

State Fiscal Stabilization Funds (SFSF) may be used for any allowable expenditure under the Elementary and Secondary Education Act (ESEA) (also known as the No Child Left Behind Act (NCLB)).

Note: The activity titles listed below may be active links to relevant websites – especially in cases where no additional description of the activity is provided.

1. TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES

Allowable uses of funds:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

- Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

2. TITLE I, PART A, SECTION 1003(a): SCHOOL IMPROVEMENT PROGRAM

Allowable LEA uses of funds:

- Programs, activities, and strategies that are scientifically based on research and meet identified needs (identified in the campus' comprehensive needs assessment process) that are listed in the campus improvement plan (CIP) to address the indicators missed in AYP that caused the School Improvement designation.

**3. TITLE I, PART A, SECTION 1003(g): SCHOOL IMPROVEMENT FUND aka
SIP ACADEMY GRANTS**

This program is under review by USDE right now and the uses of funds may change.

4. TITLE I, PART B — STUDENT READING SKILLS IMPROVEMENT GRANTS
Subpart 1 — Reading First
More information at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To provide assistance to State educational agencies and local educational agencies in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3;
- To provide assistance to State educational agencies and local educational agencies in preparing teachers, including special education teachers, through professional development and other support, so the teachers can identify specific reading barriers facing their students and so the teachers have the tools to effectively help their students learn to read;
- To provide assistance to State educational agencies and local educational agencies in selecting or administering screening, diagnostic, and classroom-based instructional reading assessments;
- To provide assistance to State educational agencies and local educational agencies in selecting or developing effective instructional materials (including classroom-based materials to assist teachers in implementing the essential components of reading instruction), programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure within a State; and
- To strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children.

**5. TITLE I, PART B — STUDENT READING SKILLS IMPROVEMENT GRANTS
Subpart 2 — Early Reading First**

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Allowable LEA uses of funds:

- Providing preschool age children with high-quality oral language and literature-rich environments in which to acquire language and pre-reading skills;
- Providing professional development that is based on scientifically based reading research knowledge of early language and reading development for the staff of the eligible applicant and that will assist in developing the preschool age children's —
 - recognition, leading to automatic recognition, of letters of the alphabet, knowledge of letters, sounds, blending of letter sounds, and increasingly complex vocabulary;
 - understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;
 - spoken language, including vocabulary and oral comprehension abilities; and
 - knowledge of the purposes and conventions of print;
- Identifying and providing activities and instructional materials that are based on scientifically based reading research for use in developing the skills and abilities described in paragraph (2);
- Acquiring, providing training for, and implementing screening reading assessments or other appropriate measures that are based on scientifically based reading research to determine whether preschool age children are developing the skills described in this subsection; and
- Integrating such instructional materials, activities, tools, and measures into the programs offered by the eligible applicant.

- 6. TITLE I, PART B — STUDENT READING SKILLS IMPROVEMENT GRANTS**
Subpart 3 — William F. Goodling Even Start Family Literacy Programs
More information at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Allowable LEA uses of funds:

- In carrying out an Even Start program under this subpart, a recipient of funds under this subpart shall use those funds to pay the Federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age 7, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

7. TITLE I, PART B — STUDENT READING SKILLS IMPROVEMENT GRANTS
Subpart 4 — Improving Literacy Through School Libraries
More information at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg4.html>

Allowable LEA uses of funds:

- Acquire up-to-date school library media resources, including books;
- Acquire and use advanced technology, incorporated into the curricula of the school, to develop and enhance the information literacy, information retrieval, and critical thinking skills of students;
- Facilitate Internet links and other resource-sharing networks among schools and school library media centers, and public and academic libraries, where possible;
- Provide professional development described in section 1222(d)(2) for school library media specialists, and activities that foster increased collaboration between school library media specialists, teachers, and administrators; and
- Provide students with access to school libraries during nonschool hours, including the hours before and after school, during weekends, and during summer vacation periods.

8. TITLE I, PART C — EDUCATION OF MIGRATORY CHILDREN

Allowable LEA uses of funds:

- To the extent feasible, such programs and projects will provide for—advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
- Professional development programs, including mentoring, for teachers and other program personnel;
- Family literacy programs, including such programs that use models developed under Even Start;
- The integration of information technology into educational and related programs; and
- Programs to facilitate the transition of secondary school students to postsecondary education or employment.

