

Every Student Succeeds Act, Summary of Title I Provisions

Provided By
SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE



Developed By
National Association of Elementary School Principals (NAESP)
And
National Association of Secondary School Principals (NASSP)



Title I: Improving Basic Programs Operated by the State and Local Educational Agencies (Sec. 100 et seq.)

Statement of Purpose and Authorization

The purpose of Title I is to provide all children with opportunity to receive a fair, equitable, and high-quality education, and to close achievement gaps.

The authorization period for programs under the bill is FY 2017 through FY 2020. Effective dates include:

- 10/1/2016 for competitive programs;
- 7/1/2016 for noncompetitive (formula) programs;
- School year 2017-2018 for Accountability requirements (sections 1111(c) and (d))
- FY 2017 appropriations for Impact Aid

Multi-year awards for programs which are not authorized end after 2016 (regardless of award cycle).

The bill notes that should Congress enact legislation to raise the caps on non-defense discretionary spending, the authorization levels for various programs should be adjusted accordingly.

Title I Reservations:

- Local Education Agency Grants (Part A) (within Part A States are required to reserve funds for School Improvement Activities (7%) and may reserve funds for Direct Student Services (up to 3%))
- State Assessments (within the State assessment program, up to 20% of funding is reserved for State and local assessment audits)
- Education of Migratory Children
- Neglected and Delinquent
- Federal Activities – Evaluations.
- Flexibility for Equitable Per-Pupil Funding (this is a demonstration authority for a limited number of LEAs, so not a program)

Title II – Preparing, Training and Recruiting Teachers, Principals or Other School Leaders

- Part A – State Grants
- Part B contains all national activities and is split into four subparts funded through reservations:
 - Subpart 1 – Teacher and School Leader Incentive Program (2017-2019– 49.1%, 2020–47%)
 - Subpart 2--Literacy Education for All, Results for the Nation (2017-2019–34.1%, 2020–36.8%)
 - Subpart 3--American History and Civics Education (2017-2020–1.4%)
 - Subpart 4--Programs of National Significance (2017-2019–15.4%, 2020–14.8%)

Programs of National Significance include the following:

- Supporting Effective Educator Development (not less than 74% of the subpart 4 allocation)
- School Leader Recruitment and Support (not less than 22% of the subpart 4 allocation)
- Technical assistance (not less than 2% of the subpart 4 allocation)
- STEM Master Teacher Corps (not more than 2% of the subpart 4 allocation)

Title III – English Learners and Immigrant Students

- State Grants for Language instruction for English Learners and Immigrant Students.

Title IV – 21st Century Schools

- Part A – Student Support and Academic Enrichment Grants
- Part B – 21st Century Community Learning Centers
- Part C – Charter Schools
- Part D – Magnet Schools
- Part E – Statewide Family Engagement Centers

- Part F – National Activities – Divided into 4 subparts and funded through reservations as follows:
 - Subpart 1 – Education Innovation and Research - (2017-2018–36%, 2019-2020–42%);
 - Subpart 2 – Community Support for School Success (2017-2018–36%, 2019–2020–32%)
 - Subpart 3 – National Activity for School Safety (\$5 million)
 - Subpart 4 – Academic Enrichment - (2017-2018–28%, 2019-2020– 26%)
Made up of 3 sections. Secretary is required to fund each (but a minimum is not set): 1) Arts Education; 2) Ready to Learn Programing; and 3) Javitz Gifted and Talented.

Title V – State Innovation and Local Flexibility

- Transferability (authority – not a program)
- Rural Education

Title VI – Indian, Native Hawaiian, and Alaska Native Education

Title VII – Impact Aid

Title VIII – ESEA General Provisions

Title IX –McKinney-Vento Act and Other Provisions

- **Preschool Development Grants**

The Secretary of Education is required to take “such steps as are necessary” to provide for the orderly transition to, and implementation of, the new law on August 1, 2016, which includes the termination of the ESEA flexibility waivers. However, schools that have been identified by the state as in need of improvement or as a priority or focus school will continue to implement interventions during the transition period.

Standards

States must provide an assurance that they have adopted challenging academic content and achievement standards in mathematics, reading or language arts and science. The achievement standards would have to include not less than 3 levels of achievement.

States must provide an assurance that the state’s standards are aligned with: entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant State career and technical education standards.

Standards and Assessment for Students with Disabilities and English Language Acquisition

Places a cap of 1% of the total number of all students in the State that can be assessed using alternative assessments for students with significant cognitive disabilities. The statutory

language does not authorize an LEA cap on the administration of these assessments, but does require LEAs to submit information to the SEA justifying the need to exceed such cap. SEAs are required to provide additional oversight for LEAs which must submit this information.

Maintains the requirements to adopt English language proficiency standards. These must be aligned to the State's challenging academic standards.

Assessments – General

Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science. Assessment timelines from current law are maintained. Assessments may, at the state's discretion, measure individual student growth. State systems can measure achievement through an annual summative assessment or multiple statewide assessments, the results of which would be required to be combined to produce a summative score.

States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.

Does not generally allow for the use of local assessments, except states may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the State's standards and meet other requirements. Allows, but does not require, states to set a limit on the amount of time devoted to the aggregate amount of time devoted to assessment administration for each grade.

A State may exclude a recently arrived English Learner from one administration of the reading/ELA assessment or exclude the results of such English learner from the State's accountability system for the first year of enrollment.

Continues authorization for grants to states for the development of assessments with some modifications, including allowing states to use funds to refine science assessments in order to integrate engineering design skills and practices into such assessments. Also authorizes grants for enhanced assessments similar to current law. Includes language prohibiting funds to be used to mandate, direct, control, incentivize, or make financial awards conditioned upon a State developing an assessment common to a number of states.

Authorizes funds for states and local educational agencies to audit their state and local assessment system with the goal of eliminating unnecessary assessments and streamlining assessment systems. This authority allows for the buying out of existing assessment contracts. Includes authority for the Secretary to provide up to 7 states initial authority (with potential of

expansion) to carry out innovative assessments such as competency-based, cumulative year-end assessments. Maintains current law with respect to NAEP participation.

Opt-Out Provisions

The bill maintains that states must States that nothing in the assessment section of Title I pre-empts state or local law with respect to a parental decision on assessment participation. Requires LEAs to provide parents, on request and in a timely manner, with information regarding state or local policy, procedures and parental rights regarding student participation in mandated assessments.

