Title IV, Part A Strategies that Relate to Allowable Activities

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Strategies that relate to Allowable Activities for Career and Technical Education Title IV Part A

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Address priority needs as established in the LEA Perkins V Comprehensive Local Needs Assessment
- Increase access for underrepresented students to high-quality CTE pathways
- Provide students with hands-on learning, project-based learning, and skill development in CTE pathways
- Integrate academic subjects into CTE curricula
- Develop and enhance personalized learning systems in CTE pathways and competency-based progression
- Provide expanded CTE learning opportunities that occur before school, after school, during breaks, or over the summer
- Conduct CTE and/or college and career communication and events with families
- Support career counseling and credential attainment
- Reimburse low-income students to cover all or part of the costs of CTE Advance Placement (AP), International Baccalaureate (IB), or other accelerated learning program examinations, including industry certification costs
- Increase the number of industry certifications that a school offers
- Increase the availability of, and enrollment in CTE AP or IB programs, or CTE concurrent enrollment programs
- Purchase supplemental CTE and college prep programming, equipment, and materials
- Increase graduation rates and student participation in CTE and other college prep programs through the use of a school counselor
- Implement work-based learning programs K-12, including high-quality internships and apprenticeships
- Support participation in Career and Technical Student Organizations (CTSOs) and other nonprofit competitions related to CTE
- Provide CTE professional development for educators

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students' access to a safe and healthy educational experience which may include:

- Equipment necessary to provide physical safety measures for students and teachers within CTE programs
- Implement multi-tiered systems of support
- Engage parents, families, and communities to facilitate deeper understanding of the importance of a well-rounded education including enrolling and succeeding in advanced coursework and CTE courses

- Supports for students to assist with successful transition from high school to postsecondary education and training or workforce

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Provide personalized, competency-based CTE learning opportunities
- Utilize current industry standard workplace technologies
- Implement blended-learning strategies
- Support computer science education K-12
- Support professional learning to enable the effective use of educational technology
- Develop, implement, and increase access to high quality blended and virtual learning in CTE pathways for students

Strategies that relate to allowable activities for Driver Education

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Driver education courses for all eligible students.
- Pre driver education program and activities for all students.
- Driver Licensing education for counseling staff enrolling students into driver education.
- Driver Licensing education for students and parents of students entering driver education. (How to obtain documents such as SSN cards, birth certificates, learner permits, etc.)

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Transportation safety education programs for elementary and middle school students. *These programs are designed to bring awareness to the many risks presented to drivers, passengers, bicyclists, and pedestrians on area roadways and teach simple ways to improve safety*.
- Transportation Safety Education Curriculum for Preschool Children and Kindergarten.
- Road Safety Education Tool Kits for preschool through driving age with a focus on parent involvement.   *The concept teaches road safety education as part of the school curriculum so that lessons are continued over time and not just done once at driving age.*
- Safe Kids Program for parents.

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Purchase driving simulators.

Strategies that relate to Allowable Activities for English Language Arts

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Professional Learning to Increase:
    - Content and pedagogical knowledge of teachers
    - Progressions to deepen understanding of the trajectory of English Language Arts standards
    - Support of an instructional coach
- Multi-tiered System of Supports
    - High quality instruction
        - Evidence-based curriculum/instructional practices related to:
            - Explicit letter-sound skills and phonological awareness to the advanced level,
            - Phonics instruction and reinforcement,
            - Opportunities for reading connected text in engaging and accountable ways,
            - Writing,
            - Reading comprehension, and/or
            - Integrating knowledge and ideas across texts
- Team-based problem solving
    - Targeted interventions and assessments aligned to students' diagnostic needs
- Data-based decision making
- Dyad Reading
- Disciplinary Literacy
- R277-707: Equitable opportunities for students to gain access to early college opportunities

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Multi-tiered System of Supports
- Targeted interventions and assessments aligned to students' diagnostic needs

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Intervention Software Programs
- Opportunities for reading connected text in engaging and accountable ways

Strategies that relate to Allowable Activities for Health and Physical Education

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Support activities that integrate multiple content areas, such as combining literacy and health, mathematics and health, physical education and science.
- Implement strategies for equitable and accessible health and physical education instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds).
- Salaries for certified educators, for example endorsed elementary physical education teachers.
- Provide professional learning for content and pedagogical knowledge of teachers (e.g., standards implementation institute, best-practices for health education, SHAPE conventions).
- Procurement and/or LEA specific development of health and physical education curriculum.
- Equipment and educator skill training to bring diverse physical activity experiences to students (e.g., outdoor recreation, yoga, strength and conditioning, enriched recess activities).
- Provide professional learning about and support for the implementation of Utah's Multi-tiered System of Supports (UMTSS).

