

## Appendix A: Reviewed State Education Agency ESSA Resources as of June 2021

Alabama	Illinois	Montana	Puerto Rico
Alaska	Indiana	Nebraska	Rhode Island
Arizona	Iowa	Nevada	South Carolina
Arkansas	Kansas	New Hampshire	South Dakota
California	Kentucky	New Jersey	Tennessee
Colorado	Louisiana	New Mexico	Texas
Connecticut	Maine	New York	Utah
Delaware	Maryland	North Carolina	Vermont
District of Columbia	Massachusetts	North Dakota	Virginia
Florida	Michigan	Ohio	Washington
Georgia	Minnesota	Oklahoma	West Virginia
Hawaii	Mississippi	Oregon	Wisconsin
Idaho	Missouri	Pennsylvania	Wyoming

All currently approved ESSA State Plans are viewable at the U.S. Department of Education’s ESSA Consolidated State Plans website: <https://www2.ed.gov/admins/lead/account/stateplan17/index.html>. We provide links to SEA hosted State Plans and SEA guidance to LEAs in this document.

## Alabama

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Programs Handbook 2021-2022](#)
  - [SSAE- Title IV, Part A Allowable Activities](#)

## Alaska

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [2021-2022 Consolidated ESEA Programs Application Handbook](#)
  - [Title I-A: Introduction to Spending Handbook: Overview](#)
  - Overviews for ESSA Title programs linked [here](#)

## Arizona

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - State guidance on ESSA linked [here](#), including:
    - [Title I, II-A, IV-A Programs Policy](#)
    - [ESSA Title II-A Professional Development](#)
    - [Guidance on Recruitment Expenditures \(ESEA, Section 2103\(b\)\(3\)\(B\)\)](#)
    - [Guidance for Funding Teacher and Principal Retention Stipends \(ESEA, Section 2103\(b\)\(3\)\(B\)\)](#)
    - [Title IV-A FY22 School Security Requests Memo](#)
    - [Title IV-A: Overview of Allowable Activities](#)
    - [21st CCLC Startup Toolkit](#)

## Arkansas

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students "from... varying genders and sexual orientations" (DESE Spending Handbook for ESEA/ESSA Fund 2021-2022, p. 26)

- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [DESE Spending Handbook for ESEA/ESSA Funds 2021-2022](#)
  - [Nita M. Lowey 21st Century Community Learning Centers: 2020-2021 Grant Guidance](#)

## California

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - Nondiscrimination statement enumerates sexual orientation and gender identity; includes enumerated nondiscrimination statute (State Plan p. 162).
  - Communicates right to be free from harassment and enumerates sexual orientation and gender identity (State Plan p. 161-162); *does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Describes actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
  - Use of LGBTQ+ inclusive curricular frameworks (State Plan p. 124)
  - Educator professional development on LGBTQ+ inclusive curricular frameworks (State Plan p. 105)
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available as Word document [here](#))
  - [Title I, Part A Authorized Use of Funds](#)
  - [Title I, Part D](#)
  - [Title III Authorized Costs](#)
  - [Title III FAQs](#)
  - [Title IV, Part A](#)
  - [21st CCLC and ASSETs FAQs](#)

## Colorado

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A: Improving the Academic Achievement of the Disadvantaged](#)
  - [Title II, Part A: Preparing, Training, and Recruiting High Quality Principals and Teachers](#)
  - [Title III, Part A: Supplemental Supports for English Learners](#)
  - [Title IV, Part A: Student Support and Academic Enrichment](#)
  - [Title IV, Part A Allowable Uses: 2020-2021 Consolidated Application Planning Resource](#)
  - [21st Century Community Learning Centers \(CCLC\) Grant Program](#)
  - [Education for Homeless Children and Youth Program \(McKinney-Vento\)](#)

## Connecticut

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - Nondiscrimination statement enumerates sexual orientation (State Plan p. 292); *does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
  - Other: Invited GLSEN to participate in focus group during State Plan consultation (State plan pp. 104, 117)
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students "from... varying genders and sexual orientations" (ESEA Spending Guidance Handbook, p. 24)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [LEA Elementary and Secondary Education Act \(ESEA\) Spending Guidance Handbook](#)
  - [School Improvement Grants: Documents/Forms](#)
  - [Title II, Part A: Related Resources](#)