State Plans

The Secretary is required to establish a peer review process to assist in the review of state plans. The Secretary is required to approve a state plan not later than 120 days after submission unless the Secretary meets specific criteria to disapprove such plan. States are not required to submit their standards for review to the Secretary. State plans are in effect for the duration of the state's participation in Title I State plans must be available for not less than 30 days prior to being submitted to the Secretary. Among other provisions, States must provide an assurance that:

- A foster child can remain in their school of origin;
- An enrolling school immediately contacts a foster child's last school of origin to obtain relevant records;
- An enrolling school must enroll a foster child even if relevant records are not immediately available; and
- The SEA appoints a point of contact to oversee these requirements and coordinate with child welfare agencies.

Title I LEA plans require LEAs and child welfare agencies to coordinate on the provision of transportation for foster children to attend their school of origin. Failure to meet requirements of the state plan could result in withholding of all funds for state administration (compared to 25% in current law).

States must provide an assurance that certain data that can be cross tabulated by subgroup is provided publicly, which may include providing it through the state report card.

Limitations on the Secretary's Authority

Includes many limitations to the authority of the Secretary, including:

With respect to the state accountability system, may not add requirements or criteria that are inconsistent or outside of the scope of Title I-A or in excess of statutory authority granted to the Secretary. As a condition of the state plan or any waiver, the Secretary may not –

- require a state to add new requirements;
- require a state to add or delete specific elements to the standards;
- prescribe goals of progress or measurements of interim progress that are set by states under the accountability system;
- prescribe specific assessments or items to be used in assessments;
- prescribe indicators that states must use;
- prescribe the weight of measures or indicators;
- prescribe the specific methodology states must use to differentiate or identify schools;
- prescribe school improvement strategies or exit criteria;
- prescribe min. N-sizes;
- prescribe any teacher or principal evaluation system;
- prescribe any measures of teacher or principal effectiveness;
- prescribe the way in which the State factors the 95% requirement into their accountability system

The Secretary is also not empowered to:

- issue new non-regulatory guidance that seeks to provide explanation of the requirements under the law's accountability section (see below);
- provide a strictly limited or exhaustive list for implementation purposes;
- purports to be legally binding or requires new data collection beyond data from existing Federal, State and local reporting.

The Secretary is also prohibited from defining a term that is inconsistent with or outside the scope of Title I, Part A.

Schoolwide Assistance Threshold

Maintains general school wide eligibility at 40% poverty, but allows States to approve schools to operate a schoolwide program with a lower poverty percentage.

Report Cards

Maintains a requirement for state and LEA report cards. Elements included on the state report card include:

- A concise description of the accountability system, goals, indicators and weights of indicators used in such system;
- For all students and the accountability subgroups (racial and ethnic groups, economically disadvantaged status, English proficiency status, gender and migrant status), plus homeless and foster youth, and students with a parent in the military, disaggregation on student achievement on the academic assessments;
- For all students and the accountability subgroups, percentage of students assessed and not assessed;
- For all students and, the accountability subgroups, information on the elementary school indicator and high school graduation rates used as part of a state's accountability system (with disaggregation on homeless and foster youth with respect to graduation rates);
- Information on acquisition of English proficiency by English learners;
- Information on measures of school quality, or student success;
- Progress of all students and subgroups on long term goals and measurements of interim progress under accountability system;
- Minimum number of students for subgroups to be included in accountability and reporting;
- Percentage of all students and subgroups assessed and not assessed;
- Information that the state and each LEA reports under the Civil Rights Data Collection biennial survey;
- Professional qualifications of teachers, principals and other school leaders disaggregated by high-poverty compared to low-poverty schools on certain categories, including the number, percentage and distribution of inexperienced teachers, principals and other school leaders; teachers with emergency credentials; teacher who are teaching out of subject;
- Per-pupil expenditures of federal, state and local funds, disaggregated by source of funds;
- Number and percentage of students with significant cognitive disabilities that take an alternative assessment;

- Results on NAEP in grades 4 and 8 in reading and math;
- Starting in 2017, the rate at which students in high schools enroll in post-secondary education; and
- Any additional information the state wishes to provide.

Local report cards require all of the information reported on the state report cards with the exception of NAEP results as applied to the LEA and school and how the performance of each school's students compare to performance of the LEA and State as a whole.

States are also required to report similar information to that required on the state report card to the Secretary. The Secretary is required to annually transmit a national report card to the House and Senate committees.

States, through the Title I state plan, are required to describe how they will assess the state system for collecting data for state report cards and provide support to minimize data collection burden for LEAs for state report cards.

Accountability

The agreement replaces ESEA's current adequate yearly progress system with a State defined index system with certain federally required components.

Goals – Under this system, States must establish “ambitious State-designed long term goals” with measurements of interim progress for all students and subgroups of students on:

- Improved academic achievement on State assessments;
- Graduation rates; and
- Progress in achieving English language proficiency for English learners (ELL)

State Index – The State-defined index must include the following indicators (measured for all students and subgroups, except for the ELL proficiency indicator).

Academic Indicators: Academic achievement based on the annual assessments and on the State's goals through:

- 1) A measure of student growth or other statewide academic indicator for elementary and middle schools;**
- 2) Graduation rates for high schools based on the State's goals;**

- 3) **Progress in achieving English proficiency for English Language Learners in each of grades 3 through 8 and the same high school grade in which the State assesses for Math/ELA; and a**
- 4) **Measure of School Quality and Student Success. At least one measure of school quality or student success (including student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety, and another State selected indicator).**

Based on the performance of schools and subgroups in schools on the indicators described above, States are required to “meaningfully differentiate” public schools in the State on an annual basis.

“Substantial weight” is required to be given the Academic Indicators (described above) and these 4 indicators must, in the aggregate be given “much greater weight” in the differentiation process than any Measures of School Quality or Student Success (described above). While not specifically named as an indicator in the accountability system, States are required to annually measure the achievement of not less than 95% of all students and subgroups of students in public schools using Title I State assessments.

Participation Rate and ELL

States are permitted to and must provide a clear and understandable explanation of how the 95% assessment requirement will factor into the accountability system. Under the State’s accountability system, for recently arrived English learners taking the reading/ELA assessment, a state may:

- In the first year of enrollment exclude the results of such assessments;
- In the second year of enrollment, include a measure of student growth on such assessments; and
- In the third and subsequent years of enrollment, include proficiency on such assessments.

States are permitted to include a student in the ELL subgroup for up to 4 years after the student is proficient in English for the purposes of the State accountability system.

School Improvement

States must reserve 7% of Title I Part A funds to carry out school improvement activities (comparable to current law). Otherwise, if a greater amount, the sum of the prior set-aside in addition to the funds received by the State under 1003(g) in the prior fiscal year).

