

# Title IV, Part A Application Content

## Consolidated Application for ESEA Title Programs

### Introduction

The document outlines the content for the Title IV, Part A (Title IVA)—Student Support and Academic Enrichment Application in the Consolidated Accountability and Support Application’s Consolidated Application for Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title Programs. The program application consists of three required components: assurances, questions, and a budget. For program guidance and contact information, visit the Department’s [Every Student Succeeds Act \(ESSA\) Guidance and Allocations page](#).

### Program Assurances (ESEA § 4106; 20 U.S.C. 7116)

#### Program Assurances (ESEA § 4106; 20 U.S.C. 7116): \$30,000 or More

1. The local education agency, or consortium of local education agencies, assures it will prioritize the distribution of funds based on one or more of the following criteria, including schools that: (Yes/No)
  - Are among the schools with the greatest needs, as determined by the local 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.
  - SEC. 8532. [20 U.S.C. 7912] UNSAFE SCHOOL CHOICE OPTION.
    - a) UNSAFE SCHOOL CHOICE POLICY.—Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.
2. The local education agency, or consortium of local education agencies, assures that it has engaged in consultation with all of the following required stakeholders to meet the purpose of Title IVA: (Yes/No)
  - Parents;
  - Teachers;
  - Principals;
  - Other school leaders;
  - Specialized instructional support personnel;
  - Students;
  - Community-based organizations;
  - Local government representatives (e.g., a local law enforcement agency, local juvenile court, local child welfare agency, 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 Title IVA
3. The local education agency, or consortium of local education agencies, assures that it will continue consultation with the following required stakeholders to improve the local activities and coordinate their implementation with other related strategies, programs, and activities being conducted in the community in order to meet the purpose of Title IVA: (Yes/No)
- 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 Title IVA.
4. The LEA, or consortium of LEAs, will use funds to support Title IVA activities related to all three content areas and align said activities to the needs identified in the required comprehensive needs assessment. Access to, and opportunities for, a well-rounded education for all students; (Yes/No)
- Allocation-Specific Requirements
    - A local education agency, or consortium of local education agencies, that has a total amount available of \$30,000 or more must use all of the following based on the results of the required comprehensive needs assessment:
      1. At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107);
      2. At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and
      3. A portion of funds for activities related to effective use of technology\* (ESEA § 4109).

**\*No more than 15% of the total amount available may be spent on technology infrastructure (i.e., devices, equipment, software applications, blended learning software and platforms, digital instructional resources, initial professional development activities, other one-time information technology purchases).** The LEA, or consortium of LEAs, assures it will not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection 4109(a)(2)(B), which includes technology infrastructure purchased for the activities under subsection 4109(a)(4)(A). (Yes/No)

- 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;
5. The local educational agency, or consortium of such 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). (Yes/No)
- 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;
6. The LEA, or consortium of LEAs, 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). (Yes/No)
- 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—
      1. (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
      2. (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
      3. (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
    - (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.
7. The LEA, or consortium of LEAs, will use Title IVA funds to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized Title IVA activities. (Yes/No)
8. The LEA, or consortium of LEAs, assures it will complete questions about its use of funds in an annual survey regarding how funds are being used to meet the allocation-specific requirements and the degree to which the LEA, or consortium of LEAs, has made progress toward meeting the objectives and outcomes.

9. The LEA, or consortium of LEAs assures that it— (Yes/No)
- Has conducted a comprehensive needs assessment prior to completing this application; and
  - Will conduct subsequent needs assessments at least once every 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.
10. The LEA, or consortium of LEAs, assures that it has complied with section 8501 regarding equitable participation by nonpublic school children and teachers, if it has an eligible accredited nonpublic school within its boundaries. (Yes/No)

