

## **Title IV Part A Allowable Uses**

### **Use of this Document**

This document is designed to support LEAs, schools, and sub-grantees in identifying potential allowable uses of Title IV Part A funds. It is important to note that while this document lists strategies and activities commonly funded, this should not be considered an exhaustive list, nor does it guarantee that an activity listed will be considered allowable for each sub-grantee; allowability is also based on a data-driven assessment of local needs.

### **Purpose of Title IV Part A**

The purpose of Title IV Part A<sup>1</sup> is to improve students' academic achievement by increasing the capacity of the States, local educational agencies, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- promote the effective use of technology in supporting academic achievement and digital literacy of all students

### **General Considerations**

Programs and activities supported by Title IV funds must:

- Be consistent with the purpose of Title IV;
- Be necessary, addressing identified needs on the Local Education Agency (LEA)'S Comprehensive Needs Assessment (CNA) and support goals outlined on the LEA's Continuous Improvement Plan (CIP);
- Be reasonable, considering breadth of impact and associated costs;
- Address the learning needs of all students, including children with disabilities, English Learners (ELs), and gifted and talented students;
- Be used for evidence-based activities;
- Be utilized to supplement local and state funds, not supplant them; and
- Be coordinated with other available funds and resources to maximize the effectiveness and efficiency of spending

## Allowable and Unallowable Uses

Strategy	Allowable Uses	Unallowable Uses
<b>Administration</b>	Direct administrative costs of carrying out responsibilities of the grant <sup>2</sup>	Reserving more than 2% of the allocation for direct administration <sup>2</sup>
<b>Supporting well-rounded educational opportunities</b>	<p><b>STEM<sup>3</sup>:</b></p> <ul style="list-style-type: none"> <li>• Programs and activities to improve instruction and student engagement in STEM subjects</li> <li>• Increasing access to high-quality STEM courses for underrepresented groups in STEM fields</li> <li>• Providing hands-on learning and exposure to STEM subjects, including through field-based and service learning</li> <li>• Supporting participation in non-profit competitions related to STEM subjects (including robotics, science research, mathematics, computer science, invention, technology)</li> <li>• The creation and enhancement of STEM-focused specialty schools</li> <li>• Facilitating collaboration of school and out-of-school time program personnel to improve the integration of STEM instruction in those programs</li> <li>• Integrating other academic subjects, such as the arts, into the STEM curricula to increase participation in STEM activities and promote a well-rounded education</li> </ul> <p><b>Accelerated Learning Programs<sup>4</sup>:</b></p> <ul style="list-style-type: none"> <li>• Increasing the availability and enrollment in accelerated learning courses, dual or concurrent enrollment, and early college high school courses</li> </ul>	Programs and activities that do not support increasing the availability of well-rounded educational opportunities to all students

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting well-rounded educational opportunities</b></p>	<ul style="list-style-type: none"> <li>• Reimbursing low-income students for fees associated with accelerated learning exams</li> <li>• Counseling, mentoring, or other programs that develop study skills and critical thinking in order to better engage in accelerated learning</li> <li>• Early College High School design</li> </ul> <p><b>College and Career Counseling<sup>5</sup>:</b></p> <ul style="list-style-type: none"> <li>• College and career guidance, including: <ul style="list-style-type: none"> <li>- how to prepare for college</li> <li>- how to choose from among career options</li> <li>- how to enroll in and receive Federal financial aid</li> <li>- applying for college admissions</li> <li>- preparing for college aptitude tests</li> <li>- how to pursue training to be successful in the workplace</li> </ul> </li> </ul> <p><b>Social-emotional Learning (SEL):</b></p> <ul style="list-style-type: none"> <li>• Interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills</li> </ul> <p><b>Programs and activities that support:</b></p> <ul style="list-style-type: none"> <li>• The development, implementation, and/or strengthening of high-quality programs that teach traditional American history, civics, economics, geography, government education<sup>6</sup></li> <li>• The use of music and the arts to promote constructive student engagement, problem solving, and conflict resolution<sup>7</sup></li> <li>• Instruction in foreign languages<sup>8</sup></li> </ul>	

