

Webinar
ESSA Title IV Webinar 5
August 10, 2017

Greta Colombi: Good afternoon and welcome to today's webinar. My name is Greta Colombi. I am the deputy director of the National Center on Safe Supportive Learning Environments also known as NCSSE. I will be moderating today's webinar. Today's webinar is focused on the lessons learned from the Office of Safe and Healthy Students' Review of Submitted Consolidated State Plan and the Question and Answers on Subgranting Student Support and Academic Enrichment Grant Program Funds for FY 2017 to LEAs. Before we get started today, I'm going to share a few details with you. First, throughout the presentation today, please note we will be using the acronym SSAE or SSAE program to refer to the Student Support and Academic Enrichment Grant Program. Second, we have some logistical details for you. We are very pleased so many of you have joined us today. Since there are so many of us, to prevent background noise which could be disruptive, you should be participating in "listen-only" mode as described in the confirmation email. If you did not click listen-only mode when you entered the webinar, please be sure to mute your line.

You may have some questions over the course of today's webinar. You are welcome to enter them throughout the webinar into the chat box on the top right corner of your screen. At the end of today's presentation, we will answer as many of your questions as possible. After today's event, in addition to emailing all registrants a link to the webinar recording and slides, we will post the recording and slides on the event page within a week. Then we will post the Q&A document with responses to all of your questions via the chat box once it is available on the same webpage. Next, with big webinars like this, technical issues sometimes occur. Should you have any audio problems or other technical issues during today's webinar, please email ncssle@air.org or call 1-800-258-8413. We have staff standing by to help you. Finally, to help our speakers best serve you and for your information, before I hand off the webinar to our speakers, I would like to ask you a polling question. What is your role? You will see we have included a broad range of stakeholders here as options. Since we know many of you are participating in today's webinar with a team, please check all that apply. So we will post that polling question up for you and appreciate you all participating. We can see the numbers changing as we go. As we expected, the majority of folks on the line today are from State educational

agencies either as directors or staff people. We also have a fair number of researchers and a mixture of many, many others. We'll just give you a couple more minutes just to see if there is a change in the trend. With that, that looks like we're done. Thank you so much for participating in the poll. [Pause]

So without further ado, I would like to hang it over to Dave Esquith, our first speaker.

David Esquith: Thank you, Greta. Good afternoon, everybody. This is David Esquith. I'm the Director of Office of Safe and Healthy Students at the Department of Education. I want to thank you all for participating. This is our fifth webinar on Title IV-A. We really appreciate your time. We hope that we're going to give you some important and useful information about State plans as well as subgranting of Title IV-A funds.

Our agenda today is broken into four parts. In the first part, I'm going to talk a little bit about what we have learned. We have reviewed 17 state plans. Today, as you will see, Title IV-A has two requirements. There are just a handful of things that we think would be helpful in terms of sharing with you what we have learned about the state plan submissions for Title IV-A up to this point. After we finish with those lessons learned, we're going to take a deeper dive into subgranting of Title IV-A funds. We have the Title IV-A funds that can be subgranted by formula and those that can be subgranted by competition as a result of the Consolidated Appropriations Act of 2017. We're going to talk about how to use both of those methods. My colleagues Ivonne Jaime and Francisco Ramirez are going to walk us through some of the subgranting information. Francisco is going to talk about some available resources and then we're going to finish up with Q&A and try to take as many questions as we can from all of you.

Okay. Lessons learned on what we have seen in the state plans that have been submitted so far on Title IV-A. There are three basic takeaways that we want to share with you. Number one is to be sure to use the revised State plan template which I believe was issued in March of 2017. It is different, somewhat different from the initial State plan template in regard to the Title IV-A information that's required in the plan. We want to emphasize the importance of addressing the requirements as they are stated in the revised state plan template. I'm going to go into that into a little more in just a moment.

The second point is to address all the subparts of the State plan requirement. While there are only two requirements, those requirements have a couple of subparts and it is important to address all of them. Then finally, you will see that both State plan requirements ask you for a description of what the SEA will do. It is important to describe the information that you wish to provide as well as talk about what the SEA will do as opposed to what the SEA is considering doing. All of you now have your Title IV-A allocations so it should be that you're taking in a position where you can talk about with the SEA will do at the State level with your Title IV-A funds.