These funds must be used to support schools by offers grants to districts through formula or competitive processes. States, with request by districts, also directly support activities through school support teams, educational service agencies, or nonprofit or for-profit external providers using evidence-based strategies. States must develop comprehensive support and improvement plans working with districts to support schools identified for support services. States must allocate 95 percent of funds to local districts, ensuring geographic diversity of grants, and that allotments are sufficient size to enable a local educational agency to implement strategies. Each grant awarded to districts by states shall be no longer than 4 years.

Identification for school improvement, corrective action, restructuring, public school choice and supplemental educational services is replaced with the two categories above:

1. Comprehensive Support and Improvement; and
2. Targeted Support and Improvement.

Identification for Comprehensive Support and Improvement

Beginning with school year 2017-2018 and at least once every 3 years, States must identify schools for “comprehensive support and improvement.” States are also required to set exit criteria for schools that are identified to exit such status. Schools that meet the following criteria are required to be identified:

- The 5% lowest performing in the State (as determined by the index and differentiation process);
- High schools that graduate less than two-thirds of their students; and
- Schools for which a subgroup is consistently underperforming in the same manner as a school under lowest 5% category for a State-determined number of years.

LEAs must develop comprehensive support and improvement plans for schools identified. Plans are required to include evidence-based interventions, be based on a school-level needs assessment, identify resource inequities, be approved by the school, LEA and State Educational Agency (SEA), and be periodically monitored and reviewed by the SEA. LEAs can forgo implementation of the improvement activities for schools with less than 100 students enrolled. SEAs may allow differentiated improvement activities for high schools that predominantly serve students returning to education after dropping out who are significantly off-track to graduate

from high school. LEAs may provide students with the option to transfer to another public school, including paying for transportation costs (up to 5% of their Title I allocation).

After a state-determined period of years (not to exceed 4 years) States must take more rigorous state determined action if a school identified for comprehensive support and intervention has not met the exit criteria.

Notification of Targeted Support and Improvement

In addition to identification for comprehensive support and improvement, the State must annually notify LEAs with schools which have “consistently underperforming” subgroups. Schools which are notified must develop and implement a “targeted support and improvement plan” to improve outcomes for subgroups which generated the notification.

These plans must include evidence-based interventions and be approved and monitored by the LEA. In addition, if the plan is not successfully implemented after a LEA determined number of years, additional action must take place. Schools for which plans are developed where subgroup performance, on its own, would lead to identification for comprehensive support and improvement as in the lowest 5% must also identify resource inequities to be addressed through plan implementation. As with other schools which are identified, notification for target support and improvement will begin with the 2017-2018 academic year.

Direct Student Support Services

States may reserve up to 3% of their Title I allocation to provide competitive grants to LEAs to provide “direct student services.” This program expands the types of activities which may be supported to include the ability for students to enroll in courses not otherwise available at their school, such as advanced placement as well as credit recovery and academic acceleration courses that lead to a regular diploma.

Title II – Preparing, Training, and Recruiting High Quality Teachers, Principals, or other School Leaders (Sec. 2001 et seq.)

General Provisions

- Clarifies existing language in the ESEA’s teacher liability protection exception to read: “A State law that makes a limitation of liability inapplicable if the civil action was brought by an officer of a State or local government pursuant to State or local law.”
- Transfers the ESEA’s Internet safety provisions to Title IX.

Purpose

- Provides grants to State and local educational agencies to:
 - Increase student achievement

- Improve teacher principal, and other leader quality and effectiveness
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement
- Provide low-income and minority students greater access to effective teachers, principals and other school leaders

Definitions

- Title II defines the following terms:
 - School Leader Residency Program
 - State
 - State Authorizer
 - Teacher, Principal, or other School Leader Preparation Academy
 - Teacher Residency Program

Authorization of Appropriations

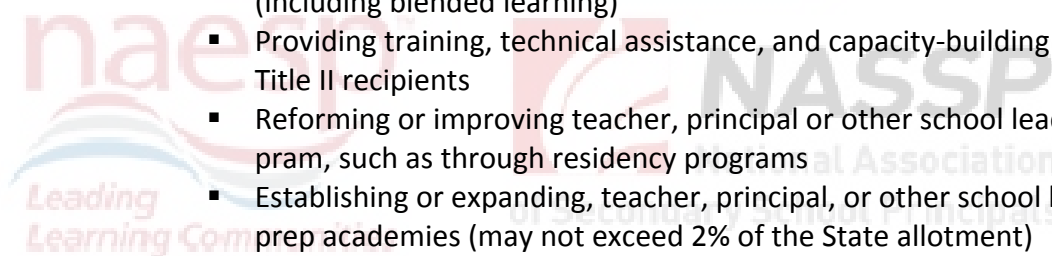
- Authorizes \$2.295 billion for grants to States and LEAs (FY17 to FY20)
- Authorizes \$468 million for national activities (FY17 to FY18)
- Authorizes \$469 million for national activities (FY19)
- Authorizes \$489 million for national activities (FY20)

Title II, Part A – Supporting Effective Instruction New York State

Sec. 2101 – Formula Grants to States

- (a) Reservation of Funds
 - .5% of annual appropriation must be reserved for U.S. Territories
 - .5% of annual appropriation must be reserved for Bureau of Indian Education
- (b) State Allotments
 - Describes formula by which funding is distributed to states
- (c) State Uses of Funds
 - Up to 5% of the a State’s funding allotment may be reserved by States for state level activities
 - Up to 1% of the State’s funding allotment may be used for State administration
 - States may also reserve up to an additional 3% of the funding otherwise available to school districts in order to provided targeted supports to principals or other school leaders.
 - State Activities
 - Reforming teacher, principal or other school leader certification, licensing, or tenure systems or preparation program standards to ensure these professionals have skills/competencies described further in this section.