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting well-rounded educational opportunities</b></p>	<ul style="list-style-type: none"> <li>• Instruction in environmental education<sup>9</sup></li> <li>• Promoting volunteerism and community involvement<sup>10</sup></li> <li>• Educational programs that integrate multiple disciplines, such as combining art and mathematics<sup>11</sup></li> <li>• Strategies designed to decrease drop-out rates/increase high school graduation rates and college entrance rates</li> </ul> <p><b>Professional development:</b></p> <ul style="list-style-type: none"> <li>• Training counselors to effectively use labor market information to assist students with postsecondary and career planning<sup>12</sup></li> </ul>	
<p><b>Supporting Safe and Healthy Schools</b></p>	<p><b>Drug and violence prevention<sup>13</sup>:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based drug and violence prevention activities and programs</li> <li>• Educating students against the use of tobacco, marijuana, smokeless tobacco and electronic cigarettes</li> </ul> <p><b>School-based mental health services<sup>14</sup>:</b></p> <ul style="list-style-type: none"> <li>• School-based mental health programs and/or services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to counseling services<sup>15</sup></li> <li>• School-based mental health services partnerships with public or private mental health/health care entities that provide comprehensive school-based mental health services and staff development for school and community personnel working in the school<sup>16</sup></li> </ul>	<p>Medical services, drug treatment, or rehabilitation</p>

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting Safe and Healthy Schools</b></p>	<p><b>Programs and activities that support:</b></p> <ul style="list-style-type: none"> <li>• Integrating health and safety practices into school or athletic programs<sup>17</sup></li> <li>• Healthy, active lifestyles<sup>18</sup>, including: <ul style="list-style-type: none"> <li>- nutritional education</li> <li>- physical education</li> <li>- programs led by school nurses or other qualified staff regarding chronic disease management</li> </ul> </li> <li>• Bullying and harassment prevention<sup>19</sup></li> <li>• Providing 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, drug use or abuse<sup>20</sup></li> <li>• Establishing or improving school dropout prevention and reentry programs<sup>21</sup></li> <li>• Providing child sexual abuse awareness, education, and prevention<sup>22</sup></li> <li>• Establishing learning environments and enhancing effective student learning skills that are essential for school readiness and academic success<sup>23</sup></li> <li>• Promoting integrated systems of student and family support<sup>23</sup></li> <li>• Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices<sup>24</sup> that is: <ul style="list-style-type: none"> <li>- consistent with best practices</li> <li>- uses evidence-based strategies</li> <li>- is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services (“youth PROMISE plan”)</li> </ul> </li> <li>• Promoting supportive school discipline practices</li> </ul>	

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting Safe and Healthy Schools</b></p>	<ul style="list-style-type: none"> <li>• Implementation of school-wide positive behavioral interventions and supports to improve academic outcomes and school conditions for learning<sup>25</sup></li> <li>• Designating a Site Resource Coordinator at the school or LEA level<sup>26</sup> in order to: <ul style="list-style-type: none"> <li>- establish partnerships with community entities to provide resources and supports for students</li> <li>- ensure that service and community partners are aligned with academic expectations of a community school in order to improve student success</li> <li>- strengthen relationships between schools and communities</li> </ul> </li> <li>• Paying for success initiatives aligned with the purposes of supporting safe and healthy students<sup>27</sup></li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• High-quality training for school personnel<sup>28</sup> related to: <ul style="list-style-type: none"> <li>• suicide prevention</li> <li>• effective and trauma-informed practices in classroom management</li> <li>• school-based violence prevention strategies</li> <li>• crises management, de-escalation, and conflict resolution</li> <li>• human trafficking</li> <li>• drug abuse prevention</li> <li>• bullying and harassment prevention</li> </ul> </li> <li>• Improving instructional practices for developing relationship-building skills and improving safety through recognition and prevention of coercion, violence, stalking, dating violence, domestic abuse, and sexual violence/abuse<sup>29</sup></li> </ul>	