## Delaware

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - Nondiscrimination statement enumerates sexual orientation (State Plan p. 143).
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - State guidance to LEAs linked [here](#), including:
    - [A Framework for Delaware's ESSA Plan](#)
    - [2021-2022 How Title I, Part A Funds Can Be Used](#)
    - [2021-2022 Title I Part A Guidance on Allowable and Unallowable Expenditures](#)
    - [2021-2022 Title II Part A How Funds Can Be Used](#)
    - [DDOE Title III Guidebook](#)
    - [2021-2022 How Title III Funds Can Be Used](#)
    - [2021-2022 How Title IV, Part A Funds Can Be Used](#)
    - [Title IV, Part A Comprehensive Needs Assessment](#)
    - [Title IV, Part A Allowable Uses Planning Resource](#)

## District of Columbia

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate policy or commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Describes actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
  - Partnering with "community-based organizations that provide housing and other services for homeless and runaway youth to provide quality trainings focusing on trafficked, LGBTQ, and runaway children and youth experiencing homelessness" (State Plan p. 71).

- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (Federal Formula Grants Toolkit ESEA and IDEA Part B, p. 36)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Formula Grants Toolkit ESEA and IDEA Part B](#)
  - [Elementary and Secondary Education Act \(ESEA\) Allowable Uses](#)
  - [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders and Teachers in the District of Columbia](#)
  - [21<sup>st</sup> CCLC Grant Competition Questions and Responses](#)

## Florida

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A: Improving the Academic Achievement of the Disadvantaged - Resources](#)
  - [Title II, Part A – Authorized Use of Funds under ESSA](#)
  - [Title III: Language Instruction for English Learners & Immigrant Students](#)
  - [Title IV Part A, Student Support & Academic Enrichment \(SSAE\)](#)
  - [21<sup>st</sup> Century Community Learning Centers: Regulations & Guidance](#)

## Georgia

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Programs Handbook](#)
  - [Handbook for Implementing Title I, Part A](#)
  - [Title II, Part A LEA Handbook](#)
  - [Title III, Part A Language Program Handbook](#)
  - [Title IV, Part A Handbook: Student Support & Academic Enrichment Grant](#)
  - [21st Century Community Learning Centers Program Handbook](#)
  - [Title IX, Part A - McKinney - Vento Homeless Assistance Act Handbook](#)

## Hawaii

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.

- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Every Student Succeeds Act \(ESSA\): Overview & FAQ](#)
  - [Strategic Plan: 2017-2020](#)
  - [Nita M. Lowey 21st Century Community Learning Centers](#)

## Idaho

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicate laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 112)
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I-A: Schoolwide Program Overview](#)
  - [Title I-A: Targeted Assistance Overview](#)
  - [Idaho Migrant Education Program Manual](#)
  - [Title II-A: Supporting Effective Instruction – Resource Files](#)
  - [State EL & Title III Mini Manual](#)
  - [Title IV-A: Student Support and Academic Enrichment Grants Program Overview](#)
  - [Title V-B: Rural Education – Resource Files](#)
  - [Allowable Use of Title I-A Funds for Homeless Students](#)

## Illinois

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Allowable and Unallowable Expenses: Titles I, II, and IV Part A](#)
  - [ESEA of 1965 As Amended Toolkit \(Updated 9/17/19\): Title Grants Administration](#)
  - [Title I Plan Guide](#)
  - [Title I Allowable uses of Funds](#)
  - [Title I, Part A and McKinney-Vento](#)
  - [Title I, Part D Allowable Use of Funds](#)
  - [Set Aside Funding: Title I, Part A](#)
  - [Parent and Family Engagement: Title I, Part A](#)
  - [Title II Part A, Preparing, Training, and Recruiting High Quality Teachers, Principals, and other School Leaders](#)
  - [Title II Allowable and Unallowable Expenditures](#)
  - [ESSA, Title IV, Part A Student Support & Academic Enrichment](#)
  - [Title IV, Part A Allowable Use of Funds](#)
  - [Illinois State Plan for Nita M. Lowey 21st Century Community Learning Centers](#)

## Indiana

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#)
  - [Title Grants Handbook](#)
  - [Title I, Part A Appendix](#)
  - [Title I Program Evaluation Toolkit](#)
  - [Title II, Part A LEA Allocations under ESSA](#)
  - [Title IV Resource Guide](#)
  - [Evidence-Based Parent Involvement Activities Appendix](#)
  - [Indiana Education for Homeless Children & Youth \(INEHCY\) McKinney Vento Homeless Education Program](#)
  - [Afterschool and Summer Learning: Summer Implementation Guide](#)

