



Consolidated Application Title IV, Part A Application Content

Introduction

The following is an outline of the content for the Title IV, Part A (Title IVA), Student Support and Academic Enrichment application. This application consists of three required components: program assurances, program questions, and a program budget.

For full guidance on the program, visit the Department's [ESSA Guidance and Allocations](#) webpage or contact Hannah Walsh at hannah.walsh@iowa.gov.

Title IVA, Student Support and Academic Enrichment - Program Assurances SEC. 4106. 20 U.S.C. 7116

1) The local area education agency, or consortium of local area education agencies, will prioritize the distribution of funds based on one or more of the following criteria, including schools that:

- Are among the schools with the greatest needs, as determined by the local area education agency;
- Have the highest percentages or numbers 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 improvement plans under [Title I, Part A](#) of the ESEA; or
- Are identified as a persistently dangerous public elementary school or secondary school under [section 8532](#).

2) The local area education agency, or consortium of local area education agencies, assures that it has complied with [section 8501](#) regarding equitable participation by private school children and teachers.

3) The local area education agency, or consortium of local area education agencies, assures that it has engaged in consultation with all of the required stakeholders described in [section 4106\(c\)\(1\)](#) to meet the purpose of Title IVA:

- Parents;
- Teachers;
- Principals;
- Other school leaders;
- Specialized instructional support personnel;
- Students;
- Community-based organizations;
- Local government representatives, which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency;
- Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable);
- Charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools); and
- Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.

4) The local area education agency, or consortium of local area education agencies, assures that it will engage in continued consultation with the entities described in [section 4106\(c\)\(1\)](#) (see Question 3) in order to improve the local activities in order to meet the purpose of Title IVA and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

5) The local area education agency, or consortium of local area education agencies, receiving a total district allocation of \$30,000 or more—carryover (nonpublic equitable share(s) + district share) + current year allocation (nonpublic equitable share(s) + district share)—assures that it has conducted a comprehensive needs assessment at least once in the past three years in order to examine needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

The NA option should only be used by a local area education agency, or consortium of local area education agencies, if its total district allocation is less than \$30,000.

Allocation-Specific Requirements

A local area education agency, or consortium of local area education agencies, that receives a total district allocation—carryover (nonpublic equitable share(s) + district share) + current year allocation (nonpublic equitable share(s) + district share)—of:

Less than \$30,000	\$30,000 or more
<p>Must use one (or more) of the following based on the results of the recommended comprehensive needs assessment:</p> <ul style="list-style-type: none"> • At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107); • At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and/or • A portion of funds for activities related to effective use of <i>technology</i>* (ESEA § 4109). 	<p>Must use all of the following based on the results of the required comprehensive needs assessment:</p> <ul style="list-style-type: none"> • At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107); • At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and • A portion of funds for activities related to effective use of <i>technology</i>* (ESEA § 4109).

**No more than 15% of the total district allocation may be spent on technology infrastructure. Technology infrastructure is defined as property, devices, equipment, software applications, blended learning software and platforms, digital instructional resources (e.g., textbook substitutes, digital licenses, online subscriptions), initial professional development activities, and other one-time information technology purchases).*

6) The local area education agency, or consortium of local area education agencies, will use funds to support Student Support and Academic Enrichment activities related to three content areas and align said activities to the needs identified in the comprehensive needs assessment, as applicable (see the Allocation-Specific Requirements section above).

7) The local educational agency, or consortium of such agencies, assures that they shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection 4109(a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection 4109(a)(4)(A).

4109(a)(2) Building technological capacity and infrastructure, which may include—

(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls;
4109(a)(4) Carrying out blended learning projects, which shall include—

(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities;

8) The local area education agency, or consortium of local area education agencies, assures that any Title IVA funds used to support professional development activities will meet the definition for such activities described in section 8101(42)(B). Or if the activities do not meet this standard, it will categorize the initial professional development activities as “Technology infrastructure: Carrying out blended learning projects and planning activities” as described in section 4109(a)(4)(A).