### **Program Assurances (ESEA § 4106; 20 U.S.C. 7116): Less than \$30,000**

1. The local education agency, or consortium of local education agencies, assures it will prioritize the distribution of funds based on one or more of the following criteria, including schools that: (Yes/No)
- Are among the schools with the greatest needs, as determined by the local 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.
- SEC. 8532. [20 U.S.C. 7912] UNSAFE SCHOOL CHOICE OPTION.
    - a) UNSAFE SCHOOL CHOICE POLICY.—Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.
2. The local education agency, or consortium of local education agencies, assures that it has engaged in consultation with all of the following required stakeholders to meet the purpose of Title IVA: (Yes/No)
- Parents;
  - Teachers;
  - Principals;
  - Other school leaders;
  - Specialized instructional support personnel;
  - Students;
  - Community-based organizations;
  - Local government representatives (e.g., a local law enforcement agency, local juvenile court, local child welfare agency, 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 Title IVA
3. The local education agency, or consortium of local education agencies, assures that it has engaged in consultation with all of the following required stakeholders to meet the purpose of Title IVA: (Yes/No)
- Parents;
  - Teachers;
  - Principals;
  - Other school leaders;
  - Specialized instructional support personnel;
  - Students;
  - Community-based organizations;
  - Local government representatives (e.g., a local law enforcement agency, local juvenile court, local child welfare agency, 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 Title IVA
4. The LEA, or consortium of LEAs, will use funds to support Title IVA activities related to at least one of the three content areas and align said activities to the needs identified in the recommended comprehensive needs assessment; (Yes/No)

- Allocation-Specific Requirements

- A local education agency, or consortium of local education agencies, that has a total amount available of less than \$30,000 must use one (or more) of the following based on the results of the recommended comprehensive assessment:
  1. At least 20% of funds for activities related to well-rounded educational opportunities (ESEA § 4107);
  2. At least 20% of funds for activities related to safe and healthy students (ESEA § 4108); and
  3. A portion of funds for activities related to effective use of technology\* (ESEA § 4109).

**\*No more than 15% of the total amount available may be spent on technology infrastructure (i.e., devices, equipment, software applications, blended learning software and platforms, digital instructional resources, initial professional development activities, other one-time information technology purchases).**

5. The LEA, or consortium of LEAs, assures it will not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection 4109(a)(2)(B), which includes technology infrastructure purchased for the activities under subsection 4109(a)(4)(A). (Yes/No)
- 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;

6. The local educational agency, or consortium of such 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). (Yes/No)
  - 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;
7. The LEA, or consortium of LEAs, 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). (Yes/No)
  - 8101(21)(A) ... the term “evidence-based” ... means an activity, strategy, or intervention that—
    - (i). (I) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
      1. strong evidence from at least 1 well-designed and well-implemented experimental study;
      2. moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
      3. 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.
8. The LEA, or consortium of LEAs, will use Title IVA funds to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized Title IVA activities. (Yes/No)
9. The LEA, or consortium of LEAs, assures it will complete the annual survey, which includes questions about how funds are being used to meet the allocation-specific requirements and the degree to which it has made progress toward meeting the objectives and outcomes described in its application. (Yes/No)
10. The LEA, or consortium of LEAs, assures that it has complied with section 8501 regarding equitable participation by nonpublic school children and teachers, if it has an eligible accredited nonpublic school within its boundaries. (Yes/No)

# Program Questions

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

### 1. 4107-1) Activities to Support Well-Rounded Educational Opportunities by Budget Line Item.

For each line item budgeted under 4107, complete the table to address the following questions:

- I. What specific offering or activity is being introduced or expanded (i.e., above and beyond what you are required and currently offer without Title IVA funds) under this section, and how does it enhance student learning experiences?
- II. What is being purchased to offer the activity (e.g., resources, curricular materials, salaries, benefits), and why is the purchase "reasonable and necessary" to achieve the intended objective(s)?
  - a. For example, instructor salaries and benefits for the new course.
- III. Which of the following best describes the partnership(s) that the LEA, or consortium of LEAs, will enter into during the current school year?

For guidance, see the Determining Allowability of Title IV, Part A Activities Guidance.

### Well-Rounded Educational Opportunities (ESEA § 4107; 20 U.S.C. 7117) Activities for the Current School Year by Budget Line Item

Agency Name	Budget Line Item	What specific offering or activity is being introduced or expanded, and how does it enhance student learning experiences?	What is being purchased to offer the activity, and why is the purchase "reasonable and necessary" to achieve the intended objective(s)?	Which of the following best describes the partnerships that the LEA, or consortium of LEAs, will enter into? (Check all that apply)
				<input type="checkbox"/> No partnership will be entered into <input type="checkbox"/> Higher education institution <input type="checkbox"/> Business <input type="checkbox"/> Nonprofit organization <input type="checkbox"/> Community-based organization <input type="checkbox"/> Area education agency <input type="checkbox"/> Iowa Department of Education <input type="checkbox"/> Other government agency

