

Webinar
1-Title IV Part A
January 12, 2017

Sandy Williamson: Good afternoon everyone and welcome today's webinar. My name is Sandy Williamson and I'm the Director of the National Center for Safe Supportive Learning Environments, a technical assistance and training center founded by the US Department of Education, Office of Safe and Healthy Students, and I will be moderating today's webinar. Today's webinar will provide participants with an overview of the US Department of Education's non-regulatory guidance on Student Support and Academic Enrichment or SSAE grants which is part of Title IV Part A of the Every Student Succeeds Act.

Throughout the presentation today please note we will be using the acronym SSAE to refer to the program of focus according to the non-regulatory guidance. Also please note that throughout today if you have questions you will be able to submit those questions to a mailbox after today's webinar. So please make note of any questions that you have during the content today and you can submit those later. [Pause]

Here are the links where you can access the information. The webinar is focused on guidance that was recently released. Here are the links for that guidance and this presentation if you wish to download them for use during or after the webinar. Please submit those questions you may have to the email address listed on your screen. Questions will be answered later and posted in the Q&A document which will be available on the NCSSE website. Please note that participants have joined today in the listen only mode. This webinar, recording and the slides will be emailed to registrants and posted online within a week of today's event. If you happen to have any audio problems or other technical issues, please let us know by emailing us at NCSSE at ncssle@air.org or calling 1-800-258-8413.

There are a total of three webinars in this Title IV Part A series. Today is the first and then our second webinar will take place on Thursday, January the 26th at 2:00 PM Eastern. This webinar will cover the role of state educational agencies, local application requirements for the SSAE grants and how to implement effective SSAE program activities. Our third webinar in this series will be held on Thursday, February the 9th at 2:00 PM Eastern. This webinar will address allowable activities to support

well-rounded educational opportunities, Safe and Healthy Students, and the effective use of technology.

We're very interested in knowing who has joined us today for the presentation. We anticipate that a very diverse group of stakeholder representatives are attending. Since we would like to capture all participants including those of you who may be attending with other colleagues in the same location, please click all of the roles on this polling slide that correspond to the folks represented in your room with you. We will just take a moment and let folks designate which role they have in their communities. Great. Thank you so much. We see folks are filling it out. We already see we have quite a few program staff from the state educational agencies. We also see quite a few folks from local education agencies' administration, as well as some school principals and administrators. This is great. We're going to leave it up for just another few seconds and let folks continue to identify their role. [Pause] Terrific. For those of you who might be representing one category in solo, welcome. We're glad you're on; as we mentioned, a diverse group of participants.

Now, we have a second poll. We'd like to get a sense of what you hope to better understand as a result of today's webinar. Please, once again check all that apply. We see folks are starting to do that. The purpose and goals of the grant seem to be the top choice. As we can see, there are many other aspects folks are interested in. I think for our speakers and presenters, I think folks are just anxious to hear about everything [Laughter] related to Title IV Part A. Okay, we'll leave this up another few seconds. [Pause] Terrific.

Okay. Now I would like to hand it over to David Esquith, the Director of the Office of Safe and Healthy Students. David?

David Esquith: Thank you, Sandy. Hi. I'm Dave Esquith. I'm the Director of the Office of Safe and Healthy Students. I want to welcome you all to this first of a series of three webinars.

As Sandy indicated, today's webinar is really kind of an overview of the guidance. What we want you to take away is a basic understanding of all of the different parts of the guidance and the Title IV Part A, and we're going to go into a deeper dive on the two webinars that will follow this. One webinar will cover the role of state educational agencies' local application requirements, implementing effective SSAE program activities, and then the second one will go into the three buckets under

Title IV Part A. This is, to give you an overview, we will do a deeper dive in the following two webinars.

For today's agenda, you see on your screen the topics that we will be covering. I will be filling in for Paul Kesner, who, unfortunately, came down with an illness today and won't be here, but I'll cover the SEA local application requirements in implementing effective program. I'll then turn it over to my colleague, Eve Birge, who will cover well-rounded educational opportunities. She'll be followed by Bryan Williams who will cover Safe and Healthy Students and then Bryan will be followed by Norris Dickard who will cover effective use of technology, and then I will wrap up.