- 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.
- Improving equitable access to effective teachers
- Establishing or expanding alternative routes to State certifications within specifications described in this section.
- 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.
- Related program monitoring and administration, including providing technical assistance to districts.
- Developing, or assisting districts in developing, career opportunities and advancement initiatives that promote professional growth, and emphasize career paths and coaching etc..
- Strategies that provide differential pay, or other incentives to recruit and retain teachers in high need subjects, or principals and other leaders in low-income schools and districts
- Induction and mentoring programs
- Assisting districts in developing high quality professional development programs for principals
- Supporting efforts to train teachers, principals, or othe school leaders to effectively integrate technology into curricula and instruction (including blended learning)
- Providing training, technical assistance, and capacity-building to LEA Title II recipients
- Reforming or improving teacher, principal or other school leader prep pram, such as through residency programs
- Establishing or expanding, teacher, principal, or other school leader prep academies (may not exceed 2% of the State allotment)
- Supporting instructional services provided by school libraries
- Developing or assisting districts with early college high school or dual or concurrent enrollment programs.
- Providing training for all school personnel regarding how to prevent and recognize child sexual abuse
- Supporting principals, other school leaders, teachers, paraprofessionals, early childhood directors in joint efforts to address the transition to elementary school, including issues related to school readiness.
- Supporting principals, other school leaders, teachers in providing STEM instruction
- Supporting principals, other school leaders, teachers in providing CTE instruction
- 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

- Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected
- Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence based

– (d) State Application

- States must describe how they will use the funding, their certification and licensing system for teachers, principals and other schools leaders, how the States proposed activities align with state standards and are expected to improve student achievement (among other issues that must be addressed). They must also describe how they will build capacity to serve students with disabilities, English learners, gifted students and students with low literacy levels.
- States must provide assurances that they will provide technical assistance to districts, will consult with the entity responsible for teacher, principal and school leader professional standards, certification and licensure in the state, meet their obligations with regard to serving private school children and teachers.
- States must also describe how they will use data to continually update and improve activities supported by these funds, encourage opportunities for increased teacher, principal and other school leader autonomy, and actions to improve preparation programs and strengthen supports for teachers, principals, and other school leaders.
- States must consult with teachers, principals and other school leaders (and a list of other stakeholders) to use these resources.

– (e) Prohibitions

- Expressly prohibits the U.S. Secretary of Ed from certain activities including mandating/directing development, improvement, or implementation of teacher, principal, or other school leader evaluations systems; definitions of teacher, principal, or other school effectiveness; or professional standards, certification, or licensing.

Sec. 2102 – Subgrants to Local Educational Agencies

- (a) Allocation of Funds to Local Educational Agencies
 - o Describes the allocation formula distributing districts 95% share of Title II funding.
- (b) Local Applications
 - o LEAs must submit applications to their State educational agency
 - o Application must describe the activities the district will carry out and how they align to challenging State academic standards; system of professional growth and improvement, such as induction for teachers, principals and other school leaders; how the district will prioritize funds for schools school identified for "comprehensive support and improvement" under the accountability provisions of Sec. 1111 and that have the highest percentage of Title I eligible students; private school participation; program coordination; and data use.
 - o Meaningful consultation with stakeholders required.

Sec. 2103 – Local Uses of Funds

- (a) General
 - o Eligible activities may be carried out through a contract or grant with a for profit or non-profit entity or in partnership with and institution of higher education or Indian tribe.
- (b) Types of Activities
 - o Must address the learning needs of all students, including students with disabilities, English learners, gifted students.
 - o May support developing or improving evaluation systems for teachers, principals, or other school leaders.
 - o Recruiting, hiring, and retaining effective teachers, particularly in low income schools (describes an array of sub-activities).
 - o Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders;
 - o Reducing class size to a level that is evidence based, to the extent the State (in consultation with districts) determine such evidence I reasonably available
 - o Providing high quality personalize professional development, including supporting training to effectively integrate technology into curricula, using data to improve student achievement and protect student privacy, parent engagement; helping students develop the skills essential for learning readiness and academic success; and more.
 - o Increasing the ability of teachers to teacher children with disabilities and English learners
 - o Providing programs and activities to increase 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 the ability of professionals to meet the needs of student through age 8.

- Providing training and technical assistance regarding selecting and implementing formative assessments, designing classroom based assessment, and using data to improve instruction and student academic achievement.
- Carrying out training for school personnel in techniques to help educators understand when and how to refer students affected by trauma or at risk of mental illness.
- Providing training to support the identification of students who are gifted and talented implementing related instructional practices
- Supporting instructional services provided by school libraries
- Providing specialized training to prevent and recognize child sexual abuse
- Providing professional development to promote high quality STEM instruction
- Developing feedback mechanisms to improve school working conditions
- Providing professional development focused on integrating rigorous content, CTE, and work-based learning, to prepare students for postsecondary education and the workforce.
- Carrying out other evidence-based activities to the extent the State (in consultation with districts) determine that such evidence is reasonably available.

Sec. 2104 – Reporting

- (a) State Report
 - States must annually report to the Secretary
 - Describe how funding is being used to meet the purposes of Title II and selected activities improved teacher, principal, or other school leader effectiveness
 - If funds are used to improve equitable access to teachers for low income and minority students, how the funds have been used to that end
 - If funds are used to implement educator, principal, or other leader evaluation and support systems, the evaluation results (minus personally identifiable information).
 - Where available, annual retention rates of effective and ineffective teachers, principals, and other school leaders.
- (b) Local Educational Agency Report
 - Districts must provide State educational agencies such information as the State requires, which shall include the information described in Subsection (a) above.
- (c) Availability
 - State and districts shall be made readily available to the public.
- (d) Limitation

- The reports and information provided under subsections (a) and (b) above shall not reveal personally identifiable information.

Title II – Part B National Activities

Sec. 2201 – Reservations

- The Secretary shall reserve (from the amount appropriated under Sec. 2003(b)...\$468 million for FY17 to FY18, \$469 million for FY19, and \$489 million for FY20) –
 - 49.1% (FY17 to FY19) and 47%v(FY20) for the Teacher and School Leader Incentive Program.
 - 34.1% (FY17 to FY19) and 36.8% (FY20) for the Literacy Educational for All, Results for the Nation program
 - 1.4% (FY17 to FY20) for the American History and Civics Education program
 - 15.4% (FY17 to FY19) and 14.8% (FY20) for the Programs of National Significance.