### 2. 4107-2) Objective(s), Outcome(s), and Evaluation Method(s).

Complete the table to indicate each budgeted line item's intended objective(s), outcome(s), and evaluation method(s). Each objective must be measurable, including a specific number or percentage for progress comparison in the summer's annual report and success evaluation. *Please note that the outcomes the LEA, or consortium of LEAs, selects will be those used to monitor progress in the required annual report.*

- Example formula: (Measurable: percent, number, measure) of the (Who: students, families, teachers, etc.) will (Specific action: what, where, how) by (Time).
- Example: During the 2024-25 school year, 85% of all students will improve their math problem solving skills as measured by a 1.0-year gain in national grade equivalent growth from the 2023-24 to the 2024-25.

**Well-Rounded Educational Opportunities (ESEA § 4107; 20 U.S.C. 7117)  
Activities for the Current School Year by Budget Line Item**

Agency Name	Budget Line Item	What is the activity's intended objective? This objective must be measurable (i.e., include a number or percent).	What is the intended outcome for the activity? (Check all that apply)	How will the activity be evaluated? (Check all that apply)
		<input type="text"/>	<input type="checkbox"/> Expand access to well-rounded educational opportunities in this area <input type="checkbox"/> Improve academic achievement in English language arts/literacy, math, and/or science <input type="checkbox"/> Improve academic growth in English language arts/literacy, math, and/or science <input type="checkbox"/> Improve academic proficiency in English language arts/literacy, math, and/or science <input type="checkbox"/> Increase number of FTE teachers <input type="checkbox"/> Increase number of staff to provide educational support <input type="checkbox"/> Increase participation or enrollment <input type="checkbox"/> Provide additional course offering(s) <input type="checkbox"/> Provide additional professional learning opportunities to strengthen instruction <input type="text" value="Other"/>	<input type="checkbox"/> End-of-course or program questionnaires <input type="checkbox"/> Focus groups or interviews (e.g., participant exit interviews) <input type="checkbox"/> Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales) <input type="checkbox"/> Participation or enrollment in each identified activity <input type="checkbox"/> Pre- and post-questionnaires about confidence levels <input type="checkbox"/> Project analysis rubrics <input type="checkbox"/> Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders) <input type="checkbox"/> Advanced Placement (AP) exams <input type="checkbox"/> Iowa Statewide Assessment of Student Progress (ISASP) <input type="checkbox"/> International Baccalaureate® (IB) biannual assessments <input type="checkbox"/> Standardized test <input type="checkbox"/> Survey (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys) <input type="checkbox"/> Tests or scored exercises that demonstrate applied skills (e.g., self-reported usage, demonstrated usage) <input type="checkbox"/> Workshop evaluation forms <input type="text" value="Other"/>

**+Add item**

**+Add item**

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

1. **4108-1)** Activities to Support Safe and Healthy Students by Budget Line Item. For each line item budgeted under 4108, complete the table to address the following questions:
  - What specific program, resource, or support is being introduced or expanded (i.e., above and beyond what you are required and currently offer without Title IVA funds) under this section, and how does it improve student safety, health, and well-being?
  - What is being purchased to offer the activity (e.g., resources, curricular materials, salaries, benefits), and why is the purchase "reasonable and necessary" to achieve the intended objective(s)?
    - For example, instructor salaries and benefits for the new course.
  - Which of the following best describes the partnership(s) that the LEA, or consortium of LEAs, will enter into during the current school year?
2. **4108-2)** Objective(s), Outcome(s), and Evaluation Method(s). Complete the table to indicate each budgeted line item's intended objective(s), outcome(s), and evaluation method(s). Each objective must be measurable, including a specific number or percentage for progress comparison in the summer's annual report and success evaluation. Please note that the outcomes the LEA, or consortium of LEAs, selects will be those used to monitor progress in the required annual report
  - Example formula: (Measurable: percent, number, measure) of the (Who: students, families, teachers, etc.) will (Specific action: what, where, how) by (Time).
  - Example: During the 2024-25 school year, 85% of all students will improve their math problem solving skills as measured by a 1.0-year gain in national grade equivalent growth from the 2023-24 to the 2024-25.

