

**“Every Student Succeeds Act” (ESSA) Allowable Uses of Funds  
for State and Local Education Agencies (SEAs, LEAs)**

Below are the allowable uses of funds under the “Every Student Succeeds Act” (ESSA) for state and local education agencies. Allowable uses have been cross-referenced to identify potential common themes or connections.

The amount of text does not diminish the potential importance and impact that each of these may have across the State or the LEA.

#	State Education Agencies	Opportunity for Engagement
1	<p>Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—</p> <p>“(I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards;</p> <p>“(II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and</p> <p>“(III) teacher certification or licensing requirements are aligned with such challenging State academic standards.</p> <p align="right"><i>See also SEA # 4, 5, 11, 18 LEA # 2, 3</i></p>	
2	<p>Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—</p> <p>“(I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;</p> <p>“(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and</p> <p>“(III) developing a system for auditing the quality of evaluation and support systems.</p> <p align="right"><i>See also LEA # 1, 8, 14</i></p>	
3	Improving equitable access to effective teachers.	
4		

	<p>Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—</p> <ul style="list-style-type: none"> <li>“(I) individuals with a baccalaureate or master’s degree, or other advanced degree;</li> <li>“(II) mid-career professionals from other occupations;</li> <li>“(III) paraprofessionals;</li> <li>“(IV) former military personnel; and</li> <li>“(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.</li> </ul> <p style="text-align: right;"><i>See also SEA # 1, 5, 11, 18 LEA # 2, 3</i></p>	
5	<p>Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—</p> <ul style="list-style-type: none"> <li>“(I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and</li> <li>“(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.</li> </ul> <p style="text-align: right;"><i>See also SEA # 1, 4, 11, 18 LEA # 2, 3</i></p>	
6	<p>Fulfilling the State educational agency’s responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.</p>	
7	<p>“(vii) Developing, or assisting local educational agencies in developing—</p> <ul style="list-style-type: none"> <li>“(I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;</li> </ul>	

	<p>“(II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and</p> <p>“(III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to—</p> <p>    “(aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and</p> <p>    “(bb) increase the retention of effective teachers, principals, or other school leaders.</p>	
8	<p>Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.</p> <p style="text-align: right;"><i>See also SEA # 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	
9	<p>Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 4102(1)) projects.</p> <p style="text-align: right;"><i>See also SEA # 7, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	
10	<p>Providing training, technical assistance, and capacity-building to local educational agencies that receive a sub-grant under this part.</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	
11	<p>Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.</p>	
12	<p>Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds described in subparagraph (A) that is not more than 2 percent of the State’s allotment, if—</p> <p>    “(I) allowable under State law;</p> <p>    “(II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved</p>	

	<p>teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and</p> <p>“(III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.</p>	
<b>13</b>	Supporting the instructional services provided by effective school library programs.	
<b>14</b>	<p>Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	
<b>15</b>	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.	
<b>16</b>	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.	
<b>17</b>	<p>Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	
<b>18</b>	<p>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.</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13, 15</i></p>	

19	<p>Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any direction, supervision, or control over State teacher licensing or certification requirements.</p> <p style="text-align: right;"><i>See also SEA # 1, 4, 5, 11 LEA # 2, 3</i></p>	
20	<p>Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and in accordance with State student privacy laws and local educational agency student privacy and technology use policies.</p>	
21	<p>Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of this title.</p>	

#	Local Education Agencies	Opportunities for Engagement
1	<p>Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—</p> <p>“(i) is based in part on evidence of student achievement, which may include student growth; and  “(ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;</p> <p style="text-align: right;"><i>See also SEA # 2 LEA # 8, 14</i></p>	
2	<p>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), such as initiatives that provide—</p> <p>“(i) expert help in screening candidates and enabling early hiring;  “(ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;  “(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;  “(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <p style="padding-left: 40px;">“(I) improve classroom instruction and student learning and achievement; and  “(II) increase the retention of effective teachers, principals, or other school leaders;</p> <p>“(v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and  “(vi) a system for auditing the quality of evaluation and support systems;</p> <p style="text-align: right;"><i>See also SEA # 1, 4, 5, 11, 18 LEA # 3</i></p>	
3	<p>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;</p>	

		<i>See also SEA # 1, 4, 5, 11, 18 LEA # 2</i>
<b>4</b>	Reducing class size to a level 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, to improve student achievement through the recruiting and hiring of additional effective teachers;	
<b>5</b>	<p>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>“(i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);  “(ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;  “(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;  “(iv) help all students develop the skills essential for learning readiness and academic success;  “(v) develop policy with school, local educational agency, community, or State leaders; and  “(vi) participate in opportunities for experiential learning through observation;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17 LEA # 7, 8, 9, 10, 12, 13, 15</i></p>	
<b>6</b>	Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;	
<b>7</b>	<p>Providing programs and activities to increase—</p> <p>“(i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and  “(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include</p>	

	<p>providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 8, 9, 10, 12, 13, 15</i></p>	
8	<p>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 style="text-align: right;"><i>See also SEA # 1, 7, 8, 9, 13, 16, 17</i> <i>LEA # 1, 5, 7, 9, 10, 12, 13, 14, 15</i></p>	
9	<p>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 style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 10, 12, 13, 15</i></p>	
10	<p>Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—</p> <p>“(i) early entrance to kindergarten;</p> <p>“(ii) enrichment, acceleration, and curriculum compacting activities; and</p> <p>“(iii) dual or concurrent enrollment programs in secondary school and postsecondary education;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 12, 13, 15</i></p>	
11	<p>Supporting the instructional services provided by effective school library programs;</p>	



12	<p>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;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 13, 15</i></p>	
13	<p>Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 15</i></p>	
14	<p>Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;</p> <p style="text-align: right;"><i>See also SEA # 2</i> <i>LEA # 1, 8</i></p>	
15	<p>Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce;</p> <p style="text-align: right;"><i>See also SEA # 7, 8, 9, 13, 16, 17</i> <i>LEA # 5, 7, 8, 9, 10, 12, 13</i></p>	
16	<p>Carrying out other activities 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 identified by the local educational agency that meet the purpose of this title.</p>	