9. TITLE I, PART D — PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK Subpart 1 — State Agency Programs

Allowable LEA uses of funds:

- A State agency shall use funds received under this subpart only for programs and projects that — are consistent with the State plan under section 1414(a); and
- Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.
- Such programs and projects — may include the acquisition of equipment;
- Shall be designed to support educational services that —
 - except for institution-wide projects under section 1416, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the State's challenging academic content standards and student academic achievement standards;
 - supplement and improve the quality of the educational services provided to such children and youth by the State agency; and
 - afford such children and youth an opportunity to meet challenging State academic achievement standards.

10. TITLE I, PART D — PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK Subpart 2 — Local Education Authority Programs

Allowable LEA uses of funds:

- To assist in the transition of children and youth returning to local schools from correctional facilities to the school environment and help them remain in school in order to complete their education;
- Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- Programs providing mentoring and peer mediation.

11. TITLE I, PART F — COMPREHENSIVE SCHOOL REFORM

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg13.html>

Allowable LEA uses of funds:

- Employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools;
- Integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a comprehensive school reform plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment;
- Provides high quality and continuous teacher and staff professional development;
- Includes measurable goals for student academic achievement and benchmarks for meeting such goals;
- Is supported by teachers, principals, administrators, school personnel staff, and other professional staff;
- Provides support for teachers, principals, administrators, and other school staff;
- Provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities consistent with section 1118;
- Uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education;
- Includes a plan for the annual evaluation of the implementation of school reforms and the student results achieved;
- Identifies other resources, including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort; and
- Has been found, through scientifically based research to significantly improve the academic achievement of students participating in such program as compared to students in schools who have not participated in such program; or

- Has been found to have strong evidence that such program will significantly improve the academic achievement of participating children.

12. TITLE I, PART G — ADVANCED PLACEMENT PROGRAMS

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg14.html>

Allowable LEA uses of funds:

- To support State and local efforts to raise academic standards through advanced placement programs, and thus further increase the number of students who participate and succeed in advanced placement programs;
- To encourage more of the 600,000 students who take advanced placement courses each year but do not take advanced placement exams each year, to demonstrate their achievements through taking the exams;
- To build on the many benefits of advanced placement programs for students, which benefits may include the acquisition of skills that are important to many employers, Scholastic Aptitude Test (SAT) scores that are 100 points above the national averages, and the achievement of better grades in secondary school and in college than the grades of students who have not participated in the programs;
- To increase the availability and broaden the range of schools, including middle schools, that have advanced placement and pre-advanced placement programs;
- To demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs;
- To provide greater access to advanced placement and pre-advanced placement courses and highly trained teachers for low-income and other disadvantaged students;
- To provide access to advanced placement courses for secondary school students at schools that do not offer advanced placement programs, increase the rate at which secondary school students participate in advanced placement courses, and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded;
- To increase the participation of low-income individuals in taking advanced placement tests through the payment or partial payment of the costs of the advanced placement test fees; and
- To increase the number of individuals that achieve a baccalaureate or advanced degree, and to decrease the amount of time such individuals require to attain such degrees.

13. TITLE I, PART H — SCHOOL DROPOUT PREVENTION

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg15.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To challenge all children to attain their highest academic potential; and
- Ensure that all students have substantial and ongoing opportunities to attain their highest academic potential through schoolwide programs proven effective in school dropout prevention and reentry.

14. TITLE II, PART A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

Allowable LEA uses of funds:

- Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —
 - (A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
 - (B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
- Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including — providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —
 - in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and
 - in schools in which there exists a shortage of highly qualified teachers;
- Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and
- Establishing programs that — train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);
- Train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
- Recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

- Provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- Provide professional development activities--that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning-
 - one or more of the core academic subjects that the teachers teach; and
 - effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
- Improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices that--involve collaborative groups of teachers and administrators;
- Provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- Provide training in methods of--improving student behavior in the classroom; and identifying early and appropriate interventions to help students learn;
- Provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- Provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide--teacher mentoring from exemplary teachers, principals, or superintendents;
- Induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
- Incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
- Incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

- Carrying out programs and activities that are designed to improve the quality of the teacher force, such as--innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
- Development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
- Tenure reform;
- Merit pay programs; and
- Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- Carrying out programs and activities related to exemplary teachers.