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Scheduled and regular physical activity throughout the school day (e.g., recess, P.E., brain breaks).
- Evidence-based substance abuse prevention programs K-6, middle school, & high school.
- Evidence-based mental health education K-6, middle school, high school.
- Incorporate the ten components of CDC's Whole School, Whole Community, Whole Child, or WSCC model for addressing school health.
- Programs and activities that integrate health and safety practices into school or athletic programs.
- Develop practices that increase protective factors for physical and emotional safety that include, but not limited to: school connections, problem solving skills, positive peer relationships, help seeking skills and social emotional literacy.
- School-based nutritional programs.

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Providing educators, school leaders, and administrators with professional learning tools, devices, content, and resources to personalize learning to improve academic achievement, adapt high-quality educational resources, use technology effectively in the classroom and blended learning strategies.
- Utilizing apps and equipment to track and enhance student fitness.
- Professional development for effective online learning and high-quality online courses for students.
- Access to high-quality blended or virtual learning experiences for rural schools.

Strategies that relate to Allowable Activities for Mathematics

<u>Well-Rounded Educational Opportunities:</u> Courses, activities, and programming which may include:

- Integrate mathematics into other content areas, including but not limited to STEM, for improved student engagement and deeper learning and/or provide professional learning for effective and elegant integration.
- Implement de-tracking of students (move away from the system of separating students by ability and performance in mathematics).
- Implement de-tracking of teacher ownership over courses (move away from experienced teachers teaching advanced courses and new teachers teaching remedial courses).
- Provide Professional Learning for content and pedagogical knowledge of teachers (e.g., Effective Mathematics Teaching Practices, Standards for Mathematical Practices (SMP), Comprehensive Mathematics Instruction (CMI), Equity-Based Mathematics Teaching Practices, cultivating positive student mathematical identities).
- Provide Professional Learning on the Utah Core Standards Mathematics progressions to deepen understanding of learning trajectories (e.g., coherence of standards, learner development, learning trajectories, core progressions).
- Implement strategies for equitable and accessible mathematics instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds).
- Provide mathematics coaches to schools and/or support the professional learning of mathematics coaches.
- Provide Professional Learning about and support for the implementation of Utah's Multi-tiered System of Supports (UMTSS).
- Promote equitable access to early college opportunities in mathematics, including Advanced Placement (AP), International Baccalaureate (IB), and/or dual or concurrent enrollment programs.

<u>Safe and Healthy Students:</u> School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Support building a culture of student mathematical identities where all K-12 learners identify as doers of mathematics.

<u>Effective Use of Technology:</u> Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Professional Learning on implementing Effective Mathematics Teaching Practices in remote learning environments
- Professional Learning on the appropriate use of mathematics software and other technologies

Strategies that relate to allowable activities for Preschool

<u>**Well-Rounded Educational Opportunities:**</u> Courses, activities, and programming which may include:

- LETRS Early Childhood training
- New Curricula and Professional Learning
- Materials for interest centers
- Social/Emotional Curriculum (Second Step)
- Heggerty (PreK and Early PreK)
- Coaching

<u>**Safe and Healthy Students:**</u> School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Social/Emotional Curriculum (Second Step)
- Materials for a cozy corner/sensory area
- Materials for gross motor
- Trauma informed training for staff
- Behavior specialist (regular ed and special ed)

<u>**Effective Use of Technology:**</u> Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Smart boards for preschool classrooms
- Digital tools for creative arts
- Tablets or Computers

Strategies that relate to allowable activities for Safe and Healthy Students

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Implement a health and wellness policy that utilizes a multi-tiered system of support to improve the health and wellness of employees and students, reducing chronic absenteeism.