## Iowa

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
  - Uses climate survey to measure SQSS indicator, "conditions for learning," which includes two questions about respect differences that list sexual orientation as an example among others (State Plan p. 207).
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A \(Title I\): Executive Summary](#)
  - [Title I, Part A Guidance](#)
  - [Title I, Section 1003: Executive Summary](#)
  - [Title I, Section 1003 Guidance](#)
  - [Title I, Part A Schoolwide Programs](#)
  - [Title I, Part D, Subpart 1: State Agency Programs Guidance](#)
  - [Title I, Part D, Subpart 2: Local Agency Programs: Executive Summary](#)
  - [Title II, Part A: Executive Summary](#)
  - [Title II, Part A Guidance](#)
  - [Title III, Part A: Executive Summary](#)
  - [Title III, Part A Guidance](#)
  - [Title IV, Part A: Executive Summary](#)
  - [Title IV, Part A Guidance](#)
  - [Title IV, Part B: Executive Summary](#)
  - [Title IV, Part A Guidance](#)
  - [McKinney-Vento Guidance](#)
  - [Determining Allowability of Title IV, Part A Activities](#)
  - [Using Federal Funds for Professional Development Stipends](#)

## Kansas

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Education for Homeless Children and Youth \(McKinney-Vento\): Title I, Part A Homeless Set Aside](#)
  - [Title I Neglected and Delinquent Fact Sheet](#)
  - [Title II Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Fact Sheet](#)
  - [Title III Fact Sheet](#)
  - [Title III Allowable Activities](#)
  - [Title IV Part A Student Support and Academic Enrichment Grants Fact Sheet](#)
  - [Title IV B 21st CCLC Fact Sheet](#)
  - [Parent Involvement Fact Sheet](#)
  - [A Handbook for Title Directors and LCP Contacts](#)

## Kentucky

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
  - Uses climate survey to measure SQSS indicator, Quality of School Climate and Safety, which includes two questions about respect differences that list sexual orientation as an example among others. (Survey [here](#) & linked in State Plan p. 63).
- Communicate laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 163)
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students "from... varying genders and sexual orientations" (ESSA Fiscal Spending Handbook, p. 22; Title II, Part A Handbook, p. 11)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [ESSA Fiscal Spending Handbook](#)
  - [Title I, Part A Handbook](#)
  - [Title I, Part D Handbook](#)
  - [Title II, Part A Handbook](#)
  - [District Guide for the English Learners Program](#)
  - [Title IV, Part A District Coordinator Handbook](#)
  - [Title IV, Part A Frequently Asked Questions](#)
  - [Title IV, Part A: Student Support and Academic Enrichment: Sample Needs Assessment Process](#)
  - [Title IV, Part A Allowable Activities List](#)
  - [Title IV, Part A Stakeholder Engagement Appendix](#)
  - [Title IV, Part A Needs Assessment Resources](#)
  - [Nita M. Lowey 21st Century Community Learning Center Program](#)
  - [Rural Low-Income Schools Frequently Asked Questions](#)



## Louisiana

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Grants](#)
  - [Guidance for the ESSA Schoolwide Plan Verification Worksheets and Assurances](#)
  - [2021–2022 School System Planning Guide](#)
  - [English Learner Guidebook: Changing Educational Outcomes for English Learners](#)

## Maine

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 82); *does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - ESEA Federal Programs Spending Handbook includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (p. 32)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Elementary and Secondary Education Act \(ESEA\) Federal Programs Spending Handbook](#)
  - [Title IV, Part A: Spending Snapshot](#)
  - [21<sup>st</sup> Century Community Learning Centers Program](#)

## Maryland

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
  - Uses climate survey to measure SQSS indicator, “School Climate” (State Plan p. 27). Survey questions are not yet publically available; per email communication with the Maryland State Department of Education (MSDE), the survey includes a question about bullying based on sexual orientation; student responses to this question are not analyzed separately, but comprise one of several inputs into a composite “bullying” result. MSDE does not currently do or plan to do analysis at the item of question level.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 95); *does not include nondiscrimination regulation that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I and School Improvement](#)
  - [Neglected, Delinquent & At-risk Programs \(Title I, Part D\)](#)
  - [English Learners/Title III: English Language Development Programs](#)