As Sandy indicated, we are very interested in your questions and getting you vetted, accurate answers to your questions. Please send them to us during the webinar as well as after the webinar, between the - in the time between the two webinars would be ideal as we'll have time to cover them in the subsequent two webinars. We have received questions to date. So, one of the things that we're going to do in this webinar is integrate the questions that we've received on certain topics to the particular agenda item.

President Obama signed the Every Student Succeeds Act into law on December 2015. Newly authorized under subpart one of Title IV Part A is the program that we're going to be discussing today, the Student Support and Academic Enrichment or SSAE program. This final bullet on this slide is one that we really want you to take away, which is that a fundamental principle behind this program is that it provides SEAs, LEAs and schools the flexibility to tailor investments based on the needs of their unique student population. So I think this term, flexibility, is one that is really kind of a basic foundational principle in regard to this program and the use of funds.

In terms of this webinar and the subsequent webinars that we will hold, and the basis of these webinars is the non-regulatory guidance that we issued, a couple of important takeaways and reminders about this guidance. The guidance and the department do not mandate or prescribe practices, models or other activities in this guidance - it is non-regulatory guidance. The information in the guidance is informed by research and gathered in part from practitioners. Educators, parents, advocates, administrators, and other concerned parties may find the examples and resources in the guidance helpful. The particular examples that you'll find in the guidance are

there to illustrate uses of the funds. They are, by no means, prescriptions of how the funds can be used. This is another big takeaway that we want you to have from this webinar today in terms of, again, that flexibility you have with the use of the funds and the purpose of the grants.

Looking at this next slide, quite frankly, of all the slides that I'm going to be talking about today, I think this is the one that is most important in terms of understanding - the questions that we're getting that I expect that state education agencies will get, local education agencies will be asking, is a certain activity or program allowable? When you are asking yourself the question or when you are asking your state educational agency that question, we encourage you to go back to the purpose of the grants. These are identified in section 4101. That the grants are intended to improve students' academic achievement by increasing the capacity of state educational agencies local educational agencies and local communities to do three things: 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 the student.

Therefore, when you are asking yourself the question or asking your state educational agency the question of is a particular activity or program allowable, particularly those that may not be listed in the statute or in the guidance, what you should do is circle back to these three purposes, and if the answer is that the program or activity supports one or more of these particular purposes, then you should consider it within the framework of being allowable along with other requirements related to assessments and application requirements, but this is your foundation for answering the question of whether particular activity is allowable.

In terms of leveraging federal state and local resources - and we're going to talk a bit in a moment about where we are in terms of what we know about these sources. This program is: one, where leveraging other resources will be both necessary and particularly helpful. We encourage that you that in order to maximize the use of SSAE program resources, that state agencies, school districts and schools, partner with organizations such as nonprofits, institutions of higher education, museums and community organizations to offer programs to offer programs to students. State and local leaders should consider how federal, state and local funds may be leveraged to support a holistic approach to a well-rounded education. This will both put more

money into those activities as well as develop programmatic partnerships and relationships which will benefit and reinforce outcomes.

Now, this is the question we're getting frequently. What do we know about funding as of today? We don't know much but we do know a few things. We know how much funding is authorized for the program. It's authorized at \$1.65 billion. That's how much money Congress has identified as the authority that the Appropriations Committee could put into the program. At this time, we're operating under a continuing resolution through April 2017. We do not have a final appropriation for fiscal year 2017 at this time, so it is uncertain what level of funding may be available under this program. So, this is as much as you know, as we know about funding, and we understand it has certain implications for the planning that you're trying to do now.

We got a question about this; about how SEAs are supposed to plan with LEAs before funding levels are known, and it is an extremely fair and challenging question. The question itself was, "Since it is likely that states will not receive Title IV-A amounts until late spring and, therefore, will not know how much each district will receive for purposes of the minimum amounts, and the ability to join consortia, how do you suggest states, who use to consolidate applications, work with districts for planning purposes, and whether they join in consortia for using Title IV-A funds?" This is the best answer we can give at this time: While awaiting funding levels, SEAs may find it useful to share strategies, suggestions and information with LEA on a variety of topics that will inform LEA's decisions on how to use their SSAE grants once the funding levels are known. These could include, but not be limited to, implementing effective program activities to maximize the impact of their SSAE grants, leveraging additional resources and encouraging consortia. At this point, with funding levels being unknown, this is the best guidance that we can provide on this very good question.