8101(42) The term "professional development" means activities that—

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused;

4109(a)(4) Carrying out blended learning projects, which shall include—

(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities;

9) The local area education agency, or consortium of local area education agencies, assures that any Title IVA funds used to support “evidence-based” activities will meet the definition for such activities described in section 8101(21)(A).

8101(21)(A) ... the term “evidence-based” ... means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study;

or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

10) The local area education agency, or consortium of local area education agencies, will use Title IVA funds to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this subpart.

11) The local area education agency, or consortium of local area education agencies, will complete questions about their use of funds in an annual survey to satisfy the requirement to annually report to the State—for inclusion in the report described in section 4104(a)(2)—regarding how funds are being used to meet the allocation-specific requirements and how they will periodically .

4104(a)(2) ... public reporting on how funds made available under this subpart [Title IVA] are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section [4106\(e\)\(1\)\(E\)](#) [the application for funds].

Title IVA, Student Support and Academic Enrichment - Program Questions

SEC. 4106. 20 U.S.C. 7116 Title IVA, Student Support and Academic Enrichment - Program Questions

4106-1) Under which content area(s) will the local education agency, or consortium of local education agencies, provide educational activities, programming, and/or training? (Check all that apply)

A local area education agency, or consortium of local area education agencies, that receives a total district allocation—carryover (nonpublic equitable share(s) + district share) + current year allocation (nonpublic equitable share(s) + district share)—of \$30,000 or more is required to answer the questions for all three content areas.

- Well-Rounded Educational Opportunities (ESEA § 4107)
- Safe and Healthy Students (ESEA § 4108)
- Effective Use of Technology (ESEA § 4109)

SEC. 4107. 20 U.S.C. 7117. Activities to Support Well-Rounded Educational Opportunities

4107-1) Provide a description of the additional educational programming, activities, and/or training that the local education agency, or consortium of agencies, proposes to carry out during the current school year. (Limited to 500 characters)

4107-2) Which of the following best describes the partnership(s) that the local education agency, or consortium of agencies, will enter into during the current school year? (Check all that apply)

- Not applicable, no partnership will be entered into
- Higher education institution
- Business
- Nonprofit organization
- Community-based organization
- Area education agency
- Iowa Department of Education
- Other government agency or agencies
- Other Iowa school district(s)
- Other (Limited to 150 characters)

4107-3) Which of the following best describes the program objectives for the proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

- Providing additional college and career guidance and counseling programs or activities
- Supporting student success through additional fine arts programs or activities
- Improving instruction in science, technology, engineering, and mathematics (STEM), including computer science
- Improving student engagement in STEM, including computer science
- Raising academic achievement through additional accelerated learning programs (i.e., dual or concurrent enrollment, Advanced Placement, International Baccalaureate)
- Promoting the development, implementation, and strengthening of programs to teach social studies
- Strengthening the instruction of the world languages by increasing professional learning opportunities for teaching staff
- Strengthening the instruction of the world languages by increasing student access to the world languages
- Increasing access to environmental education and related programs and activities

- Promoting and supporting additional volunteerism and community involvement opportunities
- Supporting additional educational programs that integrate multiple disciplines
- Expanding career and technical education programs or activities
- Providing additional social emotional learning programs or activities
- Other (Limited to 150 characters)

4107-4) Which of the following best describes the intended outcomes of your proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

Please note that the following outcomes the local education agency, or consortium of agencies, selects below will be the outcomes used to monitor progress in the required annual report.

- Expand access to well-rounded educational opportunities in the identified area(s)
- Improve academic achievement in English language arts/literacy, math, and/or science
- Improve academic growth in English language arts/literacy, math, and/or science
- Improve academic proficiency in English language arts/literacy, math, and/or science
- Increase number of FTE teachers in the identified subject area(s)
- Increase number of staff to provide additional educational support(s) in the identified area(s)
- Increase participation or enrollment in the identified area(s)
- Provide additional course offering(s) in the identified subject area(s)
- Provide additional professional learning opportunities to strengthen instruction in the identified area(s)
- Other (Limited to 150 characters)

4107-5) Which of the following best describes how the local education agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes during the current school year? (Check all that apply)

