

EVERY STUDENT SUCCEEDS ACT (ESSA) OVERVIEW



Signed into law December 10, 2015, the Every Student Succeeds Act (ESSA) is the federal legislation that governs elementary and secondary education in America. ESSA reauthorized the Elementary and Secondary Education Act and replaced No Child Left Behind (NCLB). The measure passed with broad bipartisan support in both the House and Senate and was influenced by a diverse set of lawmakers and stakeholders, who continue to monitor the regulatory process.

ESSA represents a major shift from the increased federal authority of NCLB and state waivers issued by the Department of Education to increased flexibility to states and school districts.

ESSA PRESENTS SEVERAL CHANGES FROM NCLB. ESSA NOW:

- Eliminates Adequate Yearly Progress (AYP) and Highly Qualified Teacher (HQT)
- Eliminates the requirement for teacher/principal evaluation systems and/or linking results to student test scores
- Eliminates prescribed interventions in identified schools
- Eliminates School Improvement Grant funds and requirements
- Migrates Title III language proficiency accountability requirements to Title I
- Makes funds more flexible (e.g., Title II and Title IV transferable)
- Reduces the authority of the U.S. secretary of education

THERE ARE 9 TITLES IN ESSA:

TITLE I: Improving Basic Programs Operated by State and Local Education Agencies

TITLE II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

TITLE III: Language Instruction for English Learners and Immigrant Students

TITLE IV: 21st-Century Schools

TITLE V: State Innovation and Local Flexibility

TITLE VI: Indian, Native Hawaiian, and Alaska Native Education

TITLE VII: Impact Aid

TITLE VIII: General Provisions

TITLE IX: Education for the Homeless and Other Laws

ESSA puts states and school districts in charge by creating new opportunities and flexibility while also requiring states to balance many decisions.

STATE LEADERS CAN:

- Design their own school ratings and decide how to determine the lowest performing 5 percent of Title I schools
- Innovate with assessment options, such as using computer-adaptive assessments and interim assessments that roll up to a single score or performance assessments
- Choose the ACT or SAT instead of a separate state high school assessment
- Decide how to evaluate teachers

STATE LEADERS HAVE TO FOLLOW CERTAIN REQUIREMENTS:

- Report results for more student subgroups
- Continue to have 95 percent state test participation
- Identify the lowest-performing schools, approve locally developed improvement plans, and monitor the schools' progress
- Report data on the distribution of effective teachers
- Consult a prescribed list of stakeholders when developing the state's plans

NEW!

ESSA also requires states to engage with a multitude of stakeholders to inform decision making.

ESSA requires states to engage in and provide evidence of “meaningful consultation” with a variety of stakeholders in virtually every major state-level decision. This includes:

- A variety of local education agencies (LEA)
 - ✓ Geographically diverse—suburban, rural, and urban
 - ✓ Serving a high percentage of schools identified for (and those implementing) Comprehensive Support and Improvement plans
- Principals, teachers, specialized instructional support personnel, paraprofessionals, and other staff
- School leader and teacher professional standards, certification, and licensing organizations
- The governor, members of the state legislature, and state board of education
- Parents and families of students of all ages
- Individuals, organizations, or partners connected to related strategies, programs, and activities being conducted in the state

IMPLEMENTATION TIMELINE

States have just a year to set a strong vision, engage stakeholders, and design ESSA plans for implementation beginning in school year 2017–18.

DECEMBER 2015	AUGUST 2016	FALL 2016	MARCH/JULY 2017	2017–18 SCHOOL YEAR
President Obama signs ESSA into law	ESEA waivers and competitive grant programs expire	Final regulations are published and go into effect	State Title I plans are due to the Education Department; transition year begins	Full implementation; delays are possible*

*ED is under pressure to move the start date from the 2017–18 to the 2018–19 school year.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Title I—Improving Basic Programs Operated by State and Local Education Agencies



WHY TITLE I MATTERS. The purpose of ESSA is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.” For principals, Title I funding brings both needed resources and new requirements to provide the personnel, instruction, and interventions to help close achievement gaps. This fact sheet provides basic information about the funding and major provisions of Title I. It also highlights opportunities for you to engage with your district and state in ensuring that the state’s Title I plan includes the priorities you deem critical to providing a quality education in your school. NASSP also provides a comprehensive summary of ESSA at www.nassp.org/essa-summary.