An important program requirement for Title IV Part A: SEAs and LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non-federal funds that would otherwise be available for activities authorized under the program. In general, SEAs and LEAs may not use SSAE program funds for the cost of activities in the three program content areas - well-rounded, safe and healthy, technology - if the cost - and this is the critical phrase here - if the cost of those activities would have, otherwise, been paid with state or local funds in the absence

of SSAE program funds. So that's kind of the litmus test that final phrase about the cost of those activities would not have, otherwise, been paid for.

Federal civil rights. SSAE grant recipients must comply with federal civil rights laws that prohibit determination based on race, color, national origin, sex, disability and age. You have section 427 of the General Education Provisions Act which goes into some detail on requiring grant recipients to include in this application, or the program funds, a description of the steps the applicant proposes to take to ensure equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.

We've gotten equipped of questions about equitable services. The basic question is, "Do the equitable services requirements apply to the SSAE program?" The basic answer is yes. They do apply. The slide identifies the sections of the ESEA which are the - you could use them as a reference, but the LEAs and SEAs, receiving funds under Title IV Part A, must provide for equitable participation of private school students, teachers, and other educational personnel in private schools located in areas these agencies serve in the Title IV Part A funded activities, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV Part A program. I'm not going to go into kind of - you can read the rest of this and see the resource there. The basic answer to that question is: do the requirements apply? Yes, they do, and this answer kind of lays out some of their parameters of the activities that must be engaged in to ensure compliance.

All right, the role of the state educational agency. This is where I am Paul Kesner, who would normally be presenting this slide. I'll do my best to be Paul.

The SEA plays an important role in ensuring equitable access to an excellent education. In general, the department allocates the SSAE program funds to the state by formula based on each state's share of the funds under Title I Part A of the ESEA. So, that's kind of the key here. The funds that are distributed by the Title I, by formula, based on the Title I Part A share. What must an SEA do? It must reserve at least 95% of the program allocation for subgrants of the LEAs, so 95% of the funds given to an SEA end up at the LEA level. Not more than 1% of its SSAE program allocation can be reserved for administrative costs. The state educational agency has 1% of the total allocation for administrative cost, SEA's award subgrants to LEAs by

formula. In the same proportion as to the LEA's prior year, Title I Part a allocations. SEA's are responsible for developing the application that LEAs must submit to receive their funding from the state.

As I said earlier, all of the topics that we are covering as an overview, we will go into a deeper dive in the next two webinars, including things like the application requirements and that the SEA uses for LEAs.

Now, we've gotten a number of questions on this concept of ratable reductions and how it applies to Title IV Part A. Let me, before I get in to this question and this answer, kind of point out that this is complicated stuff. It may seem simple but there are different scenarios that can be played out here. We will be going into a much deeper dive on this in the January 26th webinar. The basic question that we received was if the state's allocation has to be dramatically reduced due to current budget proposals that don't fully fund Title IV-A, does that justify the state allowing school districts to accept an award of less than \$10,000.00? That question has a lot of different elements to it. The basic answer - and there are a couple of elements in this answer - is that if the SEA does not have sufficient funds to make allocations through any of its LEA's in an amount equal to the minimum of \$10,000.00, it must ratably reduce the LEA applications as required by section 4105B of the ESEA as amended by ESSA. This means that the SEA must reduce all LEA allocations proportionately to fit the funds that the SEA has available for LEA allocations. Ratable reduction ensures that all of the LEA's will receive allocations of some amount. As I said, this is a complicated topic. We will go further into a deeper dive in the January 26th webinar.