Here are the two requirements. One is on use of funds. The other is on awarding subgrants. Under use of funds, you are asked to describe how the SEA will use funds received under Title IV-A, Subpart 1 for State-level activities. As you're going to see later, you have a couple options on how to subgrant. So the second requirement is about awarding subgrants. There are different requirements that apply to the different methods. In the second State plan requirement for Title IV-A, you are asked to describe how the SEA will ensure that awards made to the LEAs under Title IV-A, Subpart 1 are in the amount consistent with ESEA Section 4105(a)(2) or the Consolidated Appropriations Act of 2017 if your state decides to award the Title IV-A funds competitively.

Use of funds. This is pretty straightforward stuff. Again, this is asking you what you're willing to do at the state level with your state-level activities with your Title IV-A funds. As you recall, the SEA has up to 4 percent of its Title IV-A allocation that can be used for state-level activities. So here are a couple of examples that we have seen in plans that you could use that the SEA will use Title IV-A funds to provide technical assistance to LEAs on one or more of the allowable uses of Title IV-A funds at the LEA level. Other states have talked about monitoring. So an example of what could be in the State plan is that the SEA will use its Title IV-A state funds to monitor LEA implementation of their Title IV-A application. So monitoring for technical assistance training, these are some examples of state-level activities where you could use your up to 4% of your Title IV-A allocation for these activities.

A caution, it's important not to pride simply in assurance. What you're being asked for here is a description. It can be a very simple, straightforward description. What we would caution against is something like the "SEA will comply with ESEA Section

4103(c)(2)(a)” which is not describing the State-level activities that you would be undertaking with your Title IV-A funds.

Awarding subgrants. As Ivonne and Francisco are going to get into in a few minutes, there are requirements for the different methods that are available to you to subgrant those funds. So we are reinforcing the need to address all of the requirements. There are requirements you will see in webinar that are in the Appropriations Act or in the statute and be sure to address all of the requirements for whatever option you choose and that, as I said, these will be covered in detail as Ivonne and Francisco go through their portion of the webinar.

So we are about to move into the subgranting Q&A. What you are going to hear is information about subgranting by formula. We are going to talk about subgranting by competition. We are going to give you some information about how the Tydings Amendment applies to Title IV-A funds both on funds that have been subgranted by formula as well as by competition and we’re going to get into some of the transferability issues that relate to the two different methods that can be used for subgranting. So without further ado, I’m going to turn it over to my colleague Ivonne to talk about subgranting by formula.

Ivonne Jaime: Thank you, David. As David indicated, my name is Ivonne Jaime and I am a member of the Student Support and Academic Enrichment team. The focus of my portion of the presentation today will be subgranting by formula. Let’s take a look at some of the questions that we have received regarding this process. The first question is “What are the SSAE subgranting requirements?” These requirements are outlined in Section 4105(a) of ESEA. An SEA that makes subgrants to its LEAs by formula must do so based on their relative shares of funds under Title I Part A for the preceding fiscal year. No LEA may receive allocation that is less than \$10,000.00.

Let’s take a look at the second question we have received regarding this issue. “How does a State determine if it has sufficient funds to provide each LEA with the \$10,000.00 minimum allotment?” It must conduct the initial test. So what is the initial test? Well, the initial test requires the State to divide the amount of available SEA funds for LEA allocations by the total number of eligible LEAs in the State. The result will determine whether or not the SEA follows the procedures under Scenario 1 or Scenario 2.

Let's take a look at the decisions that States will have to make after conducting the initial test. If the funds or if the allocations are sufficient to provide each LEA with at least the \$10,000.00 minimum allocation, then the State would proceed with Scenario 1. If the funds are insufficient to provide any LEA with at least the \$10,000.00 minimum allocation, the State will proceed with Scenario 2.

Let's conduct the initial test under Scenario 1. In this specific example, we have an SEA that has \$500,000.00 available for LEA allocation and five eligible LEAs. In doing the math, we see that we take the \$500,000.00 and divide it by five which yields an average award per LEA of \$100,000.00. The SEA would determine that funds are sufficient to provide each LEA with at least the minimum allocation and proceed with Scenario 1.

Now, Scenario 1 is a multistep process and we will review all four steps today. The first step is to determine the initial allocations based on the formula. Therefore, for each eligible LEA, the SEA would multiply the amount of SSAE funds available for LEA allocation by the percentage of available Title I Part A funds that the LEA received for the preceding fiscal year. In doing the math, we see that the SEA once again had \$500,000.00 available for allocation and this district had 10% which would result in the LEA's initial allocation based on the formula of \$50,000.00. Please keep in mind that this is only the initial allocation. Allocations would be increased for those LEAs below the minimum award amount and decrease for all others.