- End-of-course or program questionnaires
- Focus groups or interviews (e.g., participant exit interviews)
- Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales)
- Participation or enrollment in identified activity or activities
- Pre- and post-questionnaires about confidence levels
- Project analysis rubrics (e.g., presentation, paper)
- Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders)
- Scored exercises (i.e., practical exercises that demonstrate applied skills)
- Standardized tests (e.g., Iowa Assessments, IB biannual assessments, AP exams)
- Surveys (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys, Conditions for Learning survey, Iowa Youth Survey)
- Tests or scored exercises (e.g., teacher-developed tests or exams)
- Usage of educational supports (e.g., self-reported usage, demonstrated usage)
- Workshop evaluation forms
- Other (Limited to 150 characters)

SEC. 4108. 20 U.S.C. 7118. Activities to Support Safe and Healthy Students

4108-1) Provide a description of the additional educational programming, activities, and/or training that the local education agency, or consortium of agencies, proposes to carry out during the current school year. (Limited to 500 characters)

4108-2) Which of the following best describes the partnership(s) that the local education agency, or consortium of agencies, will enter into during the current school year? (Check all that apply)

- Not applicable, no partnership will be entered into
- Higher education institution
- Business

- Nonprofit organization
- Community-based organization
- Area education agency
- Iowa Department of Education
- Other government agency or agencies
- Other Iowa school district(s)
- Other (Limited to 150 characters)

4108-3) Which of the following best describes the program objectives for the proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

- Creating programs or activities that establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success (e.g., by providing integrated systems of student and family supports)
- Designating a site resource coordinator at a school or local educational agency to establish partnerships within the community to provide resources and support for schools
- Designating a site resource coordinator at a school or local educational agency to ensure that all service and community partners are aligned with the academic expectations of a community school in order to improve student success
- Designating a site resource coordinator at a school or local educational agency to strengthen relationships between schools and communities
- Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that is consistent with best practices, includes evidence-based strategies, and is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services
- Establishing programs or activities that improve school dropout and reentry programs
- Expanding programs or activities that integrate health and safety practices into school or athletic programs
- Giving information to parents and guardians of students about child sexual abuse awareness and prevention
- Implementing schoolwide positive behavioral interventions and supports in order to improve academic outcomes and school conditions for student learning
- Participating in school-based mental health services partnership programs and providing comprehensive school-based mental health services and supports and staff development that are based on trauma-informed practices that are evidence-based
- Providing evidence-based drug and violence prevention activities and programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes
- Providing evidence-based professional development and training in drug and violence prevention, education, early identification, intervention mentoring, recovery support services and (where appropriate) rehabilitation referral
- Providing high-quality training for school personnel related to bullying and harassment prevention
- Providing high-quality training for school personnel related to crisis management and conflict resolution techniques
- Providing high-quality training for school personnel related to drug abuse prevention
- Providing high-quality training for school personnel related to effective and trauma-informed practices in classroom management
- Providing high-quality training for school personnel related to human trafficking
- Providing high-quality training for school personnel related to suicide prevention
- Providing high-quality training for school personnel related to school-based violence prevention strategies
- Providing school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services

- Supporting a Pay for Success initiative¹ aligned with the purposes of this section
- Supporting age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
- Supporting child sexual abuse awareness and prevention programs or activities
- Supporting programs or activities that help prevent bullying and harassment
- Supporting programs or activities that improve instructional practices for developing relationship-building skills and improve safety through the recognition and prevention of coercion, violence, or abuse
- Supporting programs or activities that provide mentoring and school counseling to all students
- Supporting programs or activities that support a healthy, active lifestyle (e.g., nutritional education, chronic disease management and instruction)
- Other (Limited to 150 characters)

4108-4) Which of the following best describes the intended outcomes of your proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

Please note that the following outcomes the local education agency, or consortium of agencies, selects below will be the outcomes used to monitor progress in the required annual report.