Carryover; we've got a question on carryover. What are the carryover requirements for Title IV-A? Answer: Consistent with the timing amendments in section 421B of GEPA performing with grant programs, estate and its subgrantees have a total of 27 months to obligate and expend funds awarded on July 1 of the federal fiscal year in which the funds were appropriated. Therefore, fiscal year 2017 would be the first time that funds have been awarded under the SSAE program. Therefore, with respect to an allocation of fiscal year 2017 SSAE funds, the potential for carryover would not exist until after the first 15 months of funding, that is, not until October 1, 2018. The carryover year for any fiscal year 2017 SSAE funds would be October 1, 2018 through September 30th of 2019.

All right, let's switch gears and take a look at LEAs and the local application requirements. Here's kind of a summary overview, LEAs are required to submit an application to the SAE to receive their program application, and LEA may, if it chooses, apply for funds in consortium with one or more surrounding LEAs. During the design and development of the applications, an LEA or a consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. Now, what you see in your screen is a list of some of the stakeholders. We have a qualifier there that some of the stakeholders must include but are not limited to, and you can see that the - and this is one of the exciting things about Title IV Part A, is that a lot of stakeholders have an interest and are excited about the use of funds, this requirement to consult with as many of these stakeholders as possible, is really kind of critical to the success of the program. What you see here is a list of parents, teachers, principals, students, school leaders, charter school teachers - I'm not going to read them all - but, we are encouraging you - and I know that state educational agencies are doing the same things at their meetings at both the school district level, the school level, to really cast a very wide net in terms of consultation with stakeholders on the use of these funds.

A question about LEA applications. [Pause] How does an LEA access grant applications for educational technology? Once the SSAE program is funded, states will begin implementing the program and will develop applications for LEAs that wish to receive SSAE funds. We've gotten questions from school districts about where do I go and where do I find my grant application? This one was about educational technology. The answer is the state educational agency, once they begin implementing the program and after the program is funded, this is the state education's responsibility to develop applications for the LEAs that wish to receive program funds.

Funding allocations. LEAs or consortiums of LEAs may prioritize the distribution of funds to schools based on one or more - I threw you off. Let's continue with the funding allocations, yes, and then we will go back to the needs assessment. LEAs or a consortium of LEAs must prioritize the distribution of funds to schools based on one or more of several factors, including schools that: are among those with the greatest needs as determined by the LEA; has the highest number of students from low income families; are identified for comprehensive support and improvement under Title I Part A of the ESEA; are implementing targeted support and improvements under Title I Part A of the ESEA; and/or are identified as persistently dangerous public schools under sections 8532 of the ESEA.

How are funds allocated across the three buckets and on what basis? Based on the results of the comprehensive needs assessment, the LEA or a consortium of LEAs must use at least 20% of the funds for activities to support well-rounded educational opportunities, at least 20% of funds for activities to support safe and healthy students, and a portion of the funds for activities to support effective use of technology. So, this is an important requirement that talks about once an LEA or a consortium has their allocation, the minimum percentages that must go into each of the three Title IV Part A buckets.

Question about transferring funds. We've gotten a couple of questions in this area. If a school district is set to receive less than \$10,000.00 in Title IV-A funds, can it just transfer those funds? What you'll see in the answer is that it doesn't matter whether they received less than \$10,000.00 or more than \$10,000.00, the requirements related to transferring funds apply regardless whether they're above or below the \$10,000.00 threshold. Under the ESEA, SEAs and LEAs may transfer funds they receive, by formula, under certain programs to other programs, to better address state and local needs. The ESSA amended the transferability authority by changing the programs from and to which an SEA or LEA may transfer funds and removing limits on the amount of funds that may be transferred. The SSAE grant program is one of the programs for which funds may be transferred from and to - as I said in regard to the, an application in the question above, it doesn't matter what the amount is that the school district may have received, whether it is over \$10,000.00, under \$10,000.00, the transferability of the funds is the same, and the program can have that money transferred to it or from it.

Question about LEA eligibility - a very important question. Given that Title IV-A funds are based on a Title I-A formula, would only districts receiving Title I-A funds be eligible for Title IV-A funds, or are all districts eligible? The answer: If an LEA do not receive an ESEA Title I Part A allocation in the preceding year, it would not be eligible to receive an SSAE subgrant award. SEAs award SSAE subgrants to LEAs by formula in the same proportion as to the LEA's prior year Title I Part A allocations.

