

## Title IV, Part A Allowable Activities and Use of Funds

### Preliminary Check list for Allowable Activities and Use of Funds

- ✓  Is the expenditure reasonable and necessary to carry out the intent and purpose of the program and content area(s) of Title IV, Part A?
- ✓  Does the expenditure address a specific need identified in the comprehensive needs assessment or strategy used to determine the LEA needs?
- ✓  Will the expenditure be evaluated to measure a positive impact on student achievement?
- ✓  Does the expenditure supplement other nonfederal programs?

### Frequently Asked Questions

1. **Question: *How will the Texas Education Agency determine whether proposed activities in local educational agency (LEA) applications are allowable under the SSAE (Elementary and Secondary Education Act [ESEA] Title IV, Part A) program?***

In general, the Texas Education Agency will review the proposed activity to ensure it is consistent with the purposes of at least one of the three content areas in the Title IV, Part A program (well-rounded education in section 4107, safe and healthy students in section 4108, or the effective use of technology in section 4109).

Assuming the activity is consistent with the purposes of one of the three content areas, as applicable, the agency will determine the following:

- if the activity is allowable under Title IV, Part A
- if it is reasonable and necessary for performance of the grant
- if the proposed use of funds supplement or supplant other State or local funds that would otherwise be used to pay for the allowable activity, according to Section 4110
- if the activity is not one of the prohibited activities in Section 4001(b) or 8526
- section 4110 of the ESEA prohibits supplanting, the proposed use of funds for the activity must supplement, and not supplant, other State or local funds that would otherwise be used to pay for the allowable activity.

2. **Question: *May activities supported with Title IV, Part A funds take place during out-of-school time?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described in the answer above.

3. **Question: *May LEAs use Title IV, Part A program funds to pay tuition costs for a local community college course entitled College Success Skills that our High School seniors take, but have to pay for themselves?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described above.

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4. **Question: *May Title IV, Part A funds be used for coordinator salaries for programs like positive behavior intervention and supports (PBIS) and Youth Mental Health First Aid and Mental Health programming?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described above.

5. **Question: *Are the purchase of a license to a schoolwide student information system (e.g. SWIS) and the associated training allowable under the effective use of technology content area of the SSAE program?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described above.

6. **Question: *May Title IV, Part A funds be used for coordinator salaries for programs like positive behavior intervention and supports (PBIS) and Youth Mental Health First Aid and Mental Health programming?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described above.

7. **Question: *Are the purchase of a license to a schoolwide student information system (e.g. SWIS) and the associated training allowable under the effective use of technology content area of the SSAE program?***

Yes, if the agency determines it is an allowable activity consistent with the process and considerations described above.

8. **Question: *Is the purchase of educational resources and materials allowable with Title IV, Part A funds if this purchase is part of the LEA's needs assessment/plan to use Title IV, Part A funds?***

Yes, if the agency determines that they are allowable activities consistent with the process and considerations described in the answer above.

9. **Question: *Are the programs and services funded under Title IV, Part A program for students only?***

No, the ESEA Title IV, Part A statute references as an example of allowable activities teacher professional development in several areas, as well as training for school personnel, including specialized instructional support personnel in other areas. It also references providing educators, school leaders, and administrators with professional learning tools, devices, content and resources related to educational technology.

**Activities to support well-rounded educational opportunities**

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1. College and career guidance and counseling programs such as postsecondary education and career awareness and exploration activities, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities
2. 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
3. Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM) subject areas, including computer science. Such activities may include the following:
  - Increasing access to high-quality STEM courses for students who are members of groups, such as female students, minority students, English language learners, students with disabilities, and economically disadvantaged students, who are underrepresented in STEM fields
  - 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
  - Providing hands-on learning and exposure to STEM subjects and supporting the use of field-based or service learning to enhance the students' understanding of STEM subjects
  - Supporting the creation and enhancement of STEM-focused specialty schools
  - Facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in STEM subject areas
  - Integrating other academic subjects, including the arts, into STEM programs to increase participation in STEM courses and activities, improve attainment of skills related to STEM, and promote a well-rounded education
4. Efforts to raise student academic achievement through accelerated learning programs. Accelerated learning programs are defined as programs that offer postsecondary-level courses accepted for credit at institutions of higher education (including dual credit or concurrent enrollment programs and Early College High Schools) or postsecondary-level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate programs). Examples of accelerated learning program activities include—
  - Reimbursing low-income students to cover part or all of the costs of accelerated learning exam fees if the students are enrolled in accelerated learning course(s) and

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plan to take corresponding exam(s), including exams taken by low-income students during the 2016-2017 school year

- Increasing the availability of, and enrollment in, accelerated learning courses and exams, dual credit programs, and Early College High School courses
5. Activities to promote the development, implementation, and strengthening of programs to teach traditional U.S. history, civics, economics, geography, or government education
  6. Instruction, programs, or activities in languages other than English or environmental education
  7. Programs and activities that promote volunteerism and community involvement
  8. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics
  10. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

### Activities to support safe and healthy students

1. Evidence-based drug and violence prevention activities and programs, including—
  - Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and e-cigarettes
  - 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, related to drug and violence prevention
2. 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; and
  - school-based mental health services partnership programs conducted in partnership with a public or private mental health entity or health care entity that provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school.
3. Programs or activities that—

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- integrate health and safety practices into school or athletic programs;
  - 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 others to help maintain the well-being of students;
  - help prevent bullying and harassment;
  - 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;
  - 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;
  - establish or improve school dropout and re-entry programs; or
  - 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.
4. High-quality training for school personnel, including specialized instructional support personnel, related to—
- suicide prevention;
  - effective and trauma-informed practices in classroom management;
  - crisis management and conflict resolution techniques;
  - human trafficking
  - school-based violence prevention strategies;
  - drug abuse prevention, including educating children facing substance abuse at home; and
  - bullying and harassment prevention;
5. Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide age- 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; and 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.
6. Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools, is consistent with best practices and includes evidence-based strategies, and is aligned with the long-term goal of prison

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reduction through opportunities, mentoring, intervention, support, and other education services.

7. Implementation of school-wide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (IDEA), in order to improve academic outcomes and school conditions for student learning.
8. Designating a site resource coordinator at a school or LEA to provide a variety of services such as—
  - establishing partnerships within the community to provide resources and support for schools;
  - ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and
  - strengthening relationships between schools and communities.

### **Activities to support effective use of technology**

1. Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—
  - personalize learning to improve student academic achievement;
  - discover, adapt, and share relevant high-quality educational resources;
  - use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
  - implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.
2. Building technological capacity and infrastructure, which may include procuring content and ensuring content quality and purchasing devices, equipment, and software applications in order to address readiness shortfalls;
3. 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.
4. Carrying out blended learning projects, which must include planning activities or ongoing professional development designed to support the implementation and academic success of the project aimed at teachers, principals, other school leaders or personnel. Planning activities may include—

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- development of new instructional models, including blended learning technology software and platforms,
  - 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.
5. Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement in STEM subjects, including computer science.
6. 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.