



Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<b>Title I, Part D, Sec 1401</b> <i>Programs for At-Risk Students</i>	PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK.	Neglected or delinquent children
<b>Title II, Part A, Sec 2101</b> <i>Establishing teacher standards</i>  (A) OSPI may fund 1 or more activities in (B) once appropriations for other Acts have been funded (A) – this is a Hold Harmless section; the activities may be implemented in conjunction with other higher education state agencies and carried out via grants or contract with for-profits or nonprofits.  (B) Types of activities include: <ul style="list-style-type: none"> <li>• Providing training for all school personnel;</li> <li>• Addressing the transition to elementary school;</li> <li>• Professional development on how-to integrate career and technical education content into curriculum.</li> </ul>	“(A) IN GENERAL.—The State educational agency for a State that receives an allotment under subsection (b) may use funds not reserved under paragraph (1) to carry out 1 or more of the activities described in subparagraph (B), which may be implemented in conjunction with a State agency of higher education (if such agencies are separate) and carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education. “(B) TYPES OF STATE ACTIVITIES.—The activities described in this subparagraph are the following: [items omitted for purposes of this table] “(xv) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse. “(xvi) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness. [items omitted for purposes of this table] “(xviii) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.	Teachers

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<p><b>Title II, Part A, Sec 2103</b> <i>Local Uses of Funds</i></p> <p>(B) Funds for districts may be used to develop and implement initiatives to recruit, hire, and retain effective teachers, particularly in low-income schools with high percentages of low-performing students and ineffective teachers. Such initiatives may include:</p> <ul style="list-style-type: none"> <li>• Mentoring programs to improve classroom instruction and student learning and achievement;</li> </ul> <p>(E) Funds for districts may be used to provide evidence-based professional development to teachers and other school leaders focusing on improving teaching and student learning and achievement, including training on how-to effectively engage parents and community</p>	<p>[items omitted for purposes of this table]</p> <p>“(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B)<sup>1</sup>, such as initiatives that provide—</p> <p>[items omitted for purposes of this table]</p> <p>“(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <p>“(I) improve classroom instruction and student learning and achievement; and</p> <p>[items omitted for purposes of this table]</p> <p>[items omitted for purposes of this table]</p> <p>“(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—</p> <p>[items omitted for purposes of this table]</p> <p>“(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;</p> <p>“(iv) help all students develop the skills essential for learning readiness and academic success;</p> <p>[items omitted for purposes of this table]</p> <p>[items omitted for purposes of this table]</p>	<p>Teachers and other school personnel</p>

<sup>1</sup> “how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

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<p>partners, and help students develop the skills for learning readiness and success.</p> <p>(H) Funds for districts may be used for assessments.</p> <p>(I) Funds for districts may be used for in-service training for school personnel on:</p> <ul style="list-style-type: none"> <li>Referring students affected by trauma, mental illness, or other issues affecting student learning;</li> </ul> <p>Referring students to treatment and intervention services.</p>	<p>“(H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;</p> <p>“(I) carrying out in-service training for school personnel in—</p> <p>“(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;</p> <p>“(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;</p> <p>“(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and</p> <p>“(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;</p>	<p>Teachers and other school personnel</p>
<p><b>Title IV</b>  <i>21<sup>st</sup> Century Schools Safe and Drug-Free Schools and Communities Act</i>  <b>Title IV, Sec 4107</b>  <i>Activities to Support Well-Rounded Educational Opportunities</i></p>	<p>“(a) In General.—Subject to section 4106(f)<sup>2</sup>, each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a)<sup>3</sup> shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—</p> <p>“(1) are coordinated with other schools and community-based services and programs;</p>	<p>Teachers and other school personnel</p>

<sup>2</sup> “SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).”

<sup>3</sup> “ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

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<ul style="list-style-type: none"> <li>Districts shall coordinate with (or partner with) other schools or other entities to create well-rounded educational experiences.</li> </ul>	<p>“(2) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section; and</p> <p>“(3) may include programs and activities, such as— [items omitted for purposes of this table]</p> <p>“(J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.</p>	Teachers and other school personnel
<p><b>Title IV, Sec 4108</b> <i>Activities to Support Safe and Healthy Students</i></p> <p>Districts shall use funds in coordination with other schools and community-based services and programs to develop, implement, and evaluate comprehensive programs and activities that:</p> <ul style="list-style-type: none"> <li>Foster safe/healthy environments and support academic achievement</li> </ul>	<p>“Subject to section 4106(f)<sup>4</sup> each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a)<sup>5</sup> shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—</p> <p>“(1) are coordinated with other schools and community-based services and programs;</p> <p>“(2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement;</p> <p>“(3) promote the involvement of parents in the activity or program;</p>	Students, teachers, and administrators using community-based programs

<sup>4</sup> (“(f) Special Rule.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).),

<sup>5</sup> (“(a) Allocations To Local Educational Agencies.—

“(1) IN GENERAL.—From the funds reserved by a State under section 4104(a)(1), the State shall allocate to each local educational agency in the State that has an application approved by the State educational agency under section 4106 an amount that bears the same relationship to the total amount of such reservation as the amount the local educational agency received under subpart 2 of part A of title I for the preceding fiscal year bears to the total amount received by all local educational agencies in the State under such subpart for the preceding fiscal year.

“(2) MINIMUM LOCAL EDUCATIONAL AGENCY ALLOCATION.—No allocation to a local educational agency under this subsection may be made in an amount that is less than \$10,000, subject to subsection (b).