Implementing effective SSAE program activities. One of the things that the guidance does and the statute clearly points to is that actually implementing effective program activities has a critical number of characteristics. It's important to identify local needs. It's important to select relevant evidence-based activities, and the

department is putting out separate guidance on the evidence-based activities that we encourage you to access. There should be a plan for implementation, and then once activities are implemented, critically important to examine and reflect on the effectiveness of those programs, modifications that may be made to them to make them more effective, and to examine the impact that the programs have on whether to revise them, whether to strengthen them and whether they are, in fact, being as effective as they could be.

At this point I want to turn the microphone over to my colleague, Eve Birge, who is going to walk through the well-rounded education opportunities' section of the presentation.

Eve Birge:

Thank you, David. Today Bryan, Norris and I will provide you examples of allowable SSAE program activities, but we want you to understand these are not exhaustive lists and there's overlap. They're examples and they're meant to illustrate allowable activities under the law.

As Dave mentioned, we're going to be talking in much greater detail about this program area next month on February 9th. For today, I hope some of you are wondering, what is the purpose of a well-rounded education? The purpose is to provide an enriched curriculum and education experience to all students. A well-rounded education helps students make important connections. Make connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and be productive members of society, and research supports the benefits of a well-rounded education. Students are able to better understand the text when they've had exposure to the knowledge and experience as referenced in the texts. Students who have been exposed to the language and vocabulary of the natural world, or the sciences and social studies are better readers. Students who have strong experiences in the arts often perform better in math, and the arts also help to think creatively and develop their skills in other languages. So, just a reminder that within this area, LEAs have broad flexibility. They can use program funds for a variety of activities that improve student outcomes and address opportunity gaps identified through their needs assessment.

You already heard about the funding allocations for LEAs or consortia that receives \$30,000.00 or more. Generally, LEAs can use funds for a wide variety of activities within this content area. Dave talked about this, and those activities include but are

not limited to direct services for students, professional development for teachers and administrators and salaries.

A well-rounded education will promote a diverse set of learning experiences that engages students across a variety of courses, across a variety of activities and programs some of the subjects include: STEM or science, technology, engineering and math; music and arts; foreign language instruction; AP and IB programs; high school redesign with dual or concurrent enrollment in early college high schools; civics instruction - American history, economics, geography, government education; college and career counseling; volunteers and in community involvement; social emotional learning; and environmental education. State and local leadership consider, as David mentioned, how they can leverage other federal, state and local funds to support a holistic approach to a well-rounded education.

Now, before I pass the mic to Bryan, who is going to talk about the Safe and Healthy Students programs, I want to address a question we received about some proposed activities fitting into more than one of the program unit content areas. This is the question: Is physical education an allowable use under Safe and Healthy Student Section or the Well-rounded Education Opportunities section? It's a great question. There are going to be some activities that address the application assurances that in LEA wishes to fund that could fit into more than one of the SSAE program areas. In these cases, the LEA should explain in its application how the activity fits in more than one content area. Your SEA will ultimately approve or disapprove activity through its application approval process consistent with statutory application requirements, but physical education activities, in this example, could fit under either or both Safe and Healthy Students and well-rounded education.

Okay. I'm now going to pass the mic to my friend and colleague, Bryan Williams, who will review the Safe and Healthy Students aspect of the program.

Bryan Williams: Thanks Eve. Hello, everyone and I'm happy to be here today. My name is Bryan Williams and I will be discussing the second content area under the SSAE program, which addresses activities to support Safe and Healthy Students. I'm sure many of you know, one of the best things we can do and one of the best things schools can do to reduce violence, bullying and other problem behaviors such as drug abuse or poor attendance, is to improve the school's climate and promote positive relationships between students and staff. Working together, we have made

significant progress toward improving school safety. However, as I'm certain many of you know, significant challenges remain. To help address these issues, schools may use SSAE program funds to develop and implement effective strategies to improve conditions for learning and tailor these programs according to the specific needs of their student populations.

