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# Student Support and Academic Enrichment (SSAE) Grant

# Title IV, Part A

## Overview

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 ESSA is the Student Support and Academic Enrichment (SSAE) program.

The purpose of the SSAE grant is to improve students’ academic achievement by increasing the capacity of State, districts, 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.

These three focus areas strongly align with Oregon’s goals and mission to ensure that every student will have access to and benefit from a world-class, well-rounded, and equitable education system. As defined in Oregon’s ESSA State Plan, a well-rounded education focuses on the whole student - the community, learning experiences, the knowledge and skills, beliefs and attributes the student develops.

In order to provide access to all of the opportunities described in ESSA, districts are encouraged to use Title IV-A and other federal funds in a coordinated way across programs leveraging federal, state, and local funds and maximizing funding flexibility.

## LEA Allocation of SSAE Funds

ODE provides LEAs their Title IV-A allocations in the same ratio as the LEAs’ prior year Title IA allocations (ESEA section 4105(a)(1)). In order to be eligible for Title IV-A funds, an LEA must have been allocated Title I-A funds the prior year, then applied for and been approved for those funds. No eligible district may receive less than $10,000. If the $10,000 threshold cannot be reached for every LEA, then all grants are ratably reduced.

LEAs may, and are encouraged to, apply for funds in a 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.

LEAs may reserve up to 2% of SSAE funds for direct administrative costs. LEAs that receive an allocation of $30,000 or more must distribute their allocation among the three focus areas and according to the proportions described below.

1. At least 20% of funds for activities to support well-rounded educational opportunities;
2. At least 20% of funds for activities to support safe and healthy students; and
3. A portion of funds for activities to support effective use of technology. \*LEAs may not spend more than 15% of the funds they use for technology for purchasing technology infrastructure.

LEA’s that receive less than $30,000 must utilize their allocation for at least one of the three focus areas above.

\*Only up to 15% of the total available in strategy C above can be spent on infrastructure, which includes, devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases (Sec. 4109(b)). This is true for all districts receiving an SSAE allocation.

**Funding Example:**

District allocation: $76,845

1. At least 20% for well-rounded education: $28,000
2. At least 20% for safe and healthy students: $25,000
3. Effective use of technology: $23,845 / up to 15% of $23,845 = $3,576.75 can be used on technology infrastructure

### Leveraging Federal, State, and Local Resources

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. At the local level, schools may use other ESEA program funds to coordinate and support complementary services or programs. For example, LEAs may consider how the SSAE grant may be used to supplement Oregon’s High School Success (Measure 98) initiative, STEM initiatives, or other state funded programs.

The SSAE grant can also be used in conjunction with other federal programs within ESEA to support specific interventions, activities, or services. LEAs and schools are encouraged to partner with local or state organizations (i.e. nonprofits, institutions of higher education, museums, and community organizations) to offer programs and services to students. Additionally, LEAs may consider leveraging other federal resources such AmeriCorps by partnering with grantees that provide similar programs or services in low-income schools and communities. In addition, the ESEA’s transferability rules apply to SSAE funds. LEAs may also use up to 15% of federal IDEA funds for students not identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

Under ESSA, LEAs can transfer all or a portion of their Title IV-A funds into Title I-A (Improving basic programs), Title I-C (Migrant) Title I-D (Neglected and Delinquent), Title II-A (Effective instruction), Title III (English Learners and Immigrant), and Title V-B (Rural Education). For more information on transferring funds under ESSA see [Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act (ESSA)](https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf).

## Local Application Requirements

LEAs are required to submit an application to the state in order to receive SSAE funds by means of the consolidated CIP budget narrative for federal programs and reimbursement through the Electronic Grants Management System (EGMS). The LEA’s use of these funds should be determined based on the LEA’s comprehensive needs assessment and continuous improvement plan in consultation with local stakeholders. LEAs are encouraged to use one comprehensive needs assessment for all federal and state funded programs.

### Comprehensive Needs Assessment and District Plan

An LEA or consortium that receives $30,000 or more must conduct a comprehensive needs assessment once every three years, whether the district transfers these funds or not. A comprehensive needs assessment should examine access and opportunities to the three focus areas.

