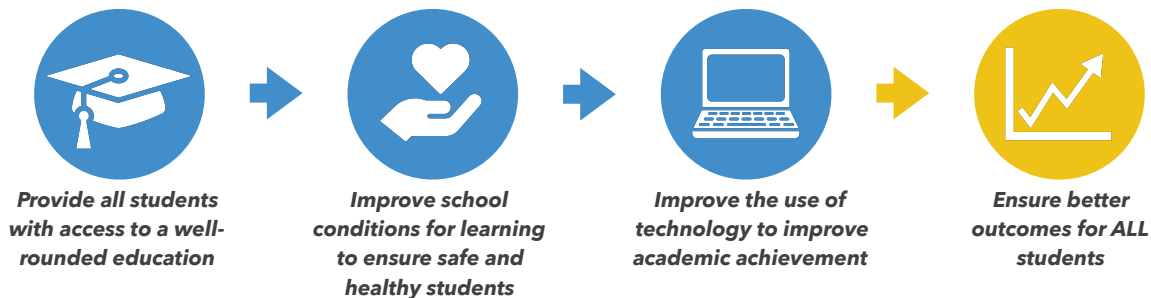


## TITLE IV, PART A GUIDANCE

### *Understanding and Leveraging the Student Support and Academic Enrichment Grants*

The Every Student Succeeds Act (ESSA) created a new stream of funding under Title IV, Part A<sup>1</sup> (referred to as Student Support and Academic Enrichment (SSAE) program by the federal government) that provides districts an opportunity to advance their efforts to **improve access to well-rounded educational opportunities in a safe and healthy learning environment**. The Oklahoma State Department of Education (OSDE) aims to ensure that the allocated funds totaling \$11,673,342 are used across Oklahoma schools to accomplish the following goals:



This guide provides a summary of the federal law that outlines in what ways school districts might leverage the new funds by exploring a number of key questions that districts may be asking of themselves. Additionally, the guide will introduce the **Champions of Excellence Program** and how this exciting, ambitious plan to create clear guidance for excellent programs might serve as a shared focus across the state.

Other resources that are useful for school and district leaders include the **Federal Non-Regulatory Guidance** (<http://bit.ly/4A-USDE-Guidance-Oct2016>), **ESSA Title IV, Part A** (<http://bit.ly/ESSA-4A>), and the **Oklahoma ESSA Plan** (<http://sde.ok.gov/sde/ok-essa-state-plan>).

## WHAT'S IN THIS GUIDE?

- (1) **What makes my district eligible?** (p. 2) A summary of the federal guidelines for how districts can ensure they have access to the Title IV, Part A funds that are a part of the Consolidated Application for FY19. This section addresses Allowable Activities, Stakeholder Consultation, Assurances, and the Comprehensive Needs Assessment.
- (2) **What Can Title IV, Part A Fund?** (p. 4) Provides excerpts from the Federal Non-Regulatory Guidance that helps to clarify some of the flexibility afforded to school districts regarding efforts to improve access to well-rounded educational opportunities in a safe and healthy learning environment.
- (3) **Where Do We Start?** (p. 8) Introduces school leaders to the new Programs of Excellence rubrics that are useful in creating focus for school-wide initiatives that may braid local, state, and federal funds.
- (4) **Who Do We Contact?** (p. 9) Introduces key contacts at the OSDE who can provide technical assistance.

<sup>1</sup> Read Title IV, Part at <http://bit.ly/ESSA-4A>.

## WHAT MAKES MY DISTRICT ELIGIBLE?

To be considered eligible for the Title IV, Part A funds according to ESSA 4106(a-f), an Oklahoma district or consortium of Oklahoma districts must submit an application within their Consolidated Application that:

- (1) Provides descriptions of **allowable activities developed through broad stakeholder consultation**;
- (2) Provides **assurances**<sup>2</sup> regarding prioritization, equitable participation of nonpublic schools, use of funds, and reporting; and
- (3) Is based upon the results of a **comprehensive needs assessment**<sup>2</sup>.