IMPORTANT. Your state is currently developing its new Title I plan—including the specifics of a new accountability system—and discussing new public report card requirements. By law, states must include principals in the planning process with stakeholders. To get involved, visit your state department of education website at www.nassp.org/essa-states. In addition, NASSP has worked closely with both the Council for Chief State School Officers (CCSSO) as well as the Learning First Alliance to develop principles and guidelines to help principals and other stakeholders proactively engage in the Title I planning process. These resources can be found at www.learningfirst.org/lfa-drafts-guidelines-stakeholder-engagement-essa.

FUNDING. Title I: Part A

Grants to districts are authorized in the following amounts:

■ FY 2017 — \$15,012,317,605	■ FY 2019 — \$15,897,371,442
■ FY 2018 — \$15,457,459,042	■ FY 2020 — \$16,182,344,591

It is important to understand that authorization levels provide a recommended funding level for operating a program and provide guidance to the Appropriations Committees as to an appropriate level of funding for the program. However, it is only the Appropriations Committees that have the authority to decide specific discretionary spending levels for programs on an annual basis. Often programs are funded at levels much lower than authorized.

NEW!

SCHOOL IMPROVEMENT. The School Improvement Grant program, known as SIG, has been eliminated from ESSA and consolidated into Title I. In addition, no prescribed specific school improvement strategies are included in the law. This means that it is left up to a state’s discretion to identify turnaround strategies for schools identified for intervention.

States must now set aside 7 percent of their Title I funds for school improvement interventions and technical assistance. Similar to language in No Child Left Behind, states have the choice to send these funds by formula to all districts or can turn them into competitive grants. Also, states may set aside an optional 3 percent for “direct student services” such as academic/career and technical education (CTE) coursework, credit recovery, AP/IB test fees, and transportation for districts implementing school choice.

NEW!

SCHOOLWIDE TITLE I: Normally, only schools comprised of at least 40 percent low-income students can use Title I for schoolwide purposes. This new provision allows states to grant waivers from this requirement.

NEW!

SUPPLEMENT NOT SUPPLANT: States must use a methodology to allocate state/local funds to Title I schools that ensures they receive the funds it would otherwise receive.

MAINTENANCE OF EFFORT: Current requirement still applies.

MAJOR PROVISIONS. Standards : Assessments : Accountability : Intervention

STANDARDS. States must:

- Set challenging academic standards
- Set language proficiency standards aligned with academic standards
- Assess 95 percent of all students and 95 percent of each subgroup in grades 3–8 in math and reading once in high school
- Assess students in science (once per three grade bands)
- Develop an accountability system and make determinations
- Ensure districts and schools intervene in the lowest-performing schools
- Report data by schools and districts

States have been given a great deal of flexibility to define the term “challenging” as it relates to their state-defined standards. In fact, the Department of Education cannot “require” states to use certain standards. However, a state can choose to use standards that meet federal requirements and have been adopted previously, such as Common Core.

NEW!

ASSESSMENTS. While the annual reading, math, and science assessment requirements haven’t changed under ESSA, there are new requirements and flexibilities that may impact your district and school.

STATES MUST:

- Cap use of alternate assessment for students with the most significant cognitive disabilities at 1 percent of all students, by subject. No cap on district.
- Identify and develop assessments in languages for ELs.
- Report on gender, homeless children, children in foster care, and children with active parents in the armed forces.
- Use Universal Design.

STATES MAY:

- Exempt advanced grade 8 students from math test to take state-determined high school assessment.
- Develop computer adaptive tests.
- Allow districts to use a nationally recognized high school assessment in lieu of a state test.
- Apply to allow districts to use the Innovative Assessment Pilot program (seven-state limit).