- Hire additional school-based service providers (e.g., school nurses, counselors, psychologists, school social workers) to expand services and reduce provider caseloads
- Hire additional staff to better coordinate resources between schools and communities
- Improve Adult-Student Relationships score on the Conditions for Learning Survey
- Improve Emotional Safety score on the Conditions for Learning Survey
- Improve Expectations/Boundaries score on the Conditions for Learning Survey
- Improve Physical Safety score on the Conditions for Learning Survey
- Improve Student-Student Relationships score on the Conditions for Learning Survey
- Increase access to mentoring and school counseling for all students
- Provide additional programming opportunities for the identified area(s)
- Provide educators with additional high-quality training in the identified area(s) to increase academic achievement and improve school climate and safety
- Raise student awareness of human trafficking
- Reduce the number of incidents of bullying and harassment
- Reduce the number of incidents of physical fights
- Reduce the number of incidents of rape or sexual assault
- Reduce the number of school discipline-related incidences (e.g., out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions)
- Reduce the number of students who are chronically absent (i.e., missed 18+ days of school in the last year)
- Reduce the number of students who drop out
- Reduce the number of times school discipline methods such as out-of-school suspensions, in-school suspensions, law enforcement referrals, and/or expulsions are used
- Other (Limited to 150 characters)

4108-5) Which of the following best describes how the local education agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes during the current school year? (Check all that apply)

- End-of-course or program questionnaires
- Focus groups or interviews (e.g., participant exit interviews)

¹ A Pay for Success initiative 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” (ESEA § 8101(40)). For more information, see the [Pay for Success](#) webpage.

- Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales)
- Observations for student perceptions for measures of specific content quality (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales)
- Participation or enrollment in identified activity or activities
- Pre- and post-questionnaires about confidence levels
- Project analysis rubrics (e.g., presentation, paper)
- Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders)
- Scored exercises (i.e., practical exercises that demonstrate applied skills)
- Standardized tests (e.g., Iowa Assessments, IB biannual assessments, AP exams)
- Surveys (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys, Conditions for Learning survey, Iowa Youth Survey)
- Tests or scored exercises (e.g., teacher-developed tests or exams)
- Usage of educational and other identified supports (e.g., self-reported usage, demonstrated usage, school-based service provider caseload)
- Workshop evaluation forms
- Other (Limited to 150 characters)

SEC. 4109. 20 U.S.C. 7119. Activities to Support the Effective Use of Technology

4109-1) Provide a description of the additional educational programming, activities, and/or training that the local education agency, or consortium of agencies, proposes to carry out during the current school year. (Limited to 500 characters)

4109-2) Which of the following best describes the partnership(s) that the local education agency, or consortium of agencies, will enter into during the current school year? (Check all that apply)

- Not applicable, no partnership will be entered into
- Higher education institution
- Business
- Nonprofit organization
- Community-based organization
- Area education agency
- Iowa Department of Education
- Other government agency or agencies
- Other Iowa school district(s)
- Other (Limited to 150 characters)

4109-3) Which of the following best describes the program objectives for the proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

- Providing educators, school leaders, and administrators with supplemental professional learning tools, devices, content, and resources to personalize learning to improve student academic achievement
- Providing educators, school leaders, and administrators with supplemental professional learning tools, devices, content, and resources to discover, adapt, and share relevant high-quality educational resources (e.g., open educational resources)
- Providing educators, school leaders, and administrators with supplemental professional learning tools, devices, content, and resources to use technology effectively in the classroom (e.g., administering computer-based assessments and blended learning strategies)
- Providing educators, school leaders, and administrators with supplemental professional learning tools, devices, content, and resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

- Building technological capacity and infrastructure, including procuring content and ensuring content quality
- Building technological capacity and infrastructure, including purchasing devices, equipment, and software applications in order to address readiness shortfalls
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology (e.g., digital learning technologies, assistive technology)
- Carrying out blended learning projects and planning activities, including developing new instructional models (e.g., blended learning technology software and platforms)
- Carrying out blended learning projects and planning activities, including purchasing digital instructional resources (e.g., digital curriculum, licenses, subscriptions, textbook substitutes)
- Carrying out blended learning projects and planning activities, including providing initial professional development activities
- Carrying out blended learning projects and planning activities, including providing one-time information technology purchases
- Carrying out blended learning projects, which shall include ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project
- Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement in the areas of STEM, including computer science
- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators
- Using technology to support English learners
- Making additional assistive technology available to students with disabilities
- Other (Limited to 150 characters)

4109-4) Which of the following best describes the intended outcomes of your proposed Student Support and Academic Enrichment activity or activities for the current school year? (Check all that apply)

Please note that the following outcomes the local education agency, or consortium of agencies, selects below will be the outcomes used to monitor progress in the required annual report.