“(3) CONSORTIA.—Local educational agencies in a State may form a consortium with other surrounding local educational agencies and combine the funds each such agency in the consortium receives under this section to jointly carry out the local activities described in this subpart.)

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<ul style="list-style-type: none"> <li>Promote parental involvement</li> </ul> <p>(A) Funds for districts may be used for evidence-based drug and violence prevention programs and, where appropriate, intervention or referral for rehabilitation.</p> <p>(B) Funds for districts may be used for school-based mental health services, including services conducted in partnership with public or private mental health or health care entities, particularly for trauma-informed practices.</p>	<p>“(4) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and</p> <p>“(5) may include, among other programs and activities—</p> <p>“(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—</p> <p>“(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</p> <p>“(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;</p> <p>“(B) in accordance with sections 4001<sup>6</sup> and 4111<sup>7</sup>—</p> <p>“(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</p> <p>“(ii) school-based mental health services partnership programs that—</p>	<p>Students, teachers, and administrators using community-based programs</p>

<sup>6</sup> “GENERAL PROVISIONS”

<sup>7</sup> “RULE OF CONSTRUCTION”

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<p>(C) Funds for districts may be used for programs or activities that:</p> <ul style="list-style-type: none"> <li>• Integrate health and safety practices into school or athletic programs;</li> <li>• Support a healthy, active lifestyle to maintain the well-being of students;</li> <li>• Address chronic disease management for students;</li> <li>• Help prevent bullying and harassment;</li> <li>• Improve instructional practices for developing relationship-building skills;</li> <li>• Provide mentoring and counseling to all students;</li> <li>• Establish or improve school dropout and re-entry programs;</li> <li>• Establish skills for school readiness and academic success, such as by providing integrated systems of student and family supports.</li> </ul>	<p>“(I) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>“(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—</p> <p>“(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);</p> <p>“(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and</p> <p>“(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;</p> <p>“(C) programs or activities that—</p> <p>“(i) integrate health and safety practices into school or athletic programs;</p> <p>“(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;</p> <p>“(iii) help prevent bullying and harassment;</p>	<p>Students, teachers, and administrators using community-based programs</p>



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<p>(D) Funds for districts may be used for high-quality training for school personnel, including specialized instructional support personnel, related to:</p> <ul style="list-style-type: none"> <li>• Suicide prevention;</li> <li>• Trauma-informed practices in classroom management;</li> <li>• Crisis management and conflict resolution techniques;</li> <li>• Human trafficking;</li> <li>• Violence prevention strategies;</li> <li>• Drug abuse prevention;</li> <li>• Bullying and harassment prevention.</li> </ul>	<p>“(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;</p> <p>“(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;</p> <p>“(vi) establish or improve school dropout and re-entry programs; or</p> <p>“(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;</p> <p>“(D) high-quality training for school personnel, including specialized instructional support personnel, related to—</p> <p>“(i) suicide prevention;</p> <p>“(ii) effective and trauma-informed practices in classroom management;</p> <p>“(iii) crisis management and conflict resolution techniques;</p> <p>“(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));</p> <p>“(v) school-based violence prevention strategies;</p>	<p>Students, teachers, and administrators using community-based programs</p>



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<p>(E) Funds for districts may be used for child sexual abuse awareness and prevention programs or activities.</p> <p>(G) Funds for districts may be used for implementing schoolwide positive behavioral interventions and supports.</p> <p>(H) Funds for districts may be used for designating a site resource coordinator to provide services, such as:</p> <ul style="list-style-type: none"> <li>• Establish and strengthen community partnerships to provide resources and support for schools;</li> <li>• Ensure service and community partners are aligned with the academic expectations of the specific school; or</li> </ul>	<p>“(vi) drug abuse prevention, including educating children facing substance abuse at home; and</p> <p>“(vii) bullying and harassment prevention;</p> <p>“(E) in accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—</p> <p>“(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and</p> <p>“(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;</p> <p>[items omitted for purposes of this table]</p> <p>“(G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;</p> <p>“(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—</p> <p>“(i) establishing partnerships within the community to provide resources and support for schools;</p>	<p>Students, teachers, and administrators using community-based programs</p>

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(I) Funds for districts may be used to pay for success initiatives aligned with the purposes of Sec. 4108.	<p>“(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</p> <p>“(iii) strengthening relationships between schools and communities; or</p> <p>“(I) pay for success initiatives aligned with the purposes of this section.</p>	Students, teachers, and administrators using community-based programs
<p><b>Title IV, Sec 4205</b>  <i>Local Activities</i></p> <p>Community Learning Centers may use funds to pay for activities that support student success and academic achievement, including programs that:</p> <ul style="list-style-type: none"> <li>• Enable students to be eligible for academic credit recovery or attainment;</li> <li>• Support a healthy and active lifestyle;</li> <li>• Promote parental involvement and family literacy;</li> </ul> <p>Provide assistance to students who have been truant, suspended, or expelled.</p>	<p>Local Activities [This is in reference to what Community Learning Centers can provide as subgrantees] “(a) AUTHORIZED ACTIVITIES.— Each eligible entity that receives an award under section 4204<sup>8</sup> may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including— [items omitted for purposes of this table]</p> <p>“(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; [items omitted for purposes of this table]</p> <p>“(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs; [items omitted for purposes of this table]</p> <p>“(10) parenting skills programs that promote parental involvement and family literacy;</p> <p>“(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; [items omitted for purposes of this table]</p>	Students, teachers, and administrators using Community Learning Centers

<sup>8</sup> LOCAL COMPETITIVE SUBGRANT PROGRAM