and drug-free environments that supports student academic achievement, including the development and implementation of an emergency operations plan, is allowable under section 4108.

- 3) Pay for Success initiatives are an allowable activity under the SSAE program. What is a Pay for Success initiative?

ESEA section 8101(40) defines "pay for success initiative" as a performance-based grant,

students. The flexibility of the SSAE program funds allows educators to tailor investments based on the needs of their unique student populations.

While strong literacy and math skills are essential for success in college, careers, and life, designing an education system that solely focuses on the demonstration of proficiency in these areas will never be sufficient for developing well-rounded and engaged students. A well-rounded education allows students to develop skills and knowledge in a wide range of subjects, becoming expert and passionate about a few, and confident in their quest for more. A safe and healthy school that addresses the social and emotional well-being of their adults and students is also part of a well-rounded education. Furthermore, a well-rounded education is enhanced through the incorporation of educational technology to improve student outcomes. With the passage of *ESSA* there is

APPENDIX

RESOURCES AND TOOLS BY SUBJECT AREA

The following resources and tools are provided for the reader's reference . There are many examples that educators, parents, advocates, administrators, and other concerned parties may find helpful, and use at their discretion, with respect to implementing Title IV, Part A of the ESEA. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items and examples does 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.

Well-Rounded Educational Opportunities

Advanced Placement and Dual Enrollment

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>)

A report on the college outcomes of AP and dual enrollment students suggests that educators are increasingly focused on ensuring that students experience a rigorous curriculum in high school and graduate college and career ready. One way of introducing rigorous course work is to have students take college-level work, often in the form of either an AP course and exam or a dual enrollment course. The results indicated that AP students who obtained at least one score who

Schools program and past awardees may be found
at: <http://www2.ed.gov/programs/green-ribbon-schools/awards.html>.

Federal Arts Education Research Reports

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies (2012) (<https://www.arts.gov/publications/arts-and-achievement-risk-youth-findings-four-longitudinal-studies>)

Foreign Languages

What the Research Shows, produced by the American Council on the Teaching of Foreign Languages (ACTFL) (<http://www.actfl.org/advocacy/what-the-research-shows>), provides links to studies that show some of the benefits associated with learning foreign languages.

Need Indicators for Foreign Language. A tool from ACTFL to help districts assess their foreign language needs.

(<https://www.actfl.org/sites/default/files/publications/reports/ACTFL%20Metric%20Tool.pdf>)

Science, Technology, Engineering and Mathematics, Including Computer Science (STEM)

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

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evidence-based SEL programs. The guide also shares best-practice guidelines for district and school teams on how to select and implement SEL programs.

Social-Emotional Learning Assessment Measures for Middle School Youth

(<http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf>) from the Raikes Foundation identifies research-based tools that measure social and emotional well-being of middle school students.

Teaching Adolescents to Become D(n)Tj hd8anie **d** **d** **l** **e**

National Cancer

Safe Schools

Office of Juvenile Justice and Delinquency Prevention’s Model Programs Guide

(<http://www.ojjdp.gov/mpg/>) includes information on evidence-based juvenile justice and youth prevention and intervention programs that cover topics such as bullying, discipline, school climate, school safety, school violence, and truancy.

School Climate

The National Center on Safe Supportive Learning Environments

(safesupportivelearning.ed.gov) is funded by the U.S. Department of Education’s Office of Safe and Healthy Students to help address issues that affect conditions for learning, such as bullying, harassment, violence, and substance abuse.

US Department of Education Policy, Guidance, and Resources for School Climate and Discipline (<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>).

Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students. Administrators, educators, students, parents, and community members can use this site to find tools, data, and resources to: (a) increase their awareness of

Effective Use of Technology

Characteristics of Future Ready Leadership: A Research Synthesis

(<http://tech.ed.gov/files/2015/12/Characteristics-of-Future-Ready-Leadership.pdf>) may prove useful for strategic planning for superintendents, their leadership teams, and those supporting them in other contexts. It is aligned with the recommendations of the 2016 National Education Technology Plan, designed to ensure that as district leaders work to become Future Ready they will also be making progress toward implementing the broader technology vision for the nation. The research synthesis defines exemplary dimensions of policy and/or practice within four key themes: (1) Leadership, (2) Learning, (3) Infrastructure, and (4) Culture.

#GoOpen District Launch Packet (<http://tech.ed.gov/open-education/go-open-districts/launch/>) is designed for districts that have decided to implement a systematic approach to incorporating openly licensed education resources into their curriculum.

Learning Analytics (<http://tech.ed.gov/learning-analytics>) is intended to help policymakers and administrators understand how learning analytics has been—and can be—applied for educational improvement while rigorously protecting student privacy.

The National Education Technology Plan 2016 (<http://tech.ed.gov/netp/>) is the flagship educational technology policy document for the United