- Enhance instruction and instructional practices through the use of technology by both students and staff
- Expand access to online courses by increasing the number of online courses available from accredited sources that are offered for credit recovery or college or career readiness
- Expand access to training or ongoing professional development on technology and its integration (e.g., number of trainings offered by local education agency around technology tools and integration, amount of funds provided to teaching staff to attend training around technology tools and integration)
- Expand learning opportunities for educators to increase English learner (EL) engagement and communication with parents and caregivers of ELs
- Hire additional information technology (IT) staff to increase IT staff availability and technology support(s) in the identified area(s)
- Improve participation in training or ongoing professional development on technology and its integration
- Improve the use of technology in the classroom (e.g., computerized assessments, blended learning, online courses for credit recovery and advanced coursework)
- Increase access to technology (e.g., internet availability, number of wi-fi enabled devices for teaching staff and students)
- Increase opportunities for educators to provide students personalized learning, allowing the educator to adjust the pace of learning and to optimize instructional approaches for the needs of each learner as they strive to meet rigorous expectations for college and career success
- Increase participation or enrollment in the identified area(s)
- Increase student achievement in STEM, including computer science

- Increase support offered to use technology effectively (e.g., IT staff, training offered by the local education agency, participation in these offered trainings)
- Provide additional course offering(s) in the identified subject area(s)
- Provide additional online course offering(s) in the identified subject area(s)
- Provide additional professional learning opportunities to strengthen instruction in the identified area(s)
- Provide ongoing professional development and supporting activities to support implementation and success of identified activity or activities
- Provide students and staff with resources to support personalized learning, literacy, and learning in all academic areas
- Provide teachers with professional learning tools and individualized learning resources to improve academic achievement
- Increase student achievement
- Other (Limited to 150 characters)

4109-5) Which of the following best describes how the local education agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes during the current school year? (Check all that apply)

- End-of-course or program questionnaires
- Focus groups or interviews (e.g., participant exit interviews)
- Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales)
- Observations for student perceptions for measures of specific content quality (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales)
- Participation or enrollment in identified activity or activities
- Pre- and post-questionnaires about confidence levels
- Project analysis rubrics (e.g., presentation, paper)
- Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders)
- Scored exercises (i.e., practical exercises that demonstrate applied skills)
- Standardized tests (e.g., Iowa Assessments, IB biannual assessments, AP exams)
- Surveys (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys, Conditions for Learning survey, Iowa Youth Survey)
- Tests or scored exercises (e.g., teacher-developed tests or exams)
- Usage of educational and technological supports (e.g., self-reported usage, demonstrated usage)
- Workshop evaluation forms
- Other (Limited to 150 characters)

Title IVA, Student Support and Academic Enrichment - Program Budget 2020-21

Provide budget detail using the line items that correlate with the allowable activities outlined in code. Please note that the use of “Other” for a line item or an object code requires an explanation.

[Sec. 4107 \[20 U.S.C. 7117\] Activities to Support Well-Rounded Educational Opportunities](#)

Allowable Activity	Line Item
College and career guidance and counseling programs, such as— (i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as— (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as— (iii) financial literacy and Federal financial aid awareness activities	Financial literacy and Federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as— (i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as— (ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects

Allowable Activity	Line Item
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—</p> <p>(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects</p>	<p>Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—</p> <p>(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]</p>	<p>Supporting the creation and enhancement of STEM-focused specialty schools</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—</p> <p>(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects</p>	<p>Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—</p> <p>(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education</p>	<p>Integrating other academic subjects into STEM subject programs</p>
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as—</p> <p>(i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations</p>	<p>Reimbursing low-income students for accelerated learning examination fees</p>