Subpart 1 – Teacher and School Leader Incentive Program

Sec. 2211 – Purposes and Definitions

- (a) – Purposes
 - Assist States, LEAs, and nonprofit organizations to develop, implement, improve, or expand performance based compensation or human capital management systems for teachers, principals, or other school leaders
 - Study and review performance based compensation systems or human capital management systems for teachers, principals, or other school leaders to evaluate their effectiveness, fairness, quality, consistency and reliability.
- (b) – Definitions
 - Defines the following terms:
 - Eligible Entity (SEAs, LEAs, Bureau of Indian Education or partnership of same)
 - High-Need School
 - Human Capital Management System
 - Performance–Based Compensation System

Sec. 2212 – Teacher and School Leader Incentive Fund Grants

- (a) Grants Authorized
 - Authorizes the Secretary to award competitive grants to eligible entities to develop, improve, or expand performance based compensation systems or human capital management systems.
- (b) Duration of Grants

- Grant awards shall not exceed three years
- Grants may be renewed for a period of not more than two years if the grantee demonstrates they are effectively using the funds
- Districts may only receive a TIF grant twice.
- (c) Applications
 - Among other issues, the application must describe the performance-based compensation system or human capital management system to be developed or implemented; significant student access gaps to effective teachers, principals, or other leaders; evidence of the support and commitment from teachers, principals, or other school leaders, which may include charter school leaders, for activities to be supported by the grant; how a fair, valid, reliable and objective process will be used to evaluate performance; districts/school to be served; effectiveness of the teachers, principals, or other leaders in the school to be served; implementation timeline and more.
- (d) Award Basis
 - Secretary must give priority to an eligible entity that concentrates on professionals in high needs schools
 - Secretary shall ensure equitable distribution of grants, including the distribution between urban and rural areas
- (e) Use of Funds
 - In general, the grants funds shall be used to develop, implement, improve, or expand, in collaboration with teachers, principals, other school leaders, and members of the public, a performance based compensation system or human capital management system.
 - Authorized Activities, include:
 - Developing or improving an evaluation and support system that uses fair measures, differentiates supports
 - Conducting outreach within the district or State to gain input on how to construct the system
 - Providing principals/other school leaders with balanced autonomy to make budgeting, scheduling, and other school level decisions, including staffing decisions
 - Implementing a differentiated salary structure with certain specifications;
 - Improving the district's process for recruitment, selection, placement, and retention of effective teachers, principals, or other school leaders
 - Instituting career advancement opportunities characterized by increased responsibility and pay that reward effectiveness
- (f) Matching Requirement
 - Grantees must provide, from non-federal sources, an amount equal to 50% of the grant (including in-kind).

- (g) Supplement Not Supplant
 - o Grant funds provided under this subpart shall be used to supplement, not supplant, other Federal or State funds available to carry out activities described in this subpart.

Sec. 2213 – Reports

- (a) Activities Summary
 - o Grantees must provide the Secretary with a summary of the activities assisted under the grant.
- (b) Report
 - o Secretary must submit an annual report to Congress, including information about, and provided by, grantees; student academic achievement, and as applicable growth data from participating schools.
- (c) Evaluation and Technical Assistance
 - o Secretary may reserve up to 1% of funds for technical assistance and program evaluation (through IES).
 - o Evaluation must examine program effectiveness in improving academic achievement, satisfaction of participating professionals; extent the program assisted with recruiting and retaining high quality teachers, principals and other school leaders

Subpart 2 – Literacy Education for All, Results for the Nation

Sec. 2221 – Purposes and Definitions

- (a) Purposes
 - o Improve academic achievement in reading and writing by focusing on comprehensive literacy instruction from early ed to grade 12.
 - o Enable states to provide targeted subgrants to early childhood programs and school districts and their public and private partners to implement evidence based program to ensure high quality literacy instruction for students most in need.
- (b) Definitions
 - o Defines the following terms:
 - Comprehensive Literacy Instruction
 - Eligible Entity (SEA make subgrants LEAs, qualified early learning programs)
 - High-Need School

Sec. 2222 – Comprehensive Literacy State Development Grants

- (a) Grants Authorized

- Authorizes the Secretary to award competitive grants to State educational agencies to provide sub-grants to eligible entities serving a diversity of geographic areas.
- (b) Reservation
 - Secretary shall reserve
 - Not more than 5% for national activities, including a national evaluation, technical assistance and training, data collection and reporting;
 - One half of 1% for the Sec. of the Interior to carry out the program at Bureau of Indian Education schools
 - One half of 1% for outlying areas to carry out the program
- (c) Duration of Grants
 - Grant awards shall be no more than 5 years
 - Grants may be renewed for an additional 2 year period upon termination of the initial period if the grantee demonstrates adequate progress and that extending the grant is necessary to carry out the grant objectives
- (d) State Applications (SEA in collaboration w/State early learning agency re ECE)
 - State application, must include:
 - Literacy needs assessments
 - How State will develop a comprehensive literacy plan
 - Implementation plan
 - Assurance grant funds will be used for program purpose, including not less than 15 percent for State and local programs pertaining to children from birth through kindergarten entry
 - Not less than 40 percent for State and local programs focused on Kindergarten through grade 5
 - Not less than 40 percent for State and local programs focused on grades 6 through 12;
 - Assurance of priority focus on families at or below 200 percent of Federal poverty line
- (e) Priority
 - Secretary shall give priority to SEAs using funds for evidence-based activities (as defined in the ESSA).
- (f) State Activities
 - 95% of funds must be sub-granted based on sub-grantees needs assessment
 - State may reserve 5% for activities identified through the needs assessment and comprehensive literacy plan, including providing technical assistance, coordinating with institution of higher education and enhancing pre-service courses for students preparing to teach children from birth through grade 12; reviewing and updating licensure and certification requirements in the area of literacy instruction; making information publicly available about promising literacy instructional practices; program monitoring and implementation.

- After addressing the activities above, States may use remaining funding for developing literacy coach training programs and training literacy coaches; and administering and evaluating activities authorized by the program.

Sec. 2223 - Subgrants to Eligible Entities in Support of Birth Through Kindergarten Literacy

- (a) Subgrants
 - Authorizes SEAs to award subgrants on a competitive basis
 - States determine subgrant terms not to exceed 5 years.
 - Subgrants must be of sufficient size and scope to carryout high quality literacy initiatives
- (b) Local Applications
 - Local applications must include a description of:
 - How the funds will be use to enhance language and literacy development and school readiness from birth to K entry, and to prepare and provide ongoing assistance to staff in the program, including through high quality professional development
 - How the activities will be coordinated with comprehensive literacy instruction at the K-12 levels; and how the funds will be used to evaluate success;
- (c) Priority
 - States must prioritize evidence-based activities as defined in the ESSA.
- (d) Local Uses of Funds
 - Deliver high quality professional development for early childhood educators, teachers, principals, other school leaders, paraprofessionals, and other professionals
 - Train providers and personal to deliver evidence-based ECE literacy initiatives
 - Coordinate the involvement of families, program staff, principals, and other school leaders, and other professionals