LEAs are encouraged to identify needs and plan the use of these funds as part of their continuous improvement plan. The LEA will identify priorities and include objectives that address the district’s prioritized needs. SSAE funds should support LEA priorities and can be leveraged with other federal, state, or local resources. The CIP budget narrative can then be completed to include budgeted activities to support the plan objectives.

### Stakeholder Engagement

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)). 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 instructional support personnel
* Indian tribes and tribal organizations (when applicable)
* Local government representatives
* Others with relevant and demonstrated expertise
* Community-based organizations

### CIP Budget Narrative

The LEA, or consortium, must complete the CIP budget narrative based on the following federal requirements:

#### Assurances

1. The LEA, or a consortium, will 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-A;
* Are implementing targeted support and improvement plans under Title I-A; and/or
* Are identified as a persistently dangerous public school under section 8532 of the ESEA *(Sec. 4106(e)(2)).*

1. The LEA, or consortium, that receives an allocation of $30,000 or more will distribute funds in each of the focus areas as required: a) at least 20% for well- rounded education; b) at least 20% for safe and healthy students, and c) a portion of funds for the effective use of technology; and no more than 15% for technology infrastructure.
2. The LEA, or consortium, will comply with equitable participation by private school children and teachers (Sec. 8501).
3. The LEA, or consortium, will annually report to ODE how funds are being used to meet the requirements of Title IV-A.

#### Description of Activities

1. Describe the activities and programming that the LEA, or consortium, will carry out under Title IV-A:

* If applicable, how funds will be used for activities related to supporting a well-rounded education.
* If applicable, how funds will be used for activities related to supporting safe and healthy students.
* If applicable, how funds will be used for activities related to supporting the effective use of technology in order to improve the academic achievement and digital literacy of all students.
* Describe how these activities address the identified needs and priorities of the district.
* If applicable, describe how these funds are being leveraged with other federal, state, or local resources.

## Allowable Use of Funds

A summary of allowable uses of Title IV-A funding in each of the focus areas is provided below. For a more comprehensive resource, see the Oregon Department of Education’s [Federal Funds Guide](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESSA%20Oregon%20Guide.pdf) and [USED’s Non-Regulatory Guidance Student Support and Academic Enrichment Grants](https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf) .

**Well-Rounded Educational Opportunities**

*Such as:*

* College and career guidance and counseling
* Music, art, history, civics, economics, geography, government, foreign language, environmental education
* Community involvement
* Integrate multiple disciplines
* STEM
* Accelerated learning (AP, IB, dual enrollment)

**Safe and Healthy Students**

*Such as:*

* Drug and violence prevention
* School based mental health service
* Integrate health and safety practices into school or athletic programs
* Nutrition and physical education
* Bullying and harassment prevention
* Training for specialized support personnel
* Child sexual abuse awareness and prevention
* Behavioral interventions and supports

**Effective Use of Technology to Improve Academic Achievement and Digital Literacy of All Students**

*Such as:*

* Providing professional learning tools, devices, content
* Personalized learning
* High quality educational resources
* Building technological capacity
* Blended learning opportunities
* Providing professional development in the use of technology
* Access to digital learning and resources for rural, remote, underserved areas

## Fiscal Provisions

### Uniform Grants Guidance

Uniform Grants 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

### Supplement Not Supplant

Funds must supplement, and not supplant, other state or local funds that would otherwise be used to pay for the allowable activity (Sec. 4110). In general, SEAs and LEAs may not use SSAE program funds for the cost of activities in the three SSAE focus 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.

There is a presumption of supplanting if federal funds are used for state-required costs of costs previously covered with non-federal funds. The presumption may be overcome if the LEA is able to demonstrate through written documentation (e.g. state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.

### Equitable Services

LEAs receiving funds under Title IV-A are required to 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-A-funded activities, including engaging in timely and meaningful consultation with private school officials (Sec. 8501). It is also a required assurance in the LEA’s application (Sec. 4106(e)(2)(b).

For more information on fiscal provisions under ESSA see [Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act (ESSA)](https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf).