

Webinar 2 - Title IV Part A
January 26, 2017

Greta Colombi: Good afternoon. My name is Greta Colombi. I'm the Deputy Director of the National Center on Safe Supportive Learning Environments. Welcome to today's webinar. I am going to be moderating today and we'll be just starting with a couple of details. Today's webinar is focused on the roles, responsibilities and administration of the Student Support and Academic Enrichment for SSAE grant, which is a part of Title IV Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or ESSA. First, throughout the presentation please note we will be using the acronym SSAE or Safe Program to refer to the Student Support and Academic Enrichment Grant. This webinar reflects the SSAE grant's non-regulatory guidance which was recently released. On the slide you will see that there is a link so that you can access the non-regulatory guidance. You also can look over here in the documents to download where you can also access it. In addition, we are posting the presentation slides on the event webpage. Also, you can download them from here as well. To download, you simply click on either file and then select the button where it says "Download file".

Finally, we will be sharing a lot of information today and anticipate you'll have questions. You have two options to submit questions today. You can either enter them into the chat box here or you can submit them to the email listed here. If possible, we will address some of the questions entered into the chat box today. Either way we will provide responses to the questions received today via a Q&A document that we will post on the NCSSE website once it's available. After today's presentation you're welcome to submit questions to the email address listed on your screen at any time.

Due to the size of today's webinar event, to prevent background noise, you should be in listen only mode. If you didn't happen to click the listen only when you went into

the webinar, please be sure to mute your line. As I mentioned earlier, you are also welcome to enter questions or comments within the chat box over here.

After today's events, on the webinar events page, we will post this recording and slides within a week and then the Q&A document once it's available as I mentioned before. Should you have any audio problems or other technical issues during today's webinar, please email NCSSLE@air.org or you can call 1-800-258-8413.

Please note that today's webinar is the second of three webinars in the Student Support and Academic Enrichment Grant webinar series. The next and final webinar of the series will be on February 9th. It will focus on what activities are allowable under the Student Support and Academic Enrichment Grant to support well-rounded educational opportunities, safe and healthy students, and effective use of technology. Like today's webinar, information, archived recordings, slides and resources for all webinar series events are available on the NCSSLE website. So if you go to the webpage for the first webinar that was held on January 12th, you will find links to the archived recordings and slides and then shortly after today's sessions, as I mentioned a moment ago, the archived materials from today will be available. Once we finish the February 9 webinar, archived materials will be posted. In the meantime, if you go to the webpage for the February 9 event, you can get information about the event and find a link to register.

Finally, to help our speakers best serve you, before I hand off the webinar to our speakers, I'd like to ask you a quick polling question. What is your role? So we included a broad range of stakeholders here as options since we know many of you wear many hats and many of you are participating in today's webinar with the team, please check all that apply. All of you can see your responses to all those who are participating today. It looks like the biggest proportion of folks joining us today are SEA program staff personnel. So that's about 27%. So we'll just wait a moment so everybody has the opportunity to participate. It seems like the trend is pretty consistent though. Okay, so it looks like the biggest proportion are the SEA program staff personnel still. We have many advocates, about 20%. We have about 17% of

LEAs and another 16% of district administrators. We have some specialized instructional personnel and about 12% of our community-based organizations. So thank you so much for participating in this poll.

Without further ado, we're going to get started. I'd like to now introduce you to Paul Kesner, our first speaker.

Paul Kesner:

Good afternoon. I'm Paul Kesner, leader of the Safe Supportive Schools group within the office of Safe and Healthy Students. Thank you for joining us for today's webinar. If you joined us for the webinar on January 12th, you will find some of the information today familiar. This particular webinar is designed to build upon some of that information and to go deeper into the non-regulatory guidance for Title IV A. Also, if you did not have an opportunity to participate in the earlier webinar, it has been archived. As Greta mentioned earlier, that link will be provided at NCSSE site at the end of the presentation.

In today's webinar, we want to look at the roles of the different partners within this program. My colleagues will be discussing the federal, state, and local roles, and because funding is always at a premium, we are going to discuss some suggestions on how resources can be leveraged to maximize use. We will spend a good portion of our time talking about the local allowable activities because this is where at least 95% of the state's funding will be focused. I believe you will find that a consistent message throughout the whole presentation today will be flexibility. Our primary pillar of the Student Support and Academic Enrichment program is the ability of state and local partners to use these resources to be targeted at addressing the needs they identify as being central to supporting student growth and promoting a positive school climate.

Now, I would like to offer a brief overview of the Office of Safe and Healthy Students, which is a part of the office of Elementary and Secondary Education. In addition to the three content areas of the Title IV A program, the well-rounded education, safe and healthy students, and educational technology, our office also houses the

McKinney–Vento Homeless program and the Title I Part D Neglected and Delinquent program. Also, the Office of Safe and Healthy Students has developed a comprehensive and robust technical assistance component to support our grantees and stakeholders at state and local levels.

For today's webinar, our four State Team coordinators will cover the four topic areas I mentioned earlier. In addition, throughout this presentation we are sharing some questions we have received, perhaps from some of you. Hopefully these questions and the answers we provide will help your understanding of the Student Support and Academic Enrichment program. Furthermore to support you, we have referred back to the Every Student Succeeds Act sections as much as possible so you can reference these as you go back and look at ESSA itself.

Now without further ado, I'd like to turn the presentation over to Christine Pinckney.

Christine Pinckney: Thanks Paul. My name is Christine Pinckney. I'm a State Team coordinator with the Office of Safe and Healthy Students. Again, we thank you for joining us this afternoon. Most of you are familiar with this program. If not, I will provide some background. The Every Student Succeeds Act was signed into law on December 10th 2015. The new education law authorized under subpart 1 of Title IV Part A of the ESEA is the Student Support and Academic Enrichment program. The third bullet on this slide is the one we want you to take away. This is the fundamental principle behind this program. It provides SEAs, LEAs, and schools the flexibility to tailor investments based on the needs of their unique student populations.

During this webinar, as Paul stated, we will emphasize the term flexibility. The term flexibility is imperative in regard to this program and the use of funds. The new law has a clear goal of ensuring our education system prepares every child to graduate from high school, ready to thrive in college and career. So the possibilities are endless in how SEAs, LEAs, and schools can utilize this program to make a significant investment in their students.

The basis of today's webinar is the non-regulatory guidance. There are a couple of important takeaways and reminders about the non-regulatory guidance that I will share with you. The department has developed non-regulatory guidance to provide states and LEAs with helpful information to assist in meeting their obligations under ESEA. The non-regulatory guidance is available at the following link. I also want to mention that the guidance is nonbinding and does not create or impose new legal requirements. It is important to note that the United States Department of Education does not mandate or prescribe practices, models, or other activities under non-regulatory guidance. The guidance contains examples of adaptations of and links to resources created and maintained by other public and private entities. This information has been informed by research and gathered in part for practitioners. It's provided to offer examples of the many resources, tools, and strategies that educators, parents, advocates, administrators and other interested parties may find helpful and use at their discretion.

It's also important to note that 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 United States Department of Education of any views expressed or materials provided. It is also important to note that the guidance provides key information or provisions of the program, including a discussion of the allowable use of funds, the role of the SEA, fiscal responsibilities, and the local application requirements.

What is the role of the Office of Safe and Healthy Students in administering this new program? Well, we provide financial assistance to help SEAs, LEAs, and local communities increase their capacity and improve student's academic achievement. But, before that can occur, states are required to submit their state plans to the department in April or September 2017. Upon receipt of the state plan, we will begin the review process. States will be assigned an ED staff contact. Soon, we will be sharing the names with you.

Also, we are responsible for monitoring grants to ensure federal funds are used in accordance with program regulation and promote student success as well as provide technical assistance. The department is dedicated in providing technical assistance to states. With this program, two of the appropriation have been reserved for technical assistance and capacity building. We do understand that implementing a new program can be extremely overwhelming. Even after today's webinar, you will have questions or maybe even more questions. But we assure you that this is a partnership and we are strongly committed to working with you to ensure project success.

What is the purpose of the program? Well, the purpose is to improve students' academic achievement by increasing the capacity of state educational agencies, LEAs and local communities. The program focuses on the following three content areas: number one, provide all students with access to a well-rounded education. What do we mean by well-rounded education? Well, a well-rounded education provides an enriched curriculum and education experience to all students. Number two, improve school conditions with student learning. Here we're going to focus on fostering a safe healthy supportive and drug-free environment that supports students' academic achievement. Number three, improve the use of technology in order to improve the academic achievement, academic growth, and digital literacy of all students because we know, when carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of respective practices that support student learning, increase community engagement, foster safe and healthy environment, and enable well-rounded educational opportunities. So if you are an SEA or an LEA and you have a question about whether an activity is allowable, we encourage you to circle back to this section to ensure that the proposed activities are consistent with the purposes of the three content areas.

So I would now like to turn it over to my colleague, Hamed Negron-Perez, who will discuss the roles and responsibilities of the SEA. Thank you.

Hamed Negron-Perez: Thank you, Christine. My name is Hamed Negron-Perez and I am also a State Coordinator with the Office of Safe and Healthy Students. Today I will be talking to

you about the role of the SEA. As you can see on this slide, the SEA has an important role in managing this program. I would say the major takeaway for SEAs is to note that their role mainly involves around reviewing the application submitted by their LEAs, looking at the allowable activities, and offering technical assistance, just as Christine mentioned earlier.

If you look at this slide, you can see a breakdown of how the SEA will allocate some grant funds to their LEAs. As you can see, the grand majority of the funds are reserved for LEA programs, but there is still an opportunity to use the remaining funds for providing this technical assistance. This is where OSHS looks forward to partnering with you and gladly help you with your program.

If you look at this slide, we can note how SEAs can support their LEAs and still look to advance the ESEA implementation goals. Through the needs assessment criteria and protocol, SEAs may include specific needs assessment criteria for LEAs to address. Through the matching of funds, SEAs may identify particular activities for which a state will provide matching funds to their LEAs. For example, an SEA may publish a list of activities for which, if implemented by the LEAs with program funds, the state will continue with these matching funds to help enhance or scale up the activity. By encouraging consortia, states may wish to encourage LEAs to apply for funding as a consortium. Combining program funds may result in economies of scale, so that smaller LEAs may benefit more than if they had received their individual allocation.

Finally, the SEA has the option to submit to the secretary a consolidated state plan covering multiple ESEA programs. I'll now turn it to my colleague, Nicole White. Nicole?

Nicole White:

Thank you, Hamed. My portion of the webinar today will focus a lot on the role of the LEA. The LEA plays a pretty significant role in the implementation of the SSAE grant. So I'm going to be giving you a pretty significant amount of information, which is why it's great that this webinar as well as webinars one and three in the series are and will be archived for your listening pleasure.

Some of what I talk about today will be requirements, while I will also go into an example of a framework for LEAs to implement an effective SSAE program. Some initial and important steps an LEA must take in order to receive program allocations are enumerated here. LEAs must submit an application to the SEA. As Hamed mentioned, the SEA has requirements for their state plan. As you'll hear me as well as my colleagues mention a number of times, engagement and buy-in from stakeholders is critical to the entire process.

Stakeholders in this process can be anybody who has influenced, participated, or has an interest in student outcomes. What you see on your screen is not an exhaustive list of stakeholders. I won't read the entire list. Some examples of stakeholders are parents, teachers, specialized school support personnel, and community-based organizations. Stakeholders are also unique to your local setting. The department has also released a dear colleague letter on stakeholder engagement that highlights the importance and value of stakeholder engagement. This letter provides tips for removing barriers and resources that may help with the development of a meaningful stakeholder engagement plan.

LEAs have different requirements based on the amount of their program allocation, with the determining threshold being \$30,000.00. Those LEAs with an allocation of \$30,000.00 or more are required to complete a comprehensive needs assessment, which I will talk about shortly, that must focus at a minimum on the three content areas listed. This assessment must be conducted every three years. For those LEAs with an allocation of less than \$30,000.00, a comprehensive needs assessment is not required. An LEA with an allocation of less than \$30,000.00, also only needs to provide an assurance in one of the three content areas. Regardless of the amount an LEA will be receiving, the LEAs application to the state must describe the SSAE programs and activities the LEA proposes to implement, as well as how funds will be used for activities in the three content areas based on their allocation, including proposed use of funds for administrative costs.

The LEA's application must also include program objectives and outcomes and describe how the LEA will periodically evaluate the effectiveness of its program based on those objectives and outcomes. An LEA or consortium of LEAs must assure in this application – and this is one of the assurances - that it will prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria you see on your screen. Those are whether the school serves students with the greatest need, a high number of students from low income families that are identified as needing comprehensive support and improvement under Title I, or are identified as a persistently dangerous school.

The comprehensive needs assessment is also needed and also required for those LEAs receiving \$30,000.00 or more. The results from these comprehensive needs assessments inform the allocation of funds. The breakdown is listed here. At least 20% of funds for activities to support well-rounded educational opportunities, 20% of funds for activities to support safe and healthy students, as well as a portion of funds for activities to support the effective use of technologies. Details on the allocation of funds within these three content areas will be explored more in depth in the webinar discussing allowable activities on February 9. I would also encourage those listening that if you have questions regarding allowable activities and the three content areas, you can submit them in advance of the February 9th webinar and they may be addressed then.

As Paul mentioned at the top of the webinar, we have received questions – several questions actually - regarding topics for this program. Let's take a look at a couple of questions that have been asked about the allocation of funds. If an LEA applies for funds as a consortium, how is the consortium funding determined? The state must make those allocations towards LEAs based on each LEA's share of funds under Title I Part A. The LEAs may form a consortium and combine the allocations that each LEA in the consortium receives to jointly carry out those allowable activities.

Does an LEA have to distribute program funds to each of its schools? An LEA is not required to distribute program funds to each of its schools. When prioritizing the

funds, an LEA that provides district-wide services must focus those services on schools with the greatest need identified. Before we go any further, please understand that we know that this is a lot of information to take in. Please be comforted in the fact that all of this information as well as additional resources and tools are listed in the appendix of the non-regulatory guidance. You can always email our office at the email that's listed at the top and bottom of this webinar.

As I mentioned when I began, I'm going to discuss very briefly an example of a framework for implementing effective program activities. As with quite a few of the resources provided in the non-regulatory guidance, this is merely an example. While LEAs must comply with local application requirements, they also have considerable flexibility – and there's that word again that Christine used - in how they utilize the program fund. In addition to the required needs assessment, LEAs should also consider the following steps which are listed in my pretty circle here to show the overall - improve the overall effectiveness of the program activities to improve student outcome.

LEAs should engage in a timely and meaningful consultation with a broad range of stakeholders. Your stakeholders are crucial to this process. LEAs should also examine relevant data to understand students and the schools most pressing needs including the root causes of such needs. All of this is important not only to a comprehensive needs assessment, but will assist the LEA's implementation and review of the program or activities. As was mentioned earlier, even though a LEA receiving an allocation of less than \$30,000.00 is not required to conduct the comprehensive needs assessment, a needs assessment is an important first step in using program funds to improve student outcomes. If an LEA has recently conducted a needs assessment that corresponds to the sections or the three content areas, the LEA may want to consider how to best incorporate the information from the completed needs assessment into the comprehensive needs assessment for the program.

Some questions to consider – and these are definitely not an exhaustive list of things to consider - when conducting the comprehensive needs assessment are: again,

which stakeholders can help identify local needs; how can these stakeholders be engaged early and in a meaningful way throughout your process; do your current systems fully capture the needs of your hardest to serve students, including those who might experience adversity that might not come up in a survey; how should those identified needs be prioritized when several significant needs are identified.

We received some questions related to the needs assessment so let's take a look at those. 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? So the department does not require or endorse any specific tools, but as I mentioned before, the non-regulatory guidance includes a list of resources and examples that the LEAs might find helpful in conducting a needs assessment.

We have another question: what if no evidence of effectiveness is available for an activity to address and identify need. If there is no evidence of effectiveness, an LEA should use a logic model to demonstrate a rationale for why an activity will address the need. You'll hear logic model coming up in a little bit. Once the needs have been identified, stakeholders should select relevant and evidence-based activities that will have the likelihood of working in the local setting. Remember your local setting is unique to you. Evidence-based activities are more likely to improve student outcomes, but the effectiveness also depends on the local framework as well as the local capacity. That local capacity could include anything from funding level, your staff and your staff's skill levels, resources as well as buy-in from your stakeholders.

An implementation plan developed with input from, again, your stakeholders sets up schools and LEAs for successful implementation. Successful plans include, but are not limited to: a logic model that demonstrates the theory of action by visually connecting the activity through outcome; well-defined and measurable goals with implementation timelines for successful execution; clearly outlined roles of responsibilities for people involved from planning to implementation; identified resources needed to support the activity - again, this can mean anything from your staff time, funding, materials, support from the community, stakeholders, as well as

the technical assistance that's available to you; a process to monitor implementation, as well as to collect information on how an activity is working; an outreach strategy to regularly engage stakeholders. Again, your stakeholders will see them at every part of this process. So discussion around components of a successful plan could be its own webinar. So I kind of have glossed over them. Again, the non-regulatory guidance has lists and links to resources and examples that LEAs might find helpful.

Effective implementation of the activity is essential to achieving your identified goals. Inevitably there will be unexpected hurdles during implementation. What looks good great on paper may be entirely different when implemented and put into practice. There are usually some factors and circumstances that are unforeseen. An ongoing mechanism to identify and address these issues and to collect information for performance monitoring and valuation is crucial. The final step for improving effective implementation is to examine how the activity is working and then use that information to make decisions about midcourse corrections, steps for continuous improvement, and next steps. There are different ways to examine how activities are working. Performance monitoring involves tracking data about an activity to see how outcomes compare to identify targets and goals. Rigorous evaluations measure the effectiveness of an activity. Discussion must be had among your stakeholders to determine what works for your activity and purposes.

I've said a lot, I now would like to turn it over to my colleague, Carlette KyserPegram.

Carlette KyserPegram: Thank you, Nicole. I am Carlette KyserPegram and I am another State Team coordinator member in the Office of Safe and Healthy Students. Now you've heard some specifics about the program and the program requirements, particularly some of the information related to formulas and actually dividing and allocating the funds. So you may have some concerns on how you will actually be able to stretch your dollars to cover as many areas as you can. As Christine indicated during her portion of today's presentation, this program lends itself quite a bit to flexibility. As you'll hear in the February 9 webinar, the options of allowable activities are quite vast. As is the case, it's very likely that many of you will have a need or at least a want to provide as

many activities as you can and that are allowed under this program. Essentially this is why leveraging resources could prove to be an important consideration for your agencies. In an effort to maximize program resources, the department is encouraging agencies to leverage resources when and where possible. Keep in mind that the law does include some direction as well as opportunities for agencies to think thoughtfully and thoroughly about some of the spaces where you might want to utilize leveraging.

The next couple of slides are intended to provide a few suggestions on where and how you may want to consider leveraging. The law does require each SEA to include in its state plan assurances. One of those assurances is that the SEA will review existing resources and programs across the state and coordinate any new plans and resources with those existing resources and programs. This effort would provide an opportunity for state leaders to assess and examine efforts that may already be in place and happening throughout the state and that are similar to or aligned with the allowed activities of this program. This effort would also allow state leaders an opportunity to work with local leaders to map out spaces where leveraging makes sense and is feasible. This review of existing resources and programs could ultimately enhance an agency's intent to support a comprehensive and holistic approach to a well-rounded education.

For those of you who are representatives of local agencies. There are a few areas you may want to consider as spaces for leveraging that are consistent with the law. For instance, at the local level, schools may use funds from other ESEA programs to coordinate and support like or similar services. For example, if you're familiar with the 21st Century Community Learning Centers Program Title IV Part B you know that these funds provide opportunities for academic enrichment through an array of programs and activities such as nutrition, health education, drug and violence prevention, and arts education. These are also areas that fall within the well-rounded and safe and healthy scopes of this program. Secondly, keep in mind that this grant can also be used in conjunction with other titles within ESEA to support specific interventions, activities, or services. For example. Title I Part A of the ESEA may be used to promote supportive school climates to reduce the use of exclusionary

discipline practices in Title I school-wide programs. Likewise, LEAs may use Title II funds to provide training for school personnel to address issues related to school conditions for student learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. Again, these areas are also activities that fall within the scope of the SSAE grant.

Partnering is another means of leveraging resources. During the previous slides, you've heard Nicole talk quite a bit about involving and including your stakeholders because it's very important. Of course, your stakeholders are not only the populations you serve directly but might also include others who have a vested interest in the activities, goals, and objectives of your program. As such, establishing and utilizing partnerships could certainly be a valuable means for maximizing your efforts around this program. Also at the local level, taking a look at your applicable federal resources may prove to be a good exercise in your consideration for leveraging resources. For instance, leveraging federal resources such as AmeriCorps funds by partnering with grantees that provide similar programs or services in low income schools and communities may be an option for you.

Finally, as you've heard from both Hamed and Nicole, applying in a consortium is an allowable and potentially beneficial option. By working together LEAs may be able to more efficiently deliver services through economies of scale that enable them to serve more students at lower costs and reduce administrative overhead. So, of course, after hearing all of this information, it is likely that one of the questions on your mind is probably the same one as this person had: when? When will we have access to the money? Well, if there is an FY17 appropriation, ED will make awards to SEAs by September 30, 2017. Each SEA determines the application and approval process, however, for distributing the funds to the LEAs.

Hearing all of the information you've just heard, you may also have a question similar to the one that this person submitted. Essentially, the person wanted to know how can states work with districts and assist them in planning, given the fact that we don't yet know funding levels. Well, we suggest definitely starting with doing some of the

preliminary work. For instance, an SEA can certainly go ahead and start looking at your existing resources and programs that support the same or similar efforts covered under this grant program. As I mentioned, it is a requirement as part of the assurances and it's certainly not too early to begin that process. SEAs could also provide LEAs with as much information, tips, strategies, guidelines, and/or suggestions related to the program, the program elements, your requirements, any content options or anything related to the program that could prove beneficial or helpful. These are things that could certainly be done while we are waiting funding levels. SEAs could also educate LEAs on the potential benefits and options related to consortium, which you heard from Hamed as well as Nicole.

So what do we know right now as is related to the funding? Well, we do know that 1.65 billion is authorized, which of course is different from appropriation. We do not yet have final program appropriation for FY 2017 so we cannot determine at this point the funding levels. With all that being said, I certainly hope you have heard something or some things that you'll find valuable as you begin to process and plan around this new program. At this point, we're going to circle back to Mr. Paul Kesner, who is going to try to put it all together for you in terms of everything that you've heard today. Paul?

Paul Kesner: Thank you, Carlette, and thanks to Christine, Hamed, Nicole and Great for leading our discussion today. To me, some key takeaways that we've heard today are: one, this program provides LEAs, SEAs, and schools the flexibility to tailor investments based on the needs of their own unique student populations. SEAs are responsible for developing the application that LEAs will submit to receive their funds from the state. Another point, we provided several factors that LEAs will use to prioritize the distribution of funds to schools. Also, ESSA provides a flowchart to help with implementing effective program activities. The buy-in from a variety of stakeholders is crucial, not only engaging the needs of the communities, but also to better leverage the limited resources.

Now we have a few questions. I want to turn it over to Mr. David Esquith, our Program Director in the Office of Safe and Healthy Students.

David Esquith: Thank you, Paul, and good afternoon to everybody. We really appreciate your participating in today's webinar. I'm Dave Esquith. I'm the Director of the Office of Safe and Healthy Students. While our colleagues have been doing the presentation of today's webinar, I am with a couple of esteemed colleagues from our Office of General Counsel, Rachel Peternith and Lisa Harris. We have been taking a look at the questions that you've submitted. What we're going to try to do is answer some of them. All of the questions that have been submitted, we will answer and post on the website. What we want to do now is take the ones that we are confident we can give you good solid answers to at this point. You will also see the questions that we are going to talk about now on the website as well. So I appreciate everyone's very thoughtful questions. We're going to try to get you some of the answers. We hope that some of the questions have been answered by the webinar. Then, be sure to circle back to the NCSSE website when we post all of the questions and the answers.