15. TITLE II, PART B — MATHEMATICS AND SCIENCE PARTNERSHIPS

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg26.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
- Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- Bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
- Develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
- Improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

17. TITLE II, PART C — INNOVATION FOR TEACHER QUALITY
Subpart 1, Chapter B — Transition to Teaching Program
More information at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg27.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To establish a program to recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, as teachers in high-need schools, including recruiting teachers through alternative routes to certification; and
- To encourage the development and expansion of alternative routes to certification under State-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual, or other factors in lieu of traditional course work in the field of education.

18. Subpart 2 — National Writing Project
More information at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg30.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To support and promote the expansion of the National Writing Project network of sites so that teachers in every region of the United States will have access to a National Writing Project program;
- To ensure the consistent high quality of the sites through ongoing review, evaluation, and technical assistance;
- To support and promote the establishment of programs to disseminate effective practices and research findings about the teaching of writing; and
- To coordinate activities assisted under this subpart with activities assisted under this Act.

19. Subpart 3 — Civic Education

Allowable LEA uses of funds to meet the intent and purposes such as:

- To improve the quality of civics and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights;
- To foster civic competence and responsibility; and

- To improve the quality of civic education and economic education through cooperative civic education and economic education exchange programs with emerging democracies.

20. Subpart 4 — Teaching of Traditional American History

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg32.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To carry out activities to promote the teaching of traditional American history in elementary schools and secondary schools as a separate academic subject (not as a component of social studies); and
- For the development, implementation, and strengthening of programs to teach traditional American history as a separate academic subject (not as a component of social studies) within elementary school and secondary school curricula, including the implementation of activities —
 - to improve the quality of instruction; and
 - to provide professional development and teacher education activities with respect to American history.

21. Subpart 5 — Teacher Liability Protection

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg33.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To provide teachers, principals, and other school professionals the tools they need to undertake reasonable actions to maintain order, discipline, and an appropriate educational environment.

22. TITLE II, PART D: ENHANCING EDUCATION THROUGH TECHNOLOGY

Allowable LEA uses of funds:

- To provide assistance to States and localities for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.
- To encourage the establishment or expansion of initiatives, including initiatives involving public-private partnerships, designed to increase access to technology, particularly in schools served by high-need local educational agencies.
- To assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers.
- To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development programs.
- To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- To support the development and utilization of electronic networks and other innovative methods, such as distance learning, of delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.
- To support the rigorous evaluation of programs funded under this part, particularly regarding the impact of such programs on student academic achievement, and ensure that timely information on the results of such evaluations is widely accessible through electronic means.
- To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

23. TITLE III, PART A — ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

More information at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg40.html>

Allowable LEA uses of funds:

- Upgrading program objectives and effective instruction strategies.
- Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing tutorials and academic or vocational education for limited English proficient children; and intensified instruction.
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English proficiency and academic achievement of limited English proficient children.
- Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families —
 - to improve the English language skills of limited English proficient children; and
 - to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of limited English proficient children by providing for —
 - the acquisition or development of educational technology or instructional materials;
 - access to, and participation in, electronic networks for materials, training, and communication; and
 - incorporation of the resources into curricula and programs, such as those funded under this subpart.
- Carrying out other activities that are consistent with the purposes of this section.
- Shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include —
 - family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
 - provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
 - identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
 - basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
 - Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

24. TITLE IV, PART A — SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Allowable LEA uses of funds:

- Foster a safe and drug-free learning environment that supports academic achievement;
- Be consistent with the principles of effectiveness described in subsection (a)(1);
- Be designed to prevent or reduce violence; the use, possession and distribution of illegal drugs; and delinquency; and
- Create a well disciplined environment conducive to learning, which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts; and
- Include activities to promote the involvement of parents in the activity or program;
- Promote coordination with community groups and coalitions, and government agencies; and distribute information about the local educational agency's needs, goals, and programs under this subpart.
- Age appropriate and developmentally based activities that —
 - address the consequences of violence and the illegal use of drugs, as appropriate;
 - promote a sense of individual responsibility;
 - teach students that most people do not illegally use drugs;
 - teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - teach students about the dangers of emerging drugs;
 - engage students in the learning process; and
 - incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
- Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
- Dissemination of drug and violence prevention information to schools and the community.
- Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in

prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.