Let's take a look at the results for Step 1. Here, you can see all five districts listed as Alpha, Bravo, and Charlie. All have initial allocations above the minimum threshold but Delta and Echo do not. This is important to keep in mind as we proceed with Step 2 which is to adjust allocations below the minimum. An SEA would adjust allocations for any LEA whose initial formula allocation is below \$10,000.00.

The next slide takes us to what that actually would look like, the result of Step 2. I want to point out that the two totals bolded are very important for Step 3. Here we have the total of the initial allocation for Delta and Echo is \$15,000.00 and the adjusted allocations because we had to adjust up are \$20,000.00.

Now we will proceed with Step 3 which is adjusting those allocations. An SEA must adjust downward on a proportionate basis the initial formula allocation for all other LEAs. Let's take a look at the first calculation which we recently reviewed in the previous slide. Here, we take the total adjusted allocation of \$20,000.00 and subtract the initial allocation which yields a result of \$5,000.00. Now the next step would be to determine the total initial allocation for all other districts which for Alpha, Bravo, and Charlie is \$485,000.00.

Then we would determine the percentage of reduction. This is the percent that each district would be reduced by. Here, if we take \$5,000.00 and divide it by \$485,000.00, we have a percent of 1.03. I do want to point out that we did round; in doing your calculations, please use the entire percent. Let's apply all of these different calculations to an actual example using the Charlie LEA. Here we take the initial allocation, \$50,000.00 and we multiply that by the percent which gives us a reduction of \$515.00. We would take that amount and reduce the initial allocation by that amount and that would yield the adjusted allocation of \$49,485.00.

The next slide will take us to not only the results of Step 3 which are the adjusted allocations. Each district above the minimum has been reduced by 1.03 percent but we can also see the final adjusted allocations for all districts, those that received a reduction as well as those that received an increase. Lastly, we arrive at Step 4 which is to repeat and adjust if necessary. If as a result of Step 3 the allocation falls below the minimum, the SEA must readjust the allocation upward to \$10,000.00 which is consistent with Step 2 and repeat Step 3. At this point, we have concluded the process for conducting Scenario 1 and we will begin with Scenario 2 and conducting the initial test.

In this particular example, we have an SEA that has \$500,000.00 but 55 eligible LEAs. In doing the math, we can determine that the average award per LEA would be \$9,090.00. The SEA based on the results would determine that funds are insufficient to provide each LEA with at least the minimum allocation and would proceed with ratably reducing allocations in accordance with Scenario 2.

So let's take a look at ratably reduction so that we can fully understand how these awards are going to be reduced below the minimum. Each LEA's allocation must be ratably reduced from the minimum allocation of \$10,000.00. This means that each LEAs allocation is the same as the total amount available for LEA allocations

divided by the total number of eligible LEAs. Basically, this is the formula used for the initial test. Therefore, each LEA would receive an allocation of \$9,090.00.

At this point, I would like to turn over the presentation to Francisco Ramirez who will walk us through the requirements for subgranting by competition.

Francisco Ramirez: Thank you, Ivonne. Good afternoon. My name is Francisco Ramirez. I'm a member of the Effective Use of Technology Team. I also serve as the State liaison for Alaska, Hawaii, and South Carolina.

We'll start with a question about competitive subgrants. The question is "May an SEA make SSAE competitive subgrants?" The answer is yes. Under the Appropriations Act of 2017, subgrants can be made on a competitive basis to support well-rounded educational opportunities, safe and healthy student programming, and the effective use of technology.

SEAs must ensure that they meet the requirements for competitive subgrants. At the state level, the award to subgrants must be made so that at least 20% of the available funds are used for well-rounded educational opportunities, at least 20% are used for safe and healthy students, and a portion of the effective use of technology. Please note that the allocation described in this slide applies to the SEA, the State level use of funds. You may recall that there's a similar allocation for the formula awards but that applies to the LEA use of funds. So there's a distinction between the State level use of funds here and competitive subgrants. I just wanted to point that out. Also, make sure that you meet the minimum award amount and durations for the competitive subgrants. The award should be for one year and a minimum of \$10,000.00.

When making competitive subgrants, SEAs must give funding priority to LEAs or consortia of LEAs with the greatest need. That need is based on the number or percentage of children counted under section 1124(c) of the ESEA. In addition, competitive subgrants must be made to ensure geographic diversity among the grant recipients. Subgrant recipients should represent rural, suburban, and urban areas.

