



## Title IV-A Safe and Healthy Students (SHS) Federal Funding Guide

The Title IV-A Safe & Healthy Students Program, provides support to schools and LEAs so that every student can experience a safe, healthy, and supportive learning environment, including focusing on students' physical health and safety. A safe, healthy, and supportive school environment is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community, focusing on the fostering of favorable conditions, climate, and culture, including family and community engagement.

\*With any federal funding program LEAs must adhere to all federal funding regulations and State Education Agency (SEA) guidance, including [Supplement not Supplant](#) which is impacted by state and local laws. It is also important to note that all funding needs must be identified in the Local Education Agency's (LEA) Comprehensive Needs Assessment\*

The Title IV-A Safe and Healthy Students (SHS) Program supports:

- **Promoting family and parent involvement in schools**
- **Implementing programs that support a healthy, active lifestyle (nutrition, health, and physical education)**
- **Promoting and implementing school health services (School Nursing)**
- **Providing counseling, psychological, and social services**
- **Physical environment**
- **Employee wellness**
- **Establishing community partnerships**
- **Establishing or improving drop-out prevention**
- **School safety/security programs** - \* Please note, all Title IV-A funded safety/security programs must adhere to the [Title IV-A School Security Request Memo](#)

SHS Component	Title I Eligible Students Only	Title II	Title IV-A	ESSER I exp 9/30/2022 ESSER II exp 9/30/2023	American Rescue Plan (ARP ESSER) exp 9/30/2024
<b>Promoting Family and Parent Involvement in Schools</b>	<ul style="list-style-type: none"> <li>• Family/Parent Engagement staff salaries and benefits</li> <li>• Family/Parent engagement resources</li> <li>• Evidence-based informational sessions, including registration and travel costs to support family/parent engagement</li> <li>• Drug prevention programs for students, families, and parents</li> <li>• Violence prevention programs for students, families, and parents</li> <li>• Equipment and supplies for family/parent engagement events, including marketing and promotion</li> <li>• Other activities aligned to family/parent engagement based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based informational sessions, including registration and travel costs to support family and community engagement</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to increase family/community/parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Family/Parent Engagement staff salaries and benefits</li> <li>• Family/Parent engagement resources</li> <li>• Evidence-based informational sessions, including registration and travel costs to support family/parent engagement</li> <li>• Drug prevention programs for students, families, and parents</li> <li>• Violence prevention programs for students, families, and parents</li> <li>• Equipment and supplies for family/parent engagement events, including marketing and promotion</li> <li>• Other activities aligned to family/parent engagement based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> <li>• Purchasing educational technology (including hardware, software, and connectivity)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Health Education, Physical Education, and Physical Activity</b>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Equipment</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Induction</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Evidence-based professional development</li> <li>• Educator evaluation systems</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to improve educator effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Equipment</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> <li>• Purchasing educational technology (including hardware, software, and connectivity)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Nutrition Environment and Services</b>	<ul style="list-style-type: none"> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based professional development</li> <li>• Other activities based on local needs</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support nutrition services</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Equipment and supplies that support nutrition education in the classroom (supplemental to USDA School Food Service requirements)</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Health Services (School Nursing)</b>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based professional development</li> <li>• Other activities based on local needs</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support health services</li> </ul>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Counseling, Psychological, and Social Services</b>	<ul style="list-style-type: none"> <li>• Counseling salaries and benefits</li> <li>• Social Worker salaries and benefits</li> <li>• School-based mental health programs</li> <li>• Coordination of health and social services, including mental health services</li> <li>• Programs providing mentoring and peer mediation, including external contractors and internal teacher stipends</li> <li>• Curriculum- creation and/or purchase</li> <li>• Therapies (animal, art, trauma, family)</li> <li>• Healthy relationships programs</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Induction</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Evidence-based professional development</li> <li>• Educator evaluation systems</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support counseling, psychological, and social services</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling salaries and benefits</li> <li>• Social Worker salaries and benefits</li> <li>• School-based mental health programs</li> <li>• Coordination of health and social services, including mental health services</li> <li>• Programs providing mentoring and peer mediation, including external contractors</li> <li>• Curriculum- creation and/or purchase</li> <li>• Therapies (animal, art, trauma, family)</li> <li>• Healthy relationships programs</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Dropout prevention</li> <li>• Reentry programs for justice involved youth</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> <li>• Purchasing educational technology (including hardware, software, and connectivity)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Physical Environment</b>	Not the intent of Title I funds	Not the intent of Title II funds	<ul style="list-style-type: none"> <li>• Sensory rooms, including construction for allowable items</li> <li>• Alteration of spaces to support Safe and Healthy Student activities that do not include construction (Title IV-A funds cannot support construction)</li> </ul>	<ul style="list-style-type: none"> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Building modifications and improvements necessary to maintain or improve school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Employee Wellness</b>	Not the intent of Title I funds	<ul style="list-style-type: none"> <li>• Employee Wellness PD, including conference registration and travel costs</li> <li>• Consultant fees</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support employee wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Employee Wellness programs</li> <li>• Employee Wellness PD, including conference registration and travel costs</li> <li>• Consultant fees</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>