- Develop and implement a head injury response policy that targets injured students throughout the school day while sufficiently addressing reported head injuries, including parent notification.

- Increase student health and safety through access to emergency medications. The LEA will use a multi-tiered system approach resulting in a school-wide albuterol and epinephrine program.

- Increase student's access to healthy and safe school environments by increasing school nurse availability and health services within the LEA. Improved access may include compensation of nursing time through professional training, salaries, and benefits resulting in evidence-based practice and improved health outcomes.

- Salaries for registered nurses that successfully provide student-centered nursing care through consistent utilization of NASN's Framework for 21st Century School Nursing Practice, including its six principles, but not limited to: standards of practice, care coordination, leadership, quality improvement, and community/public health.

Strategies that relate to Allowable Activities for School Leadership Development

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Provide professional learning for district and charter school level leaders (principals, assistant principals, charter directors, assistant charter directors) in the area of well-rounded educational opportunities
- Salaries/stipends for mentors, coaches, and supervisors to support school leaders to implement professional learning in the area of well-rounded educational opportunities (see Utah School Leader Support Frameworks)

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Provide professional learning for district and charter school level leaders (principals, assistant principals, charter directors, assistant charter directors) in the area of safe and healthy students
- Salaries/stipends for mentors, coaches, and supervisors to support school leaders to implement professional learning in the area of safe and healthy students (see Utah School Leader Support Frameworks)

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Provide professional learning for district and charter school level leaders (principals, assistant principals, charter directors, assistant charter directors) in the area of effective use of technology
- Salaries/stipends for mentors, coaches, and supervisors to support school leaders to implement professional learning in the area of effective use of technology (see Utah School Leader Support Frameworks)

Title IVA High Leverage Strategies-Science

Strategies that relate to Allowable Activities for Science

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Implementing effective Tier 1 science instruction that improves student engagement and sense making and/or provides professional learning for content and pedagogy of teachers.
- Implementing effective Tier 1 engineering instruction that improves student engagement and problem solving and/or provides professional learning for content and pedagogy of teachers.
- Provide Professional Learning for content and pedagogical knowledge of teachers (e.g., Three-Dimensional, Phenomenon-Based Science Instruction).
- Provide Professional Learning on the Utah Science with Engineering Education (SEEd) Standards' progressions to deepen understanding of learning trajectories (e.g., progressions of each of the three dimensions, coherence of standards, learner development).
- Implementing strategies for equitable and accessible science and engineering instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds).
- Providing science coaches to schools and/or supporting the professional learning of science coaches.
- Implement equitable science course-taking practices (move away from forcing students into "easier science pathways" based on ability, language proficiency, SES, or other characteristic).
- Implement equitable course-teaching practices (move away from experienced teachers teaching advanced courses and new teachers teaching remedial courses).
- Integrate science into other content areas, including but not limited to STEM, for improved student engagement and deeper learning and/or provide professional learning for effective and elegant integration.

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Supporting building a culture of student science identities where all K-12 learners identify as doers of science.
- Supporting the participation of low-income students in nonprofit competitions related to science and engineering subjects (such as robotics, science research, invention, computer science, and technology competitions).

- Supporting safe and organized science lab practices. Student interaction with science materials is safe, students use proper safety equipment, and lab materials and chemicals are safely stored when not in use.
- Facilitating collaboration among school, afterschool, and informal program personnel to improve the integration of programing and instruction in the identified subjects.

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Professional learning on implementing science instruction in remote learning environments
- Professional Learning on the appropriate use of science related software and other technologies

Strategies That Relate to Allowable Activities for Social Studies

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Integration of social studies with other content areas (e.g., ELA, math, science, etc.) for improved student engagement and deeper learning of social studies and/or provide professional learning for effective and elegant integration.
- Provide Professional Learning for content and pedagogical knowledge of teachers (e.g., standards implementation institutes, best-practices for social studies instruction, training for early elementary inclusion of civics concepts, etc.).
- Provide Professional Learning about and support for the implementation of Utah's Multi-tiered System of Supports (UMTSS).
- Provide Professional Learning on the Utah Core Standards for Social Studies to deepen understanding of vertical alignment and grade-level specific essential standards and skills.
- Implement strategies for equitable and accessible social studies instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds, etc.).
- Promote programs to teach social studies, American History, Economics, Civics, Environmental Education, volunteerism, and community involvement.
- Design of lessons/curriculum that deepens the cognitive demands in line with the standards, using a range of primary and secondary texts.
- Professional Learning that reinforces the essential role of inquiry in the social studies classroom.
- Provide social studies coaches to schools.