- Drug and violence prevention activities that may include the following:
Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
- Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.
- Reporting criminal offenses committed on school property.
- Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.
- Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.
- The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school.
- Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.
- Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.
- Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental

health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

- Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.
- Drug and violence prevention activities designed to reduce truancy.
- Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
- Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects to so test or inspect.
- Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.
- Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local educational agency to any public or private elementary school or secondary school.
- Developing and implementing character education programs, as a component of drug and violence prevention programs, that take into account the views of parents of the students for whom the program is intended and such students, such as a program described in subpart 3 of part D of title V.
- Establishing and maintaining a school safety hotline.
- Community service, including community service performed by expelled students, and service-learning projects.
- Conducting a nationwide background check of each local educational agency employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness —
 - to be responsible for the safety or well-being of children;
 - (II) to serve in the particular capacity in which the employee or prospective employee is or will be employed; or
 - (III) to otherwise be employed by the local educational agency.

- Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.
- Programs that respond to the needs of students who are faced with domestic violence or child abuse.
- The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

25. TITLE IV, PART B — 21ST CENTURY COMMUNITY LEARNING CENTERS

Allowable LEA uses of funds:

- May use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including —
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

26. TITLE V, PART A — INNOVATIVE PROGRAMS

Allowable LEA uses of funds:

- Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
- Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
- Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
- Promising education reform projects, including magnet schools.
- Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
- Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
- Programs to provide for the educational needs of gifted and talented children.
- The planning, design, and initial implementation of charter schools as described in part B.
- School improvement programs or activities under sections 1116 and 1117.
- Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
- Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for

teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).

- Activities to promote, implement, or expand public school choice.
- Programs to hire and support school nurses.
- Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- Programs to establish or enhance prekindergarten programs for children.
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.
- Programs for cardiopulmonary resuscitation (CPR) training in schools.
- Programs to establish smaller learning communities.
- Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
- Initiatives to generate, maintain, and strengthen parental and community involvement.
- Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- Programs to provide same-gender schools and classrooms (consistent with applicable law).
- Service learning activities.

- School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.
- Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
- Supplemental educational services, as defined in section 1116(e).

27. TITLE V PART B — PUBLIC CHARTER SCHOOLS

Allowable LEA uses of funds to meet the intent and purposes such as:

- To increase national understanding of the charter schools model by providing financial assistance for the planning, program design, and initial implementation of charter schools;
- Evaluating the effects of such schools, including the effects on students, student academic achievement, staff, and parents;
- Expanding the number of high-quality charter schools available to students across the Nation; and
- Encouraging the States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools.

28. TITLE V PART C — MAGNET SCHOOLS ASSISTANCE

Allowable LEA uses of funds:

- For planning and promotional activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools;
- For the acquisition of books, materials, and equipment, including computers and the maintenance and operation of materials, equipment, and computers, necessary to conduct programs in magnet schools;
- For the compensation, or subsidization of the compensation, of elementary school and secondary school teachers who are highly qualified, and instructional staff where applicable, who are necessary to conduct programs in magnet schools; with respect to a magnet school program offered to less than the entire student population of a school, for instructional activities that —
 - are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the school but who are not enrolled in the magnet school program; and
 - further the purpose of this part;
- For activities, which may include professional development, that will build the recipient's capacity to operate magnet school programs once the grant period has ended;
- To enable the local educational agency, or consortium of such agencies, to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program; and
- To enable the local educational agency, or consortium of such agencies, to have flexibility in designing magnet schools for students in all grades.

TITLE V PART D — FUND FOR THE IMPROVEMENT OF EDUCATION

Allowable LEA uses of funds:

29. **Subpart 1 — Fund for the Improvement of Education**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg67.html>
30. **Subpart 2 — Elementary and Secondary School Counseling Programs**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg68.html>
31. **Subpart 3 — Partnerships in Character Education**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg69.html>
32. **Subpart 4 — Smaller Learning Communities**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg70.html>
33. **Subpart 5 — Reading Is Fundamental — Inexpensive Book Distribution Program**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg71.html>

Subpart 6 — Gifted and Talented Students

- Conducting scientifically based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to serve all students; and program evaluations, surveys, and the collection, analysis, and development of information needed to accomplish the purpose of this subpart.
- Carrying out professional development (including fellowships) for personnel (including leadership personnel) involved in the education of gifted and talented students.
- Establishing and operating model projects and exemplary programs for serving gifted and talented students, including innovative methods for identifying and educating students who may not be served by traditional gifted and talented programs (such as summer programs, mentoring programs, service learning programs, and cooperative programs involving business, industry, and education).
- Implementing innovative strategies, such as cooperative learning, peer tutoring, and service learning.