I'm not going to cover the program formula there that you see on the screen. Dave and Eve have both mentioned it. However, I did want to point out that you must use at least 20% of your SSAE program funds if you receive \$30,000.00 or more to implement activities under this category. You must implement programs - I'm sorry - develop, implement and develop conference of activities programs that are: one, coordinated with other schools and community based services and programs; two, foster safe, healthy supportive and drug-free environments that supports student academic achievement; three, promote the involvement of parents or caregivers; and lastly, maybe conduct it in partnership with a college or university, business, nonprofit or community-based organization or any other public or private entity with a demonstrated record of success implementing activities authorized under this section.

Consistent with ESSA program funds may be used for a wide variety of program activities under, basically, pretty broad categories. The first one is Safe and Supported School, second one is student physical and mental health, which I'll discuss in a second, and last, what is referred to in the law as cross-cutting initiatives.

So, beginning with activities that promote safe and supportive learning environments, examples of allowable activities may include: implementing systems and practices to prevent bullying and harassment, relationship building to help improve through the recognition and prevention of violence or abuse, establishing or improving dropout prevention programs, reentry programs and transition services for justice involved youth, school readiness and academic success, child sexual abuse awareness and prevention, promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline, and lastly, suicide prevention efforts. It is also important to include schools and teachers and the student mental health and health continuum. Program funds may also be used for a wide variety of activities that directly support student health and wellness as well as professional development and training for school personnel. This may include

drug and violence prevention, health and safety practices in school athletic programs, providing school-based mental health services and school counseling, implementing programs that support a healthy active lifestyle, including nutritional and physical education, trauma informed classroom management, preventing the use of alcohol, tobacco, smokeless tobacco and e-cigarettes, and lastly, chronic disease management.

Finally, the third broad category under Safe and Healthy Students, are programs and activities that are cross-cutting in nature. These are basically strategies, programs or initiatives that can positively impact both safe and supportive learning environment as well as student physical and mental health; such as enhancing our school's capacity to provide mentoring and school counseling, strategies to reduce bullying and harassment, as I mentioned earlier. Implementing schoolwide positive behavioral interventions and supports, or PBIS, which is a framework for schools to develop their capacity to address the social, emotional, academic and behavioral needs of all students based on need. Lastly, as you see on the screen, Pay for Success initiatives aligned with the purposed of Title IV.

Now, for those of you that may not be familiar with this term, Pay for Success is a performance-based grant, contract or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector. These initiatives may be particularly well-suited to interventions that improved the health and safety of students due to the cost savings often associated with improved outcomes.

Wrapping up and conclusion, please keep in mind that these examples are not an exhaustive list. As both Dave and Eva mentioned, we are describing a range of activities or practices that are possible under the law. As Dave mentioned at the beginning, ESSA allows great flexibility for you to develop your own comprehensive approach for providing programs and activities that promote healthy childhood development, prevent violence and alcohol and other drug use, and help ensure safe and supportive learning environments for all students.

That completes my overview of the Safe and Healthy Students section. Next up is Norris Dickard who will discuss activities to support the effective use of technology.

Norris Dickard: Thank you, Bryan, for that introduction. Hello, everyone. Thanks again for joining us today. As Bryan mentioned, my name is Norris Dickard and I am going to present this next segment of the webinar on the technology aspects of the program.

As was mentioned at the beginning, one of the three purposes of the SSAE program is to improve the use of technology to improve the academic achievement and digital literacy of students. If an LEA receives an allocation of \$30,000.00 or more as was previously mentioned, the portion of the funds must be used for this purpose. It's very important to note that there's a special rule in this category related to the use of the funds. Let me just summarize it. No more than 15% of the funds in this area may be spent on devices, equipment, software applications, platforms or digital, instructional resources and/or one time IT purchases. You may be wondering about this and we've been getting some questions on it, and I'll go into a little detail on that in a few slides later.

All right, given this special rule, you may be wondering what are the allowable activities? Funds can be used to provide educators, school leaders and school administrators with learning tools, devices, content and resources to do the following; provide personalized learning, to adapt and share resources, implement blended learning strategies, and finally, to implement school and school district wide approaches to inform instruction and support - better support teacher collaboration and a personalized learning for your students. I would really encourage you to review the non-regulatory guidance as we provide a lot of concrete examples of these activities there.