Question 4 is "May an SEA make SSAE subgrants to its LEAs both by formula and competitively?" Yes, the department has determined that the Appropriations Act of

2017 which provides the authority for SEAs to make competitive subgrants does not prohibit an SEA from making both competitive and formula-based subgrants. So SEAs that plan on making subgrants both formula and competitively, there are multiple requirements for competitive subgrants that may be challenging to reconcile with the statutory requirements for formula-based subgrants. We would encourage you to work with your State liaisons - I'm sorry, can you go back one slide? Thank you.

As I mentioned, there are challenges to reconcile the requirements of the competitive subgrants and the formula-based subgrants. Each SEA has a designated State liaison and your State liaison is available to assist in addressing the challenges that that may pose. We strongly encourage any SEAs seeking to make both formula and competitive subgrants to share their plan with the Department to ensure that the plan meets all applicable requirements prior to the implementation of the SEA's plan. We also encourage you to consult with LEAs prior to implementation.

When making subgrants both by formula and competitively, the SSAE funds awarded by formula must be provided to all eligible SEAs. An SEA may not provide a predetermined allocation through every SEA as this would not be formula-based. If the SEA chooses to award SSAE subgrants by both formula and competitively, it may not reduce an LEA's formula allocation if that LEA receives a competitive subgrant.

Our next question is "Does the same period of fund availability apply to SSAE funds awarded by formula or competitively?" The answer here is yes. The SSAE program is a State-administered program and the Tydings Amendment does apply for all the FY 2017 SSAE funds, whether they're awarded by formula or competitively. Those funds remain available for obligation through September 30, 2019. For SEAs that are making competitive subgrants, the 2017 funds must be obligated by the SEA by September 30 of 2018 and those funds remain available to the SEAs under the Tydings Amendment until September 30, 2019.

Our next slide is on transferability. You want to make sure that LEAs that receive competitive subgrants - or note that an LEA that receives a competitive SSAE subgrant may not transfer funds into or out of the award. The authority provided to SEAs to transfer funds in this case does not authorize transfer of funds made by a competitive process. Such a transfer would undermine the competitive award process by allowing a subgrantee to avoid implementing activities in its funded

application. An LEA may transfer funds only to a Title IV-A formula allocation but not into a competitive allocation. If an LEA does not receive a Title IV-A allocation, it may not transfer Title II funds to Title IV-A. [Pause]

The information we shared today on this webinar will be available on the Q&A documents identified as Subgranting FY 2017 Title IV-A Funds to LEAs. In addition, we've provided the non-regulatory guidance and the Q&As from previous webinars, Webinars 1 through 3. Also included on this page are the ESEA Consolidated State Plans for your review. At this time, I would like to bring back our director, David Esquith. Thank you.

David Esquith: Thank you, Francisco and thank you, Ivonne, for your presentations on subgranting, both the formula as well as on a competitive basis. We recognize that some of this information is complicated which is one of the reasons why this information is available to you to as you go back over the slides. We have guidance that we have issued on subgranting. Now what we are going to try to do is answer as many questions as we can. I'm going to turn to my colleague, Rachel Peternith who has been reviewing the questions as they have been coming. I recognize and encourage you who still have questions to include it in the chat box. We will try to get to as many of these as we can. If we are not able to answer your question during the webinar, we will keep a record of it and we'll get answers to the questions posted as soon as possible on the NCSSE website as we have posted Q&As from the first three webinars to date. So I'm going to turn to Rachel. Rachel, can you give us as much information as you can on questions that have been submitted during the webinar?

Rachel Peternith: Sure, let me just first make sure you can hear me. Can you hear me?

David Esquith: Yes.

Rachel Peternith: Excellent. So there are a number of questions that have come in regarding the functionality of the formula sort of itself. I'm going to do my best to answer them but before I do that, I would like to encourage everyone participating to very closely review the additional guidance on subgranting in FY 2017, the link to that document was on the first slide of the presentation, also on the NCSSE website, and to go through that, read it closely and particularly for those of you who are from SEAs and trying to figure out how these various options apply to your State, do

your best. If you still have questions, please reach out to us and we can have a one-on-one call and talk through the specifics for your State because it is very difficult to make generalities about some of these sort of mathematically driven issues.