- [Title IV, Part A: Student Support and Academic Enrichment Grants](#)
- [21<sup>st</sup> Century Community Learning Centers](#)

## Massachusetts

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 145); *does not include nondiscrimination regulation that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
  - Other: State Plan notes that “[d]eveloping students’ social emotional competencies can provide an opportunity to develop a sense of positive self-worth in connection to a student’s race, color, sex, gender identity, religion, national origin, and sexual orientation” (State Plan p. 72).
- Does not describe actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - ESEA Federal Programs Spending Handbook includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (p. 32)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A Quick Reference Guide on Allowable and Unallowable Costs](#)
  - [A Handbook for Title I Directors](#)
  - [Supporting Homeless and Foster Care Students Under Title I: Quick Reference Guide](#)
  - [Title II, Part A: Quick Reference Guide](#)
  - [Title III – Required and Authorized Activities](#)
  - [Title IIIA Quick Reference Guide on Allowable and Unallowable Costs](#)
  - [Title IVA Quick Reference Guide on Allowable and Unallowable Costs](#)
  - [ESSA Required Family and Community Engagement Activities \(Titles I, II, III and IV\)](#)
  - [Summary of DESE Resources for Identifying and Addressing Equity Gaps related to Student Assignment](#)

## Michigan

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include agency interpretation of nondiscrimination protections based on sex to as inclusive of discrimination based on sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Frequently Asked Questions Michigan’s Plan to Implement the Every Student Succeeds Act \(ESSA\)](#)
  - [Guidance on Title I, Part A Reservations for Services for Homeless Students](#)
  - [Overview of Title II, Part A](#)
  - [Title III Limited English Proficient and Immigrant Allowable Activities](#)
  - [Frequently Asked Questions: Student Support and Academic Enrichment \(SSAE\) Grants](#)
  - [Overview: Strategies and Allowable Activities Defined for Title IV, Part A](#)

## Minnesota

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- State Plan communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
  - Other: Minnesota's State Plan opens with a definition of equity and lists "Lesbian, gay, bisexual and transgender students" among other groups for whom equity, rather than equality may be appropriate, indicating that this framework informed development of the State Plan (State Plan p. 5).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Using Title I Funds for Attendance and Student Engagement](#)
  - [Title I, Part A Funding: Supporting Parent and Family Engagement](#)
  - [The Foster Care Set Aside for Title I, Part A](#)
  - [Title III Consortia Responsibilities and Guidelines](#)
  - [Possibilities and Requirements in Using Title II Funds - 6/29/21](#)
  - [Title II, Part A Professional Development - 6/18/21](#)
  - [Title II, Part A Recruitment and Retention - 6/18/21](#)
  - [Title II, Allowable Eligible Activities and Expenditures - 6/17/21](#)
  - [Title II, Part A Local Use of Funds](#)
  - [Title IV, Part A Fact Sheet](#)
  - [Title, IV Part A Frequently Asked Questions 2021-22](#)
  - [Safe and Healthy Students Resources Reference Sheet SY22 - 6/15/21](#)
  - [Effective Use of Technology Resources Reference Sheet SY22 - 6/15/21](#)
  - [Title IV, Well-Rounded Education Resources Reference Sheet SFY22 – 6/8/21](#)

## Mississippi

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [School Plans for Leaders PowerPoint](#)
  - [Educational Stability for Children in Foster Care](#)
  - [Homeless and Foster Care ESSA Webinar PowerPoint Presentation](#)
  - [Educating Juveniles in Detention Centers](#)
  - [Title II, Part A ESSA-NCLB Comparison Chart](#)
  - [Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports](#)
  - [Overview of Examples of Allowable SSAE Uses of Funds](#)
  - [Allowable Activities for Well-Rounded Educational Opportunities \(ESSA Section 4107\)](#)
  - [Allowable Activities for Safe and Healthy Students \(ESSA Section 4108\)](#)
  - [Allowable Activities for Effective Uses of Technology \(ESSA Section 4109\)](#)
  - [Title IV, Part B \(Nita M. Lowey 21st Century Community Learning Centers Grant Program\)](#)