### (1) Allowable Activities Developed through Broad Stakeholder Consultation

Districts who apply to use Title IV, Part A funds **must** use funds to develop and implement programs and activities that are coordinated with other schools and community-based services and programs.

Additionally, projects **may** be conducted in partnership with:

- consortia of school districts;
- institutions of higher education;
- businesses;
- nonprofit organizations;
- community-based organizations; and
- other public or private entity with a demonstrated record of success in implementing programs and activities relevant to the selected Focal Area(s).

During the design and development of its plan, a district or consortium of districts **must** engage in consultation with stakeholders in the area served by the district and be able to provide appropriate documentation (e.g., agendas, sign-in sheets, minutes) of such consultation. Together, stakeholders should examine relevant data to understand students' and schools' most pressing needs, including:

- local needs and/or root causes;
- identification of system inequities, including marginalized or underrepresented students whose needs may not be showing up in a survey or other data tools; and
- prioritization when several significant needs are identified.

The OSDE has collected a few resources that may prove to be beneficial as districts and consortia begin their work of engaging stakeholders in their communities at <http://sde.ok.gov/sde/fce>, <http://bit.ly/TribalConsultation>, and <http://bit.ly/OK4A-StakeholderEngagement>.

Such stakeholders **must** include, but are not limited to, the following:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Principals</li> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> School leaders</li> <li><input type="checkbox"/> Charter and/or Non-Public school teachers, principals, and other school leaders, when applicable</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Specialized instructional support personnel</li> <li><input type="checkbox"/> Indian tribes or tribal organizations, when applicable</li> <li><input type="checkbox"/> Local government representatives</li> <li><input type="checkbox"/> Others with relevant and demonstrated expertise</li> <li><input type="checkbox"/> Community-based organizations</li> </ul> |
|---|--|

<sup>2</sup> Exceptions apply to districts receiving less than \$30,000. Districts should view their Funding Summary within the Grants Management System (GMS) to determine their Title IV Part A allocation.

Further, the extent to which the funds may use to address identified needs is shaped by the allowable activities made explicit within Title IV, Part A. **Table 1** summarizes those activities but school leaders should make a special effort to read and understand the actual law by visiting <http://bit.ly/ESSA-4A>. Additional technical assistance is available at <http://sde.ok.gov/sde/TitleIVA> and will continue to be made available beginning this school year (2018-2019).

Only once the needs have been identified, stakeholders should select relevant, allowable evidence-based activities, when evidence is available, that will have the likelihood of working in the local context. Evidence-based activities are more likely to improve student outcomes but the effectiveness also depends on the local context (e.g., the alignment of that activity to other efforts underway, the population being served) and local capacity (e.g., funding, staff and staff skills, resources, buy-in from stakeholders).

### **(2) Assurances**

According to ESSA 4106(e)(2), each application **must** include a number of assurances. Each assurance is introduced in **Table 2** with the language from the law and a short description is provided to help with interpretation.

### **(3) Comprehensive Needs Assessment**

All districts receiving more than \$30,000 must have a Comprehensive Needs Assessment completed within the last three years on file with the OSDE. Those districts who provided a Comprehensive Needs Assessment for the FY18 Competitive Grant will not have to complete a new assessment until FY22 (July 1, 2021). If no Comprehensive Needs Assessment is on file for a given school or the school's Comprehensive Needs Assessment is out of date, the school may use the most up-to-date version of the Comprehensive Needs Assessment provided at <http://sde.ok.gov/sde/TitleIVA> or develop their own. As indicated in Section 1 (p. 2), stakeholders should examine relevant data to understand students' and schools' most pressing needs based upon the results of the Comprehensive Needs Assessment, including:

- local needs and/or root causes;
- identification of system inequities, including marginalized or underrepresented students whose needs may not be showing up in a survey or other data tools; and
- prioritization when several significant needs are identified.