ACCOUNTABILITY SYSTEM. States define one single system that includes:

- Long-term goals, measuring interim progress of student subgroups on:
 - ✓ Improved academic achievement on state assessments
 - ✓ Graduation rates
 - ✓ Progress in achieving English language proficiency
- Annual, meaningful differentiation of schools
- Statewide indicators, which must include:
 1. Annual assessment
 2. Graduation rate for high schools
 3. A measure of student growth or other academic indicator (K–8)—**NEW!**
 4. English language proficiency—**NEW!**
 5. At least one additional measure of school quality/ student success that could include student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, or school climate and safety, among other measures—**NEW!**

Notes: Indicators must be valid, comparable, reliable, statewide, and meaningfully differentiate schools. The school rating must be based on all indicators for each subgroup. Indicators one through four must have a much greater weight than number five—the “additional indicator(s).”

INTERVENTION. States Identify schools for Improvement and Support

Comprehensive Support and Improvement (every three years):

- ✓ Schools in the bottom 5 percent according to the state's performance metric
- ✓ High schools graduating fewer than 67 percent of students
- ✓ Schools consistently underperforming for any subgroup after a state-defined number of years

Note: States determine number of years for intervention, districts determine intervention, and states determine exit criteria.

States must identify schools for Targeted Support and Improvement: Schools that are low performing for one or more subgroups (performing as low as the bottom 5 percent).

Note: Districts determine timing and type of intervention, unless the school is then defined as a school for comprehensive support and improvement.

OPPORTUNITIES TO ADVOCATE.

- **Engage now in state accountability system decision making and Title I plan development.** Your state is required to include school principals in developing the state standards, assessments, and accountability system—including the new school quality indicator(s)—and the full Title I plan. Visit your state department of education's website to learn about their process and/or to review draft plans. Every state is managing this process differently and needs your input now.
- **Meet with your district to discuss how to support and influence the state planning** for the new requirements and flexibility in statewide assessments. Your school teams, parent communities, and others will be relying on you to convey any changes coming in 2017 and beyond.
- **For priority and focus schools,** discuss with your district and state contacts the process to continue support if you are a priority or focus school previously identified under your state's ESEA waiver. ESSA requires this support to continue until ESSA is fully implemented or until your school exits priority or focus status.
- **Work with a coalition.** The commonly known saying "strength in numbers" is true for successful advocacy. Working with allied groups that include parents, teachers, school board members, and other local/district education professionals can certainly improve the impact of your recommendations.
- **Make the case for increased Title I funding.** Members of the Labor, Health and Human Services and Education Appropriations Committees in the House and Senate must hear from principals why increased Title I funds are critical to meet the needs of disadvantaged students. Make the case for why more resources are needed to improve the academic success of your students. Use the Principal's Legislative Action Center to send a message to your congressional leader at www.nassp.org/plac.
- **Share any good news with your local media.** If you have good news to tell or believe your community, city, or state media can highlight the work and success of your teachers and students, visit www.nassp.org/essa-communication-kit for tips, tools, and resources on how to raise the visibility of your school via social media as well as traditional outlets.

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



WHY TITLE II MATTERS.

The purpose of Title II is to:

- Increase student achievement consistent with the challenging state academic standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

Title II requires districts to “meaningfully consult” with teachers, principals, paraprofessionals, charter school leaders, parents etc., when developing an application for the use of Title II funds for state approval.

THERE ARE FOUR MAJOR CHANGES TO TITLE II:

1. Changes the formula funding to weigh poverty over population
2. Removes the requirement for a teacher evaluation system
3. Eliminates the requirement for teachers to be highly qualified
4. Allows states to blend Title II Part A funds with other ESSA funds (e.g., Title III, Title IV)

For principals, Title II funding can bring needed resources to recruit, train, and retain teachers as well as provide ongoing professional learning opportunities in Title I schools. To help principals understand new requirements and opportunities provided by Title II, this fact sheet provides basic information about the funding and its major provisions. It also highlights opportunities for you to engage with your district and state to ensure the use of Title II funds reflect the priorities you deem critical to providing a quality education in your school. NASSP also provides a comprehensive summary of ESSA at www.nassp.org/essa-summary.