**Safe and Healthy Students (ESEA § 4108; 20 U.S.C. 7118)  
Activities for the Current School Year by Budget Line Item**

Agency Name	Budget Line Item	What is the activity's intended objective? This objective must be measurable (i.e., include a number or percent).	What is the intended outcome for the activity? (Check all that apply)	How will the activity be evaluated? (Check all that apply)
		<input type="text"/>	<input type="checkbox"/> Hire additional school-based service providers (e.g., school nurses, counselors, psychologists, school social workers) to expand services and reduce provider caseloads <input type="checkbox"/> Hire additional staff to coordinate supplemental programs or activities related to this content area <input type="checkbox"/> Improve Adult-Student Relationships score on the Conditions for Learning Survey <input type="checkbox"/> Improve emotional Safety score on the Conditions for Learning Survey <input type="checkbox"/> Improve Expectations/Boundaries score on the Conditions for Learning Survey <input type="checkbox"/> Improve Physical Safety score on the Conditions for Learning Survey <input type="checkbox"/> Improve Student-Student Relationships score on the Conditions for Learning Survey <input type="checkbox"/> Increase access to mentoring and school counseling for all students <input type="checkbox"/> Provide additional programming opportunities for the identified area(s) <input type="checkbox"/> Provide educators with additional high-quality training in each identified area to increase academic achievement and improve school climate and safety <input type="checkbox"/> Raise student awareness of human trafficking <input type="checkbox"/> Reduce the number of incidents of bullying and harassment <input type="checkbox"/> Reduce the number of incidents of physical fights <input type="checkbox"/> Reduce the number of incidents of rape or sexual assault <input type="checkbox"/> Reduce the number of school discipline-related incidences (e.g., out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions) <input type="checkbox"/> Reduce the number of students who are chronically absent (i.e., missed 18+ days of school in the last year) <input type="checkbox"/> Reduce the number of students who drop out <input type="checkbox"/> 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	<input type="checkbox"/> End-of-course or program questionnaires <input type="checkbox"/> Focus groups or interviews (e.g., participant exit interviews) <input type="checkbox"/> Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales) <input type="checkbox"/> Participation or enrollment in each identified activity <input type="checkbox"/> Pre- and post-questionnaires about confidence levels <input type="checkbox"/> Project analysis rubrics <input type="checkbox"/> Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders) <input type="checkbox"/> Advanced Placement (AP) exams <input type="checkbox"/> Iowa Statewide Assessment of Student Progress (ISASP) <input type="checkbox"/> Standardized test <input type="checkbox"/> Conditions for Learning survey <input type="checkbox"/> Iowa Youth Survey <input type="checkbox"/> Survey (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys) <input type="checkbox"/> Tests or scored exercises that demonstrate applied skills (e.g., teacher-developed tests or exams) <input type="checkbox"/> Usage of educational supports (e.g., self-reported usage, demonstrated usage) <input type="checkbox"/> Workshop evaluation forms <input type="text" value="Other"/> <div style="text-align: center;"><b>+Add item</b></div>

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

1. **4109-1) Activities to Support the Effective Use of Technology by Budget Line Item.** For each line item budgeted under 4109, complete the table to address the following questions: **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?
- What specific technological tool, resource, or training is being introduced or expanded (i.e., above and beyond what you are required and currently offer without Title IVA funds) under this section, and how does it enhance teaching and learning?
  - What is being purchased to offer the activity (e.g., resources, curricular materials, salaries, benefits), and why is the purchase "reasonable and necessary" to achieve the intended objective(s)?
    - For example, instructor salaries and benefits for the new course.
  - Which of the following best describes the partnership(s) that the LEA, or consortium of LEAs, will enter into during the current school year?

### Effective Use of Technology (ESEA § 4109; 20 U.S.C. 7119) Activities for the Current School Year by Budget Line Item

Agency Name	Budget Line Item	What specific technology tool, resource or training is being introduced or expanded under this section, and how does it enhance teaching and learning?	What is being purchased to offer the activity, and why is the purchase "reasonable and necessary" to achieve the intended objective(s)?	Which of the following best describes the partnerships that the LEA, or consortium of LEAs, will enter into? (Check all that apply)
				<input type="checkbox"/> No partnership will be entered into <input type="checkbox"/> Higher education institution <input type="checkbox"/> Business <input type="checkbox"/> Nonprofit organization <input type="checkbox"/> Community-based organization <input type="checkbox"/> Area education agency <input type="checkbox"/> Iowa Department of Education <input type="checkbox"/> Other government agency