## Missouri

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - Guidance to LEAs includes nondiscrimination statement that enumerates sexual orientation (Consolidated Federal Programs Administrative Manual, p. 2).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Consolidated Federal Programs Administrative Manual](#)
  - [Leveraging Evidence-Based Resources to Improve Student Performance](#)
  - [Local Education Agency/School Improvement Guidance](#)
  - [Resources for Each Pillar of Continuous Improvement](#)

## Montana

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Schoolwide Guidance](#)
  - [Comprehensive Needs Assessment Process](#)
  - [Instructions for Allowable Use of Title II, Part A Funds to Support Effective Teaching and Leading](#)
  - [Acceptable Use of Title III Funds](#)
  - [Title III Frequently Asked Questions](#)
  - [ESSA, Title IV, Part A, Student Support and Academic Enrichment \(SSAE\) Program Fact Sheet](#)
  - [Guide to Choosing Programs, Policies or Practice](#)

## Nebraska

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I-A Information](#)
  - [Title II, Part A: Quick Reference Guide](#)
  - [Title III Program Page](#)
  - [Title IV-A LEA Needs Assessment Tool 06.18.2019](#)
  - [Nebraska 21st Century Community Learning Centers](#)

## Nevada

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*

- *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Comprehensive Support and Improvement \(CSI\), Targeted Support and Improvement \(TSI\)/Additional Targeted Support and Improvement \(ATSI\) Schools](#)
  - [Title III Guidance](#)
  - [Title IV-A Guidance](#)
  - [Notice of Funding Opportunity: Title IV-B Nita M. Lowey 21st Century Community Learning Centers - Cohort 7](#)

### New Hampshire

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Has nondiscrimination statute that enumerates sexual orientation and gender identity that was passed after State Plan was completed.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Comprehensive Support and Improvement School Overview](#)
  - [Title III, Part A—Supplemental Supports for English Learners](#)
  - [Title III, Part A—Immigrant Children & Youth Subgrant](#)
  - [Title III, Part A—Forming a Consortium](#)
  - [Title IV-A Program Overview](#)
  - [Developing Your Title IV-A Program Activities](#)
  - [Examples of Allowable Uses for McKinney-Vento and/or Title I, Part A Funds](#)

### New Jersey

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation and gender identity; includes nondiscrimination regulation that enumerates sexual orientation and gender identity (State Plan p. 165).
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - School District Elementary and Secondary Education Act (ESEA) Guide includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (p. 22).
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [School District Elementary and Secondary Education Act \(ESEA\) Guide](#)

## New Mexico

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination regulation that enumerates sexual orientation.*
  - *Has anti-bullying statute that enumerates sexual orientation and gender identity that was passed after State Plan was completed.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Incorporates USED guidance on supporting homeless students, committing to “create a process for reviewing and revising policies that will include a review of school discipline policies that disproportionately impact students experiencing homelessness, including... [those who are] lesbian, gay, bisexual, transgender, and questioning (LGBTQ)” (State Plan p. 172).
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I Bureau Guide](#)
  - [Title II Needs Assessment](#)
  - [Title III: Supplemental Support for English Learner Programs & Services](#)
  - [Guide for the Student Support and Academic Enrichment \(SSAE\) Grant](#)
  - [21st Century Community Learning Centers](#)

## New York

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
  - \* Provides guidance on reporting gender: “Gender (male or female) identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian” (State Plan p. 27).
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 215).
  - Includes nondiscrimination and anti-bullying statute—Dignity for All Students Act (DASA)—that enumerates sexual orientation and gender identity (State Plan p. 116).
  - Other: Includes “Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth” among “traditionally marginalized youth” who should “fee[l] welcome and free from bias; harassment; discrimination; and bullying” (State Plan p. 115).
- Describes actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
  - Identifies DASA anti-bullying and non-discrimination training as a priority and enumerates LGBTQ+ students (State Plan p. 118).
  - Describes pedagogical coursework for accredited teacher preparation programs that includes training on preventing bullying and harassment based on actual or perceived sexual orientation and gender (State Plan p. 166).
  - Title IV Part A, Student Support and Academic Enrichment (SSAE) Program Safe and Healthy Students Companion Guide notes that “funds can be used to reduce incidences of bullying and harassment,” including for incidents based on “sex (including gender identity)... sexual orientation” (p. 2).
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Guidance: Parent and Family Engagement, Title I, Part A](#)
  - [Title IV Part A, Student Support and Academic Enrichment \(SSAE\) Program](#)