Sec. 2224 Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy

- (a) Subgrants to Eligible Entities
 - Authorizes SEAs to award competitive subgrants to eligible entities
 - States determine subgrant terms not to exceed 5 years.
 - Subgrants must be of sufficient size and scope to carryout high quality literacy initiatives
 - Application must include a needs assessment; how grantee will provide high quality professional development to K-12 professionals; how children that need literacy interventions will be identified; how the school will coordinate with early childhood education programs and activities.
- (b) Priority
 - States must prioritize evidence-based activities as defined in the ESSA

- (c) Local Uses of Funds for Kindergarten through Grade 5
 - o Develop/implement comprehensive literacy instruction plan for students K-5
 - o Providing high quality professional development opportunities for K-12 professionals
 - o Training principals, specialized instructional personnel and others to administer and evaluate K-5 literacy initiatives
 - o Coordinate the involvement of ECE program staff, principals, and others in the literacy development of children K-5.
- (d) Local Uses of Funds for Grades 6 through 12
 - o Develop/implement comprehensive literacy instruction plan for students grades 6 to 12
 - o Training principals, specialized instructional personnel, other professionals to support, develop, administer, and evaluate high quality comprehensive literacy instruction initiatives for grades 6 to 12.
 - o Assessing quality of adolescent comprehensive literacy instruction as part of a well-rounded education
 - o Providing time for teachers to meet and plan comprehensive literacy instruction
 - o Coordinating involvement of relevant professionals
- (e) Allowable Uses
 - o In addition to the activities described in (c) and (d), grantees may carry out the following K12 activities, recruiting, placing and training literacy coaches, connecting out-of-school opportunities to in-school learning; training families and caregivers; providing a multi-tier support system; forming a school literacy team; providing time for teachers and other staff to meet and plan literacy instruction.

Sec. 2225 – National Evaluation

- (a) National Evaluation
 - o Directs the Institute of Educational Sciences to conduct a national evaluation of the program
- (b) Program Improvement
 - o Directs the Secretary to provide the evaluation findings to SEAs, subgrantees, congressional education committees, and the public.

Sec. 2226 Innovative Approaches to Literacy

- (a) In General
 - o Authorizes the Secretary to make competitive grants to eligible entities for the purpose of promoting literacy programs in low income communities focused on developing and enhancing effective school library programs; early literacy services, including pediatric literacy; and programs that provide high-

quality books on a regular basis to children and adolescents from low-income communities.

- (b) Definitions
 - o Defines the following terms:
 - Eligible Entity (LEA >20% of students from families below the poverty line, consortium of such LEAs, BIE, or eligible national non-profit organization)

Subpart 3 – American History and Civics Education

Sec. 2231 Program Authorized

- (a) In General
 - o Authorizes the Secretary to carry out a an American history and civics education program to improve the quality of American history, civics, and government education; and the quality of the teaching of American history, civics, and government in elementary and secondary schools.
- (b) Funding Allotment
 - o The Secretary shall allocate:
 - 26% of program funding for the Presidential and Congressional Academies for American History and Civics Program
 - 74% of program funding for National activities.
 -

Sec. 2232 Presidential and Congressional Academies for American History and Civics

- (a) In General
 - o The Secretary may award competitive grants to establish Presidential Academies for Teaching of American History and Civics. And Congressional Academies for Students of American History and Civics.
- (b) Application
 - o Applicants shall submit an application to the Secretary at such time and such manner as the Secretary reasonably requires.
- (c) Eligible Entity:
 - o Institutions of higher education or nonprofit educational organizations, museums, libraries, or research centers with demonstrated expertise or a consortium of same.
- (d) Grant Terms
 - o Grans shall not exceed 5 years.
- (e) Presidential Academies
 - o Funds may be used for establishing a Presidential Academy that offers a seminar or institute for teachers of American history or civics.
 - o Each year the academy shall select between 50 and 300 teachers to attend the seminar or institute.

- Teachers will be awarded a fixed stipend.
- Priority given to applicants that coordinate/align with National Park Service National Centennial Parks.
- (f) Congressional Academies
 - Funds may be used to establish a Congressional Academy that offers a seminar or institute to outstanding students of American history and civics.
 - Each year the academy shall select between 100 and 300 eligible students to attend the seminar or institute.
 - Students will be awarded a fixed stipend.
- (g) Matching Funds
 - 100% match required. Secretary may waive the match.

Sec. 2233 National Activities

- (a) Purpose
 - Promote new and existing evidence based strategies to encourage innovative American history, civics, and government, and geography instruction, learning strategies and professional development activities
- (b) In General
 - Authorizes the Secretary to award competitive grants for purpose described above
- (c) Program Period and Diversity of Projects
 - Grants may not exceed three years. The Secretary may renew for one additional two-year period.
 - Secretary must ensure geographically diverse distribution.
- (d) Application
 - Process determined by Secretary
- (e) Eligible Entities
 - Institutions of higher education, or other non profit or for profit organizations with demonstrated expertise in the development of evidence based approaches to improving the quality of teaching and learning in these subject areas.

Subpart 4 – Programs of National Significance

Sec. 2241 Funding Allotment

- The Secretary
 - shall use not less than 74 percent to carry out activities under section 2242 (supporting effective educator development);

- shall use not less than 22 percent to carry out activities under section 2243 (school leader recruitment and support);
- shall not use less than 2 percent to carry out activities under section 2244 (technical assistance and national evaluation); and
- may reserve not more than 2 percent to carry out activities under section 2245 (STEM master teacher corps).

Sec. 2242 Supporting Effective Educator Development

- (a) In General
 - The Secretary may award competitive grants for providing teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved local educational agencies; evidence based professional development; providing teachers, principals, or other school leaders with professional development to enhance the provision of postsecondary coursework through dual or concurrent enrollment programs and early college high school settings; other professional development that may lead to an advanced credential.
- (b) Program periods and Diversity of Projects
 - Awards may be no longer than 3 years
 - Secretary shall pursue geographic diversity of grants
- (c) Cost Sharing
 - Annual match of 25% required
- (d) Application
 - Secretary determines applications parameters and timing.
- (e) Priority
 - Priority given to implementation of evidence based activities as defined in the ESSA.
 - Eligible entities: institutions of higher education, national non profit organization with a demonstrated record in the area, the Bureau of Indian Education, partnership of these organizations and a for-profit entity.

Sec. 2243 School Leader Recruitment and Support

- (a) In General
 - Authorizes the Secretary to award competitive grants to improve recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.
- (b) Program Periods and Diversity of Projects
 - Grants may be for no more than five years
 - Secretary may renew the grants for one additional two-year period
- (c) Cost Sharing
 - Grantees must provide 25% annual match. May be waived by the Secretary.