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<b>Establishing Community Partnerships</b>	<ul style="list-style-type: none"> <li>• Community partnerships with local healthcare clinics</li> <li>• Collaboration with CAMP (Community Assistance Migrant Program)</li> <li>• Informational sessions for parents and families</li> <li>• Community support and engagement services</li> <li>• Community support and engagement staff salaries and benefits</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Community Involvement informational sessions, including conference registration and travel costs</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support school safety/security programs</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach activities for children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services</li> <li>• Community support and engagement services</li> <li>• Community support and engagement staff salaries and benefits</li> <li>• Informational sessions for community members</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>Dropout Prevention</b>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Equipment and supplies</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Induction</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Evidence-based professional development</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to improve educator effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Certified salaries and benefits</li> <li>• Director salaries and benefits</li> <li>• Coordinator salaries and benefits</li> <li>• Curriculum- creation and/or purchase</li> <li>• Student resources</li> <li>• Evidence-based PD, including registration and travel costs</li> <li>• Equipment</li> <li>• Other activities based on local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> <li>• Purchasing educational technology (including hardware, software, and connectivity)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

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<b>School Safety/Security Programs</b>	Not the intent of Title I funds	<ul style="list-style-type: none"> <li>• Evidence-based PD, including registration and travel costs to support school safety personnel and programs</li> <li>• Leadership development, and residency programs</li> <li>• Any other activities a state deems important to support school safety/security programs</li> </ul>	<ul style="list-style-type: none"> <li>• School Resource Officers (SROs)</li> <li>• Security Guards/Personnel</li> <li>• School Security Equipment</li> <li>• School Badge/ID Systems</li> <li>• Hardening of School Facilities (non-construction based)</li> <li>• Vaping Detectors or other such devices</li> <li>• School Safety Hot Line or Tip Line</li> <li>• Any other device or equipment deemed as an approved school security measure</li> <li>• Other activities aligned to school safety/security based on local needs</li> </ul> <p><b>*Please note, all Title IV-A funded safety/security programs must adhere to the <u>Title IV-A School Security Request Memo</u></b></p>	<ul style="list-style-type: none"> <li>• Any activity previously funded through ESSA</li> <li>• Supplies necessary to maintain school operations during and after the COVID-19 pandemic</li> <li>• Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> <li>• Purchasing educational technology (including hardware, software, and connectivity)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups</li> <li>• Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the IDEA, AEFLA, or Perkins CTE.</li> </ul>

Resources:

- 1- US Department of Education Every Student Succeeds Act- Title I, Title II, Title IV-A- <https://www.ed.gov/essa?src=rn>
- 2- Elementary and Secondary School Emergency Relief (ESSER) Fund- <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>
- 3- CARES Act ESSER Funds Fact Sheet- <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>
- 4- The CARES Act: A Federal Funding Opportunity for Health and Physical Education- SHAPE America Blog Post- <https://blog.shapeamerica.org/2020/06/the-cares-act-a-federal-funding-opportunity-for-health-and-physical-education/>
- 5- American Relief Plan (ARP ESSER) Funds Fact Sheet and ESSER Comparison Guide- [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf)
- 6- US Department of Education Family Engagement- <https://www.ed.gov/family-and-community-engagement?src=rn>
- 7- US Department of Education Supplement not Supplant- <https://www.ed.gov/news/press-releases/fact-sheet-supplement-not-supplant-under-title-i-every-student-succeeds-act>

For more information on federal funding guidance specific to your state or school, please contact your State Department of Education or Public Instruction Federal Funding Program.

For more information on this Safe and Healthy Students Federal Funding Guide please contact:

**Keri Schoeff | Title IV-A Safe, Healthy & Active Students Specialist**



**“We are a service organization committed to raising academic outcomes and empowering parents.”**

<https://www.azed.gov/safeandhealthy>