- [Title IV Part A, Student Support and Academic Enrichment \(SSAE\) Program Well-Rounded Educational Opportunities Companion Guide](#)
- [Title IV Part A, Student Support and Academic Enrichment \(SSAE\) Program Safe and Healthy Students Companion Guide](#)
- [Title IV Part A, Student Support and Academic Enrichment \(SSAE\) Program Effective Use of Technology Companion Guide](#)
- [Guidance on the Title V, Part B Rural Education Achievement Program- Rural, Low-Income School Program \(REAP-RLIS\)](#)
- [The McKinney-Vento Act: Education of Children and Youth Experiencing Homelessness](#)

## North Carolina

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 178).
  - *References but does not link or share content of anti-bullying statute that enumerates sexual orientation and gender identity* (State Plan p. 178).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Programs Handbook](#)
  - [NC Department of Public Instruction 21st Century Community Learning Centers](#)

## North Dakota

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 111); *does not include agency interpretation of nondiscrimination protections based on sex to as inclusive of discrimination based on sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - \* North Dakota previously incorporated USED's full instructions and guidance for GEPA section 427 assurances into guidance to LEAs, including the LGBTQ+ inclusive example, however this language was removed in guidance issued in June 2021.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Title Programs Consolidated Application Guidance \(June 2021\)](#)
  - [Federal Title Programs Consolidated Application Guidance \(May 2020\)](#)

## Ohio

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.

- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (Title II, Part A Supporting Effective Instruction Spending Guide, p. 5-6)
- Reviewed Resources:
  - [ESSA State Plan & Appendices](#) (available [here](#))
  - [Title I, Part A: Spending Guide](#)
  - [Title II, Part A Supporting Effective Instruction Spending Guide](#)
  - [Title III Language Instruction for English Learners and Immigrant Children and Youth Subgrants](#)
  - [Title IV-A Spending Guidance](#)
  - [Nita M. Lowey 21st Century Community Learning Centers: Ohio’s Out-of-School Time and Expanded Learning Time Grant](#)
  - [Title V-B, Rural Education Achievement Program: Description](#)
  - [McKinney-Vento Homeless Act Guidance](#)

## Oklahoma

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A: Improving the Academic Achievement of the Disadvantaged](#)
  - [Title II, Part A](#)
  - [Title III-A, Limited English Proficient and Immigrant](#)
  - [Title IV, Part A - Student Support and Academic Enrichment Grants](#)
  - [Title IV, Part A Allowable Uses](#)
  - [OSDE Guidance for 21st Century Community Learning Center Grants](#)

## Oregon

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 146); *does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Links but does not share content of anti-bullying statute that enumerates sexual orientation and gender identity* (State Plan p. 107).
  - Other:
    - SEA voices commitment to advancing equity and enumerates sexual orientation (State Plan p. 11); this commitment is echoed in discussion of the SEAs plans for Title IV-A (State Plan p. 81)
    - SEA notes that Oregon’s Youth Development Council (YDC) focuses on equity for students who experience marginalization and enumerates sexual orientation (State Plan p. 23)
    - SEA indicates that the YDC has created policy brief with best practices and recommendations for improvement for specific populations, including “Lesbian, Gay, Bisexual, Transgender and Questioning Youth” (State Plan p. 93). *Note that the referenced policy brief is not linked and we were unable to find this resource.*
- Describes actions it is or will take, or LEAs can take to advance LGBTQ+ equity.



- SEA requires LEA improvement plans to "[a]pply an equity lens and culturally responsive practices... to ensure that the needs of historically and traditionally marginalized students... are addressed," and defines "historically and traditionally marginalized students" to include "students who are LGBTQ" (State Plan pp. 22-23, 146)
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students "from... varying genders and sexual orientations" (Oregon Department of Education's Federal Funds Guide, p. 71)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Oregon Department of Education's Federal Funds Guide](#)

## Pennsylvania

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - Affirms commitment to schools as "safe havens where all students – regardless of their... gender, gender expression or identity, sexual orientation,... – feel safe, respected, and welcomed" (State Plan p. 111)
- Describes actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
  - SEA will prioritize Title IV-A fund to reduce incidents of bullying and harassment, included incidents "tied to bias and discrimination on the basis of... sexual orientation, gender, gender identity..." (State Plan p. 114)
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students "from... varying genders and sexual orientations" (Oregon Department of Education's Federal Funds Guide, p. 71)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [2018-19 Administrative Manual for Federal Programs](#)