- (d) Applications
 - o Secretary determines timing and content of applications.
- (e) Priority
 - o Secretary must give priority to entities with a record of preparing or developing principals who have improved school level student outcomes; have become principals in high need schools; remain principals in high need schools for multiple years; and pursue evidence based activities
- (f) Definitions
 - o Defines the following terms:
 - Eligible Entity (LEA, educational service agencies, SEA, Bureau of Indian Education, partnership of same)
 - High Need School

Sec. 2244 Technical Assistance and National Evaluation

- (a) In general
 - o The Secretary shall establish a comprehensive center on students at risk of not attaining full literacy skills due to a disability and may provide technical assistance (directly or through grants or contracts) to States, LEAs carrying out activities under this program. The Secretary may also carry out evaluation of activities by States and LEAs under this program (conducted by IES).
- (b) Purposes
 - o The Comprehensive Center shall identify or develop free or low-cost assessment tools for identifying students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading or writing, or developmental delays. The Center shall also identify evidence-based literacy instruction strategies and accommodations, including assistive technologies; provide families with information to assist such students, identify or develop relevant professional development, and disseminate the center's products to SEAs, LEAs, regional agencies, and schools.

Sec. 2245 STEM Master Teacher Corps

- (a) In general
 - o The Secretary may award grants to SEAs to support the development of a Statewide master teacher corps; or SEAs or non-profit organizations in partnership with SEAs to support implementation, replication or expansion of STEM professional development programs in school across the State through collaboration with school administrators and principals.
- (b) STEM Master Teacher Corps

- means a State-led effort to elevate the status of the science, technology, engineering, and mathematics teaching profession by recognizing, rewarding, attracting, and retaining outstanding science, technology, engineering, and mathematics teachers, particularly in high-need and rural schools.

Part C – General Provisions

Sec. 2301 Supplement, Not Supplant

- Must Supplement, not supplant funding

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Sec. 2303 Rules of Construction

- (a) Prohibition Against Federal Mandates
 - Secretary/Federal government may not mandate content, materials, curriculum, program of instruction, academic standards, or academic assessments
 - Secretary/Federal government may not mandate teacher, principal, or other school leader evaluation
 - Secretary/Federal government may not mandate specific definition of teacher, principal, or other school leader effectiveness
 - Secretary/Federal government may not mandate teacher, principal, or other school leader professional standards, certification or licensing.

- (b) School or District Employees
 - Title II shall not alter or affect rights afforded to employees under Federal, State, or local laws and regulations.

Title III — Language Instruction for English Learners and Immigrant Students

a. Funding Levels:

- i. \$756,332,450 for fiscal year 2017
- ii. \$769,568,267 for fiscal year 2018
- iii. \$784,959,633 for fiscal year 2019
- iv. \$884,959,633 for fiscal year 2020

b. Operation

- i. Each SEA receiving a formula grant may reserve up to 5% of funds for:
 1. Establishing and implementing standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
 2. Providing effective teacher and principal preparation,

3. Planning, evaluation, administration, and interagency coordination related to the sub- grants.
 4. Technical assistance
 5. Providing recognition, which may include providing financial awards, to recipients of sub-grants that have significantly improved the achievement and progress of English learners in meeting the state-designed long term goals
- c. **Direct Administrative Expenses** — An SEA may use not more than 50% of such amount or \$175,000, whichever is greater, for the planning and direct administrative costs
- d. **State Allotments** — The Secretary must allot 80% of the remaining funds as the number of English learners in the State bears to the number of English learners in all States
- e. **State and Specially Qualified Agency Plans** — Each State educational agency and specially qualified agency that desires a grant must submit a plan to the Secretary.
- f. **Sub-grants to Eligible Entities** — A State educational agency can only sub-grant to an entity if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. Up to 2% of funds may be used for administrative purposes. They may use remaining funds for:
- i. Developing and implementing new language instruction educational programs and academic content instructional programs, including early childhood education programs, elementary school programs, and secondary school programs.
 - ii. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs
 - iii. Implementing, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction
 - iv. Implementing agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction
- g. **Supplement, Not Supplant**

- i. Federal funds must be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.
- h. **National Professional Development Project**
 - i. The Secretary must use funds to award 5-year competitive grants “to institutions of higher education or public or private entities with relevant experience and capacity (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for English learners and assist educational personnel working with English learners to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve English learners.”

Title IV – 21st Century Skills

b. **Part A — Student Support and Enrichment Grants**

i. **Authorization levels**

- 1. \$1,650,000,000 for FY 2017
- 2. \$1,600,000 FY 2018 – 2020

ii. **Purpose** — The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

- 1. Provide all students with access to a well-rounded education;
- 2. Improve school conditions for student learning; and
- 3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

iii. **Formula Grants to States**

- 1. Reservations – From the total appropriations, the Secretary must reserve .05% for rural areas, .05% for the Secretary of the Interior for schools operated or funded by the BIE, and 2% for technical assistance and capacity building.
- 2. The Secretary must allot the remaining money to each State based on the amount the State received under the Title I, Part A formula

3. No state can receive less than .05% of the total amount appropriated and Puerto Rico can receive up to 1% of the total
- iv. **State Use of Funds**
 - i. SEAs receiving funds must reserve at least 95% for sub-grants to LEAs, up to 1% for administrative costs, and the remainder for State Activities
 - ii. Special Rule – a state that receives a grant for FY17 may use the amount available after the reservations to cover part or all of the fees for accelerated learning exams taken by low-income students during the 2016-17 school year
 - v. **State Activity Funds** — Can be used to for supporting LEAs in providing programs that:
 - vi. **Well Rounded Programs** — Offer well-rounded educational experiences to all students including females, minorities, ELs, children with disabilities, and low-income students, which may include:
 1. Increasing student access and improving engagement in high quality courses in STEM and computer science, music and the arts, foreign languages, accelerated learning programs, American history, environmental education, or other programs that contribute to a well-rounded education
 2. Reimbursing low-income students to cover parts or all of the costs of accelerated learning fees
 - vii. **Safe and Healthy Schools** — Foster safe, healthy, supportive, and drug free environments that support student academic achievement; which may include:
 1. Coordinating with LEAs and consortia implementing a youth PROMISE plan to reduce exclusionary discipline
 2. Supporting LEAs to implement mental health awareness and training programs related to students with mental health issues, crisis training, and de-escalation training, as well as supporting the expansion of coordination and resources for school-based counseling and mental health programs
 3. Providing resources that are evidenced based addressing ways to integrate health and safety into athletic programs; and
 4. Disseminating best practices to promote student safety and violence prevention
 - viii. **Supporting Technology** — Increase access to personalized, rigorous learning experiences supported by technology by:
 1. Providing technical assistance to improve the ability of LEAs to—
 - a. Identify and address technology readiness needs, including infrastructure and access (devices, access to libraries,

connectivity, operating systems, software, related network infrastructure, and data security)

