

Title IV-A: Student Support and Academic Enrichment Grants

The purpose of Title IV-A is to improve students' academic achievement by increasing the capacity of LEAs, and local communities to:ⁱ

- Provide all students with access to a well-rounded education; and
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

In Oregon, the local educational agency (LEA) is usually the district, and in this document "district" is synonymous with LEA.

For information on how to determine the Title IV-A equitable share, see [Module 3](#).

Who is responsible for providing Title IV-A equitable services?

The district is responsible for maintaining control of all Title IV-A funds and spends the equitable share on behalf of eligible private school students and their educators. The district must never reimburse a private school for equitable services. Under some circumstances, the district may directly pay private school staff; but they must never directly pay the private school. All materials and supplies paid for with Title IV-A funds are owned by the district and must be recorded on inventory records, as applicable.ⁱⁱ

Must a district that receives a subgrant of \$30,000 or more follow the 20%/20%/15% distribution requirements when providing equitable services?

The ESEA distribution requirement for each subpart applies to the district's total allocation and not the individual equitable share. This means that the district's total allocation must meet the distribution requirements, but the equitable share provided to each private school do not need to meet the requirements.ⁱⁱⁱ Additionally, before the district makes any decisions that can impact the private school's ability for equitable participation, the district must consult with the private school and give the private school's views due consideration. This would include any district budgeting decisions regarding Title IV-A distribution requirements.^{iv}

Is a private school required to enroll eligible Title I-A students in order to receive Title IV-A equitable services?

No, this is not a requirement to receive Title IV-A equitable services.^v

What activities are allowable for Title IV-A equitable services?

Activities must be based on an assessment of the private school's specific [needs](#). Activities may include, but are not limited to:

Well-rounded Educational Opportunities^{vi}

- College and career guidance and counseling programs; or
- Improving access to foreign language instruction, arts, and music education; or

- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools; or
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education; or
- 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; or
- Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science.

Safe and Healthy Students^{vii}

- Drug and violence prevention activities and programs; or
- School-based mental health services; or
- High-quality training for school personnel, including specialized instructional support personnel, related to suicide prevention, effective and trauma-informed practices in classroom management, and crisis management and conflict resolution; or
- Creating, maintaining, and enhancing high-quality school emergency operation plans; or
- Mentoring and school counseling; or
- Bullying and harassment prevention; or
- Substance abuse prevention; or
- Human trafficking prevention; or
- Promoting community and parent involvement in schools; or
- Promoting supportive school climates to reduce the use of exclusionary discipline; or
- Establishing or improving dropout prevention; or
- Supporting re-entry programs and transition services for justice involved youth; or
- Implementing programs that support a healthy, active lifestyle; or
- Establishing community partnerships; or
- Child sexual abuse awareness and prevention; or
- School-wide positive behavioral interventions and supports.

Effective Use of Technology^{viii}

- Educational technology professional development (PD) and related equipment to improve student academic achievement; or
- Purchasing devices, equipment, software and digital curriculum; or
- Using online or digital resources to increase student access to academic courses, including educator PD or training on these resources.

Note: all PD must meet the ESEA definition of PD in ESEA section 8101(42) meaning it is an activity that is: part of the strategies for providing educators with the knowledge and skills necessary to enable children to succeed in a well-rounded education; and sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data driven, and classroom focused

For more information on general equitable service allowability and how to [evaluate](#) equitable service programs, see [Module 2](#).

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- ⁱ [Title VIII Equitable Services NRG](#) (2023) J-1, [ESEA](#) section 4101
 - ⁱⁱ [Title VIII Equitable Services NRG](#) (2023) C-16, [ESEA](#) section 8501(a)(1), (d)
 - ⁱⁱⁱ [Title VIII Equitable Services NRG](#) (2023) J-3, [ESEA](#) section 4107, 4108, 4109
 - ^{iv} [Title VIII Equitable Services NRG](#) (2023) A-1, [ESEA](#) section 8501(c)(1), [34 CFR § 299.7\(b\)\(3\)](#)
 - ^v [Title VIII Equitable Services NRG](#) (2023) J-4
 - ^{vi} [Title VIII Equitable Services NRG](#) (2023) J-5, [ESEA](#) section 4107
 - ^{vii} [Title VIII Equitable Services NRG](#) (2023) J-5, [ESEA](#) section 4108
 - ^{viii} [Title VIII Equitable Services NRG](#) (2023) J-5, [ESEA](#) section 4109