## WHAT CAN TITLE IV, PART A FUND?

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While Table 1 (p. 3) summarizes what is allowable according to Title IV, Part A, it is critical that the district review the exact language of **Title IV, Part A** (<https://bit.ly/ESSA-4A>) and utilize the **Universal Grant Guidance (UGG) Cost Principles** (<http://bit.ly/UGG-CostPrinciples>) to make determinations about what constitutes costs that are necessary, reasonable, and allocable.

Additionally, the USDE has provided some non-regulatory guidance that is helpful in expanding the view of how the funds may be leveraged. Four excerpts from the guidance are provided below:

### **(1) Leveraging Federal, State and Local Resources**

*Excerpted from the **Federal Non-Regulatory Guidance** (<http://bit.ly/4A-USDE-Guidance-Oct2016>)*

*In order to maximize the use of the SSAE program resources, state education agencies (SEAs), local education agencies (LEAs), and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs), museums, and community organizations to offer programs and services to students. In addition, State and local leaders should consider how other Federal, State and local funds may be leveraged to support a holistic approach to well-rounded education. Under the law, SEAs must review existing resources and programs across the State and coordinate any new plans and resources under the SSAE program with existing resources and programs. (ESEA section 4103(c)(2)(C)(i)).*

*At the local level, schools may use other ESEA program funds to coordinate and strengthen complimentary services. For example, Title IV, Part B funding for 21st Century Community Learning Centers also provide opportunities for academic enrichment through an array of programs and activities such as nutrition and health education, drug and violence prevention, and arts education. The SSAE grant can also be used in conjunction with other titles within ESEA to support specific interventions, activities, or services. For example, Title I, Part A (Title I) of the ESEA may be used to promote supportive school climates to reduce the use of exclusionary discipline practices in a Title I school-wide program. Likewise, LEAs may use Title II funds to provide training for school personnel to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. Rural LEAs that receive funding under either the Small, Rural School Achievement Program (SRSA) or the Rural and Low-Income School Program (RLIS) under Title V, Part B, may use those funds for activities allowed under the SSAE program funds, among other things. Additionally, LEAs may consider leveraging other federal resources such as AmeriCorps funds, if applicable, by partnering with grantees that provide similar programs or services in low-income schools and communities.*

*LEAs may also consider applying for funds in consortium to implement programs across districts. Working together, LEAs may be able to more efficiently deliver services through economies of scale that enable them to serve more students at lower cost and reduce administrative overhead.*

### **(2) Activities to Support Well-Rounded Educational Opportunities**

*Excerpted from the **Federal Non-Regulatory Guidance** (<http://bit.ly/4A-USDE-Guidance-Oct2016>)*

*Consistent with section 4106(e)(2)(C) of the ESEA, an LEA or consortium of LEAs receiving an SSAE program allocation of at least \$30,000 must use at least 20 percent of the SSAE program funds for activities under section 4107 that*



support student access to a well-rounded education. Programs and activities carried out under this section must be coordinated with other schools and community-based services and may be conducted in partnership with IHEs and other entities. (ESEA section 4107(a)(1)-(2)) The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. It includes programs and activities in the subjects discussed in more detail below as well as other activities, including those that integrate multiple academic disciplines. In general, an LEA may use funds under section 4107 for any program or activity that supports student access to and success in well-rounded educational experiences.

A well-rounded education starts with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.

Research supports the benefits of a well-rounded education. For example, students are better able to understand a text when they have had exposure to the knowledge and experiences referenced in that text.<sup>3</sup> Experience shows that students who have been exposed to the language and vocabulary of the natural world, the sciences, and social studies are better readers. Research also shows that students who have strong experiences in the arts often perform better in math.<sup>4</sup> The arts also help children think creatively, and develop language skills in other languages.<sup>5</sup>

### **(3) Activities to Support Safe and Healthy Students**

Excerpted from the **Federal Non-Regulatory Guidance** (<http://bit.ly/4A-USDE-Guidance-Oct2016>)

The second purpose of the SSAE program is to improve school conditions for student learning. When students are healthy and feel safe and supported, they are more likely to succeed in school.