## Puerto Rico

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA assurances enumerate sexual orientation (State Plan p. 200); *does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))

## Rhode Island

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates policy or commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation and gender identity (State Plan p. 97).
  - *Does not include anti-bullying statute that enumerates sexual orientation and gender identity.*

- Describes actions it is or will take, or LEAs can take to advance LGBTQ+ equity.
  - SEA indicates that it “is implementing several strategies to address health and safety” in schools and, as one example, references and links to its 2016 ‘Guidance for Rhode Island Schools on Transgender and Gender Nonconforming Students-Creating Safe and Supportive School Environments’” (State Plan p. 64).
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (Oregon Department of Education’s Federal Funds Guide, p. 71)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I Supports for Students](#)
  - [Title IV, Part A: Student Supports and Academic Enrichment \(SASE\) Grant Program](#)
  - [FY21 Title IV, Part A Personalized Learning Grants Request for Applications](#)
  - [Rhode Island 21st Century Community Learning Center \(21st CCLC\) grant Budget Guide](#)
  - [McKinney-Vento Education of Homeless Children and Youth Grant Program 2019-2020](#)
  - [McKinney-Vento Homeless Education Grant Program Authorized Activities Summary](#)

### South Carolina

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA statement enumerates sexual orientation (State Plan p. 222).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Within District Allocation Under Title I, Part A Guidance](#)
  - [Title II, Part A Handbook and Guidance](#)
  - [Title III Law and Guidance](#)
  - [Nita M. Lowey 21st Century Community Learning Centers](#)

### South Dakota

- State Accountability System does not include accountability for LGBTQ+ students’ educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (Use of Funds Overview ESSA Consolidated Application Programs, p. 26)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Use of Funds Overview ESSA Consolidated Application Programs](#)
  - [Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Application Guidelines](#)
  - [South Dakota 21<sup>st</sup> Century Community Learning Centers Allowable Cost Guide 2022](#)

## Tennessee

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Federal Programs Implementation Guide](#)
  - [Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies](#)
  - [Title II – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders](#)
  - [Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act](#)
  - [Title IV, Part A – Student Support and Academic Enrichment Grants](#)
  - [Questions & Answers: Title IV, Part A, Student Support and Enrichment \(SSAE\) Grants](#)
  - [Title IX, Part A – Education for Homeless Children and Youth](#)

## Texas

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Program Guidelines 2020-2021 Every Student Succeeds Act \(ESSA\) Consolidated Federal Grant Application](#)
  - [Title I, Part A: Improving Basic Programs – Program Guide](#)
  - [Title I, Part A - Frequently Asked Questions](#)
  - [Title I, Part A Paraprofessional Requirements](#)
  - [Title II, Part A: Supporting Effective Instruction – Program Guide](#)
  - [Title II, Part A - Frequently Asked Questions](#)
  - [Title IV, Part A, Subpart 1: Student Support and Academic Enrichment – Program Guide](#)
  - [Title IV, Part A, Subpart 1: Student Support and Academic Enrichment – Frequently Asked Questions](#)
  - [Strategic Priorities and Recommended Uses of Funds](#)

## Utah

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - Nondiscrimination statement enumerates sexual orientation and gender identity (State Plan p. 120).
  - In addressing supports for homeless youth, Utah indicates the Federal government defines sex discrimination as including sexual orientation and gender identity (p. 110).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A of the Every Student Succeeds Act \(ESSA\) Handbook](#)
  - [Title I, Part A of the Every Student Succeeds Act \(ESSA\): A Program and Fiscal Handbook](#)
  - [Title II, Part A: Building Systems of Support for Excellent Teaching and Leading – Resources](#)
  - [Spending Title III, Part A Funds to Support English Learners](#)

- [Title IV, Part A: Student Support and Academic Enrichment \(SSAE\)](#)
- [Utah State Board of Education \(USBE\) 21st Century Community Learning Center \(CCLC\) Grant Program 2020-2021 State Goals and Performance Indicators](#)
- [Introduction to McKinney-Vento](#)