Allowable Activity	Line Item
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as—</p> <p>(ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p>
<p>Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education</p>	<p>Activities to promote the instruction of American history, social studies, economics, geography, or government education</p>
<p>Foreign language instruction</p>	<p>World language instruction</p>
<p>Environmental education</p>	<p>Environmental education</p>
<p>Programs and activities that promote volunteerism and community involvement</p>	<p>Volunteerism and community involvement programs or activities</p>
<p>Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics</p>	<p>Multiple discipline integration programs or activities</p>
<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p>	<p>Career and technical education programs or activities</p>
<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p>	<p>Social emotional learning programs or activities</p>
<p>ADMINISTRATIVE COSTS.—Of the amount received . . . [for the current year], a local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency’s responsibilities under this subpart*</p> <p>*This line item does not count towards the 20% or more requirement for the well-rounded educational opportunities content area</p>	<p>Direct costs related to the district’s administration of Title IVA</p>

Sec. 4108 [20 U.S.C. 7118] Activities to Support Safe and Healthy Students

Allowable Activity	Line Item
<p>Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—</p> <p>(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic</p>	<p>Evidence-based drug and violence prevention activities and programs</p>

Allowable Activity	Line Item
cigarettes	
<p>Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—</p> <p>(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention</p>	Evidence-based professional development and training to prevent drug use and violence
<p>In accordance with sections 4001 and 4111—</p> <p>(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers</p>	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
<p>In accordance with sections 4001 and 4111—</p> <p>(ii) school-based mental health services partnership programs that—</p> <p>(I) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—</p> <p>(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and</p> <p>(cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise</p>	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
<p>Programs or activities that—</p> <p>(i) integrate health and safety practices into school or athletic programs</p>	Programs or activities that integrate health and safety practices in schools or athletic programs
<p>Programs or activities that—</p> <p>(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students</p>	Healthy, active lifestyle programs and activities

Allowable Activity	Line Item
Programs or activities that— (iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that— (iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that— (v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that— (vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that— (vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to— (i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to— (ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to— (iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to— (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to— (v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to— (vi) drug abuse prevention, including educating children facing	Drug abuse prevention training for school personnel

Allowable Activity	Line Item
substance abuse at home	
High-quality training for school personnel, including specialized instructional support personnel, related to— (vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111 , child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide— (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111 , child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide— (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools
Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as— (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator

Allowable Activity	Line Item
<p>Pay for success initiatives [or “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” (ESEA § 8101(40))] aligned with the purposes of this section</p>	<p>Aligned Pay for success initiative</p>

[SEC. 4109 \[20 U.S.C. 7119\] Activities to Support Effective Use of Technology](#)

Allowable Activity	Line Item
<p>Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement.</p>	<p>Providing professional learning resources to personalize learning</p>
<p>Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (B) discover, adapt, and share relevant high-quality educational resources.</p>	<p>Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources</p>
<p>Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.</p>	<p>Providing professional learning resources to use technology effectively in the classroom</p>
<p>Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning</p>	<p>Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning</p>
<p>Building technological capacity and infrastructure, which may include— (A) procuring content and ensuring content quality</p>	<p>Procuring technological content and ensuring content quality</p>
<p>Building technological capacity and infrastructure, which may include— (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls</p>	<p>Technology infrastructure: Purchasing devices, equipment, and software applications</p>
<p>Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology</p>	<p>Delivering specialized or rigorous academic courses and curricula through the use of technology</p>

Allowable Activity	Line Item
<p>Carrying out blended learning projects, which shall include— (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities</p>	<p>Technology infrastructure: Carrying out blended learning projects and planning activities</p>
<p>Carrying out blended learning projects, which shall include— (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project</p>	<p>Ongoing professional development to support blended learning project implementation and academic success</p>
<p>Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science</p>	<p>Providing professional development in the use of technology to enable educators to increase STEM achievement</p>
<p>Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators</p>	<p>Providing high-quality digital learning experiences to students in rural, remote, and underserved areas</p>