An LEA or consortium of LEAs that receives \$30,000 or more in SSAE program funds must use at least 20 percent of those funds to develop, implement, and evaluate comprehensive programs and activities that:

- Are coordinated with other schools and community-based services and programs;
- Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
- Promote the involvement of parents in the activity or program;

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<sup>3</sup> Afflerbach, Peter P. "The Influence of Prior Knowledge on Expert Readers' Main Idea Construction Strategies." *Reading Research Quarterly* 25, no. 1 (1990): 31-46. and Georgia Kosmoski, Geneva Gay, and Edward Vockell. "Cultural Literacy and Academic Achievement." *The Journal of Experimental Education* 58, no. 4 (1990): 265-272.

<sup>4</sup> *Experimental Education* 58, no. 4 (1990): 265-272. 19 "Arts Integration: A Promising Approach to Improving Early Learning" February 2016. <http://www.wolftrap.org/~media/files/pdf/education/arts-integ-brief-2016-final.pdf?la=en>.

<sup>5</sup> Carolyn Asbury and Barbara Rich, *Learning, Arts, and the Brain: The DANA Consortium Report on Arts and Cognition*. (Washington, DC: Dana Press, 2008).

- *May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities authorized under section 4108; and*
- *May include a wide variety of programs and activities discussed in detail below among other programs and activities. (ESEA section 4108(1)-(5)).*

*It is important to note that a State or LEA receiving funds under the SSAE program, generally must obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded with SSAE program funds. Prior written, informed consent means active consent; silent (passive) consent does not constitute prior written, informed consent is therefore not sufficient. Section 4001 of the ESEA describes in detail the contents of such consent, as well as limitations and exceptions to when prior, written informed consent is required.<sup>6</sup>*

*Generally, the SSAE program funds may be used under section 4108 for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff. As indicated in **Table 3**, the authorized LEA activities in section 4108 may be categorized by topic as: 1) Safe and supportive learning environments; and 2) Student physical and mental health, including substance abuse prevention. Three of the authorized activities--mentoring and school counseling, school-wide positive behavioral interventions, and pay for success initiatives--are cross-cutting and are applicable to both topics.*

#### **(4) Activities to Support the Effective Use of Technology**

*Excerpted from the **Federal Non-Regulatory Guidance** (<http://bit.ly/4A-USDE-Guidance-Oct2016>)*

*In addition to supporting a well-rounded education and safe and healthy schools, a portion of the SSAE program funds, if \$30,000 or greater, must be used for increasing effective use of technology to improve the academic achievement, academic growth, and digital literacy of all students.*

*When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy*

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<sup>6</sup> ESEA section 4001 provides: SEC. 4001. GENERAL PROVISIONS. (a) PARENTAL CONSENT.— (1) IN GENERAL.— (A) INFORMED WRITTEN CONSENT.—A State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. (B) CONTENTS.—Before obtaining the consent described in subparagraph (A), the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last (C) LIMITATION.—The informed written consent required under this paragraph shall not be a waiver of any rights or protections under section 444 of the General Education Provisions Act (20 U.S.C. 1232g). (2) EXCEPTION.—Notwithstanding paragraph (1)(A), the written, informed consent described in such paragraph shall not be required in— (A) an emergency, where it is necessary to protect the immediate health and safety of the child, other children, or entity personnel; or (B) other instances in which an entity actively seeks parental consent but such consent cannot be reasonably obtained, as determined by the State or local educational agency, including in the case of— (i) a child whose parent has not responded to the notice described in paragraph (1)(B); or (ii) a child who has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a).