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Multi-tiered System of Supports (UMTSS)
- Professional Learning in restorative practices and fostering classroom conditions for respectful and productive dialogue.

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Providing educators, school leaders, and administrators with professional learning tools, devices, content, and resources to personalize learning to improve academic achievement, adapt high-quality educational resources,

use technology effectively in the classroom and blended learning strategies.

- Professional learning for effective online learning and high-quality online social studies courses for students.
- Developing or using effective or innovative strategies for rigorous social studies instruction.
- Providing students in rural, remote, and underserved areas with resources for high-quality digital learning experiences and access to online social studies courses.

Strategies that relate to allowable activities for Statewide Online Education Program (SOEP)

<u>Well-Rounded Educational Opportunities:</u> Courses, activities, and programming which may include:

- Credit Recovery options that include all core courses and elective courses that may not be offered in your LEA. Because credit recovery is not a funded option otherwise, this program can allow schools to supplement credit recovery option without supplanting current investments in content.
- Any course not listed in a student's schedule for regular Minimum School Program funding can allow schools to supplement available alternatives without supplanting current investments in content. SOEP staff is available to assist with questions in this area.
- Courses include highly qualified teachers and supports for students with special needs.
- Additional wrap-around supports encourage course completion.
- Both urban and rural students sometimes lack access to a full range of coursework to build the foundation for 21st century success in college and career.

<u>Safe and Healthy Students:</u> School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- An online environment expands access for disadvantaged students with trouble accessing courses in a traditional environment given health, transportation, technology and even language-based concerns.
- Rich support needed in today's challenging environment for the students who are traditionally disadvantaged are central to the structured requirements of this program.

<u>Effective Use of Technology:</u> Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Courses delivered using technology foster digital literacy skills that are especially important foundations for 21st century success, that many students experiencing traditional markers of disadvantage or location are often disproportionately unable to access.
- Adaptive learning technology, and other advanced technological instruction and technological delivery surpass the use of packets of other traditional options for credit recovery, deepening disadvantaged students' familiarity with technological tools.
- According to Civil Rights Data, more than 1000 Utah schools, primarily in rural areas, do not offer Calculus, Physics or Chemistry. Advanced

mathematics, science, programming and related courses are available to support students who may not have access to these options otherwise.

Strategies that relate to Allowable Activities for STEM

<u>Well-Rounded Educational Opportunities:</u> Courses, activities, and programming which may include:

- Implementing effective Tier 1 STEM instruction that improves student engagement and deeper learning and/or provides professional learning for content and pedagogy of teachers.
- Integrating STEM content areas for improved student engagement and deeper learning and/or provides professional learning for teachers related to effective integration.
- Providing curricular connections to business and industry, or any formal means to increase students' awareness of, interest in, and motivation to pursue STEM-related careers.
- Implementing strategies for equitable and accessible STEM instruction for all students (e.g., learners who are: emergent bilingual/learning English, socio-economically disadvantaged, and that represent diverse backgrounds).
- Providing STEM coaches to schools and/or supporting the professional learning of STEM coaches.
- Providing professional learning about and support for the implementation of a Multi-tiered System of Supports (MTSS) in STEM subjects.

<u>Safe and Healthy Students:</u> School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Supporting building a culture of student STEM identities where all K-12 learners identify as doers of STEM.
- Supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions).
- Facilitating collaboration among school, afterschool, and informal program personnel to improve the integration of programing and instruction in the identified subjects.