Phones can also be used in other areas. One, to help educators learn how to use technology to improve the engagement of students learning English; two, to develop or implement specialized courses using technology, including assisted technology; three, to support teacher professional development for STEM, including computer science.

Related to this area, there are some very important legal obligations outlined in other federal laws and many of you, or most of you are familiar with these, but let me repeat them. Schools must make assistive technology available to students with disabilities when that technology is necessary to provide access to the curriculum in order for the student to receive a free appropriate public education, or FAPE, as you

many know the acronym. The applicable federal laws are IDEA and the Rehabilitation Act.

All right, I said I would turn to the question about the special rule. Here is one of the first questions we got about this. That question is, for the 15% technology infrastructure requirement, is the 15% based on the entire SSAE allocation or do we take into consideration the 20% requirements for both the well-rounded opportunities and Supported Safe and Healthy Students activities?

The answer is really simple. The 15% does not apply to the total SSAE subgrant, but only to the portion that's allocated to actively support the effective use of technology. That concludes my brief overview of this educational technology activity section of the SSAE program. As Dave has mentioned, we're going to go into this in a lot more detail in the third webinar, but for right now, I'm going to turn it back over to Dave who will conclude today's webinar.

David Esquith: Thanks, Norris, and thanks to Bryan, and to Eve, and to our colleagues here at AIR for assisting us.

What you have on your screen is where to submit your questions. The process that we are using here is that we will - we're looking for questions in writing as opposed to giving us a phone call on them, because then there's no issue with a question that's being asked and what the question that we're hearing being - having different understanding. So, we are encouraging people to send their questions into the email address that you have on your screen. We will respond to them as quickly as we can. One of the things that we are planning on doing is building in additional questions into the two webinars that are coming up. So, particularly, if you see things today that you have questions about or things that we haven't covered, get those questions to this email address. We will try to have answers for you as quickly as possible. For those questions which we think have broad interest and applicability, we will try to include them in the webinars that are coming up, and we're building kind of a library of these Q&A's that we will make available to everyone over time. We'll kind of build it out over time. It'll be on the NCSSE website. So, we're encouraging questions. Try to be as specific as you can in terms of the questions that you send it to us.

As we have indicated, in two weeks we've got another webinar. We're trying to be as consistent as we can. So it's two weeks from today from 2:00 until 3:00, the same

timeslot that we had for today. Then two weeks after that, on Thursday, February 9th, we're going to get in to the three buckets. So, this is an opportunity to go into a deeper dive. We only had an hour today. It was our purpose to kind of give you an overview; give you a real sense of the principles behind this program and the flexibility behind it. We hope you're taking away from this that there may be one or more allowable activities that fit into different buckets, that there may be allowable activities that are not listed either in the statute or in the guidance, and that they are perfectly allowable. If you take a look at the provisions in the statute, virtually at the end of each bucket it talks about this list of allowable activities or any others that support either a well-rounded education or Safe and Healthy Students or educational technology. So, lots of flexibility here in terms of use of the funds.

I want to thank you personally on behalf of the department and my colleagues for your participation. I want to turn it back over to Sandy to do the final wrap-up.

Sandy Williamson: Thanks Dave. We want to thank each of you. We appreciate you participating in today's webinar. If you have SSAE program questions, once again, here is the email box to send those questions. There will also be a link to a recording of today's session and slides will be available at the National Center for Safe Supportive Learning Environments website at <http://safesupportivelearning.ed.gov>. We will also email the slides to those of you who have registered.

If you have any questions about access to today's materials or future webinars mentioned today, please contact the National Center on Safe Supportive Learning Environment at ncssle@air.org.

It's really important that we gather feedback from each of you about today's webinar, and so we'll be posting a feedback form that you respond to similarly as you get to the polling questions. So, please stay on for just another minute or two and provide us with your feedback. Thanks again for attending today and we look forward to seeing and hearing everyone on Thursday, January the 26th. Thank you.

- End of Recording -