Our first question relates to the comprehensive needs assessment and it is: is there a template for the comprehensive needs assessment required of LEAs.

Rachel Peternith: Hi this is Rachel. The answer is no. There is no set template determined by the Department of Education. It will be up to states in designing their applications for LEAs whether they choose to create certain requirements with regards to those LEAs that must complete a needs assessment. Again, that's only LEAs that get an allocation of greater than \$30,000.00.

David Esquith: Great. Thank you, Rachel. I think we had a couple of questions on equitable services and so this question is: can you please cover the equitable services requirements under this program for non-public schools.

Rachel Peternith: I think the answer to that is that we're going to try to cover that in a bit more detail in webinar three so that we can have the information up on the slides for you and that you can ask more detailed questions at that time.

David Esquith: Thank you. A question about transferring funds.

Rachel Peternith: Again, this is another area where we think it will be helpful to have detailed information up on the slides for you so we intend to cover it in webinar three. We did receive a couple of different questions asking about from which title funds can be transferred and where they can be transferred to. I'll just say very briefly, funds can be transferred out of Title II Part A of the ESEA and Title IV Part A of the ESEA and transferred into a number of other programs under the ESEA, including Title I Part A, C, D, Title II Part A, Title III Part A, Title IV Part A and so forth. I would encourage you if you want to look for more information on this, just for our next webinar, to both look in the statute, the ESEA in section 5103. We will also provide on the NCSSE website a link to the ESEA as amended by ESSA fiscal guidance updates, which I'm not sure if it's already there. But we will make sure it's there and that guidance document also contains more detailed information about the transferability provisions in the ESEA.

David Esquith: Thank you, Rachel. Again, just to repeat that we're giving you kind of answers now orally. We will give you written answers to all of the questions. The ones that we don't get to during the webinar, as well as the ones that we're giving you in a verbal response to now. You will see written answers to all of these questions.

A question about ratable reductions. The question is, if funding is sufficient, would the SEA ratably reduce the allocations for LEAs receiving more than \$10,000.00 to bring up the allocations for LEAs that are less than \$10,000.00 until the point where every LEA receives at least \$10,000.00. Rachel?

Rachel Peternith: This is a very complicated issue. We recognize the language in Title IV Part A of the statute is not identical to some of the other provisions in the ESEA regarding minimum

grant award sizes as well as ratable reduction. We are working on more detailed guidance and as soon as we have that cleared through the department, we will share it broadly and if possible on the next webinar, and if not, then in writing shortly thereafter.

David Esquith: Thank you. Question about the formula for dissemination. What is the formula for dissemination from the SEA to the LEA?

Rachel Peternith: So under Title IV Part A, the SSAE program, LEAs will receive allocations from the SEA based on their share of Title I Part A funds from the prior year.

David Esquith: Okay. I think that's all the questions that we're going to try to answer now. We've got 17 very thoughtful questions in total. As Greta and others have said, we want you to continue submitting your questions. We will definitely make sure that you get written answers to your questions. So, at this point we're going to wrap up the Q&A part. I will turn it back over to Greta.

Greta Colombi: Thank you, David. As a reminder, the next webinar that we mentioned is on February 9th. Again, it will focus on allowable activities that support well-rounded educational opportunities, safe and healthy students, and effective use of technologies. You'll see here that we have a link to get more information and to register below. With that, I'd like to just leave you with a couple of reminders. Please send any questions you have about the program to the email listed on your screen. You can access an archived recording of today's presentation on the National Center on Safe Supportive Learning Environments event webpage. The direct link is right here. We will be following up with an email to all those who have registered with the link to the archived recording and slides as well. If you have any questions about today's materials or future webinars you can feel free to reach us at the National Center on Safe Supportive Learning Environments at NCSSLE@air.org.

Last, but not least, a quick set of polling questions are about to appear on your screen to get your feedback on today's event. We would greatly appreciate if you would

respond to each of those questions. We will use your feedback as part of our continuous quality improvement process especially as we plan for webinar three. Thank you so much again for joining us today. We hope that you all have a wonderful rest of the day and we hope you'll join us on the February 9th webinar. Thank you.

- End of Recording -