- b. Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students
- c. Build capacity for principals, other schools leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning
- d. Supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities
- e. Developing or using strategies that are innovative or evidence-based for the delivery of specialized or rigorous academic courses
- f. Disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications
- g. Providing teachers, paraprofessionals, school librarians and media personnel, and administrators with the knowledge and skills to use technology efficiently
- h. Making instructional content widely available through open educational resources

ix. **Allocations to LEAs**

1. The SEA must allocate funds to LEAs based on the Title I, Part A formula and no LEA may receive less than \$10,000
2. LEAs receiving more than \$30,000 –
 - a. Must complete a “Needs Assessment” that analyzes
 - b. Access to, and opportunities for, a well-rounded education for all students;
 - c. school conditions for student learning in order to create a healthy and safe school environment; and
 - d. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
3. LEAs must use at least 20% of funds for one activity under well-rounded provisions
4. LEAs must use at least 20% of funds for one activity under safe and healthy provisions
5. LEAs must use the remainder for well-rounded, safe and healthy, or supporting effective technology programs
6. LEAs receiving less than \$30,000 can use funds for any of the 3 activities under the well-rounded, safe and healthy, or supporting effective technology provisions
7. All LEA’s receiving allocation cannot use more than 15% of funds received for technology infrastructure, including purchasing

devices, equipment, and software applications in order to address readiness shortfalls

c. **Key Definitions**

- i. **Blended Learning** — The term ‘blended learning’ means a formal education program that leverages both technology-based and face-to-face instructional approaches—
 1. That include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and
 2. In which students are provided some control over time, path, or pace.

- ii. **Digital Learning** — The term ‘digital learning’ means any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including:
 1. Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;
 2. Access to online databases and other primary source documents;
 3. The use of data and information to personalize learning and provide targeted supplementary instruction;
 4. Online and computer-based assessments;
 5. Learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;
 6. Hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and
 7. Access to online course opportunities for students in rural or remote areas

d. **Part B — 21st Century Community Learning Centers**

- i. **Authorization Levels**
 1. \$1,000,000,000 for FY 2017
 2. \$1,100,000,000 for FY 2018 – 2020
- ii. **Allotments**

1. Secretary may reserve up to 1% for national activities and up to 1% for the BIE and outlying areas
2. States will receive funds based on the Title I, Part A formula
3. States may use up to 2% for administrative costs, establishing and reviewing a peer review process for sub-grant applications, and awarding funds
4. States may use up to 5% for state activities

e. **Part C — Charter Schools**

i. **Authorization Levels**

1. \$270,000,000 for fiscal year 2017
2. \$270,000,000 for fiscal year 2018
3. \$300,000,000 for fiscal year 2019
4. \$300,000,000 for fiscal year 2020

ii. **Funding Allotments** – From the total appropriation each year, the Secretary shall reserve:

1. 12.5% to support charter school facilities
 - a. 50% of this must be used to award 3 innovative competitive grants
 - b. Federal share each year: 90% year 1, 80% year 2, 60% year 3, 40% year 4, 20% year 5
 - c. 5% may be used for technical assistance
 - d. Funds must be used to supplement, not supplant state and local charter financing programs
2. 22.5% to carry out national activities
 - a. Up to 80% can be used for grants for the replication and expansion of high quality charter schools
 - b. Up to 9% to support authorized use of local funds (preparing teachers and school leaders, acquiring supplies, carrying out renovations, one-time startup costs, and community engagement activities)
 - c. Remainder of funds to disseminate technical assistance, best practices, and evaluations of the charter school and student achievement.
 - d. Remaining 65% for sub-grants to high-quality charter schools
 - e. The Secretary and State entities may use a weighted lottery to award sub-grants

iii. **State Use of Funds**

1. 90% of funds must be use for sub-grants to high-quality charter school programs
2. 7% must me used for technical assistance
3. No more than 3% can be used for administrative costs

iv. **Grant Periods and Awards**

1. State grants – 5 years
2. Sub-grants – 5 years, no more than 18 months for planning and design
3. The Secretary must award at least 3 grants in the first year funds are appropriated and fully obligate the first two years of funding
4. Sub-grants awards must be distributed throughout different areas including urban, suburban, and rural

f. **Part D — Magnet Schools Assistance**

i. Authorization levels

1. \$94,000,000 for fiscal year 2017
2. \$96,820,000 for fiscal year 2018
3. \$102,387,150 for fiscal year 2019.
4. \$108,530,379 for fiscal year 2020

ii. The Secretary may reserve up to 1% for technical assistance

g. **Part E – Family Engagement in Education Programs**

i. **Authorized Grants**

1. Statewide Family Engagement Centers
2. At least \$500,000
3. Entities receiving grants must demonstrate they are matching a portion of the services through non-Federal contributions
4. The Secretary may reserve 2% for technical assistance by competitive grant or contract for the establishment, development, and coordination of the centers

h. **Use of Funds – Funds must be used to:**

- i. Provide training and technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents”;
- ii. Develop and implement, in partnership with the State educational agency, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and
- iii. Develop and implement parent engagement policies

i. **Family Engagement In Indian Schools**

- i. The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with, local tribes, tribal organizations, or Indian nonprofit parent organizations to establish and operate family engagement centers
- ii. \$10,000,000 in FY17-20 to carry this out

j. **Part F — National Activities**

i. **Authorization levels**

1. \$200,741,000 for each of fiscal years 2017 and 2018
2. \$220,741,000 for each of fiscal years 2019 and 2020

ii. **Reservations**

1. \$5,000,000 for National Activities for School Safety
2. Project School Emergency Response to Violence program
3. Remainder for Education Innovation and Research
 - a. 36% in 2017 and 2018
 - b. 42% in 2019 and 2018
 - c. This is the new i3 program
4. Remainder for Community Support for School Success
 - a. 36% in 2017 and 2018
 - b. 32% in 2019 and 2020
 - c. Promise Neighborhood program
5. Remainder for Academic Enrichment
 - a. 28% in 2017 and 2018
 - b. 26% in 2017 and 2018