NEW!

FUNDING. TITLE II: PART A—SUPPORTING EFFECTIVE INSTRUCTION

ESSA provides a gradual phase in of a new formula, weighing population less and poverty more from Fiscal Year 2017 through 2023. The new formula means some states will see an increase in Title II funding each year while others will see a decrease.

- 35/65 in FY 2017
- 25/75 in FY 2019
- 30/70 in FY 2018
- 20/80 in FY 2020 and succeeding years

FUNDING. AUTHORIZATION OF APPROPRIATIONS

■ PART A: Supporting Effective Instruction	FY 2017–FY 2020	\$2.295B
■ PART B: National Activities	FY 2017–FY 2018	\$468M
■ PART B: National Activities	FY 2019	\$469M
■ PART B: National Activities	FY 2020	\$489M

States can reserve no more than 5 percent of Title II Part A funds for state activities (with a limit of 1 percent for administration) and must provide 95 percent of Part A funds to districts.

NEW!

States may reserve up to 3 percent of the amount for district subgrants for state-level principal and school leader support. Some states (e.g., Washington) have already committed to using the 3 percent specifically for activities to support principals.

Authorization levels provide a recommended funding level for operating a program and provide guidance to the Appropriations Committees as to an appropriate level of funding. However, it is only the Appropriations Committees that have the authority to decide specific discretionary spending levels for programs on an annual basis. Often programs are funded at levels much lower than authorized.

MAJOR PROVISIONS.

Supporting Effective Instruction: National Activities Supporting Effective Instruction

STATES MUST:

Submit an application to the U.S. Department of Education and describe:

- The system of certification and licensing of teachers, principals, or other school leaders
- How activities are aligned with challenging state standards and will improve student achievement
- How data will be used
- How it will encourage increased autonomy and flexibility of teachers/principals
- Action(s) it will take to improve teacher preparation programs
- How it will ensure monitoring of the implementation of activities and provide technical assistance to districts

In addition:

- **IF** the state plans to use funds to improve equitable access to effective teachers, then they must provide a description of the plan
- **IF** the state plans to use funds to work with the district to develop and implement an evaluation system, then they must provide a description of that plan

DISTRICTS MUST:

Submit a plan to the state and describe:

- The activities to be carried out and how they are aligned with challenging state standards
- The system of professional growth and improvement (e.g., teacher induction; building the capacity of teachers, principals/other school leaders, etc.)
- How the district will prioritize funds to schools implementing Comprehensive Support and Improvement and Targeted Support and Improvement activities
- How the district will use data and ongoing consultation to update and improve activities
- How the district will ensure the coordination of professional development activities provided through other federal, state, and local programs

Note: Other requirements may apply depending on how states and districts identify the use of funds. ESSA provides 16 allowable uses of state funds and 21 allowable uses of district funds. In September 2016, the U.S. Department of Education issued nonregulatory guidance on Title II to guide decision making for states and districts. View guidance at www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaiguide.pdf.

NEW!

Due to NASSP's advocacy efforts, ESSA includes a definition of "school leader" to mean a principal, assistant principal, or other individual who is "an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary or secondary school; who is and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building."

NATIONAL ACTIVITIES

- Teacher and School Leader Incentive Program
- Literacy Education for All, Results for the Nation
- American History and Civics Education
- Programs of National Significance
 - Supporting Effective Educator Development
 - School Leader Recruitment and Support
 - Technical assistance
 - STEM Master Teacher Corps

NEW!

The *School Leader Recruitment and Support* program allows the secretary of education to offer competitive grants to states to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools.

OPPORTUNITIES TO ADVOCATE.