## Vermont

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Communicates laws, regulations, commitments related to LGBTQ+ equity.
  - GEPA assurances enumerate sexual orientation and gender identity; includes nondiscrimination statute that enumerates sexual orientation and gender identity (State Plan p. 204).
  - Includes anti-bullying statute that enumerates sexual orientation and gender identity (State Plan p. 204).
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I Part A: Improving Basic Programs Operated By Local Educational Agencies – Allowable Uses](#)
  - [Title II Part A Allowable Uses](#)
  - [Title III A – Allowable Activities – Language Instruction for English Learners \(ELs\) and Immigrant Students](#)
  - [Title IV Part A Allowable Uses](#)
  - [McKinney-Vento Allowable Uses](#)
  - [Allowable Activities – Administration](#)

## Virginia

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Incorporates USED ESSA guidance detailing activities to promote LGBTQ+ equity.
  - Guidance to LEAs includes USED guidance regarding professional development that supports educators and students “from... varying genders and sexual orientations” (Spending Handbook for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A, p. 18)
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Spending Handbook for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A](#)
  - [21<sup>st</sup> CCLC Administrative Handbook](#)

## Washington

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
  - \* Links to transgender and nonbinary affirming guidance on reporting (Title I, Part A Program Guide – Tools and Tips for Title I, Part A Directors, p. 57)
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation and gender identity.*
  - *Links but does not share content of anti-bullying statute that enumerates sexual orientation and gender identity.*

- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Unlocking Federal and State Program Funds to Support Student Success](#)
  - [Title I, Part A Program Guide – Tools and Tips for Title I, Part A Directors](#)
  - [Instructions for Allowable Use of Title II, Part A Funds to Support Effective Teaching and Learning](#)
  - [Title IV Part A: Student Support and Academic Enrichment](#)
  - [Title IV Part A: Student Support and Academic Enrichment: ESSA and Title IV, Part A](#)
  - [Program Planning Guide – Title IV, Part A: Student Support and Academic Enrichment](#)
  - [Well-Rounded Education and ESSA](#)
  - [Title IV Part A Well-Rounded Education: The Arts](#)
  - [Title IV Part A Well-Rounded Education: Social and Emotional Learning](#)
  - [Title IV Part A: Student Support and Academic Enrichment – Health and Physical Education](#)
  - [Title IV A: Safe and Healthy Students Mental Health and Suicide Prevention](#)
  - [Title IV Part A: Student Support and Academic Enrichment – Safe and Healthy Students: Student Assistance Prevention-Intervention Services Program \(SAPISP\)](#)
  - [Title IV Part A: Safe and Healthy Students – Disproportionality in Student Discipline](#)
  - [Title IV Part A: Open Educational Resources and ESSA](#)
  - [21<sup>st</sup> Century Learning Program Guidance](#)

## West Virginia

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#)) and requested [amended plan](#)
  - [ESEA Consolidated Application Guidance and Instruction Document \(May 2017\)](#)
  - [Title I - Purpose](#)
  - [Title I set-aside for homeless allowable expenses](#)
  - [Title II - Purpose](#)
  - [Title III - Purpose](#)
  - [Title IV, Part A](#)
  - [21<sup>st</sup> CCLC Overview and Application Information](#)

## Wisconsin

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
  - *Does not include nondiscrimination statute that enumerates sexual orientation.*
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I, Part A Neglected Reservation Frequently Asked Questions \(FAQ\)](#)
  - [Using Title I and Title II Funds for Educator Rewards and Incentives](#)

- [ESSA — Title II, Part A — Quick Reference Guide](#)
- [Title IV-A allowable costs Q&A](#)

### Wyoming

- State Accountability System does not include accountability for LGBTQ+ students' educational outcomes.
- Does not communicate laws, regulations, commitments related to LGBTQ+ equity.
- Does not describe actions it is or will take, or that LEAs can take to advance LGBTQ+ equity.
- Does not incorporate USED ESSA guidance detailing activities to promote LGBTQ+ equity.
- Reviewed Resources:
  - [ESSA State Plan](#) (available [here](#))
  - [Title I-A](#)
  - [Title I-A Schoolwide Program Guidance](#)
  - [Guidance on Title I-A Supplement Not Supplant Requirements](#)
  - [Allowable and Unallowable Costs Including Supplement, not Supplant guidance for Title II-A & Title IV-A](#)
  - [Active English Learner \(EL\): Identifying, Serving and Reporting, and Title III Guidebook](#)