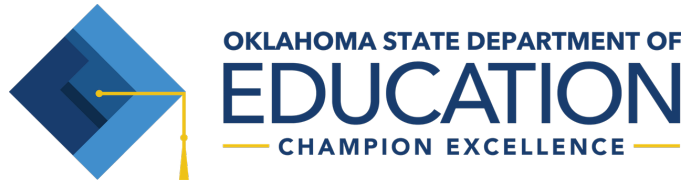




*environments, and enable well-rounded educational opportunities. Technology can expand growth opportunities for all students while affording historically disadvantaged students greater equity of access to high-quality learning materials, field experts, personalized learning, and tools for planning for future education. Such opportunities can also support increased capacity for educators to create blended learning opportunities for their students, rethinking when, where, and how students complete different components of a learning experience. However, for technology to be truly transformative, educators need to have the knowledge and skills to take full advantage of technology-rich learning environments.*

*A Special Rule in the SSAE program states that no more than 15 percent 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 percent 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)).*

*In addition to purchases for technology infrastructure, at least 85 percent of funds used under section 4109 may be used to support a variety of professional development, defined in 8101(42) as activities that are an integral part of school and local educational agency strategies, activities and for capacity building and other activities directly related to improving the use of educational technology. Also emphasized in 8102 (42), professional development activities should be sustained, (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. SEAs and LEAs may use the SSAE program funds to support educators in accessing needed technology, in learning how to use it effectively, and to provide continuous, just-in-time support that includes professional development, mentors, and informal collaborations. This professional development should support and develop educators' identities as fluent users of technology, creative and collaborative problem solvers, and adaptive experts in the effective selection and implementation of educational technology. Funds may be used to provide ready access to high-quality content and expertise, and provide opportunities for more focused, relevant, and continuous professional development. Specifically, the SSAE program funds may be used to provide educators, school leaders, and administrators with the professional learning tools, devices, content and resources to do the following activities, among other allowable uses.*



## WHERE DO WE START?

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In Oklahoma, Title IV, Part A funds will be used as part of a comprehensive strategy known as the **Oklahoma Champions of Excellence Program**. The Champions of Excellence program will establish rubrics for Programs of Excellence that will augment the existing accountability system by providing schools the option to celebrate aspects of their school programs. The rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form, **aspirational**, in that they speak to a idealized, holistic vision of each program that may be impossible for one school to fully embody, and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

As the work to develop the rubric progresses, they will address each of the content disciplines and safe and healthy school conditions. In year one (2018-2019), the following rubrics have been developed in draft form<sup>7</sup>:

- » Mathematics
- » Safe and Healthy Schools
- » Science
- » Social Studies
- » World Languages

In subsequent years, the following rubrics will be available:

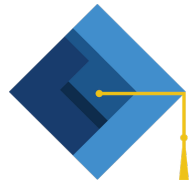
- » Fine Arts
- » Computer Science
- » English Language Arts

Each year, the newest version of the rubrics will be made available to schools, who are then able to evaluate their programs and identify themselves as Bronze, Silver, or Gold. The process would be one that requires a small site-level team to evaluate their program, provide evidence, and to sign off as a team that includes the school principal and a final review from the school board and superintendent. Once a school identifies themselves as Bronze, Silver, or Gold, that Program of Excellence will be eventually and prominently displayed on the school's Accountability Dashboard, which will be visible to the public beginning in December 2018. Specific Programs of Excellence will not be visible during the first year of the Accountability Dashboard as the Champions of Excellence is still in its development phase.

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<sup>7</sup> Find the current (Spring 2018) draft rubrics at <http://sde.ok.gov/sde/TitleIVA>.





