Well-Rounded Educational Opportunities			
WR-Guidance	(A) College and career guidance and counseling programs, such as—		
		(i) postsecondary education and career awareness and exploration activities;	☐
		(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning;	☐
		(iii) financial literacy and Federal financial aid awareness activities	☐
WR-Music and Arts	(B) Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem-solving, and conflict resolution;		☐
WR-STEM	(C) Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as "STEM subjects") such as—		
		(i) Increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high quality courses;	☐
		(ii) 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);	☐
		(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;	☐
		(iv) supporting the creation and enhancement of STEM-focused specialty schools;	☐
		(v) facilitating collaboration among school, afterschool program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; and	☐
		(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;	☐
WR-Advanced	(D) Efforts to raise student academic achievement through accelerated programs that provide postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools or postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate programs, such as—		
		(i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or	☐
		(ii) increasing the availability of, and enrollment in, accelerated learning course, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;	☐
WR-SocialStudies	(E) Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education;		☐
WR-WorldLanguages	(F) Foreign (or World) language instruction;		☐
WR-Environmental	(G) Environmental education;		☐
WR-Volunteer	(H) Programs and activities that promote volunteerism and community involvement;		☐
WR-Integration	(I) Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or		☐
WR-Other (require approved description)	(J) Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.		☐
Safe and Healthy Students			

SH-Prevention	(A) Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available), including—			
		(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and		
		(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;		☐
SH-MentalHealth	(B) In accordance in 4001 and 4111—			
		(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and		
		(ii) school-based mental health services partnership programs that—		
			(I) are conducted in partnership with a public or private mental health entity or health care entity; and	
			(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are —	☐
				(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);
				(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.); and
				(cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise.
SH-HealthSafety	(C) Programs or activities that—			
		(i) integrate health and safety practices into school or athletic programs;		☐
		(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;		☐
		(iii) help prevent bullying and harassment;		☐
		(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;		☐
		(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;		☐
		(vi) establish or improve school dropout and re-entry programs; or		☐
		(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports;		☐
SH-PD	(D) High-quality training for school personnel, including specialized instructional support personnel, related to—			
		(i) suicide prevention;		☐
		(ii) effective and trauma-informed practices in classroom management;		☐

		(iii) crisis management and conflict resolution techniques;	☐
		(iv) human trafficking (defined, for the purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 or the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));	☐
		(v) school-based violence prevention strategies;	☐
		(vi) drug abuse prevention, including educating children facing substance abuse at home; and	☐
		(vii) bullying and harassment prevention;	☐
SH-Abuse	(E) in accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities designed to provide—		
		(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention including how to recognize sexual abuse and how to safely report child sexual abuse; and	☐
		(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;	
SH-Discipline	(F) designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—		
		(i) is consistent with best practices;	
		(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and	☐
		(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"; or	
SH-Behavioral	(G) Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;		☐
SH-ResourceCoordinator	(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services such as—		☐
		(i) establishing partnerships within the community to provide resources and support for schools;	☐
		(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and	☐
		(iii) strengthening relationships between schools and communities; or	☐
	(I) pay for success initiatives aligned with the purposes of this section.		☐

Activities to Support the Effective Use of Technology

	(a) USES OF FUNDS.—Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4015(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of such agency or consortium that are identified in the needs assessment conducted under section 4106(d) (if applicable), which may include—		
EUT-ToolsResources	(1) providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—		
		(A) personalize learning to improve student academic achievement;	☐
		(B) discover, adapt, and share relevant high-quality educational resources;	☐
		(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and	☐

		(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning;	☐
EUT-Infrastructure (include in 15%)		(2) building technological capacity and infrastructure, which may include—	
		(A) procuring content and ensuring content quality; and	☐
		(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls;	☐
EUT-Delivery		(3) developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;	☐
EUT-Blended		(4) carrying out blended learning projects, which shall include—	☐
EUT-Infrastructure IT and Digital Resources (include in 15%)		(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or	☐
		(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project;	☐
EUT-STEM PD		(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and	☐
EUT-Rural		(6) providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.	☐