So the first question is “If the States divide equally among LEAs, is it really based on the Title I formula?” So I think this question came in around the time the presentation was covering sort of the initial test which the purpose of that initial test in that division is to see if a State has enough in its Title IV allocation to meet the minimum subgrant requirement. So if the state does, and I think there are only a few states that do not because this is pretty simple math that we should all be able to do, then they will just proceed with - go ahead and run the Title I formula and proceed through the steps that were outlined in the first scenario.

The second question is - again, the next two questions are pretty specific to the math of the formula so should the individual who asked have follow-up questions, I would encourage you to write them in and we will do our best to provide a more specific answer. The question was “Is it acceptable to assign all LEAs a base of \$10,000.00 and disperse the remaining funds based upon a percentage?” So if I understand the question, I think the answer is no. To the extent, the State is in the situation where it can make the minimum \$10,000.00 award to each and every eligible LEA, that it needs to proceed with using the Title I formula as described in Scenario 1 both in these slides and in that subgranting guidance.

The next question was “In the event an LEA does not participate in Title IV, is it allowable to redistribute the funds assigned to that LEA based on the percentage?” So I’m not sure I totally understand that question but what I think would happen in a situation where an LEA declines participation is that LEA’s amount would go back into the overall pot of funds that are being distributed to eligible LEAs based on a Title I formula and each eligible LEA would get whatever its Title I share is of those additional funds.

The next question is “If an SEA has an LEA who is eligible for a Title I allocation but refuses, declines taking the Title I fund, is that LEA eligible for Title IV-A allocation?” So we answered this question in the - let me make sure I get the title right here. It was the follow-up question and answers to the earlier webinar, a couple of earlier webinars we have done on Title IV again and I believe this

document was linked on the first slide of the presentation and it is available on the NCSSLE website. Our answer was given that Title IV-A funds are based on the Title I Part A formula, if an LEA did not receive a Title I Part A allocation in the preceding year, it would not be eligible to receive an SSAE or a Title IV-A subgrant award.

Now, there is an exception to that and that is for new or substantially changed charter schools, charter LEAs. Again, this would be very specific to each individual State and we will be sure to include sort of a follow-up question on how this would work for new charters in our next batch of questions and answers. In general, the answer is no. Unless you are a new charter, if you did not receive a Title I Part A allocation, that is if you decline them, then you would not be eligible to receive a Title IV award this year. So I'm going to take a pause because it looks like some additional questions have come in and I haven't had a chance to read them yet. So let me quickly look at them and see if there is anything that I can answer.

David Esquith: Yes. Rachel, while you're doing that, this is Dave Esquith again. What I want to do is give everyone my email address in case there are State-specific questions that it would be helpful for us to have kind of an individual conversation either by phone or by email. I would encourage you to email me and we will get back to you as soon as we can. My email address is david.esquith@ed.gov. So if you have a State-specific question that you would like us to answer on this either on the State plan submission or on subgranting, please don't hesitate to email me. Let me also give you my phone number. It is 202-453-6722. We will get back to us as we can.

So we're just going to give Rachel a couple of minutes here while questions are still coming in. We would like to try to get as many of these of your questions answered as we can at this time so that you have the information that you need as quickly as possible.

Rachel Peternith: Okay. This is Rachel. I'm going to go ahead and answer a few additional questions. The next question is a question about the period of the availability of funds for the various sort of options, formula versus competitive. "Does the same period of fund availability apply to SSAE funds awarded by formula or competitively?"

Yes because - I don't know that I understand the question but it looks like it is just a copy and paste of what we answered. Again, if I don't answer the question, please feel free to write back in. In the Appropriations language that gave safety

authority to choose to do a competitive process for subgrants, it specifically stated that SEAs needed to make those awards within a year. That's because I think there's recognition that a competitive process typically takes longer than a formula and that it's easier for States to get formula funds out because there are less steps that need to happen in order to do that and I think that is why it's there. But the funds themselves remain available for obligations until September 30 of 2019 for LEAs that's not different depending on either mechanism for how you award the funds. Again, if that doesn't answer your question, then feel free to please write back in.

The next question is for LEAs transferring funds and I assume this means transferring funds out of Title IV-A into another program that is permissible for transfer. "Does this mean the funds do not keep their identity for Title IV-A? Specifically, does the special rule about 15 percent for technology disappear when funds are transferred to another title?" The answer is yes. When funds are transferred, all of the rules related to the program to which they are transferred apply. In other words, that transfer changes the identity of the funds. They are no longer Title IV-A funds. They are now Title I funds for example. Everything that applies to Title I funds apply to those funds and they completely lose their identity. I'm going to need to take one more second and look at the next couple that came in if you will bear with me for one more minute.