<u>Effective Use of Technology:</u> Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Professional learning on implementing STEM instruction in remote learning environments
- Professional Learning on the appropriate use of STEM related software and other technologies

Strategies that relate to allowable activities for Students with Disabilities Learning Virtually

Well-Rounded Educational Opportunities: Courses, activities, and programming which may include:

- Providing professional learning opportunities for teaching in the virtual classroom focused on:

  - Implementing assessments in which students have a variety of options to demonstrate their understanding of a principle or skill (including project-based learning, responding orally, or other student-generated creative solutions).
  - Establishing procedures in courses for how and when work needs to be submitted (such as bi-weekly/weekly due dates for all assignments) to help students establish a schedule while working in numerous virtual courses.
  - Providing resources to students to help them establish a schedule by which they can accomplish their learning activities and goals each week. For example, what does "attendance" look like? Is it measured in the completion of work, participation in synchronous activities, weekly check-ins with instructors, etc.?
  - Delivering instruction via an Learning Management System (LMS) (like Canvas, Blackboard, Schoology, etc.) in a highly organized manner where students can easily find instructor contact information, frequently asked questions, what activities need to be completed, and more. Material should be displayed in the most accessible way possible (images should provide appropriate alt-text for students using a screen reader, colors should demonstrate ample contrast, etc.).
  - Providing audio/video instructions alongside written instructions for learning activities. This also provides instructors an opportunity to share examples of student work which learners can use as inspiration or a model for their own work. Additionally, the inclusion of checklists/to-do lists in longer assignments can be an incredibly helpful scaffold to help students succeed.
  - Avoiding the development of learning materials based on "learning styles" (visual learner, kinesthetic learner, auditory learner). Students can learn under a variety of approaches, and "learning styles" are *not* evidence-based (Nancekivell, 2020).
  - Providing meaningful, thoughtful feedback on student work in a variety of media (including written text, audio messages, or video messages). Not only does this provide students with helpful information while mastering a particular skill or concept, it helps them establish the instructor as a caring, involved individual in their educational experience.

Safe and Healthy Students: School culture that fosters a safe and supportive environment for learning, student physical and mental health, and any other activity that promotes all students access to a safe and healthy educational experience which may include:

- Providing professional learning opportunities for teaching in the virtual environment focused on:
    - Dedicating time in the course to establish Netiquette and Digital Citizenship instructions, expectations, and procedures in order to establish a more inclusive and safe virtual classroom culture. This includes instruction on the expectations instructors have for students participating virtually (are cameras on during synchronous instruction; spelling, punctuation, capitalization, and grammar in written communication; proper emoji use, etc.).
    - Being sensitive to cultural differences of relevant stakeholders.
    - Implementation of Universal Design for Learning (UDL) principles.
    - Being mindful of which students in the virtual classroom require the use of assistive technology in order to fully participate in class.
    - Being aware of which students in class have an established IEP or 504 plan and the associated accommodations detailed within the respective plans.
    - Encouraging students to organize their physical environment to help avoid distractions (where possible, avoid working from bed, where possible alternate sitting and standing while learning, have access to electrical outlets to charge devices while working, etc.).

Effective Use of Technology: Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students. Activities may include:

- Providing professional learning opportunities for teaching in the virtual classroom focused on:

    - Leveraging communication technologies (such as email, instant messaging, or other text-based communication services) to increase 1:1 check-in opportunities. Additionally, threads or discussions can be used for peer-to-peer engagement where students can learn from each other, ask each other questions in a safe, monitored environment.
    - Using breakout rooms in teleconferencing software (like Zoom, Google Meet, or Microsoft Teams) in synchronous, co-taught classes to increase differentiated instruction.
    - Using pre-recorded videos and interactive tasks (such as Nearpod or EdPuzzle) to increase engagement in asynchronous instruction.
    - Using survey software and collaborative spreadsheets (such as Google Forms and Google Sheets) to implement behavior trackers which can be easily shared with all appropriate stakeholders.

- Providing continuous technology training in productivity apps (such as Google Calendar, Outlook, notes apps, checklist apps, etc.) to help students keep track of their virtual classes and learning activities.
- Designing multimedia presentations with accessibility and the graphic design CARP (Contrast, Repetition, Alignment, and Proximity) in mind to develop clear, polished learning materials in which all students can access to scaffold their learning.
- Researching available accessibility tools offered on a student's device (Chromebooks as well as Apple and Windows devices all have built-in accessibility features).