- **Engage now with your district in discussions about the recruitment, professional development, quality, and access of all students to effective teachers.** All districts are required to include school principals in developing the priorities for Title II planning.
- **Collaborate and work with other principals in your district and state to influence the state Title II planning.** Because ESSA eliminates the Title II Part A minimum grant award to each state, it relies on a new funding formula and creates new funding flexibility among Titles II, III, and IV. As such, principals must work together so district and state leaders become aware of your priorities. The new 3 percent set-aside for principal and school leader support provides a tremendous opportunity to influence state policy and planning.
- **Use the model legislation to create new state policy.** The legislation can be tailored to directly support principals and school leaders in your state.
www.nassp.org/essa-model-legislation
- **Make the case for increased Title II funding.** Members of the Labor, Health and Human Services and Education Appropriations Committees in the House and Senate must hear from principals why increased Title II funds are critical to the recruitment, professional learning, capacity-building, and other important needs of principals and the school teams you lead to ensure the academic success of your students.
- **Share any good news with your local media.** If you have good news to tell or believe your community, city, or state media can highlight the work and success of your teachers and students, visit www.nassp.org/essa-communication-kit for tips, tools, and resources on how to raise the visibility of your school via social media as well as traditional outlets.

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Title III—Language Instruction for English Learners and Immigrant Students



WHY TITLE III MATTERS. English learners (ELs) comprise about 10 percent of the overall student population and continue to grow at a rapid rate. The purpose of Title III is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement and to assist teachers (including preschool teachers), administrators, and other school leaders in developing and enhancing their capacity to provide effective instructional programs.

Title III also continues to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. While accountability for the progress of English learners has been folded into Title I, along with all other student subgroups, Title III still remains the dedicated formula funding to states to improve the education of English learners and immigrant youth to learn English and meet challenging state academic standards and to implement effective language instruction programs.

NEW!

States now must establish and implement—after consultation with district boards representing the geographic diversity of the states—standardized English learner entrance and exit procedures. This includes a requirement that all students who may be English learners are assessed for that status within 30 days of enrollment in a school within the state.

NEW!

FUNDING. TITLE III: PART A—ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

The authorization levels for Part A formula grants to states gradually increase from \$756 million in FY 2017 to \$885 million by FY 2020 at the following amounts:

■ FY 2017—\$756,332,450	■ FY 2019—\$784,959,633
■ FY 2018—\$769,568,267	■ FY 2020—\$884,959,633

Principals and school leaders should know about a competitive discretionary grant program run by the Department of Education called the National Professional Development Project that was originally authorized in No Child Left Behind. This grant program supports professional development activities to improve classroom instruction for English learners and assists educational personnel working with English learners to meet high professional standards, including standards for certification and licensure.

STATES RECEIVING A FORMULA GRANT MAY RESERVE UP TO 5 PERCENT OF FUNDS FOR:

1. Establishing and implementing standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners be assessed for such status within 30 days of enrollment in a school
2. Providing effective teacher and principal preparation
3. Planning, evaluation, administration, and interagency coordination related to the subgrants
4. Technical assistance
5. Providing recognition, which may include providing financial awards, to recipients of subgrants that have significantly improved the achievement and progress of English learners in meeting the state-designed long-term goals

States can use funds to make subgrants to eligible entities as long as 95 percent of state funding is used for purposes described in relevant Title III sections. States receive funding in a weighted formula with 80 percent of funds based on the population of English learners and 20 percent based on the population of immigrant children and youth in the state as compared to all states using data from the American Community Survey conducted by the U.S. Department of Commerce.

Authorization levels provide a recommended funding level for operating a program and provide guidance to the Appropriations Committees as to an appropriate level of funding. However, it is only the Appropriations Committees that have the authority to decide specific discretionary spending levels for programs on an annual basis. Often programs are funded at levels much lower than authorized.

NEW!

In September 2016, the Department of Education issued nonregulatory guidance at www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf on Title III of ESSA for states and districts. The guidance includes information and resources for state, district, and school personnel, including:

- Use of Title III funds to serve ELs
- Design and delivery of language instruction educational programs, which include educators of ELs
- Key information on family, parent, and community engagement
- Key information on distinct populations of ELs, including early learners, former ELs, immigrant students, and ELs who are also students with disabilities
- Clarifications of the rights ELs have under federal civil rights law related to supports and services
- A list of publications and resources for administrators and educators who work with ELs

This guidance at www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf will help inform the work done to all states and to school districts receiving Title III funds as they transition to the new requirements under ESSA.