## WHO DO WE CONTACT FOR SUPPORT?

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## TABLES

**Table 1:** Summary of Allowable Activities under Title IV, Part A

<b>Well-Rounded Educational Opportunities</b> <i>(ESSA section 4107)</i>
<p>Districts shall use funds to develop and implement programs and activities that support access to a well-rounded education that may include programs and activities such as:</p> <ul style="list-style-type: none"> <li>• college and career guidance and counseling programs;</li> <li>• using music and arts for constructive student engagement, problem solving, and conflict resolution;</li> <li>• improving instruction and student engagement in STEM subjects;</li> <li>• efforts to raise student academic achievement through accelerated learning programs (dual/concurrent/AP/IB);</li> <li>• improving Social Studies education;</li> <li>• improving foreign language instruction;</li> <li>• promoting volunteerism and community involvement; or</li> <li>• supporting integration of subjects (such as combining arts and mathematics).</li> </ul>
<b>Safe and Healthy Students</b> <i>(ESSA section 4108)</i>
<p>Districts shall use funds to develop, implement, and evaluate comprehensive programs and activities that may include programs and activities such as:</p> <ul style="list-style-type: none"> <li>• Promoting community and parent involvement in schools;</li> <li>• Providing school-based mental health services and counseling;</li> <li>• Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;</li> <li>• Establishing or improving dropout prevention;</li> <li>• Supporting re-entry programs and transition services for justice-involved youth;</li> <li>• Implementing programs that support a healthy, active lifestyle including health and physical education programs;</li> <li>• Implementing systems and practices to prevent bullying and harassment; or</li> <li>• Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.</li> </ul>

**Table 1, Continued:** Summary of Allowable Activities under Title IV, Part A

Effective Use of Technology (ESSA section 4109)
<p>Districts shall use funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students by:</p> <ul style="list-style-type: none"> <li>• Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement;</li> <li>• Building technological capacity and infrastructure;</li> <li>• Carrying out innovative blended learning projects;</li> <li>• Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities; or</li> <li>• Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.</li> </ul>

**Table 2:** Description of Assurances

As stated in ESSA section 4106(e)(2)	Description of Assurance
(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—	All districts and consortia receiving funds under Title IV, Part A must agree to distribute funds to schools in a manner consistent with the following 5 guidelines:
(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;	Districts must use the results of a variety of needs assessments that may include the Programs of Excellence rubrics and, in the case the district receives more than \$30,000, the Comprehensive Needs Assessment to establish priorities based upon needs, inequities in the system, alignment to existing initiatives, and readiness. It should be clear that schools with the greatest needs are receiving priority.  Rubrics and the recommended Comprehensive Needs Assessment can be found at <a href="http://sde.ok.gov/sde/TitleIVA">http://sde.ok.gov/sde/TitleIVA</a> .
(ii) have the highest percentages or numbers of children counted under section 1124(c);	Districts must assure that schools with the greatest number of children from families below the poverty level receive funds. The Low Income Report indicates the Free/Reduced Lunch and Low Income Percents for each site within each district. Access the 2017-2018 report at <a href="http://sde.ok.gov/sde/sites/ok.gov.sde/files/2018%20Low%20Income%20Report%20wPercentages1_0.pdf">http://sde.ok.gov/sde/sites/ok.gov.sde/files/2018%20Low%20Income%20Report%20wPercentages1_0.pdf</a>
(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);  (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); <b>or</b>	Districts must assure that those schools that have been identified for comprehensive or targeted support are given priority in the use of funds. Oklahoma is still operating under the 2016 designations of Priority and Focus schools found at <a href="http://sde.ok.gov/sde/school-improvement">http://sde.ok.gov/sde/school-improvement</a> .