Thank you very much for your patience. There is a question about funds or support for private school students as I think we have covered in earlier webinars, the Equitable Services Provision in Elementary and Secondary Education Act to apply to the Title IV-A program. So the question is "Will Title IV-A operate in the same way of Title I Part A in distributing the funds to private schools off the top?" First, I just want to say we don't distribute funds directly to private schools. It is setting aside funds for equitable services for those private schools but in general, yes, I think that it will operate similarly. If there is a specific sort of aspect to that question that that doesn't answer, please feel free to write in.

A follow-up to the question was "Will LEAs be allowed to keep Title IV-A as a carryover under the same circumstances as Title I Part A?" Again, I think this goes back to the Tydings Amendment. We are assuming that States, particularly States that will be making the awards under the formula process, will be doing that relatively expeditiously and so there will likely be carryover for LEAs. Again, within

that two-year Tydings period, there's no issue for LEAs carrying over those funds. Let me just see. Again, with regard to the equitable services question, I would encourage you to go back and review the follow-up questions and answers that were in the questions and answers from the earlier webinar that we held. I expect that we will likely include one or two additional follow-ups to those in our next batch of questions and answers.

It looks like there is some very specific questions coming in about private school services so I am going to - we will take those offline and see if we can answer them directly. I'm trying to see if there are any other questions that would have general applicability for everyone listening.

David Esquith: While you are doing that, Rachel - this is Dave again - let me kind of remind everyone that the Department has put out a number of kind of non-regulatory guidance pieces on fiscal requirements on equitable services on a kind of whole range of topics that apply both to Title IV-A as well as to other parts of ESSA. I would encourage you all to look on the NCSSLE website for things that are specific to Title IV-A as well as the department website for kind of other guidance that applies to other programs with implications for Title IV-A.

Rachel Peternith: So...

David Esquith: I'm sorry, Rachel, this - the other thing that I want to kind of point out in terms of process here on the questions that we are answering, the questions that we are answering are the ones that we feel comfortable giving you kind of a well-grounded answer. If there are questions that we are not answering that you have submitted, we will answer them. We just want to make sure that all of the questions that we are able to answer are ones where we are giving you all of the information that you need. So if your questions are not being answered, it is simply because we want to take some time to make sure that we give you the answer that is substantial as well as legally sufficient.

Rachel Peternith: I don't know that there's anything else we can answer right now. I see a follow-up question about the transferability issues. Again, if an LEA, or an SEA for that matter, chooses to transfer funds out of Title IV-A under the transferability provisions which we outlined in our guidance, then wherever you are transferring, whatever program you are transferring those funds to, all of the rules apply and

they do lose their Title IV-A identity in terms of what rules apply. But I don't know if I'm not understanding the question completely by answering that one. Like I said, I think we'll be having at least one or two follow-ups on equitable services and it looks like there's another specific question on that. Okay. I think that's it. I don't think there is anything else we can answer right now but feel free to keep writing in your questions and/or emailing Dave directly as he previously indicated. We will do our best to answer all of those in our next batch of questions and answers.

David Esquith: Thank you, Rachel. I also want to reinforce, I'm seeing a couple of questions that I know are answered in the previous guidance, particularly ones on kind of transferability where we have kind of a complete list of programs where Title IV-A funds can be transferred into and out of if they are distributed by formula. So I encourage you to check that guidance that we issued previously to see if some of the questions that you are asking during this webinar have already been answered. Again, Rachel, thank you. I appreciate your participation in this and appreciate all the questions. Again, you all have my email address and my telephone number. I'm happy to take calls or to get emails to try to get you the information that you need. At this point, I'm going to turn it back to Greta to kind of wrap up today's webinar.

Greta Colombi: Wonderful. Thank you so much, David, Ivonne, Francisco, and Rachel for your presentations today. I have a few final thoughts for all of you before we sign off. As a reminder, if you have any SSAE program questions after today's webinar, please submit them to the email address listed here. Also, we will also include within the chat box David's email and phone number again for his note. All resources from today's webinar including the recording and slides and later the Q&A will be posted on the webpage for this event. We will also send a follow-up email with the resources to those who registered. If you have any questions about this webinar or future ones, please contact us at the National Center on Safe Supportive Learning Environments at ncssle@air.org.

- End of Recording -