OPPORTUNITIES TO ADVOCATE

- **Engage now with your district in discussions about the instruction of English learners** and providing effective teacher and principal professional development to improve teaching skills in meeting the diverse needs of English learners.
- **Collaborate and work with other principals in your district and state** to influence the state Title I and Title III planning as they work in tandem for English learner accountability.
- **Make the case for increased Title III funding.** Members of the Labor, Health and Human Services and Education Appropriations Committees in the House and Senate must hear from principals why increased Title III funds are critical to the recruitment, professional learning, capacity-building, and other important needs of principals and the school teams to effectively implement language instruction programs that help English learners grow and meet challenging state academic standards.
- **Share any good news with your local media.** If you have good news to tell or believe your community, city, or state media can highlight the work and success of your teachers and students, visit www.nassp.org/essa-communication-kit for tips, tools, and resources on how to raise the visibility of your school via social media as well as traditional outlets.

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Title IV—21st Century Schools



WHY TITLE IV MATTERS. Title IV is comprised of two large block grant programs as well as discretionary grant and assistance programs meant to support the comprehensive needs of students in a variety of settings, strengthen family engagement, and bring America's schools into the 21st century.

NEW!

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS. This flexible new grant program officially eliminates the Safe and Drug-Free Schools program and consolidates more than 20 competitive grant programs previously authorized as part of No Child Left Behind, many that supported the comprehensive needs of students, into one large fund called a "block grant." The purpose of the Student Support and Academic Enrichment Grants is to improve students' academic achievement by increasing the capacity of states, districts, schools, and communities to:

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

FUNDING ALLOCATION. Funds are allocated to states based on the Title I formula. States then subgrant funds to each district using the same formula.

States may reserve up to 1 percent for administrative costs and must support local districts in providing access to a well-rounded education for all students; fostering safe, healthy, supportive, and drug-free environments; and increasing access to technology and learning experiences supported by technology.

These activities must be coordinated with other schools and with community-based services and programs and can include e-partnerships with higher education institutions, business, nonprofits, community-based organizations, or other public or private entities.

STATES MUST SUBGRANT 95 PERCENT TO DISTRICTS, and no district may receive less than \$10,000. Districts receiving more than \$30,000 must complete a "needs assessment" once every three years that analyzes:

- Access to, and opportunities for, a well-rounded education for all students
- School conditions for student learning in order to create a healthy and safe school environment
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Any district that receives more than \$30,000 must spend its funds in three specific areas:

- Not less than 20 percent of funds must be spent on activities to support "well-rounded" education.
 - This includes programs and activities such as school counseling, music and arts programs, STEM programs including computer science, foreign language, history, civics, geography, and accelerated learning programs (i.e., Advanced Placement, dual enrollment, and early college high schools).
- Not less than 20 percent of funds must be spent on activities to support "safe and healthy" students.
 - This includes programs and activities such as social and emotional learning, comprehensive mental health awareness training, school-based counseling, violence prevention, bullying prevention, physical education, and integrated systems of student and family supports.

TITLE IV IS DIVIDED INTO THE FOLLOWING SECTIONS:

Part A—Student Support and Academic Enrichment Grants

Part B—21st Century Community Learning Centers

Part C—Expanding Opportunity Through Quality Charter Schools

Part D—Magnet Schools Assistance

Part E—Family Engagement in Education Programs

Part F—National Activities

- A portion of funds should support effective use of technology.
 - This includes increased access to personalized learning experiences, building technological capacity and infrastructure, carrying out blended learning projects, and professional development in using data and technology to improve instruction.

There is a limitation that no more than 15 percent of funds may be used for purchasing technology infrastructure, including devices, equipment, and software applications.

Note: In October 2016, the U.S. Department of Education issued nonregulatory guidance on the Student Support and Academic Enrichment Grants that provides key information on the allowable use of funds, role of the state, fiscal responsibilities, and local application requirements.

TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS. This program was originally authorized in No Child Left Behind and is currently the largest block grant program in Title IV. In FY 2016, the program received \$1.17 billion. The purpose of the 21st Century Community Learning Center (21st CCLC) program is to provide grants to local school districts and community learning centers for afterschool programs serving students in low-performing schools. Programs are run by schools and/or community organizations in partnership and can also serve children before school and in the summer months.

Allowable activities, services, and programs must be focused on academic enrichment that is designed to reinforce and complement the regular academic program of participating students.

NEW!

This includes expanded learning activities if these activities: (1) add a minimum of 300 additional hours of programming each school year, (2) ensure programming be supplemental in nature and not an extension or addition to regular school-day activities, and (3) require partners.

In addition, programs can be funded for families of students that provide opportunities for meaningful engagement in their children's education, including opportunities for literacy development. Examples include youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, literacy and financial literacy programs, environmental literacy programs, mathematics, science, career and technical education programs, internship or apprenticeship programs, etc.

Funds are distributed by formula to states. States then run a competitive subgrant program to distribute the funds to the local level.

TITLE IV, PART C: EXPANDING OPPORTUNITIES THROUGH QUALITY CHARTER SCHOOLS. This section authorizes the federal Charter School Program to provide financial assistance for the planning, program design, and initial implementation of charter schools and to increase the number of high-quality charter schools available to students across the United States.

TITLE IV, PART D: MAGNET SCHOOLS ASSISTANCE. This section authorizes \$94 million in FY 2017 with incremental annual increases up to \$108.5 million in FY 2020 for magnet schools.

TITLE IV, PART E: FAMILY ENGAGEMENT IN EDUCATIONAL PROGRAMS. This section authorizes the Statewide Family Engagement Centers program to provide states and districts with the capacity to support effective implementation and enhancement of family engagement policies and initiatives.

TITLE IV, PART F: NATIONAL ACTIVITIES. This section authorizes the following discretionary grant programs run by the U.S. Department of Education:

- Education Innovation and Research grants (based on the Investing in Innovation [i3] program) will be awarded to create, develop, and implement evidence-based innovations to improve student achievement and attainment for high-needs students.
- Community Support for School Success authorizes both the Promise Neighborhoods discretionary grant program and Full Service Community School discretionary grant program. Grants through these programs will be awarded to offer a continuum of comprehensive services to improve the academic and development outcomes for children and families living in struggling communities.
- Project School Emergency Response to Violence (SERV) program grants will be awarded to strengthen violence prevention activities as part of the activities designed to restore the learning environment that was disrupted by a violent or traumatic event at a school.
- Academic Enrichment grants will be awarded to support arts education programming as well as to support high-ability learners and learning—also known as the Jacob K. Javits Gifted and Talented Students Education Program.

FUNDING: AUTHORIZATION OF APPROPRIATIONS

■ Part A: Student Support and Academic Enrichment Grants

FY 2017 \$1.65B
FY 2018–FY 2020 \$1.60B

■ Part B: 21st Century Community Learning Centers

FY 2017 \$1.00B
FY 2018–FY 2020 \$1.10B

■ Part C: Expanding Opportunity Through Quality Charter Schools

FY 2017 \$270M	FY 2019.....\$300M
FY 2018 \$270M	FY2020.....\$300M

■ Part D: Magnet Schools Assistance

FY 2017 \$94.00M	FY 2019.....\$102.38M
FY 2018 \$96.82M	FY 2020.....\$108.53M

■ Part E: Family Engagement in Education Programs

FY 2017–FY 2020 \$10.00M

■ Part F: National Activities

FY 2017–FY 2020 \$200.74M

OPPORTUNITIES TO ADVOCATE.

- **NASSP has been actively involved in advocacy efforts to fully fund Title IV, Part A, Student Support and Academic Enrichment Grants. Additional voices are needed at the state and local levels to make the case for fully funding this grant program.** Members of the Labor, Health and Human Services and Education Appropriations Committees in the House and Senate must hear from principals as to why funds are needed to support students' well-rounded education, safe and healthy conditions for learning, and the effective use of technology. The activities and programs supported by this block grant are critical to the school teams you lead to ensure the academic success of your students.