- Carrying out programs of technical assistance and information dissemination, including assistance and information with respect to how gifted and talented programs and methods, where appropriate, may be adapted for use by all students.
- Making materials and services available through State regional educational service centers, institutions of higher education, or other entities.
- Providing funds for challenging, high-level course work, disseminated through technologies (including distance learning), for individual students or groups of students in schools and local educational agencies that would not otherwise have the resources to provide such course work.

NOTE: This authorized activity was inadvertently left off the PS 3410 as a category of authorized activities under ESEA. If you plan to pursue a specific activity authorized under this provision, please enter is Part 2, line 57 (which is undefined) of the PS 3410.

34. Subpart 7 — Star Schools Program

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg73.html>

- To encourage improved instruction in mathematics, science, and foreign languages as well as other subjects (such as literacy skills and vocational education).
- To serve underserved populations, including disadvantaged, illiterate, limited English proficient populations, and individuals with disabilities through a Star Schools program under which grants are made to eligible telecommunication partnerships to enable such partnerships —
 - to develop, construct, acquire, maintain, and operate telecommunications audio and visual facilities and equipment;
 - to develop and acquire educational and instructional programming; and
 - to obtain technical assistance for the use of such facilities and instructional programming.

35. Subpart 8 — Ready to Teach

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg74.html>

36. Subpart 9 — Foreign Language Assistance Program

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg75.html>

37. Subpart 10 — Physical Education

- To initiate, expand, and improve physical education programs for all kindergarten through 12th-grade students.

38. Subpart 11 — Community Technology Centers

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg77.html>

- To create or expand community technology centers that will provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and related training; and
- To provide technical assistance and support to community technology centers.

39. Subpart 12 — Educational, Cultural, Apprenticeship, and Exchange Programs for Alaska Natives, Native Hawaiians, and Their Historical Whaling and Trading Partners in Massachusetts

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg77.html#subpart12>

Subpart 13 — Excellence in Economic Education

- To promote economic and financial literacy among all students in kindergarten through grade 12 with its primary purpose the improvement of the quality of student understanding of personal finance and economics.

41. Subpart 14 — Grants to Improve the Mental Health of Children

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg79.html>

42. Subpart 15 — Arts in Education

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg80.html>

43. Subpart 16 — Parental Assistance and Local Family Information Centers

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg81.html>

- To provide leadership, technical assistance, and financial support to nonprofit organizations (including statewide nonprofit organizations) and local educational agencies to help the organizations and agencies implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement.
- To strengthen partnerships among parents (including parents of children from birth through age 5), teachers, principals, administrators, and other school personnel in meeting the educational needs of children.
- To develop and strengthen the relationship between parents and their children's school.
- To further the developmental progress of children assisted under this subpart.
- To coordinate activities funded under this subpart with parental involvement initiatives funded under section 1118 and other provisions of this Act.

- To provide a comprehensive approach to improving student learning, through coordination and integration of Federal, State, and local services and programs.
- 44. Subpart 17 — Combating Domestic Violence**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg82.htm>
- 48. Subpart 18 — Healthy, High-Performance Schools**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg83.html>
- To develop a comprehensive energy audit of the energy consumption characteristics of a building and the need for additional energy conservation measures necessary to allow schools to meet the guidelines set out in subsection (a).
 - To produce a comprehensive analysis of building strategies, designs, materials, and equipment that are cost effective, produce greater energy efficiency, and enhance indoor air quality; and can be used when conducting school construction and renovation or purchasing materials and equipment.
 - To obtain research and provide technical services and assistance in planning and designing healthy, high-performance school buildings, including developing a timeline for implementation of such plans.
- 46. Subpart 19 — Grants for Capital Expenses of Providing Equitable Services for Private School Students**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg84.html>
- Shall use the subgrant funds only to pay for capital expenses incurred in providing equitable services for private school students under section 1120.
- 47. Subpart 20 — Additional Assistance for Certain Local Educational Agencies Impacted by Federal Property Acquisition**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg85.html>
- 48. Subpart 21 — Women's Educational Equity Act**
More information:
<http://www.ed.gov/policy/elsec/leg/esea02/pg86.html>

49. TITLE VI, PART A SUBPART 2 — FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

Allowable LEA uses of funds to meet the intent and purposes such as:

- To target Federal funds to Federal programs that most effectively address the unique needs of States and localities; and
- To transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.