2. **4109-2) Objective(s), Outcome(s), and Evaluation Method(s).** Complete the table to indicate each budgeted line item's intended objective(s), outcome(s), and evaluation method(s). Each objective must be measurable, including a specific number or percentage for progress comparison in the summer's annual report and success evaluation. *Please note that the outcomes the LEA, or consortium of LEAs, selects will be those used to monitor progress in the required annual report.*
- Example formula: (Measurable: percent, number, measure) of the (Who: students, families, teachers, etc.) will (Specific action: what, where, how) by (Time).
  - Example: During the 2024-25 school year, 85% of all students will improve their math problem solving skills as measured by a 1.0-year gain in national grade equivalent growth from the 2023-24 to the 2024-25.

**Effective Use of Technology (ESEA § 4109; 20 U.S.C. 7119)  
Activities for the Current School Year by Budget Line Item**

Agency Name	Budget Line Item	What is the activity's intended objective? This objective must be measurable (i.e., include a number or percent).	What is the intended outcome for the activity? (Check all that apply)	How will the activity be evaluated? (Check all that apply)
		<input type="text"/>	<input type="checkbox"/> Enhance instruction and instructional practices through the use of technology by both students and staff <input type="checkbox"/> 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 <input type="checkbox"/> Expand access to training or ongoing professional development on technology and its integration (e.g., number of trainings offered by the LEA around technology tools and integration, amount of funds provided to teaching staff to attend training around technology tools and integration) <input type="checkbox"/> Expand learning opportunities for educators to increase English learner (EL) engagement and communication with parents and caregivers of ELs <input type="checkbox"/> Hire additional information technology (IT) staff to increase IT staff availability and technology support(s) in each identified area <input type="checkbox"/> Improve participation in training or ongoing professional development on technology and its integration <input type="checkbox"/> Improve the use of technology in the classroom (e.g., computerized assessments, blended learning, online courses for credit recovery and advanced coursework) <input type="checkbox"/> Increase access to technology (e.g., internet availability, number of wi-fi enabled devices for teaching staff and students) <input type="checkbox"/> Increase opportunities for educators to provide students personalized learning, allowing the educator to adjust the pace of learning and to optimize instruction approaches <input type="checkbox"/> Provide educators with additional high-quality training in each identified area to increase academic achievement and improve school climate and safety <input type="checkbox"/> Raise student awareness of human trafficking <input type="checkbox"/> Reduce the number of incidents of bullying and harassment <input type="checkbox"/> Reduce the number of incidents of physical fights <input type="checkbox"/> Reduce the number of incidents of rape or sexual assault <input type="checkbox"/> Reduce the number of school discipline-related incidences (e.g., out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions) <input type="checkbox"/> Reduce the number of students who are chronically absent (i.e., missed 18+ days of school in the last year) <input type="checkbox"/> Reduce the number of students who drop out <input type="checkbox"/> 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 <input type="checkbox"/> Increase participation or enrollment <input type="checkbox"/> Increase student achievement in STEM, including computer science <input type="checkbox"/> Increase support offered to use technology effectively (e.g., IT staff, training offered by the LEA, participation in these offered trainings)	<input type="checkbox"/> End-of-course or program questionnaires <input type="checkbox"/> Focus groups or interviews (e.g., participant exit interviews) <input type="checkbox"/> Observations for student perceptions (e.g., field notes or observational records, blogs or logs, narratives, checklists, tally sheets, organizational charts or maps, behavioral scales) <input type="checkbox"/> Participation or enrollment in each identified activity <input type="checkbox"/> Pre- and post-questionnaires about confidence levels <input type="checkbox"/> Project analysis rubrics <input type="checkbox"/> Qualitative feedback (e.g., feedback from school staff, educators, students, external stakeholders) <input type="checkbox"/> Advanced Placement (AP) exams <input type="checkbox"/> Iowa Statewide Assessment of Student Progress (ISASP) <input type="checkbox"/> Standardized test <input type="checkbox"/> Conditions for Learning survey <input type="checkbox"/> Iowa Youth Survey <input type="checkbox"/> Survey (e.g., teacher surveys, school staff surveys, student surveys, stakeholder surveys) <input type="checkbox"/> Tests or scored exercises that demonstrate applied skills (e.g., teacher-developed tests or exams) <input type="checkbox"/> Usage of educational supports (e.g., self-reported usage, demonstrated usage) <input type="checkbox"/> Workshop evaluation forms  <input type="text" value="Other"/> <div style="text-align: center;"><b>+Add item</b></div>

*Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.*

			<input type="checkbox"/> Provide additional in-person course offering(s) in each identified subject area <input type="checkbox"/> Provide additional online course offering(s) in each identified subject area <input type="checkbox"/> Provide additional professional learning opportunities to strengthen instruction in each identified area <input type="checkbox"/> Provide ongoing professional development and supporting activities to support implementation and success of identified activity or activities <input type="checkbox"/> Provide students and staff with resources to support personalized learning, literacy, and learning in all academic areas <input type="checkbox"/> Provide teachers with professional learning tools and individualized learning resources to improve academic achievement <input type="checkbox"/> Increase student achievement	
			<input type="text" value="Other"/>	
			<input type="button" value="+Add item"/>	

## Program Budget

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	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects

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Allowable Activity	Line Item
<p>research, invention, mathematics, computer science, and technology competitions)</p>	
<p><b>Direct costs related to the district’s administration of Title IVA</b>  The LEA may reserve up to 2 percent of its allocation for the direct administrative costs of carrying out its Title IVA responsibilities. <u>However, administration does not count towards the 20% or more requirement for the well-rounded educational opportunities content area.</u></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—  (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—  (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—  (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—  (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—  (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>
<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—  (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>

Allowable Activity	Line Item
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities
Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Career and technical education programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Social emotional learning programs or activities
<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>	Direct costs related to the district’s administration of Title IVA

## 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 style="margin-left: 20px;">(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes</p>	<p>Evidence-based drug and violence prevention activities and programs</p>
<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 style="margin-left: 20px;">(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>	<p>Evidence-based professional development and training to prevent drug use and violence</p>
<p>In accordance with sections 4001 and 4111—</p> <p style="margin-left: 20px;">(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>	<p>School-based mental health services, including early identification of mental health symptoms, drug use, and violence</p>
<p>In accordance with sections 4001 and 4111—</p> <p style="margin-left: 20px;">(ii) school-based mental health services partnership programs that—</p> <p style="margin-left: 40px;">(I) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p style="margin-left: 40px;">(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 style="margin-left: 60px;">(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 style="margin-left: 60px;">(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 style="margin-left: 60px;">(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>	<p>Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices</p>
<p>Programs or activities that—</p> <p style="margin-left: 20px;">(i) integrate health and safety practices into school or athletic programs</p>	<p>Programs or activities that integrate health and safety practices in schools or athletic programs</p>
<p>Programs or activities that—</p> <p style="margin-left: 20px;">(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>	<p>Healthy, active lifestyle programs and activities</p>
<p>Programs or activities that—</p> <p style="margin-left: 20px;">(iii) help prevent bullying and harassment</p>	<p>Bullying and harassment prevention programs or activities</p>

Allowable Activity	Line Item
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 <a href="#">Trafficking Victims Protection Act of 2000</a> (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 substance abuse at home	Drug abuse prevention training for school personnel
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 <a href="#">sections 4001 and 4111</a> , 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

Allowable Activity	Line Item
<p>In accordance with <a href="#">sections 4001 and 4111</a>, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—</p> <ul style="list-style-type: none"> <li>(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</li> </ul>	<p>Providing information to parents and guardians of students about child sexual abuse awareness and prevention</p>
<p>Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—</p> <ul style="list-style-type: none"> <li>i. is consistent with best practices;</li> <li>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</li> <li>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”</li> </ul>	<p>Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools</p>
<p>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</p>	<p>Implementing schoolwide PBIS</p>
<p>Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—</p> <ul style="list-style-type: none"> <li>i. establishing partnerships within the community to provide resources and support for schools;</li> <li>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</li> <li>iii. strengthening relationships between schools and communities</li> </ul>	<p>Designating a school or district site resource coordinator</p>
<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—</p> <ul style="list-style-type: none"> <li>(A) personalize learning to improve student academic achievement.</li> </ul>	<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—</p> <ul style="list-style-type: none"> <li>(B) discover, adapt, and share relevant high-quality educational resources.</li> </ul>	<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—</p> <ul style="list-style-type: none"> <li>(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.</li> </ul>	<p>Providing professional learning resources to use technology effectively in the classroom</p>

Allowable Activity	Line Item
<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>
<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>