- **Once funding for the Title IV, Part A, Student Support and Academic Enrichment Grants reaches the local level, get involved with those leading efforts to design and implement the required needs assessment tool.**

The results of the needs assessment will determine what programs and activities are funded in each of the three required "buckets." NASSP has created two resources for educators to consult in learning how to give students a voice through ESSA:

- visit a webinar called "The Every Student Succeeds Act: What Do Students Need to Know?" at www.nassp.org/webinars
- an article in the September 2016 issue of *Advise*, "The Every Student Succeeds Act: What Do Advisers and Students Need to Know?" at www.nhs.us/essa-and-students

- **Related to Title IV, Part B, the 21st Century**

Community Learning Center Program, meet with your state 21st CCLC leaders to ensure input from principals is included in plans for new local competitions.

- **Get to know your Afterschool State Network at www.afterschoolalliance.org/policystatemap.cfm to help ensure high-quality out-of-school programs are in place.**
- **Share any good news with your local media.** If you have good news to tell or believe your community, city, or state media can highlight the work and success of your teachers and students, visit www.nassp.org/essa-communication-kit for tips, tools, and resources on how to raise the visibility of your school via social media as well as traditional outlets.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Title V—Flexibility and Accountability— Rural Education and Achievement Program



WHY TITLE V MATTERS. The purpose of Title V is to allow states and districts the flexibility to target federal funds to the programs and activities that most effectively address the unique needs of states and localities. In particular, Title V, Part B—the Rural Education Initiative—is designed to help states and districts meet the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula funds in amounts too small to be effective in meeting their intended purposes. Title V matters because it can help ensure that principals and school leaders working in states and districts with rural populations have funding flexibility so teachers, school personnel, and students get the extra support they need.

FUNDING: TITLE V, PART B

ESSA authorizes funds for annual grants to districts.

FY 2017–FY 2020 \$169,840,000

NEW!

Schools and districts that are eligible for both SRSA and RLIS funds can apply for the funding stream that meets their unique needs; this was not the case in No Child Left Behind. Additionally, districts that receive RLIS funding can use funds for a broader range of activities. RLIS funding can now be applied toward any allowable use of funds under ESSA Title I Part A, Title II Part A, Title III, or Title IV Part A or B.

NEW!

Title V offers and supports access to what may be otherwise out-of-reach funding opportunities. Because rural districts often lack the capacity to apply for competitive grants, ESSA helps rural districts by:

- Requiring the secretary of education to conduct outreach to rural districts about competitive grant opportunities
- Reducing the paperwork and compliance burden
- Allowing districts to seek technical assistance on Title V grant applications or pre-applications
- Allowing districts to work together or with educational service agencies to submit joint applications for federal funding

TITLE V, PART B IS COMPRISED OF TWO MAIN PROGRAMS:

The Small Rural School Achievement Program (SRSA)

provides funds targeted and designed for schools with small populations in lower-density areas. Funds are given directly to districts with designation by the National Center for Education Statistics (NCES).

The Rural and Low- Income Schools Program (RLIS)

provides funds for states to subgrant to districts with NCES designation. RLIS funds apply more broadly and can be used for a number of purposes related to other titles of ESSA.

OPPORTUNITIES TO ADVOCATE

- **Engage now with your district in discussions about the instruction of students in rural areas.** Encourage additional support and effective teacher and principal professional development to improve teaching skills in meeting the diverse needs of this population.
- **Collaborate and work with other principals in your district to help ensure your state applies for these funds and makes them available.**
- **Influence the federal appropriations process.** Because of the ability to combine and target all ESSA title funds in combination with Title V funds in rural districts, influencing the federal appropriations process would help assure more funds are available to your district and school.
- **Share any good news with your local media.** If you have good news to tell or believe your community, city, or state media can highlight the work and success of your teachers and students in rural schools and districts, visit www.nassp.org/essa-communication-kit for tips, tools, and resources on how to raise the visibility of your school via social media as well as traditional outlets.