**TITLE VI, PART A, SUBPART 3 — STATE AND LOCAL FLEXIBILITY
DEMONSTRATION**

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg89.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- To improve the academic achievement of all students, and to focus the resources of the Federal Government upon such achievement;
- To improve teacher quality and subject matter mastery, especially in mathematics, reading, and science;
- To better empower parents, educators, administrators, and schools to effectively address the needs of their children and students;
- To give participating State educational agencies and local educational agencies greater flexibility in determining how to increase their students' academic achievement and implement education reforms in their schools;
- To eliminate barriers to implementing effective State and local education reform, while preserving the goals of opportunity for all students and accountability for student progress;
- To hold participating State educational agencies and local educational agencies accountable for increasing the academic achievement of all students, especially disadvantaged students; and
- To narrow achievement gaps between the lowest and highest achieving groups of students so that no child is left behind.

NOTE: This authorized activity was inadvertently left off the PS 3410 as a category of authorized activities under ESEA. If you plan to pursue a specific activity authorized under this provision, please enter in Part 2, line 57 (which is undefined) of the PS 3410.

50. TITLE VI, PART B, SUBPART 1 — SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg89.html>

Allowable LEA uses of funds to meet the intent and purposes such as:

- Activities authorized under any of the following provisions:
 - (A) Part A of Title I;
 - (B) Part A or D of Title II;
 - (C) Title III;
 - (D) Part A or B of Title IV; and
 - (E) Part A of Title V.

51. TITLE VI, PART B, SUBPART 2 — RURAL AND LOW-INCOME SCHOOL PROGRAM

Allowable LEA uses of funds:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
- Educational technology, including software and hardware, as described in part D of title II.
- Parental involvement activities.
- Activities authorized under the Safe and Drug-Free Schools program under part A of title IV.
- Activities authorized under part A of title I.
- Activities authorized under title III.
- A State educational agency receiving a grant under this subpart may not use more than 5 percent of the amount of the grant for State administrative costs and to provide technical assistance to eligible local educational agencies.

TITLE VII — INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

52. PART A — INDIAN EDUCATION

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg98.html>

53. PART B — NATIVE HAWAIIAN EDUCATION

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg104.html>

54. PART C — ALASKA NATIVE EDUCATION

More information:

<http://www.ed.gov/policy/elsec/leg/esea02/pg105.html>

Allowable LEA uses of funds:

- Meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
- The education of Indian children and adults;
- The training of Indian persons as educators and counselors, and in other professions serving Indian people; and
- Research, evaluation, data collection, and technical assistance.

55. TITLE VIII IMPACT AID

Allowable LEA uses of funds to meet the intent and purposes such as:

- To educate children who reside on Federal property and whose parents are employed on Federal property;
- Educate children of parents who are in the military services and children who live in low-rent housing;
- Educate heavy concentrations of children whose parents are civilian employees of the Federal Government and do not reside on Federal property; or
- Need special assistance with capital expenditures for construction activities because of the enrollments of substantial numbers of children who reside on Federal lands and because of the difficulty of raising local revenue through bond referendums for capital projects due to the inability to tax Federal property.

Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements. Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures.

Allowable LEA uses of funds:

- the salaries of teachers and teacher aides;
- purchasing textbooks, computers, and other equipment;
- after-school programs and remedial tutoring;
- advanced placement classes; and special enrichment programs;
- and all construction grant (8007) allowable uses.

Impact Aid Construction: Activities that address multiple building systems, such as the roof, windows, electrical systems— including information technology, doors, plumbing, HVAC or other repairs in that school building.

Allowable LEA uses of funds:

- To expand the existing facility
- To replace that facility if rebuilding would be more cost effective than repairing or renovating the existing school
- If applying for new construction, the LEA must hold title to the existing facility at the time of application.
- For construction activities, including the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; and inspecting and supervising the construction of school facilities.
- Funds may only be used for the construction activities described in approved applications.
- A school gymnasium would be considered an athletic facility, but section 8007 funds might still be used to repair, renovate, modernize or construct the gym facility so long as it is "not primarily used" for athletic contests, exhibitions, or other events for which admission is charged.
- To repair a district's central administrative office.

56. TITLE X, PART C — HOMELESS EDUCATION

Allowable LEA uses of funds:

- The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
- The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).
- Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
- The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
- The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
- The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
- The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
- If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records,

academic records, guardianship records, and evaluations for special programs or services.

- The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.
- The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
- The provision of pupil services (including violence prevention counseling) and referrals for such services.
- Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
- The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.
- The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.