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- 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.
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#### **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 – 21<sup>st</sup> 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 — 21<sup>st</sup> 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