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting effective use of technology</b></p>	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Learning tools, devices, content, and resources for educators, school leaders, and administrators<sup>30</sup> in: <ul style="list-style-type: none"> <li>- Personalized learning to improve student academic achievement</li> <li>- High-quality educational resources</li> <li>- Using technology effectively in the classroom, including administering computer-based assessments and blended learning strategies</li> <li>- Implementing and supporting school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning</li> </ul> </li> <li>• Training in the use of technology to enable educators to increase student achievement in STEM<sup>31</sup></li> </ul> <p><b>Building capacity<sup>32</sup>:</b></p> <ul style="list-style-type: none"> <li>• Increasing technological capacity and improving infrastructure, including procuring content and ensuring content quality</li> <li>• Purchasing devices, equipment, and software applications to address readiness shortfalls</li> </ul> <p><b>Blended Learning Projects<sup>33</sup>:</b></p> <ul style="list-style-type: none"> <li>• Developing and implementing innovative blended learning projects that include technology-based and face-to-face instruction, and combine digital, supervised, and student-led learning. These projects must include:</li> </ul>	<p>Technology infrastructure (software, devices, etc.) costs exceeding 15% of the total funds allocated for effective use of technology<sup>36</sup></p> <p>New construction or renovation of facilities in order to build capacity and infrastructure<sup>37</sup></p>

Strategy	Allowable Uses	Unallowable Uses
<p><b>Supporting effective use of technology</b></p>	<ul style="list-style-type: none"> <li>- Planning activities, such as development of new instructional models, purchase of digital instructional resources, initial professional development activities, and one-time information technology (IT) purchases</li> <li>- Ongoing professional development to support implementation and academic success of the project</li> </ul> <p><b>Programs and activities that support:</b></p> <ul style="list-style-type: none"> <li>• Developing effective strategies for the delivery of academic courses and curricula using technology, including digital learning and assistive technology<sup>34</sup></li> <li>• Providing personalized learning opportunities to improve student academic achievement</li> <li>• Provide students in rural/under-served areas with resources to take advantage of high-quality digital learning, digital resources, and access to online courses taught by effective educators<sup>35</sup></li> <li>• Effective integration of technology and the use of open educational resources</li> <li>• Digital literacy and citizenship</li> </ul>	

**Contact Information:**

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## Citations

<sup>1</sup> ESSA §4101

<sup>2</sup> ESSA §4105(c)

<sup>3</sup> ESSA §4107(a)(3)(C)

<sup>4</sup> ESSA §4107(a)(3)(D)

<sup>5</sup> ESSA §4107(a)(3)(A)

<sup>6</sup> ESSA §4107(a)(3)(E)

<sup>7</sup> ESSA §4107(a)(3)(B)

<sup>8</sup> ESSA §4107(a)(3)(F)

<sup>9</sup> ESSA §4107(a)(3)(G)

<sup>10</sup> ESSA §4107(a)(3)(H)

<sup>11</sup> ESSA §4107(a)(3)(I)

<sup>12</sup> ESSA §4107(a)(3)(A)(ii)

<sup>13</sup> ESSA §4108(5)(A)

<sup>14</sup> ESSA §4108(5)(B)

<sup>15</sup> ESSA §4107(5)(B)(i)

<sup>16</sup> ESSA §4107(5)(B)(ii)

<sup>17</sup> ESSA §4108(5)(C)(i)

<sup>18</sup> ESSA §4108(5)(C)(ii)

<sup>19</sup> ESSA §4108(5)(C)(iii)

<sup>20</sup> ESSA §4108(5)(C)(v)

<sup>21</sup> ESSA §4108(5)(C)(vi)

<sup>22</sup> ESSA §4108(5)(E)

<sup>23</sup> ESSA §4108(5)(C)(vii)

<sup>24</sup> ESSA §4108(5)(F)

<sup>25</sup> ESSA §4108(5)(G)

<sup>26</sup> ESSA §4108(5)(H)

<sup>27</sup> ESSA §4108(5)(I)

<sup>28</sup> ESSA §4108(5)(D)

<sup>29</sup> ESSA §4108(5)(C)(iv)

<sup>30</sup> ESSA §4109(a)(1)

<sup>31</sup> ESSA §4109(a)(5)

<sup>32</sup> ESSA §4109(a)(2)

<sup>33</sup> ESSA §4109(a)(4)

<sup>34</sup> ESSA §4109(a)(3)

<sup>35</sup> ESSA §4109(a)(6)

<sup>36</sup> ESSA §4109(b)

<sup>37</sup> ESSA §4109(a)(4)(A)