

Title IV, Part A Allowable Activities

Allowable activities listed below is not an exhaustive list of Title IV, Part A program activities.

Note: All districts applying for a grant of \$30,000 or more must perform a comprehensive needs assessment before applying for grant funding and must focus on three content areas: well-rounded education, safe and healthy students, and effective use of technology. Districts receiving less than \$30,000 are not required to conduct a comprehensive needs assessment and are only required to focus on one of the three SSAE content areas: well-rounded education, safe and healthy students, and technology.

Activities to Support Well-Rounded Educational Opportunities:

- Science, technology, engineering, and mathematics (STEM)
 - Increasing access for groups of underrepresented students to high-quality courses
 - Supporting participation in nonprofit competitions
 - Providing students hands-on learning and exposure to STEM, including through field-based and service learning
 - Integrating other academic subjects such as the arts into STEM curricula
- Music and arts
- Foreign language instruction
- Accelerated learning programs
 - Reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program exams
 - Increasing the availability of AP or IB programs, dual or concurrent enrollment programs, and other accelerated learning options
- Career and college counseling/guidance
 - Counseling programs and services
 - Programs offering assistance in applying for college entrance and financial aid
 - Advising on academic and occupational training
 - Transition programs
- Social and Emotional Learning (SEL)
 - Activities and interventions in SEL that build resilience, self-control, empathy, persistence, and other social and behavioral skills
- Environmental Education
 - Activities and educational opportunities related to environmental issues.

Activities to Support Safe and Healthy Students:

- Training school personnel in drug, violence, trafficking, and trauma
- Implementing programs that educate students and school personnel about bullying and harassment prevention
- Implementing drug and violence prevention programs
- Building school and community relationships to expand access to community resources including, but not limited to, mental health programs and crisis intervention
- Suicide prevention programs

- Implementing programs that support dropout prevention and re-entry
- Providing local educational agencies with resources that are evidence-based addressing ways to integrate health and safety practices into school or athletic programs, including physical and nutrition education
- Provide school-based health services, including chronic disease management
- Social Emotional Learning (SEL) including, but not limited to: interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills
- Culturally responsive teaching and professional development of implicit bias
- Reducing use of exclusionary discipline practices and promoting supportive school discipline
- Supporting local educational agencies to expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs
- Designating a site resource coordinator at a school or LEA to establish partnerships within the community
- Implementing child sexual abuse awareness and prevention programs that are age-appropriate and developmentally appropriate for students or that provide information to parents and guardians of students about sexual abuse awareness and prevention
- Implementing schoolwide positive behavioral interventions and supports

Activities to Support the Effective Use of Technology:

**Note: A Special Rule in the SSAE program states that no more than 15% of funds for activities to support the effective use of technology may be used “for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A).” To clarify, LEAs or consortiums of LEAs may not spend more than 15% of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).*

- Provide professional development opportunities directly related to improving the use of educational technology. *Note: Professional development activities should be sustained, (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.*
- Provide personalized learning that is meaningful and relevant to learners, driven by their interests, and often self-initiated
- Developing or using effective innovative strategies for the delivery of specialized or rigorous academic course and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential
- 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
- Implement digital citizenship initiatives that include strategies to address student safety

- Implement school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning including, but not limited to creating learning communities composed of students, fellow educators, museums, libraries, experts in various disciplines around the world, community organizations, and families
- Making instructional content widely available through open educational resources

Information for Allowable Activities was excerpted from the [Non-Regulatory Guidance Student Support and Academic Enrichment Grants](#).