**Table 2, Continued:** Description of Assurances

<p>(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;</p>	<p>Districts must assure that funds will be prioritized for those schools who are identified as persistently dangerous. At this time, there are no schools in Oklahoma identified as such. However, it is encouraged that districts would use other data regarding substance abuse, bullying, sexual harassment, and violence to determine which schools may be <i>potentially</i> dangerous.</p>
<p>(B) comply with section 8501 (regarding equitable participation by private school children and teachers);</p>	<p>Consistent with other federal programs, districts and consortia must provide meaningful and timely consultation with private schools in a manner that allows the private school children and teachers to be served by the funding. More guidance can be found at <a href="http://sde.ok.gov/sde/private-school-services">http://sde.ok.gov/sde/private-school-services</a>.</p>
<p>(C) use not less than 20 percent* of funds received under this subpart to support one or more of the activities authorized under section 4107;</p>	<p>Districts must assure that <b>at least 20%</b> of Title IV, Part A funds are used to support one or more of the <b>Well-Rounded Educational Opportunities</b> allowable activities. For ideas for where to focus, visit the discipline-specific rubrics that are in development at <a href="http://sde.ok.gov/sde/TitleIVA">http://sde.ok.gov/sde/TitleIVA</a> and the Evidence-Based Project Activities and Guidance at <a href="http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars">http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars</a></p>
<p>(D) use not less than 20 percent* of funds received under this subpart to support one or more activities authorized under section 4108;</p>	<p>Districts must assure that <b>at least 20%</b> of Title IV, Part A funds are used to support one or more of the <b>Safe and Healthy Students</b> allowable activities. For ideas for where to focus, visit the discipline-specific rubrics that are in development at <a href="http://sde.ok.gov/sde/TitleIVA">http://sde.ok.gov/sde/TitleIVA</a> and the Evidence-Based Project Activities and Guidance at <a href="http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars">http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars</a></p>
<p>(E) use a portion* of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b);  <b>and</b></p>	<p>Districts must assure that <b>at least some</b> Title IV, Part A funds are used to support one or more of the <b>Effective Use of Technology</b> allowable activities. For ideas for where to focus, visit the discipline-specific rubrics that are in development at <a href="http://sde.ok.gov/sde/TitleIVA">http://sde.ok.gov/sde/TitleIVA</a> and the Evidence-Based Project Activities and Guidance at <a href="http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars">http://sde.ok.gov/sde/title-iv-part-technical-assistance-webinars</a></p> <p>Section 4109(a) limits funding for technology infrastructure to 15% of funds. According to the non-regulatory guidance issued by the USDE in October 2016, this limitation applied strictly to the funds spent on this purpose meaning that if only 30% of funds were used for Effective Use of Technology, only 15% of those funds could be used for technology infrastructure. To clarify, a grant funded at \$100,000 may choose to spend 30% of their funds on this purpose, or \$30,000. Within that portion of funding, now only 15% may be spent on technology infrastructure, or \$4,500.</p> <p>According to ESSA, <b>infrastructure includes devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.</b></p>

**Table 2, Continued:** Description of Assurances

<p>(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of sub-paragraphs (C) through (E).</p>	<p>Districts will be provided a reporting tool to ensure activities and programs carried out with Title IV, Part A funds are reported in a manner consistent with federal requirements.</p>
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*\* Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).*

**Table 3:** Overview of Authorized Topics Under Section 4108 of the ESEA\*

Safe and Supportive Schools	Student Physical and Mental Health
<ul style="list-style-type: none"> <li>• Preventing Bullying and Harassment</li> <li>• Relationship-Building Skills</li> <li>• School Dropout Prevention</li> <li>• Re-Entry Programs and Transition Services for Justice Involved Youth</li> <li>• School Readiness and Academic Success</li> <li>• Child Sexual Abuse Awareness and Prevention</li> <li>• Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline</li> <li>• Comprehensive Suicide Prevention</li> <li>• Violence Prevention, Crisis Management and Conflict Resolution</li> <li>• Preventing Human Trafficking</li> <li>• Building School and Community Relationships</li> <li>• Culturally Responsive Teaching and Professional Development of Implicit Bias</li> </ul>	<ul style="list-style-type: none"> <li>• Drug and Violence Prevention</li> <li>• Health and Safety Practices in School or Athletic Programs</li> <li>• School-Based Health and Mental Health Services</li> <li>• Healthy and Nutritional Education</li> <li>• Physical Education and Activities</li> <li>• Trauma-Informed Classroom Management</li> <li>• Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes</li> <li>• Chronic Disease Management</li> </ul>
Cross Cutting Authorized Topics	
<ul style="list-style-type: none"> <li>• Mentoring and School Counseling</li> <li>• School-wide Positive Behavioral Interventions</li> <li>• Pay for Success Initiatives aligned with the purposes of Title IV</li> </ul>	
<p>*This chart provides a summary of topics and is not an exhaustive list.</p>	